



Participation in Seminars and Job Performance of Nurses in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria

Abstract

The study examined participation in seminars and job performance of nurses in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. It employed a research design of correlational type, with a population of five hundred and ninety-nine (599) professional nurses and a sample size of 239 professional nurses was selected using a stratified proportionate sampling technique. A closed-ended questionnaire was the data collection instrument, and descriptive and inferential statistics were employed for data analysis. The study revealed that participation in seminars has a weak relationship on job performance of nurses. It identified lack of commitment for participating in seminars, lack of access to digital technologies or devices for virtual seminars, poor staff training arrangement, lack of clear hospital policies, etc., as the major factors militating against participation in seminars and job performance of nurses in the federal medical centres and teaching hospitals. The study concluded that there is a weak relationship between participation in seminars and job performance of nurses in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. It recommended that management of the federal medical centres and teaching hospitals in collaboration with Heads of nursing services, should develop clear policies and training schedules for the selection of nurses for participation at seminars in the hospitals. It also recommended that nurses in the federal medical centres and teaching hospitals should demonstrate more interest, willingness, and commitment to participating in seminars to improve their practical skills, knowledge and competencies for better job performance.

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Introduction

Nurses play a catalytic role in every healthcare institution, including federal medical centres and teaching hospitals. As a matter of fact, nurses are at the core of providing care for patients, playing an essential role in enhancing good health, treating illnesses, providing affectionate, kind and holistic care to individuals, families, and communities (Brino, 2023). Nurses give reassurance to patients during vulnerable moments, administering treatments through their enormous skills and experiences and listening emphatically to understand the medical and emotional needs and struggles of patients, bridging the gap between doctors and patients, while serving as a guardian of health (University of Greater Manchester, 2023). They are pivotal in the healthcare system delivery, bearing the core responsibility of providing holistic, continuous, and safety-oriented treatments for patients (Almetari, 2024; Brino, 2023; Verdiansyah et al., 2025). This category of healthcare personnel requires critical depth of knowledge, skills, and competencies for effective and efficient healthcare delivery. Such expected knowledge, skills, competencies and confidence can be acquired through some forms of formal, well-planned and deliberately implemented continuous professional development programmes, such as participation in seminars for enhanced job performance.

Job performance of nurses is based on predetermined criteria developed to achieve the goals and objectives of the healthcare institutions. According to Gillet (2020), job performance refers to measurable behaviours that are relevant to the attainment of the goals of an organisational. On the other hand, performance is the act of taking series of complex actions that require the integration of skills and knowledge towards producing a valuable result. Culbertson (2013) described job performance as a set of workers' behaviour that can be measured, monitored, and assessed as an attainment at the individual level. Job performance of nurses refers to the effectiveness of nurses in accomplishing the tasks and responsibilities geared towards patient care, including standard healthcare provision (Daba et al., 2024). It involves how effective individual nurses carries out his/her roles and responsibilities toward ensuring patient care, as well as patient-related and non-patient related nursing activities. Job performance of nurses could also consist of those behaviours that are perceived to be in tandem with the goals of an organization, and such measurable,

observable behaviours and actions that contribute to the achievement of the goals and objectives of healthcare institutions, such as federal medical centres and teaching hospitals.

Job performance essentially encompasses outputs as well as task proficiency, and the effort of nurses in hospitals. It essentially involves organisational behaviours centred on quality of care as measured by the outcome of patients and the attainment of the goals of organisation. (Coleman & Borman, as cited by Hagos et al., 2024). It embraces those behaviours and attitudes that enhances technical care and other activities of the healthcare institutions characteristically recognized as part of the job role of a nurse. Typically, job performance of nurses in the federal medical centres and teaching hospitals is shaped by the level of knowledge and competencies brought into the job description by the nurses toward the achievement of the mission, overall goals, and objectives of the healthcare organizations. It depends on the motivation, interpersonal relationship, commitment, personal discipline, communication skills and self-development of individual nurses, which helps in improving how well nurses can share insights and knowledge of nursing protocols for quality healthcare services delivery (Al-Makhaita et al., as cited in Daba et al., 2024; Bains & Cars, 2022; Omarayen et al., 2024).

Effective job performance of nurses has significantly impact hospital's effectiveness, cutting-edge, patient outcomes, quality of healthcare delivery, and the attanments of organisational goals (Awases et al., as cited in Daba et al., 2024; Hagos et al., 2024). It helps in ascertaining the accuracy, efficiency, effectiveness, and competencies in attaining the mission and goals of the hospitals. Effective job performance of nurses is of great essence and paramount importance because nurses' underperformance can lead to poor patient response to treatment, including longer stays in the hospital, higher costs of healthcare, increased risk of infections, and even mortality (Budiyanto, 2020; Tesfaye et al., 2015). Effective job performance of nurses in the federal medical centres and teaching hospitals can be enhanced through participation in seminars as well as other learning and knowledge sharing opportunities.

Participation in seminars is one of the continuous professional development programmes for enhanced knowledge, skills, competencies, and confidence of nurses for better job performance in federal medical centres and teaching hospitals. Seminars are strategic knowledge-sharing methods considered as structured and interactive sessions

deployed in sharing specialized knowledge and professional insights among professional nurses (Zamiri & Esmaeili, 2024; Ondieki, 2023). Seminars are strategic approach to the acquisition of knowledge and information sharing, regularly harnessed in organisations in the forms of instructor-led/classroom-type courses or online programmes, with a focus on transferring explicit knowledge (Abu-Rumman, 2021). Seminars help in educating participants and fostering collaboration through active discussion and engagement. Regular participation in seminars enables nurses to stay current and updated with modern healthcare delivery techniques, increasing their efficiency and reducing medication errors.

As a common practice, seminars are led by experts, talented speakers, and researchers in specific areas of nursing practice. Regular participation in seminars provides opportunities for learning about emerging trends and protocols in the nursing profession, as well as sharing knowledge and experience with the participants. It helps nurses in asking questions, engaging in discussions for improving knowledge, learning new skills, and gaining insights for better job performance in the ever-changing healthcare environment. Nurses' participation in seminars equally helps in promoting career growth and development, while enhancing communication, collaboration, management and presentation skills for better healthcare professional engagements in the hospitals (Adibe, 2020; Anthony, 2022). It facilitates the enhancement of professional skills, networking, exchange of ideas, and support for corporate knowledge retention for effective nursing job performance in federal medical centres and teaching hospitals.

However, despite the benefits of participation in seminars on the job performance of nurses, observation indicates that participation in seminars often do not translate to effective job performance of nurses in the federal medical centres and teaching hospitals. Studies by Lhibani et al. (2021), as well as James et al. (2019) indicated that nurses' participation in seminars often do not yield the desired results due to the fact that participation in seminars are not always given full priority and support by management of hospitals in terms of financial support and encouragement. Thus, based on the above background, this study examines participation in seminars and job performance of nurses in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. It specifically examines the influence of nurses' participation in seminars on job performance, factors militating against nurses' participation in seminars and job performance, and the

relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria.

Statement of the Problem

Participation in seminars is one of the essential continuous professional development programmes for enhanced knowledge, skills and competencies of nurses in healthcare institutions. However, despite the increasing emphasis on continuous professional development of nurses, concerns persist regarding the actual impact of seminar participation on nurses' job performance. These researchers observed in many situations, that nurses attend seminars as routine requirements without measurable evidence of improved efficiency, patient care quality or professional competence. It is equally observed that several factors such as workload, inadequate follow-up, lack of practical applications and lack of evaluation mechanisms may limit the effectiveness of seminar participation and nurses' job performance in federal medical centres and teaching hospitals. In fact, it remains unclear whether consistent participation in seminars translates to improved job performance in federal medical centres and teaching hospitals. Therefore, based on the above backdrop, this study seeks to explore nurses' participation in seminars and job performance, with a view to providing empirical evidence that can guide policy and professional development strategies in federal medical centres and teaching hospitals in South-East, Nigeria.

Research Questions

The following research questions were designed to guide the study:

- i. What is the impact of nurses' participation in seminars on job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria?
- ii. What are the factors militating against nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria?

- iii. What is the relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria?

Hypothesis

A single null hypothesis was formulated and tested at 0.05 level of significance.

H₀₁: There is no significant relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria.

Review of Literature

Participation in seminars is a strategic opportunity for acquiring and/or sharing essential knowledge for improved job performance in every organization, including healthcare institutions. According to Abu-Rumman (2021), seminars are essential approaches to sharing knowledge that are constantly harnessed in organisations, which can take the form of instructor-led, classroom type courses or online programmes, focusing on transferring explicit knowledge to the participants. Kram (2022) posited that the important aim of participation in seminars is to enhance peer instructions, which involves explaining topics and other critical procedures to participant for enhanced knowledge and practical service delivery. This implies that seminars focus on promoting skills, competencies, knowledge and high level of understanding for effective performance. Participation in seminars is a strategic knowledge sharing methods regarded as structured and interactive sessions used to share specialized knowledge among professionals, including nurses (Zamiri & Esmaeili, 2024; Ondieki, 2023). It serves as a tool of educating participants and fostering collaboration through active discussion and engagements.

According to Zamiri and Esmaeili (2024), participation in seminars is a professional development technique that focus on improving learning outcomes, and shaping knowledge sharing by allowing participants to discuss and exchange ideas, views, opinions, perspectives and insights on relevant professional subject matters. Similarly, Kram (2022) opined that participation at seminars aimed at enhancing peer instructions, which involves nurses

explaining topics and other medical aids and procedures to one another using their own words. Participation at seminars helps in promoting long-term relationship for knowledge exchange, as well as providing opportunities for understanding and increased job performance.

Doruker et al. (2025) investigated the relationship between work motivation, work performance and turnover intention of surgical nurses using a cross-sectional method. It adopted a descriptive survey of cross-sectional type in the surgical units of a university hospital, with a population of 322 nurses across the intensive care units, clinics and operating rooms of the hospital. The study revealed that the mean total score of the Nurses Work Motivation Scale (NWMS) was 58.66 ± 8.95 , the mean total score of the Individual Work Performance Questionnaire (IWPQ) was 55.02 ± 8.65 , the mean total score of the task subscale was 20.32 ± 3.77 , the mean total score of the contextual performance subscale was 21.80 ± 5.37 , and the median total score of the counterproductive work behaviour subscale was 14.00 ± 2.59 . The mean total score of the Nurse Turnover Intention Scale (NTIS) was 37.88 ± 8.15 . It showed a statistically significant positive relationship between the mean total scores of NWMS with IWPQ ($r: 0.359, p: 0.000$), task performance subscale ($r: 0.321, p: 0.000$), contextual performance subscale ($r: 0.2851, p: 0.000$) and counterproductive work behaviour subscale ($r: 0.219, p: 0.000$). It also indicated a statistically significant negative ($r: -0.145, p: 0.009$) relationship between the mean total scores of NWMS and NTIS. The study concluded that as the work motivation of nurses increases, there is corresponding increase in the individual work performance, whereas turnover intentions of the nurses decreases.

Cherotich et al. (2024) investigated the relationship between seminars and employee performance in level four hospitals in South-Rift Region, Kenya. The study was pivoted upon the social learning theory, knowledge-based theory and human capital theory. It adopted a survey research design of correlational type using a target population of 66s and 249 sample size, selected using the stratified simple random sampling technique. The study revealed that seminars is statistically significant and positively influences employee performance at the hospital, where ($R = 0.570, \beta_1 = 0.483, R^2 = 0.325, p < 0.05$) was established and it was recommended that hospitals should adopt seminar activities to enhance the effectiveness of the techniques of training the nurses.

Mdaki et al. (2024) conducted a study on organisational factors influencing long-term career development programs of nursing personnel in Moshi District Council, Tanzania. The study was pivoted upon the Theory of Planned Behaviour (TPB) and employed a convergent parallel design, with a mixed-method research design. 241 nurses from 24 health facilities in Moshi District Council (MDC) constituted the target population, with a sample size comprising 121 nurses. The questionnaire and key informant interviews were data collection tools. The study revealed that organization support, development initiatives, and career development culture were statistically significant in influencing long-term career development programmes of nursing personnel participation. It recommended that a strong systemic support for nurses' career development programmes should be prioritised and strengthened, while health facilities should ensure that relevant and adequate resources are allocated for nurses' career development initiatives.

Another study was conducted by Iyoro and Celebisi (2022) on work environment and job performance of nurses in public government owned general hospital in Abia State. The study employed descriptive research design, with a total of 189 nurses. The study revealed that availability of seminar and workshop programmes enhanced effective performance of nurses. It also indicated that workshops and seminars offer attendees opportunity to learn new ideas and ethics of their profession better, but sadly, seminars as a knowledge sharing approach have been poorly investigated. It recommended that seminars and workshops should be sustained as viable knowledge sharing techniques in the medical centres and hospitals.

Alharbi (2022) examined leadership training program and their effect on the job performance of nurses and competencies of the head nurses. Using a quantitative research design of correlational type and a straightforward sampling technique was employed in selecting 350 nurses for the study. A three-part training questionnaire was the data gathering tool, including the nurse competence scale and clinical nurse performance instrument, which were analysed with descriptive statistics and inferential statistics. The study's findings revealed that nurses were quite satisfied with the training and development programs (3.641.06), while a moderate competency level was recorded for the nurses (3.130.72), while nurses' job performance was good (3.801.00). There was a positive and statistically significant relationship between training for both competencies ($r=0.88$, $p0.01$)

and nurse performance ($r=0.79, p0.01$). based on this study's outcome, it is very essential for administrators and management of healthcare facilities to undergo additional training and educational skills due to its inherent benefits. Furthermore, nurses can expand their professional advancement skills as nursing professionals by leveraging the study's recommended framework.

Udofia (2021) further assessed the relationship between seminar and job productivity of professional nurses. The research work utilised a descriptive research design using 55 professional nurses selected from private hospitals in Imo state in the South-East zone of Nigeria. The study revealed that seminar has a significant relationship on the job performance of nurses in federal medical centres. Lhibani et al. (2021) also investigated the factors hindering the participation of nursing staff in the continuing education programs of hospital centers in the Casablanca-Settat Region, using a two-phase mixed method research approach, with 930 nurses from 9 hospital centers. The study indicated that the first personal challenge hindering the participation of nurses in continuous education sessions is work overload, while institutional barriers, non-targeted content (content not tailored to meet the needs of the nursing staff), absence of support systems through monitoring and evaluation process in maintaining the knowledge and skills acquired during the sessions constitute institutional difficulties to nurses' participation in continuous educational programs in the hospitals. It recommended that training programs should consider the factors hindering nurses' participation in continuing education sessions during the design, development, and implementation of continuing education programs.

In another similar study, James et al. (2019) explored the barriers hindering nurses' job performance in the University of Calabar Teaching Hospital, Calabar Cross River State, Nigeria. The study showed that hindrances like lack of management support, absence of nurses' interest, resistance to change, financial limitations, low number of nursing staff, low remuneration, etc., negatively influenced nurses' job performance in the hospital. It was recommended that the government should provide adequate funding for health care facilities in the procurement of hospital facilities, while ensuring constant employment of nurses and increment in nurses' salaries and allowances. From the above reviews, there is an obvious dearth of empirical evidence on participation in seminars and job performance of nurses in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria.

Thus, this study filled the observed gap and further contribute to the expansion of knowledge.

Methodology

The study employed the descriptive research design of correlational type to explore participation in seminars and job performance of nurses in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. The study's population was five hundred and ninety-nine (599) professional nurses, from four (4) federal medical centres and teaching hospitals located in Abia and Imo States, Nigeria. The health institutions and the number of nurses include Federal Medical Centre (FMC), Owerri (108); Federal University of Technology Teaching Hospital (FUTOTH), Owerri (190); Federal Medical Centre (FMC), Umuahia (153); and Abia State University Teaching Hospital (ABSUTH), Aba (148). The sample size of the study was 239 professional nurses, which represented 40% of the study population selected with the use of stratified proportionate sampling technique. Structured closed-ended questionnaire, validated by three research experts from the Department of Library and Information Science and Measurement and Evaluation discipline, Abia State University, Uturu, was used for collecting data for the study. The questionnaire focused on both the independent variable – Participation at Seminars Questionnaire (PSQ) and the dependent variable – Job Performance of Nurses Questionnaire (JPNQ). The Participation at Seminars Questionnaire (PSQ). The distribution and collection of the copies of the questionnaire were done by the researcher, with the help of one nurse from each unit of the federal medical centres as research assistants. Out of the 239 copies of the questionnaire distributed, a total of 225 copies representing 94.14% (approximated to 94%) response rate were returned and found useful for analysis and data collected were analysed quantitatively. The mean scores and standard deviation were used in analysing the responses to research questions 1 and 2, the Pearson Product-Moment Correlation (r) coefficient was used to examine the relationship between the studied variables. The strength of the relationship of the studied variables was determined and interpreted using Creswell's correlation coefficient scale which states that correlation coefficient (r) $\pm 0.00 - 0.20 =$ very low relationship, $\pm 0.21 - 0.40 =$ low relationship, $\pm 0.41 - 0.60 =$ moderate relationship, $\pm 0.61 - 0.80 =$ high relationship, while $\pm 0.81 - 1.00 =$ very high relationship (Creswell, as cited in

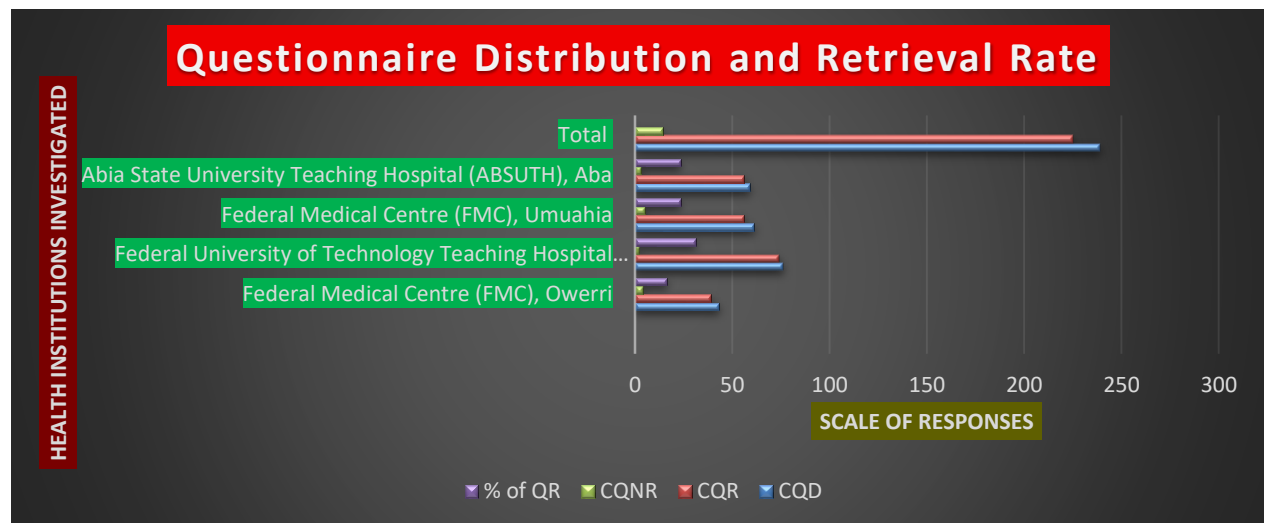
Akwang & Udoh, 2024). The linear regression statistics were used for testing the single null hypothesis at a 0.05 level of significance. The decision rule holds that the null hypotheses (H_0) is rejected if the p-value is less than 0.05, otherwise accepted.

Results

The findings of the study are presented in tables to show various elements and diverse attributes of the respondents as well as responses to the research questions.

Table 1: Questionnaire Distribution and Retrieval Rate across the Institutions

S/N	Institutions	CQD	CQR	CQNR	% of QR
1	Federal Medical Centre (FMC), Owerri	43	39	4	16.30
2	Federal University of Technology Teaching Hospital (FUTOTH), Owerri	76	74	2	30.92
3	Federal Medical Centre (FMC), Umuahia	61	56	5	23.40
4	Abia State University Teaching Hospital (ABSUTH), Aba	59	56	3	23.40
Total		239	225	14	94.02 (94%)



Keys: CQD = Copies of Questionnaire Distributed; CQR = Copies of Questionnaire Retrieved; CQNR = Copies of Questionnaire Not Retrieved; %QR = % of Questionnaire Retrieved.

Table 1 data shows the distribution of the questionnaire and response rate. It indicates that 239 copies of the questionnaire were distributed proportionately across 4 federal medical centres and teaching hospitals in Abia and Imo States, Nigeria. Out of the 239 copies distributed, a total of two hundred and twenty-five (225) copies representing 94.02%

(approximately 94%) response rate were completed and found usable for the study, while 14 copies, making up 6%, were lost.

Research Question 1: What is the impact of nurses' participation in seminars on job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria?

Table 2: Mean and standard deviation responses on the impact of nurses' participation in seminars on job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria (n =225)

S/N	Item Statements	SA	A	D	SD	Mean	Std.	Rem.
1	Attending professional seminars helps me in gaining knowledge to improves my clinical performance	119	79	24	3	3.40	0.73	Agreed
2	Participating in seminars enhances my efficiency at work	108	94	21	2	3.37	0.69	Agreed
3	Participating in seminars broadens my collaborative skills for better performance	104	96	20	5	3.33	0.73	Agreed
4	I participate in seminars outside my hospital to exchange practical ideas on nursing protocols	99	91	24	11	3.24	0.83	Agreed
5	I actively contribute to discussions during seminars as a way of enriching my perspectives	97	94	25	9	3.24	0.81	Agreed
6	Skills acquired from participating in seminars enable me to improve patient care quality	141	62	18	4	3.51	0.72	Agreed
7	Participating in seminars helps me in taking notes and key points for updating my knowledge	90	92	36	7	3.18	0.81	Agreed
8	Seminar attendance increases my confidence in performing my duties	136	80	9	0	3.56	0.57	Agreed
9.	Continuous learning from seminars helps me adapt to new practices	131	67	26	1	3.46	0.71	Agreed
Criterion mean = 2.50; Grand mean = 3.37							0.73	Agreed

Source: Researcher's Field Survey, 2026

Table 2 data reveals the mean and standard deviation results on the impact of nurses' participation in seminars on job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. It shows an overall agreement with the items of investigation, with a higher grand mean of 3.37 against the criterion mean of 2.50. The result specifically indicates that nurses' participation in seminars has strong influence on job performance by increasing the confidence of nurses in the performance of duties (3.56, 0.57); enabling improvement of patient care quality (3.51, 0.72); helping in adapting to new practices (3.46, 0.71); helping in gaining knowledge for improved clinical performance (3.40, 0.73); enhancing efficiency at work (3.37, 0.69), among others.

Research Question 2: What are the factors militating against nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria?

Table 3: Mean and standard deviation responses on the factors militating against nurses' participation in seminars in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria (n =225)

S/N	Item Statements	SA	A	D	SD	Mean	Std.	Rem.
1	Heavy workload limits my participation in seminars	66	137	22	0	3.20	0.60	Agreed
2	Poor communication about seminar schedules affects my attendance	84	76	64	1	3.08	0.82	Agreed
3	Lack of clear hospital policies hinders my participation in seminars	88	107	30	0	3.26	0.68	Agreed
4	Lack of sponsorship by my hospital limits my participation in seminars	69	101	43	12	3.01	0.81	Agreed
5	Lack of commitment discourage me from participating in seminars	96	113	11	5	3.33	0.68	Agreed
6	Poor staff training arrangement in my unit limits my participation in seminars	92	106	25	2	3.28	0.70	Agreed
7	Unavailability of allowances or incentives hampers participation in seminars	76	96	42	11	3.05	0.85	Agreed
8	Location of seminars affects my attendance	118	89	17	1	3.44	0.65	Agreed

9	Lack of access to digital technologies or devices affect my participation in seminars	94	112	14	5	3.31	0.69	Agreed
10	Poor Internet connectivity affects my participation in seminars especially online seminars	103	85	30	7	3.26	0.81	Agreed
11	Lack of evaluation of benefits and usefulness limits my participation in seminars	41	65	109	10	2.61	0.83	Agreed
Criterion mean = 2.50; Grand mean = 3.17							0.74	Agreed

Source: Researcher's Field Survey, 2026

Table 3 data shows the mean and standard deviation results on the factors militating against nurses' participation in seminars in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. It indicates an overall agreement with the items that investigated the factors militating against nurses' participation in seminars and job performance in the hospitals. It specifically identified location of seminars (3.44, 0.65); lack of commitment for participating in seminars (3.33, 0.68); lack of access to digital technologies or devices (3.31, 0.69); poor staff training arrangement in units of the hospitals (3.28, 0.70); lack of clear hospital policies (3.26, 0.68); and poor internet connectivity for online seminars (3.26, 0.81) as the major factors militating against nurses' participation in seminars and job performance in the federal medical centres and teaching hospitals. These factors have high negative effects on nurses' participation in seminars and job performance in the Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria, with a higher grand mean of 3.17 against the 2.50 criterion mean.

Research Question 3: What is the relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria?

Table 4: Correlation coefficient of the relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria

		NPSs	JP
NPSs	Pearson	1	0.195
	Sig (2-tailed)		.001
	N	225	225
	R ²	(0.038) 3.8%	
JP	Pearson	0.195	1
	Sig. (2-tailed)	.001	
	N	225	225

NPSs = Nurses' Participation in Seminars; JP = Job Performance; N = Number of Observations; R = Correlation Coefficient; R² = Coefficient of Determination

Table 4 data shows a correlation coefficient (r) of 0.195, which is positive and falls within the coefficient limit of $\pm 0.00-0.20$, indicating that nurses' participation in seminars has a positive but weak relationship with job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. The coefficient of determination ($R^2 = 0.038$) further shows that 3.8% of job performance in the federal medical centres and teaching hospitals, could be accounted for by nurses' participation in seminars. This result is further established by the test of hypothesis 1 as shown in Table 5 below.

Test of Hypothesis

The single null hypothesis was tested at 0.05 level of significance

H₀1: There is no significant relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria.

Table 5: Regression analysis of relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria.

Model	Df	Sum of Squares	Mean Square	F	Sig.
Regression	1	51.561	51.561	9.334	0.003 ^b
Residual	223	1231.799	5.524		
Total	224	1283.36			

Data in Table 5 reveals a significant P-value of 0.003^b which is less than the alpha value of 0.05. Since the P-value of 0.003^b is less than the alpha value of 0.05, the hypothesis of no significant relationship between nurses' participation in seminars and job performance

in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria, was rejected and the alternate upheld. Thus, there exists a significantly positive relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria.

Discussion of Findings

The study's finding indicated that nurses' participation in seminars has a positive but weak influence on job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. It indicated that nurses' participation in seminars helps in increasing the confidence of nurses in the performance of duties, improving nurses' skills and knowledge for better patient care quality, adapting to new practices, gaining knowledge for improved clinical performance, enhancing efficiency at work, among others. The finding is in agreement with Zamiri and Esmaeili (2024), which revealed that participation at seminars is a professional development technique, which shapes learning outcomes, exchange of ideas, views, opinions, perspectives, insights and knowledge sharing for better nursing performance in the hospitals. It equally aligns with Adibe (2020), as well as Anthony (2022), which found that nurses' participation at seminars helps in promoting career growth and development, as well as knowledge and skills, including communication and management presentation skills for professional healthcare services delivery.

It was further revealed that the major factors militating against nurses' participation in seminars and job performance in the federal medical centres and teaching hospitals in Abia and Imo States, Nigeria, include location of seminars, lack of commitment for participating in seminars, lack of access to digital technologies or devices for virtual seminars, poor staff training arrangement in most units of the hospitals, lack of clear hospital policies, and poor internet connectivity for online seminars. These factors have high negative effects on nurses' participation in seminars and job performance in the Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. The finding agrees with Lhibani et al. (2021), as well as James et al. (2019), which discovered that work overload is the first personal barrier hindering nurses' participation in continuous education sessions like seminars, with other factors including organizational difficulties, non-targeted of seminars in meeting the needs of the nursing staff, and lack of support system through

monitoring and evaluation in maintaining the knowledge and skills gained during the sessions, among others.

The finding of the study also revealed that there is a positive significant relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria. This implies that nurses' participation in seminars have significant influence on job performance by increasing the confidence of nurses in the performance of duties, improving nurses' skills and knowledge for better patient care quality, adapting to new practices, improving practical knowledge for clinical performance, and promoting efficiency at work. The finding corroborates Cherotich et al. (2024), as well as Udofia (2021), which revealed that seminars have a ly significant relationship with employee performance at Level Four Hospitals in the South-Rift region. It also gives credence to Doruker et al. (2025), which indicated that a positive and statistically significant relationship exists between nurses' work motivation and task performance, while Udofia (2021) affirmed that seminar attendance has a significant relationship on nurses' job performance in federal medical centres.

Conclusion

Nurses' participation in seminars as a veritable learning opportunity offers great possibilities of enhancing skills, knowledge and competencies for better healthcare delivery and overall job performance of nurses in the federal medical centres and teaching hospitals. Participation in seminars essentially helps in increasing the confidence of nurses in the performance of duties, improving nurses' skills and knowledge for better patient care quality, adapting to new practices and improving efficiency for clinical performance. Conclusively, there exists a significantly positive relationship between nurses' participation in seminars and job performance in Federal Medical Centres and Teaching Hospitals in Abia and Imo States, Nigeria.

Recommendations

The following recommendations are made, based on the findings of the study:

1. The management of the federal medical centres and teaching hospitals in collaboration with Heads of nursing services, should develop clear policies to

- guide the selection of nurses for participation in seminars and other continuous professional development programmes from time to time.
- i. Management of the federal medical centres and teaching hospitals should provide relevant digital technologies or devices, including constant Internet services to enhance the possibility of attending online seminars and webinars for improved collaboration, communication, and knowledge exchange as necessary strategies for enhanced job performance.
 - ii. Heads of nursing services in the federal medical centres and teaching hospitals should develop training structures and schedules to ensure that all nurses across various categories have the opportunity to participate in seminars and other learning opportunities.
 - iii. Nurses in the federal medical centres and teaching hospitals should demonstrate more interest, willingness, and commitment to participating in seminars to improve their practical skills, knowledge and competencies for better job performance.



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