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IMPACT OF MULTIDISCIPLINARY TRAINING PROGRAMMES ON JOB PERFORMANCE OF BUSINESS EDUCATORS IN TERTIARY INSTITUTIONS IN IMO STATE

IWU, BLESSING .K.
Department of Business Education,
Faculty of Vocational and Technology Education,
Alvan Ikoku Federal University of Education, Owerri

DR. NWAGU, CHRISTY .C.
Department of Business Education,
Faculty of Vocational and Technology Education,
Alvan Ikoku Federal University of Education, Owerri
Email: bkogazie@gmail.com, nwachristy@yahoo.com

CHIMA CHOZOMA .F.
Department of Business Education,
Faculty of Vocational and Technology Education,
Alvan Ikoku Federal University of Education, Owerri

&

AJEKA, MUSA .J.
Department of Business Education,
Faculty of Vocational and Technology Education,
Alvan Ikoku Federal University of Education, Owerri
Phone: 09024148777, 08035423317, 07031575011.

Abstract

This study investigated the impact of multidisciplinary training programmes on the job performance of business educators in tertiary institutions in Imo State. A descriptive survey research design was adopted. The population comprised all 51 business educators across three tertiary institutions in Imo State. Total enumeration was employed as the sampling technique. A structured questionnaire anchored on a 4-point Likert scale Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) was used for data collection. Three research questions and three null hypotheses guided the study. Data were analysed using mean scores (criterion mean = 2.50) for the research questions and one-sample z-test (at $\alpha = 0.05$) for the hypotheses. Findings revealed that workshops significantly affect job performance (Grand Mean = 3.10; z-cal = 10.45 > z-crit = 1.96), conferences significantly affect job performance (Grand Mean = 3.11; z-cal = 10.89 > z-crit = 1.96), and seminars significantly affect job performance (Grand Mean = 3.12; z-cal = 10.80 > z-crit = 1.96). All three null hypotheses were rejected. It was concluded that workshops, conferences, and seminars are each significant and distinct drivers of improved job performance among business educators. Recommendations include dedicated institutional budgets for all three training modalities and enforcement of mandatory training participation policies by regulatory bodies.

Keywords: *Workshops, conferences, seminars, multidisciplinary training, job performance, digital transformation.*

Introduction

Business educators in tertiary institutions are central to the development of a skilled, adaptive workforce capable of driving economic growth in a knowledge-based economy. Their professional effectiveness as instructors, researchers, and mentors are inseparably tied to the currency and depth of their professional competencies. In the contemporary era of accelerating digital transformation and the global imperative for societal resilience, continuous professional development through structured multidisciplinary training has

become indispensable for educators who must continually adapt to shifting pedagogical expectations and industry demands (Eze & Nwosu, 2023). Three key modalities of such training are workshops, conferences, and seminars, each offer distinct but complementary contributions to professional growth, together forming a robust professional development ecosystem for business educators. A workshop is a short, intensive, practical training season where participants learn by doing to acquire skills. It is a programme which provide experiential, hands-on learning environments where educators acquire practical skills and engage directly with innovative instructional tools and techniques which help them feel more confident and less obsolete in teaching method and innovative practices. It is a structured, activity-based training events that prioritize experiential learning and direct skills acquisition.

Ugwu and Amadi (2025) established that regular workshop participation significantly improved instructional quality and research output among academic staff in Nigerian tertiary institutions, attributing these gains to the practical, hands-on training of workshop activities that directly transfer to professional practice.

Adeyemi and Okafor (2024) further found that workshops incorporating digital transformation content equip business educators with the technological competencies increasingly required for effective instruction in modern, technology-enabled classrooms. In the context of business education, workshops addressing entrepreneurship, digital tools, and contemporary accounting practices have been shown to enhance educators' ability to deliver engaging and industry-relevant instruction (Eze & Nwosu, 2023).

Conferences, on the other hand is a platform where high-level intellectuals engage with global academic discourse, share research findings and build professional network which expose them to frontiers of their fields. Olisa (2021) states that conference attendance exposes business educators to innovative ideas and best practices that can enhance teaching and research productivity. Conference attendance enhances business educators' ability to provide constructive feedback and effective mentorship to students.

Academic and professional conferences are high-level platforms for knowledge dissemination, cross-disciplinary networking, and intellectual exchange. Onyeka and Obi (2024) established a positive correlation between conference attendance and professional growth among business educators in Imo State, observing that exposure to cutting-edge research and diverse pedagogical perspectives at conferences directly influenced educators' classroom instruction and research engagement.

Chukwu and Ihejirika (2023) argued that conferences advance sustainable development by facilitating the cross-pollination of ideas across disciplines, challenging educators to transcend subject-matter silos and develop more integrative teaching approaches. Nwosu and Ekwueme (2025) further demonstrated that conference attendance including digital skills components produced measurable improvements in technology-enhanced classroom delivery, while Akaeze and Okoro (2024) underscored that building professional capacity through conferences constitutes a form of societal resilience-building. Seminar is an academic/learning session where small group of people meet to share and discuss a specific topic in depth. Seminars functions as discourse-based learning forums where educators critically engage with emerging concepts, share expertise, and collaboratively refine their understanding of contemporary issues in education (Adeyemi & Okafor, 2024). Seminar offer business educator a unique opportunity to engage directly with professional ideas and knowledge not typically found in conventional textbooks. Together, these three modalities constitute the principal forms of multidisciplinary training available to business educators in Nigerian tertiary institutions, and each is expected to make a distinct and measurable contribution to job performance.

Seminars are discourse-oriented professional development forums that facilitate critical engagement with emerging knowledge, peer knowledge-sharing, and collaborative intellectual inquiry. Mbah (2023) found that well-structured seminars expose tertiary institution lecturers to current disciplinary trends and innovative instructional strategies,

enabling systematic refreshment of knowledge and instructional practice. Nwosu, Obi, and Amadi (2025) noted that seminars uniquely promote collegial peer learning and collaborative knowledge construction that complement the skills-based gains of workshops and the research orientation of conferences. Eze and Nwosu (2023) affirmed that seminars in business education contexts effectively bridge the gap between classroom content and contemporary industry realities, improving both instructional relevance and educator competence.

Multidisciplinary training programmes are structured educational interventions that integrate knowledge, methodologies, and perspectives from multiple disciplines to enhance participants' professional competencies and improve performance outcomes. Nwosu, Obi, and Amadi (2025) defined multidisciplinary training as any organized learning experience that draws systematically on more than one field of knowledge to equip participants with the skills needed to address complex professional challenges. Multidisciplinary training involves staff development approach where academias gain knowledge, skills and competencies from two or more academic fields related to their course. The sole aim of this programme is to make the beneficiaries versatile and stay up to date with current trends and innovative in their areas of study.

In business education, the three principal modalities of multidisciplinary training include workshops, conferences, and seminars, each possessing a distinctive pedagogical structure and professional development value that may lead to job performance. Job performance in business education refers to the degree to which a business educator fulfils the responsibilities of their role including effective instruction, curriculum development, research output, student mentorship, and institutional service (Okonkwo, 2024). The relationship between multidisciplinary training and job performance is mediated by knowledge acquisition, skill development, heightened professional motivation, and strengthened professional identity, all of which are outcomes consistently associated with structured professional development (Iroegbu & Nze, 2025).

In Imo State, three public tertiary institutions, Alvan Ikoku Federal University of Education, Owerri; Federal Polytechnic Nekede; and Imo State College of Education, Ihitte Uboma collectively employ 51 business educators used for the study. Despite the recognized importance of workshops, conferences, and seminars as mechanisms of professional development, empirical investigation into their specific impact on the job performance of business educators in this context remains limited. This study therefore examined, separately and distinctly, the impact of workshops, conferences, and seminars on the job performance of business educators in tertiary institutions in Imo State.

Statement of the Problem

Business educators in Imo State tertiary institutions face growing pressures arising from rapid technological change, evolving pedagogical paradigms, and heightened expectations for research output and curriculum relevance. Deficiencies observed in some educators' instructional competencies, limited adoption of digital teaching tools, and inadequate integration of contemporary business knowledge into course delivery have raised concerns about the quality of business education graduates in the state. (Mbah, 2023). These deficiencies are more pronounced among business educators in tertiary institutions in imo state, where rapid technological advancements and multidisciplinary programmes are required of them to continuously update their skills, knowledge and teaching methods. A major concern is the inadequate investment in staff development programmes, because these business educators are expected to train students in current trends and innovations ideas in business and office duties.

While workshops, conferences, and seminars are widely recognized as effective channels of professional development, their individual contributions to the job performance of business educators in Imo State have not been empirically defined. This gap creates a

mismatch between industry expectation and the competencies of business education graduates.

Additionally, limited professional development programmes such as workshops, seminar and conferences restricts business educators exposure to innovative teaching strategies and current industrial practices (Ugwu & Amadi, 2025).

Consequently, these deficiencies negatively affect the job performance, particularly teaching effectiveness of business educators which is critical measures of their ability to deliver quality instruction and facilitate students learning. It is against this backdrop that this study was designed to address this critical knowledge gap.

Purpose of the Study

The general purpose of this study was to investigate the impact of multidisciplinary training programmes on the job performance of business educators in tertiary institutions in Imo State. Specifically, the study sought to:

1. Determine the extent to which workshops affect the job performance of business educators in tertiary institutions in Imo State.
2. Ascertain the extent to which conferences affect the job performance of business educators in tertiary institutions in Imo State.
3. Examine the extent to which seminars affect the job performance of business educators in tertiary institutions in Imo State.

Research Questions

The following research questions guided the study:

1. To what extent do workshops affect the job performance of business educators in tertiary institutions in Imo State?
2. To what extent do conferences affect the job performance of business educators in tertiary institutions in Imo State?
3. To what extent do seminars affect the job performance of business educators in tertiary institutions in Imo State?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance:

1. **Ho_1:** Workshops do not significantly affect the job performance of business educators in tertiary institutions in Imo State.
2. **Ho_2:** Conferences do not significantly affect the job performance of business educators in tertiary institutions in Imo State.
3. **Ho_3:** Seminars do not significantly affect the job performance of business educators in tertiary institutions in Imo State.

Methodology

This study adopted a descriptive survey research design to investigate the relationship between multidisciplinary training programmes and job performance among business educators in public tertiary institutions in Imo State. The design was considered suitable because it enabled the researcher to obtain information directly from respondents and describe their perceptions without manipulating any of the study variables. The population of the study consisted of all 51 business educators in public tertiary institutions in Imo State. These educators were drawn from Alvan Ikoku Federal University of Education, Owerri (31), Federal Polytechnic Nekede (18), and Imo State College of Education, Ihitte Uboma (2). Owing to the relatively small size of the population, the entire population was used for the study through a total enumeration (census) approach.

This ensured that all members of the population participated in the study and enhanced the representativeness of the findings. Data were collected using a structured questionnaire titled Multidisciplinary Training Programmes and Job Performance Questionnaire (MTPJPQ). The instrument consisted of two sections. Section A collected demographic information, while Section B contained 15 items designed to measure the

influence of workshops, conferences, and seminars on job performance. The questionnaire items were rated on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was validated by three experts, including two specialists in Business Education and one specialist in Measurement and Evaluation from Alvan Ikoku Federal University of Education, Owerri. Their recommendations were incorporated into the final version of the instrument.

To determine reliability, a pilot test was conducted with 10 business educators outside the study area. The data obtained were analyzed using Cronbach's Alpha, which yielded a reliability coefficient of 0.86, indicating high internal consistency. Mean scores were used to answer the research questions, with a criterion mean of 2.50. The three null hypotheses were tested using the one-sample z-test at a significance level of $\alpha = 0.05$.

Results

Results of the three research questions are presented first, followed by the testing of the three null hypotheses.

Research Question 1: To what extent do workshops affect the job performance of business educators in tertiary institutions in Imo State?

Table 1: Mean Ratings of Respondents on the Effect of Workshops on Job Performance of Business Educators (N = 51)

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Mean	Decision
1	Attendance at workshops enhances the pedagogical skills of business educators	20	18	8	5	3.04	Agreed
2	Workshop participation exposes business educators to practical and hands-on professional skills	22	19	7	3	3.16	Agreed
3	Workshops improve lesson delivery and classroom management of business educators	18	21	9	5	3.02	Agreed
4	Participation in workshops increases business educators' adoption of digital teaching tools	25	16	5	6	3.22	Agreed
5	Attendance at workshops increases the overall job productivity of business educators	19	21	7	4	3.08	Agreed
	Grand Mean					**3.10**	**Agreed**

Decision Rule: Mean ≥ 2.50 = Agreed; Mean < 2.50 = Disagreed
Source: Field Survey

The data in Table 1 reveal that all five items on workshops exceeded the criterion mean of 2.50, with individual means ranging from 3.02 (Item 3) to 3.22 (Item 4), and a grand mean of 3.10. Respondents agreed that workshops enhance pedagogical skills ($\mu = 3.04$), expose educators to practical professional skills ($\mu = 3.16$), improve lesson delivery and classroom management ($\mu = 3.02$), increase adoption of digital teaching tools ($\mu = 3.22$), and increase overall job productivity ($\mu = 3.08$). The grand mean of 3.10 indicates that workshops significantly affect the job performance of business educators in Imo State tertiary institutions.

Research Question 2: To what extent do conferences affect the job performance of business educators in tertiary institutions in Imo State?

Table 2: Mean Ratings of Respondents on the Effect of Conference Participation on Job Performance of Business Educators (N = 51)

S/N	Statement	SA	A	D	SD	Mean	Decision

		(4)	(3)	(2)	(1)		
1	Conference attendance broadens the knowledge base of business educators	23	17	7	4	3.16	Agreed
2	Conferences provide platforms for disseminating research findings among business educators	21	18	8	4	3.10	Agreed
3	Participation in conferences motivates business educators to improve their job performance	19	20	8	4	3.06	Agreed
4	Conference presentations develop the research competencies of business educators	24	16	7	4	3.18	Agreed
5	Regular conference attendance correlates positively with job performance ratings of educators	18	22	7	4	3.06	Agreed
	Grand Mean					**3.11**	**Agreed**

Decision Rule: Mean ≥ 2.50 = Agreed; Mean < 2.50 = Disagreed
Source: Field Survey

Table 2 shows that all five items on conferences recorded means above 2.50, ranging from 3.06 (Items 3 and 5) to 3.18 (Item 4), with a grand mean of 3.11. Respondents agreed that conferences broaden educators' knowledge base (μ = 3.16), facilitate research dissemination (μ = 3.10), motivate performance improvement (μ = 3.06), develop research competencies (μ = 3.18), and correlate positively with job performance ratings (μ = 3.06). The grand mean of 3.11 confirms that conferences significantly affect the job performance of business educators in Imo State.

Research Question 3: To what extent do seminars affect the job performance of business educators in tertiary institutions in Imo State?

Table 3: Mean Ratings of Respondents on the Effect of Seminars on Job Performance of Business Educators (N = 51)

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Mean	Decision
1	Seminar attendance updates business educators on current trends in their discipline	21	19	7	4	3.12	Agreed
2	Seminars provide opportunities for business educators to share and critique research ideas	20	20	7	4	3.10	Agreed
3	Participation in seminars improves the quality of course content delivered by business educators	22	18	7	4	3.14	Agreed
4	Seminars expose business educators to innovative instructional strategies and best practices	23	17	7	4	3.16	Agreed
5	Regular participation in seminars enhances business educators' competence and self-confidence	19	21	7	4	3.08	Agreed
	Grand Mean					**3.12**	**Agreed**

Decision Rule: Mean ≥ 2.50 = Agreed; Mean < 2.50 = Disagreed
Source: Field Survey

The results in Table 3 indicate that all five seminar items exceeded the criterion mean of 2.50, with individual means ranging from 3.08 (Item 5) to 3.16 (Item 4), and a grand mean of 3.12. Respondents agreed that seminar attendance updates educators on disciplinary trends (μ = 3.12), provides opportunities for sharing and critiquing research ideas (μ = 3.10), improves the quality of course content delivered (μ = 3.14), exposes educators to innovative

instructional strategies (μ = 3.16), and enhances educators' competence and self-confidence (μ = 3.08). The grand mean of 3.12 confirms that seminars significantly affect the job performance of business educators in Imo State.

Testing of Hypotheses

The three null hypotheses were tested using the one-sample z-test at α = 0.05 (two-tailed). The test value (criterion mean) was set at 2.50 and the standard error of the mean was obtained as SD ÷ √51. A hypothesis was rejected when the absolute value of z-cal exceeded z-crit (±1.96).

Ho_1: Workshops do not significantly affect the job performance of business educators in tertiary institutions in Imo State.

Table 4: One-Sample z-test Result for Ho_1 on the Effect of Workshops on Job Performance

Variable	N	$\bar{X}$	SD	SE	z-cal	z-crit	Decision
Workshop-based Training	51	3.10	0.41	0.057	10.45	±1.96	**Reject Ho_1**
Criterion Mean		2.50					

Source: SPSS Output

*p < 0.05 (two-tailed); critical z-value at α = 0.05 is ±1.96; SE = standard error of the mean (SD ÷ √51)

The result in Table 4 shows that the calculated z-value for workshop-based training (z-cal = 10.45) is greater than the critical z-value (z-crit = ±1.96) at α = 0.05 (two-tailed). The mean score of respondents ($\bar{X}$ = 3.10) was significantly above the criterion mean of 2.50. Therefore, Ho_1 is rejected. This means that workshops significantly affect the job performance of business educators in tertiary institutions in Imo State at the 0.05 level of significance.

Ho_2:Conferences do not significantly affect the job performance of business educators in tertiary institutions in Imo State.

Table 5: One-Sample z-test Result for Ho_2 on the Effect of Conferences on Job Performance

Variable	N	$\bar{X}$	SD	SE	z-cal	z-crit	Decision
Conference Participation	51	3.11	0.40	0.056	10.89	±1.96	**Reject Ho_2**
Criterion Mean		2.50					

Source: SPSS Output

*p < 0.05 (two-tailed); critical z-value at α = 0.05 is ±1.96; SE = standard error of the mean (SD ÷ √51)

Table 5 shows that the calculated z-value for conference participation (z-cal = 10.89) exceeds the critical z-value (z-crit = ±1.96) at α = 0.05 (two-tailed). The mean score ($\bar{X}$ = 3.11) was significantly above the criterion mean of 2.50. Consequently, Ho_2 is rejected. This indicates that conferences significantly affect the job performance of business educators in tertiary institutions in Imo State at the 0.05 level of significance.

Ho_3:Seminars do not significantly affect the job performance of business educators in tertiary institutions in Imo State.

Table 6: One-Sample z-test Result for Ho_3 on the Effect of Seminars on Job Performance

Variable	N	$\bar{X}$	SD	SE	z-cal	z-crit	Decision
Seminar Participation	51	3.12	0.41	0.057	10.80	±1.96	**Reject Ho_3**
Criterion Mean		2.50					

Source: SPSS Output

*p < 0.05 (two-tailed); critical z-value at α = 0.05 is ±1.96; SE = standard error of the mean (SD ÷ √51)

The result in Table 6 shows that the calculated z-value for seminar participation (z-cal = 10.80) exceeds the critical z-value (z-crit = ±1.96) at $\alpha = 0.05$ (two-tailed). The mean score ($\bar{X} = 3.12$) was significantly above the criterion mean of 2.50. Therefore, Ho_3 is rejected. This establishes that seminars significantly affect the job performance of business educators in tertiary institutions in Imo State at the 0.05 level of significance.

Discussion of Findings

Finding from Research Question 1 and Ho_1: Effect of Workshops on Job Performance

The finding from Table 1 revealed that workshops significantly affect the job performance of business educators in Imo State (Grand Mean = 3.10), a result further confirmed by the rejection of Ho_1 (z-cal = 10.45 > z-crit = ±1.96). The highest-rated item workshops increasing adoption of digital teaching tools ($\mu = 3.22$) is particularly noteworthy in the context of digital transformation, suggesting that workshops are a primary avenue through which business educators acquire technological competencies for contemporary instruction. This finding aligns with Ugwu and Amadi (2025), who established that regular workshop participation significantly enhanced instructional quality and research output among academic staff in Nigerian polytechnics, attributing these gains to the experiential, hands-on nature of workshop activities.

Adeyemi and Okafor (2024) corroborated this result, noting that workshops incorporating digital transformation themes are especially effective in equipping business educators with the technological fluency required for instruction in modern classrooms. Eze and Nwosu (2023) similarly affirmed that workshop participation enhances business educators' ability to deliver engaging, industry-relevant instruction.

Finding from Research Question 2 and Ho_2: Effect of Conferences on Job Performance

The finding from Table 2 confirmed that conferences significantly affect the job performance of business educators in Imo State (Grand Mean = 3.11), a result validated by the rejection of Ho_2 (z-cal = 10.89 > z-crit = ±1.96). The highest-rated item conference presentations developing research competencies ($\mu = 3.18$) underscores the unique capacity of conferences to build scholarly capacity that directly enhances both research productivity and instructional quality. This finding is consistent with Onyeka and Obi (2024), who established a positive correlation between conference attendance and professional growth among business educators in Imo State, noting that intellectual stimulation from conferences translated directly into improved instruction and heightened research engagement.

The result resonates with Chukwu and Ihejirika (2023), who argued that conferences advance sustainable development through cross-disciplinary idea exchange, and with Nwosu and Ekwueme (2025), who demonstrated that conference attendance including digital skills components measurably improved technology-enhanced instruction. Akaeze and Okoro (2024) reinforced these findings by emphasizing that building research capacity through conferences constitutes a form of societal resilience-building.

Finding from Research Question 3 and Ho_3: Effect of Seminars on Job Performance

The result from Table 3 established that seminars significantly affect the job performance of business educators in Imo State (Grand Mean = 3.12), a finding further substantiated by the rejection of Ho_3 (z-cal = 10.80 > z-crit = ±1.96). Notably, the grand mean for seminars (3.12) was the highest among the three training modalities, indicating that seminars may hold particular salience for business educators as professional development tools. The highest-rated seminar item exposure to innovative instructional strategies ($\mu = 3.16$) underscores the unique value of seminars as forums for the critical exploration and collegial discussion of pedagogical innovation. This finding is supported by Mbah (2023), who found that well-structured seminars expose tertiary institution lecturers to current trends and enable systematic refreshment of instructional practice. Eze and Nwosu (2023) further affirmed that seminars bridge the gap between classroom content and contemporary industry realities. Nwosu, Obi, and Amadi (2025) emphasized that seminars promote peer learning and

collaborative knowledge construction that are distinctively valuable relative to other training formats, and which translate into improved course content quality and stronger professional self-efficacy.

Conclusion

Based on the findings and hypothesis testing, the study concluded that workshops, conferences, and seminars significantly influence the job performance of business educators in tertiary institutions in Imo State. Workshops enhance practical skills and teaching competencies, conferences provide opportunities for intellectual development, research exposure, professional networking, and awareness of emerging trends, while seminars promote focused learning, knowledge sharing, and reflective professional practice.

The findings therefore affirm that these professional development activities are complementary and essential for improving the competence, effectiveness, adaptability, and productivity of business educators. Sustained institutional support and investment in workshops, conferences, and seminars are consequently necessary to maintain the quality, relevance, and effectiveness of business education in tertiary institutions in Imo State.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proffered:

1. Institutional administrators should establish dedicated annual budgetary provisions to sponsor business educators' participation in national and international conferences, including registration, travel, and accommodation costs, to enable exposure to cutting-edge research and cross-disciplinary intellectual exchange.
2. Tertiary institutions should schedule regular in-house and inter-institutional seminars that provide business educators with structured forums for sharing disciplinary knowledge, critiquing research ideas, and exploring innovative instructional strategies in a collegial setting.
3. The National Universities Commission (NUC), the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE) should develop and enforce policies that set minimum requirements for workshop, conference, and seminar participation as criteria for academic promotion and staff appraisal.

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