

Professional Development Programmes and Job Performance of Business Education Lecturers in Public Universities in South-South Nigeria

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Abstract

This study investigated the relationship between professional development programmes and job performance of Business Education lecturers in public universities in South-South Nigeria. The study adopted a correlational research design and was guided by three research questions and three corresponding null hypotheses. The population comprised 95 Business Education lecturers from five public universities offering Business Education programmes in South-South Nigeria. Given the manageable size of the population, the census sampling technique was adopted, enabling all 95 lecturers to participate in the study. Data were collected using two researcher-developed instruments titled Professional Development Programmes Questionnaire (PDPQ) and Job Performance of Business Education Lecturers Questionnaire (JPBELQ). The PDPQ consisted of 15 items measuring workshop participation, conference participation, and in-service training, while the JPBELQ comprised 15 items measuring lecturers' job performance in the areas of instructional delivery, research productivity, and community service. The instruments were validated by experts in Business Education and Measurement and Evaluation. Their reliability was established using the test-retest method, yielding reliability coefficients of 0.83 for the PDPQ and 0.86 for the JPBELQ using the Pearson Product Moment Correlation (PPMC). Data were analysed using the Pearson Product Moment Correlation coefficient with the aid of the Statistical Package for the Social Sciences (SPSS) version 26. Pearson's correlation coefficient was used to answer the research questions and test the null hypotheses at the 0.05 level of significance. The findings revealed that workshop participation, conference participation, and in-service training each had a strong positive and statistically significant relationship with the job performance of Business Education lecturers in public universities in South-South Nigeria. The study concluded that professional development programmes contribute significantly to improving the job performance of Business Education lecturers in public universities in South-South Nigeria. It was therefore recommended that university management should strengthen policies and funding for continuous professional development by providing regular workshops, supporting conference participation, and implementing structured in-service training programmes to enhance lecturers' instructional delivery, research productivity, and community service.

Keywords: *Professional development programmes, Job performance, Business Education*

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Background of the Study

Business Education occupies a strategic position in human capital development because it equips learners with the knowledge, competencies, values, and practical skills required for gainful employment, entrepreneurship, and lifelong learning. As a component of Technical and Vocational Education and Training (TVET), Business Education is designed to prepare individuals for office occupations, teaching of business subjects at various levels of the educational system, self-employment, and entrepreneurship. The National Universities Commission (NUC) Core Curriculum and Minimum Academic Standards (CCMAS) further emphasises the development of relevant knowledge, practical skills, professional values, and competencies that enable graduates to respond effectively to the demands of contemporary work and enterprise (National Universities Commission [NUC], 2023). The programme therefore bridges the gap between theoretical knowledge and practical application through areas such as Accounting, Entrepreneurship, Marketing, Office Management, and Information Technology. Consequently, the attainment of the objectives of Business Education depends substantially on the quality of instruction and professional services provided by the lecturers responsible for implementing its curriculum.

Business Education lecturers are central to the realisation of the goals of the programme because they are responsible for translating curriculum objectives into meaningful learning experiences. Their responsibilities extend beyond classroom teaching to include student assessment, research and scholarly activities, student supervision, participation in institutional activities, professional engagement, and community service. Contemporary higher education has consequently expanded the competence expectations placed on university teachers. Van Dijk et al. (2020), for example, argued that university teachers increasingly perform roles that connect teaching with wider societal engagement, while van Dijk et al. (2023) noted that professional development for university teachers needs to address the range of tasks associated with teaching, educational design, assessment, educational leadership, research, and continuing professional development. These responsibilities require Business Education lecturers to possess current subject-matter knowledge, sound instructional skills, research competence, digital capabilities, and the ability to respond to changes in education and the business environment.

Job performance is therefore an important indicator of the effectiveness of university lecturers because it reflects the extent to which academic personnel successfully discharge the responsibilities associated with their positions. In the university environment, lecturers are expected to perform multiple academic functions, including instructional delivery, assessment of students, research and publication, student supervision, participation in academic and institutional activities, and community service. For Business Education lecturers, effective job performance is particularly important because their professional activities contribute directly to the preparation of graduates with the knowledge, practical competencies, and employability skills required in contemporary workplaces and entrepreneurial settings. Evidence from Nigerian studies indicates that lecturers' job performance is associated with institutional and professional factors. For example, Ile and Edokpolor (2021) found significant relationships between selected job resources and the task performance of business

educators in public universities in South-South Nigeria, while Dimowo et al. (2022) reported that lecturers' job performance is relevant to the internal efficiency of public universities. Thus, in this study, job performance refers to the extent to which Business Education lecturers effectively discharge their academic responsibilities, particularly in the areas of instructional delivery, research productivity, and community service.

The effective performance of these responsibilities requires lecturers to continually acquire, update, and strengthen the knowledge and competencies relevant to their profession. One important avenue through which this can be achieved is professional development programmes. Professional development programmes encompass organised learning opportunities through which lecturers update their knowledge, develop new competencies, improve existing skills, and respond to emerging developments in their academic and professional fields. Such programmes may expose university teachers to contemporary teaching approaches, research practices, technological innovations, curriculum developments, assessment strategies, and emerging trends within their disciplines. Van Dijk et al. (2023) emphasised that professional development is itself an important component of university teachers' professional work, while Gast et al. (2017) demonstrated that professional development activities such as workshops, reflection, feedback, coaching, and learning communities can support different aspects of university teachers' professional development. Similarly, Fumasoli and Rossi (2021) highlighted the role of higher education institutions and professional networks in supporting teaching and learning innovation.

Professional development is particularly important because university teaching takes place within an environment characterised by continuous educational, technological, and societal change. The competencies required of university teachers cannot therefore remain static. Fernández-Ruiz and Panadero (2023), for instance, observed that university teachers require professional development opportunities in assessment, while a study by van Dijk et al. (2023) emphasised the need to connect academics' disciplinary knowledge with their development as university teachers. In addition, research on professional development programmes has shown that structured development activities can contribute to improvements in university teachers' teaching competencies. For example, the evaluation of a professional development programme reported positive effects on university teachers' student-centred teaching competencies (Adams et al, 2023). Professional development programmes in the present study are therefore conceptualised as organised opportunities through which Business Education lecturers acquire, update, and strengthen the professional knowledge, skills, and competencies required for effective performance. The study focuses specifically on workshop participation, conference participation, and in-service training.

One major dimension of professional development is workshop participation. Workshops provide lecturers with structured opportunities to acquire practical knowledge, develop professional skills, exchange experiences, and engage with emerging ideas and practices. They may focus on instructional methods, digital technologies, curriculum implementation, assessment practices, research methods, or other areas relevant to academic work. Gast et al. (2017), for example, identified formal workshops as one of the professional development

activities through which university teachers can develop aspects of their professional competence. Similarly, Fernández-Ruiz and Panadero (2023) demonstrated that professional development courses can address specific areas of university teaching, including assessment. For Business Education lecturers, workshop participation can therefore provide opportunities to acquire practical knowledge that can be transferred to classroom instruction, research activities, student assessment, and other academic responsibilities.

Another important dimension of professional development is conference participation. Conferences provide academics with opportunities to interact with scholars and professionals, present research findings, receive feedback, learn about emerging developments, and establish professional networks. These activities can broaden lecturers' professional knowledge and expose them to current research, innovative practices, and emerging issues within their disciplines. Buba et al. (2022), in their study of Business Education lecturers in tertiary institutions in Adamawa State, found that study-fellowship training and conference attendance had significant positive effects on lecturers' job performance. Similarly, Aremu (2025) reported positive and statistically significant relationships between workshops and conferences and lecturers' job performance in Federal Polytechnics in Ado Ekiti, Nigeria. These findings provide empirical support for considering conference participation as a professional development activity that may be associated with lecturers' effectiveness in performing their academic responsibilities.

In-service training constitutes another important dimension of professional development. It provides employees with opportunities to acquire new knowledge, update existing competencies, and improve their professional capabilities while remaining in active service. For university lecturers, in-service training may address instructional technology, curriculum implementation, research methodology, assessment, academic administration, and other emerging professional requirements. Such training is particularly relevant to Business Education lecturers because their responsibilities require them to remain responsive to developments in both education and the business environment. Evidence from Nigeria supports the relevance of such training. Aremu (2025) found a positive and statistically significant relationship between in-service training and lecturers' job performance, while a study of lecturers in Colleges of Education in North-West Nigeria found that conferences, workshops, seminars, and intensive training significantly influenced lecturers' job performance (Obi & Shuaibu (2021). More recent evidence from the Federal Colleges of Education context also indicates a positive influence of in-service training on the job performance of Business Education lecturers (Bayola et al., 2026). These findings suggest that in-service training can provide lecturers with opportunities to update competencies needed for effective performance.

The relationship between professional development programmes and job performance is particularly important in Business Education because the quality of lecturers' professional performance can influence the extent to which the objectives of the programme are achieved. Professional development can provide lecturers with opportunities to acquire relevant knowledge, refine existing skills, learn innovative approaches, and respond to emerging

professional demands. Empirical evidence from Nigeria supports this relationship. Buba et al. (2022) found significant positive effects of staff development activities, particularly study-fellowship training and conferences, on the job performance of Business Education lecturers. Azeez and Yara (2022) similarly examined professional development programmes and lecturers' performance in Colleges of Education in Southwest Nigeria, while Adedejo et al. (2024) reported significant relationships between professional development programmes and lecturers' job performance in Colleges of Education in Southwest Nigeria. More recently, Ejike-Onu et al. (2026) reported a significant and very strong positive relationship between transformative professional development and the job performance of university lecturers in federal universities in Southeast Nigeria. Together, these findings suggest that professional development may be an important factor associated with lecturers' ability to perform their academic responsibilities effectively.

Despite these findings, important gaps remain in the literature. Existing Nigerian studies have examined professional development and lecturers' job performance across different educational contexts, including Colleges of Education, polytechnics, and tertiary institutions generally. For example, Buba et al. (2022) examined Business Education lecturers in tertiary institutions in Adamawa State, while Azeez and Yara (2022) focused on Colleges of Education in Southwest Nigeria. Aremu (2025) examined lecturers in Federal Polytechnics in Ado Ekiti, whereas the more recent study by Ejike-Onu et al. (2026) focused on federal universities in Southeast Nigeria. Although these studies provide useful empirical evidence, their findings cannot automatically be generalised to Business Education lecturers in public universities in South-South Nigeria because differences in institutional type, geographical context, professional expectations, and opportunities for staff development may influence the relationship between professional development and job performance.

Furthermore, limited attention has been given to the individual relationships between workshop participation, conference participation, and in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria. This constitutes a contextual and variable-specific gap that warrants further investigation. Examining these dimensions separately is important because each may provide different forms of professional learning. Workshops may emphasise practical skill acquisition and application; conferences may provide opportunities for scholarly exchange, networking, and exposure to current developments; while in-service training may focus on updating competencies required for effective performance within the workplace. Existing evidence has considered some of these activities collectively, but there remains a need to determine their respective relationships with the job performance of Business Education lecturers within the specific context of public universities in South-South Nigeria. This is particularly relevant given evidence that Business Education lecturers in South-South universities constitute a distinct population whose job performance has been examined in relation to other institutional and technological factors (Ile & Edokpolor, 2021; Otamiri & Ile, 2022).

It is against this background that the present study examines the relationship between professional development programmes and the job performance of Business Education

lecturers in public universities in South-South Nigeria. Specifically, the study focuses on workshop participation, conference participation, and in-service training as dimensions of professional development programmes and examines their respective relationships with lecturers' job performance. The findings are expected to provide empirical evidence that can assist university management, policymakers, professional associations, and other stakeholders in strengthening professional development practices and supporting improved job performance among Business Education lecturers.

Statement of the Problem

Business Education lecturers play a crucial role in equipping students with the knowledge, skills, and competencies required for employment, entrepreneurship, and lifelong learning in a rapidly changing business environment. To effectively perform these responsibilities, lecturers are expected to participate in professional development programmes such as workshops, conferences, and in-service training, which are designed to update their professional knowledge, instructional skills, research competence, and the effective use of emerging technologies in teaching and learning. However, it is observed that there is inadequate participation in professional development programmes among Business Education lecturers in public universities in South-South, Nigeria. Specifically, some lecturers appear not to participate sufficiently in workshop programmes, conference attendance, and in-service training that are expected to enhance their professional competence and overall job performance.

Insufficient participation in professional development programmes may have negative implications for the job performance of Business Education lecturers. When lecturers have limited opportunities to update their knowledge and skills through workshops, conferences, and in-service training, they may struggle to adopt innovative teaching approaches, improve their research output, effectively assess students, implement curriculum changes, and contribute meaningfully to community service. These shortcomings can, in turn, hinder students from developing the practical, digital, entrepreneurial, and critical thinking skills needed to succeed in today's dynamic labour market. Ultimately, this may compromise the quality of Business Education programmes and weaken public universities' capacity to fulfil their core mandates of teaching, research, and community engagement.

While professional development is generally acknowledged as a vital means of enhancing lecturers' competence and overall effectiveness, there is still inadequate empirical evidence on how specific professional development programmes, namely workshop participation, conference participation, and in-service training, relate to the job performance of Business Education lecturers in public universities in South-South Nigeria. This gap in the literature provided the rationale for the present study, which examined the relationship between these professional development programmes and lecturers' job performance. The findings are expected to provide evidence that will guide university administrators, policymakers, and other stakeholders in developing strategies to strengthen lecturers' performance and improve the quality of Business Education in public universities.

Aim and Objectives of the Study

The aim of this study was to examine the relationship between professional development programmes and the job performance of Business Education lecturers in public universities in South-South Nigeria specifically, the objectives of the study are to:

1. Determine the relationship between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria.
2. Examine the relationship between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria.
3. Assess the relationship between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria.

Research Questions

The following research questions guided this study:

1. What is the relationship between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria?
2. What is the relationship between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria?
3. What is the relationship between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

1. There is no significant relationship between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria.
2. There is no significant relationship between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria.
3. There is no significant relationship between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria.

Methods

This study adopted a correlational research design to examine the relationship between staff capacity building programmes and the pedagogical competence of Business Education lecturers in federal universities in South-South, Nigeria. The study was conducted in five federal universities offering Business Education programmes in the South-South geopolitical zone of Nigeria, namely Rivers State University, University of Delta, Agbor, Ignatius Ajuru University of Education, Port Harcourt, and the University of Cross Rivers State. The target population comprised 95 Business Education lecturers, consisting of 33 lecturers from Rivers State University, 21 from the University of Delta, Agbo, 25 from Ignatius Ajuru University of Education, Port Harcourt, and 16 from the University of Cross Rivers State. Given the manageable size of the population, the census sampling technique was adopted, enabling all 95 lecturers to participate in the study.

Data were collected using two researcher-developed questionnaires: the Professional Development Programmes Questionnaire (PDPQ), consisting of 15 items that measured workshop participation, conference participation, and in-service training, and the Job Performance of Business Education Lecturers Questionnaire (JPBELQ), comprising 15 items that measured lecturers' job performance in the areas of instructional delivery, research productivity, and community service. Both instruments were structured on a modified four-point rating scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instruments were subjected to face and content validation by the researcher's supervisor and two experts in Measurement and Evaluation in the Department of Educational Psychology, Guidance and Counselling, Ignatius Ajuru University of Education. The reliability of the instruments was established using the test-retest method through a pilot study involving 30 Business Education lecturers from Niger Delta University, Bayelsa State, who were not part of the main study. The instruments were administered twice at an interval of two weeks, and the responses were analysed using the Pearson Product Moment Correlation (PPMC), yielding reliability coefficients of 0.83 for the PDPQ and 0.86 for the JPBELQ.

Before the commencement of data collection, approval was obtained from the authorities of the participating universities. The questionnaires were personally administered to the respondents with the assistance of two trained research assistants, resulting in a 100% retrieval rate. The data collected were analysed using the Pearson Product Moment Correlation (PPMC) with the aid of the Statistical Package for the Social Sciences (SPSS) version 26. Pearson's correlation coefficient was used to answer the research questions and test the null hypotheses at the 0.05 level of significance. The strength of the relationships was interpreted using Bryman and Bell's (2015) guidelines: 0.80–1.00 (very strong), 0.60–0.79 (strong), 0.40–0.59 (moderate), 0.20–0.39 (weak), and 0.00–0.19 (very weak).

Results

Research Question 1: What is the relationship between workshop participation and job performance of Business Education lecturers in public universities in South-South Nigeria?

Table 1: Correlation Coefficient between Workshop Participation and Job Performance of Business Education lecturers in Public Universities

Variables		Workshop participation	Job performance of Business Education lecturers
Workshop participation	Pearson Correlation	1	.615**
	Sig. (2-tailed)		.001
	N	95	95
Job performance of Business Education lecturers	Pearson Correlation	.615**	1
	Sig. (2-tailed)	.001	
	N	95	95

Correlation is significant at the 0.05 level (2-tailed).

The result presented in Table 1 shows that the Pearson Product Moment Correlation coefficient (r) between workshop participation and job performance of Business Education lecturers is 0.615. This indicates a strong positive relationship between workshop participation and job performance of Business Education lecturers in public universities in South-South Nigeria. This implies that higher participation in workshops is associated with higher levels of job performance among Business Education lecturers.

Research Question 2: What is the relationship between conference participation and job performance of Business Education lecturers in public universities in South-South Nigeria?

Table 2: Correlation Coefficient between Conference Participation and Job Performance of Business Education lecturers in Public Universities

Variables		Conference Participation	Job performance of Business Education lecturers
Conference Participation	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.001
	N	95	95
Job performance of Business Education lecturers	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.001	
	N	95	95

Correlation is significant at the 0.05 level (2-tailed).

The result presented in Table 2 shows that the Pearson Product Moment Correlation coefficient (r) between conference participation and job performance of Business Education lecturers is 0.641. This indicates a strong positive relationship between conference participation and job performance of Business Education lecturers in public universities in South-South Nigeria. This implies that increased participation in conferences is associated with higher levels of job performance among Business Education lecturers.

Research Question 3: What is the relationship between in-service training and job performance of Business Education lecturers in public universities in South-South Nigeria?

Table 3: Correlation Coefficient between In-Service Training and Job Performance of Business Education lecturers in Public Universities

Variables		In-Service Training	Job performance of Business Education lecturers
In-Service Training	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.001
	N	95	95
Job performance of Business Education lecturers	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.001	
	N	95	95

Correlation is significant at the 0.05 level (2-tailed).

The result presented in Table 3 shows that the Pearson Product Moment Correlation coefficient (r) between in-service training and job performance of Business Education lecturers is 0.672. This indicates a strong positive relationship between in-service training and job performance of Business Education lecturers in public universities in South-South Nigeria. This implies that increased participation in in-service training is associated with higher levels of job performance among Business Education lecturers.

Hypothesis 1: There is no significant relationship between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria.

Table 4: Correlation Coefficient between Workshop Participation and the Job Performance of Business Education lecturers in Public Universities

Variables		Workshop participation	Job performance of Business Education lecturers
Workshop participation	Pearson Correlation	1	.615**
	Sig. (2-tailed)		.001
	N	95	95
Job performance of Business Education lecturers	Pearson Correlation	.615**	1
	Sig. (2-tailed)	.001	
	N	95	95

Correlation is significant at the 0.05 level (2-tailed).

The result presented in Table 4 shows that the Pearson Product Moment Correlation coefficient (r) between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria is 0.615, with a corresponding p-value of 0.001. Since the p-value (0.001) is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant positive relationship between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria. Therefore, the null hypothesis, which states that there is no significant relationship between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria, was rejected.

Hypothesis 2: There is no significant relationship between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria.

Table 5: Correlation Coefficient between Conference Participation and Job Performance of Business Education lecturers in Public Universities

Variables		Conference Participation	Job performance of Business Education lecturers
Conference Participation	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.001
	N	94	94
Job performance of Business Education lecturers	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.001	
	N	94	94

Correlation is significant at the 0.05 level (2-tailed).

The result presented in Table 5 shows that the Pearson Product Moment Correlation coefficient (r) between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria is 0.641, with a corresponding p-value of 0.001. Since the p-value (0.001) is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant positive relationship between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria. Therefore, the null hypothesis, which states that there is no significant relationship between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria, was rejected.

Hypothesis 3: There is no significant relationship between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria.

Table 6: Correlation Coefficient between In-Service Training and Job Performance of Business Education lecturers in Public Universities

Variables		In-Service Training	Job performance of Business Education lecturers
In-Service Training	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.001
	N	95	95
Job performance of Business Education lecturers	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.001	
	N	95	95

Correlation is significant at the 0.05 level (2-tailed).

The result presented in Table 6 shows that the Pearson Product Moment Correlation coefficient (r) between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria is 0.672, with a corresponding p-value of 0.001. Since the p-value (0.001) is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant positive relationship between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria. Therefore, the null hypothesis, which states that there is no significant relationship between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria, was rejected.

Discussion of Findings

The findings of the study revealed that there was a strong positive relationship between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria. This finding suggests that lecturers who participate more frequently in workshops tend to perform better in instructional delivery, research productivity, and community service. The finding agrees with that of Gast et al. (2017), who reported that workshops constitute an important professional development activity through which university teachers develop their professional competencies, particularly in teaching, assessment, and curriculum implementation. The finding also corroborates that of Adedejo et al. (2024), who found a significant positive relationship between professional development programmes, including workshops, and lecturers' job performance in Colleges of Education in Southwest Nigeria. Similarly, Aremu (2025) reported that participation in workshops significantly enhanced lecturers' job performance in Federal Polytechnics in Ado Ekiti, Nigeria. Furthermore, the study found that there was a statistically significant relationship between workshop participation and the job performance of Business Education lecturers in public universities in South-South Nigeria. This implies that regular participation in workshops equips lecturers with current knowledge, practical skills, innovative teaching approaches, and professional competencies that enhance their effectiveness in carrying out their academic responsibilities.

The findings also showed that there was a strong positive relationship between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria. This indicates that lecturers who actively participate in conferences are more likely to demonstrate improved job performance through enhanced instructional practices, increased research productivity, and greater professional engagement. The finding is consistent with that of Buba et al. (2022), who found that conference attendance had a significant positive effect on the job performance of Business Education lecturers in tertiary institutions in Adamawa State. The finding also supports the study by Aremu (2025), which reported a positive and statistically significant relationship between conference participation and lecturers' job performance in Federal Polytechnics in Ado Ekiti, Nigeria. In addition, the finding aligns with the position of Fumasoli and Rossi (2021) that professional networking and engagement through higher education communities promote innovation in teaching and learning. Furthermore, the study established a statistically significant relationship between conference participation and the job performance of Business Education lecturers in public universities in South-South Nigeria. This suggests that conference participation exposes lecturers to current research findings, scholarly interactions, and emerging professional practices that enhance their effectiveness in performing their academic responsibilities.

The findings further revealed that there was a strong positive relationship between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria. This finding implies that lecturers who participate in in-service training programmes are better equipped to perform their teaching, research, and community service responsibilities effectively. The finding agrees with that of Aremu (2025), who found that in-service training had a positive and statistically significant relationship with lecturers' job performance. Similarly, the finding is consistent with the study by Bayola et al. (2026), which reported that in-service training positively influenced the job performance of Business Education lecturers in Federal Colleges of Education. The finding also supports the work of Ejike-Onu et al. (2026), who found a significant and very strong positive relationship between transformative professional development and the job performance of university lecturers in federal universities in Southeast Nigeria. Furthermore, the study established a statistically significant relationship between in-service training and the job performance of Business Education lecturers in public universities in South-South Nigeria. This finding suggests that continuous in-service training enables lecturers to update their professional knowledge, improve instructional and research competencies, adapt to emerging educational and technological changes, and ultimately enhance their overall job performance.

Conclusion

Professional development programmes have become indispensable in higher education because of the continuous changes in knowledge, technology, pedagogical practices, and workplace expectations. For Business Education lecturers, sustained participation in professional development activities is essential for enhancing the knowledge, skills, and competencies required to perform their academic responsibilities effectively. The findings of this study established that workshop participation, conference participation, and in-service training each have a strong positive and statistically significant relationship with the job

performance of Business Education lecturers in public universities in South-South Nigeria. It can therefore be concluded that increased participation in these professional development programmes contributes significantly to improved instructional delivery, research productivity, and community service among Business Education lecturers. Consequently, continuous investment in professional development programmes is crucial for improving lecturers' effectiveness and enhancing the overall quality of Business Education in public universities.

Recommendations

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

1. University management should organise and sponsor regular workshops for Business Education lecturers to enhance their pedagogical, digital, research, and professional competencies, thereby improving their instructional delivery, research productivity, and community service.
2. Public universities should provide adequate financial and institutional support to enable Business Education lecturers to participate regularly in national and international conferences, where they can acquire current knowledge, share research findings, establish professional networks, and adopt emerging best practices relevant to their profession.
3. University administrators and relevant government agencies should implement structured in-service training programmes that focus on emerging trends in Business Education, instructional technology, research, curriculum innovation, and community engagement to strengthen lecturers' job performance and ensure continuous professional growth.

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