

## IMPACT OF HIGHER EDUCATION TRAINING PROGRAMMES ON THE JOB PERFORMANCE AMONG LECTURERS OF FEDERAL POLYTECHNIC IN NIGERIA: A MEANS OF PROMOTING PRODUCTIVE EMPLOYMENT AND POVERTY REDUCTION IN NIGERIA

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### Abstract

Staff training and development are based on the premise that skills of employees need to be improved for organisations to grow. Hence, Federal Polytechnics in Nigeria have over time engaged in the training and development of their lecturers in order to enhance productivity and job performance. Therefore this study investigated the impact of staff development programmes especially higher education training programmes on the job performance of lecturers in Federal Polytechnics. One research question and one hypothesis were formulated to guide the study. The study adopted a descriptive survey design. The target population was 6028 which included all the management staff, heads of departments and lecturers in the 19 Federal polytechnics. A total of 807 respondents were selected using a two-stage sampling method. Eight hundred and two sample members responded by filling and returning the copies of the questionnaire drawn from six Federal Polytechnics, one each from the six geo-political zones of Nigeria. The sample was selected using the stratified random sampling technique. Data was collected by the use of a structured questionnaire and was analysed using Statistical Package for Social Sciences (SPSS Version 20). Descriptive Statistics such as frequencies, percentages and the Mean were used to analyse and present the data. The Analysis of Variance (ANOVA) Statistics was also used to test the research

hypotheses and they were rejected at 0.05 level of significance. The findings of this study revealed that higher education programmes have several positive effects on the job performance of lecturers in the Federal Polytechnics, including: gaining of new knowledge and skills that enable them perform their tasks better with job satisfaction and motivation. In conclusion, staff development programmes have significant impact on the job performance of lecturers and should be encouraged. Based on the findings recommendations were made which among others include; lecturers should be given adequate leave and financial support to further their education and training.

*Keywords: Impact of higher Education, Training programmes, Job performance, Promoting productive, Employment, Poverty Reduction*

### **Background of the Study**

One of the most important resources in any higher educational institution is the human resource especially the lecturers who have the responsibility to impart knowledge on the students under their care. Lecturers are regarded as the pivot on which any higher educational development hinges and so schools are expected to employ and train competent and highly motivated lecturers in order for the goals of education to be realized. The need to have competent lecturers has even become stronger as a result of the challenges posed by a fast paced, highly dynamic and increasingly global economy (Nassazi, 2013). The government as well as administrators of educational institutions has realized the importance of continuous training of lecturers as part of Human Resource Development strategy to update lecturers' skills in respond to rapid changes in the world.

Higher education Training programmes are programmes that enable lecturers to acquire further education or higher degrees such as master's and doctorate in their chosen fields. The programmes are obtainable from Universities within and outside Nigeria. Further training is recognized as an approach for achieving increased efficiency and performance of lecturers (FME, 2014; TETFund, 2014). Polytechnic may have realized the benefits of lecturers' participation in higher degree programmes and could have been supporting or sponsoring them. The sponsorship is seen as an investment of some sort that brings forth dividends. It is believed that when such sponsored lecturers complete their courses their job performance would improve and they will be able to take up new responsibilities and occupy more demanding positions. Many lecturers are said to be enthusiastic about participating in higher education qualification programmes because a higher degree is also a basis for promotion to a higher level.

It should be noted that in many polytechnics the basic qualification for appointment as an academic staff is the first degree and as such many lecturers during the course of their careers have to acquire degrees and this makes higher education training imperative for lecturers in the polytechnics to increase their knowledge and skills. In recognition of the importance of staff development in educational institutions, the Federal Government declared in its National Policy on Education, "that teacher education and re-training will continue to be given a major emphasis in the nation's educational planning, as no education system can rise above the quality of its teachers" (FGN, 2004:70).

The job performance of lecturers implies duties performed by them at a period in the school system (Adeyemi, 2010). Lecturers' performance can be measured in terms of teaching, lesson preparation, mastery of subject matter, competence, commitment to job, effective supervision and monitoring of students' work, class control and disciplinary activity (Adeyemi, 2010). Therefore the ultimate goal of any staff development programme is to grow and improve the skills of lecturers in stated areas so that they can transfer these skills to their students and contribute adequately to the achievement of Polytechnic goals. However there are always gaps between expected and actual performance.

#### **Statement of the problem**

Higher education training is one of the method of staff development in Federal polytechnics in Nigeria which is expected to increase the knowledge and skills of lecturers to teach and carry out research effectively. Consequently the individual lecturers, the management of polytechnics and the Federal Government of Nigeria through the Tertiary Education Fund have created opportunities for lecturers to further their education. Despite these, there are continuous complaints on the quality of lecturers and their poor job performance, poor content delivery, poor lecturer etiquette and commitment (Owolabi, 2012; Yakubu, 2009) which seems to suggest that lecturers training and development programmes have no significant impact on their job performance. Meanwhile, several studies (Quartey, 2012; Elnaga & Imran, 2013; Malaolu & Ogbuabor, 2013) have been carried on the impact of staff development on the job performance of employees in business organizations in developed countries, but there is limited literature on staff development issues in the polytechnic sector of education system in Nigeria. Hence this study will contribute in minimizing the gap in the literature.

#### **Objectives of the Study**

The purpose of this study is to find out the impact of higher education training programmes on the job performance among lecturers of federal polytechnic in Nigeria: a means of promoting productive employment and poverty reduction in

Nigeria

1. To examine whether there is any difference in the opinions of management staff, heads of departments and lecturers on the impact of participation in higher education qualifications on the job performance of lecturers.

### **Research Questions**

The following research question was generated to guide the study:

1. What is the opinions of management staff, heads of departments and lecturers on the impact of participation in higher education qualifications on the job performance of lecturers?

### **Null Hypothesis**

On the basis of the objectives, the following null hypothesis was formulated to guide the study:

1. There is no significant difference in the opinions of lecturers on the impact of higher education training programmes on job performance and retention of the lecturers.

### **Literature Review**

Participation in staff training and development programmes is believed to have some impact on lecturers' ability to acquire and critically develop the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with their students and colleagues through every phase of their teaching lives ( Buczynski & Hansen, 2010; Alabi, 2005 ; Lawal, 2004 ). According to Lawal (2004), staff development programmes for teachers are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, and meets particular needs.

The findings of Ekpoh, Edet and Nkama (2013) reveals that there is a significant difference between the job performance of teachers who participate in staff development programmes and those who do not, in terms of knowledge of the subject matter, classroom management, teaching methods and evaluation of students work. Teachers who were exposed to staff development programmes were more effective in their job performance than those who were not. Staff development plays a very important role in raising teachers' teaching performance, raising the interest of the teachers towards the subject they are teaching and the teaching profession, as well as, raising their self-confidence.

Alabi (2005) affirms that when training is provided, it can among others increase productivity, enhance group work, create greater employer versatility, improve communication, morale and cooperation and improve employee job satisfaction. Similarly, Graig, Akintayo and Oguntimehim (as cited by Onuka 2012) reveal that training improves the quality of work, enhances skills, knowledge, improves the use of tools and machines, reduces waste, accidents, lateness, absenteeism and overhead costs. It also eliminates obsolete skills, enhances the implementation of new policies and regulations and prepares people for higher responsibilities. If training and development programmes are properly executed, it can encourage growth of the worker and the organization itself. It can also lead to enhanced output by the employee. The above findings suggest that organizations that train their employees consistently have better outcomes than those that do not. Hence, this study seeks to determine whether the respondents share similar understanding with the findings of the literature reviewed.

### **Theoretical Review**

The theoretical basis of this study is the Human Capital Theory. The Theory of Human Capital has its roots in economics as espoused by Schultz (1971) and developed extensively by Becker (1994). According to the Human Capital Theory, education, or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers future income. Schultz (1971) also describes human capital as the processes that relate to training, education and other professional activities that increase the levels of knowledge, skills, abilities and social assets of an employee that leads to employee satisfaction and performance. It postulates that expenditure on training and education is expensive and should be considered an investment since it is undertaken to increase personal incomes. It shows that human beings are capitals of production and additional investment in them yields additional output. Consequently the most successful organizations are those that are managed in the most effective and efficient fashion by investing in their workers, encouraging workers to invest in themselves, providing a good learning environment as well as training. Although it is widely assumed that human capital development has positive effects on performance, this notion is largely untested especially in educational institutions such as the Polytechnics. This study therefore capitalizes on this theory for arguing that human capital development is an important element in the performance of workers especially the Polytechnic lecturers. However, it needs to be determined through a research.

### **Methodology**

The method of research adopted for this study was the cross sectional descriptive survey design. The population of the study was made up of all the academic staff of the Federal Polytechnics in Nigeria, the management staff (Rectors, Deputy

Rectors, Registrars and Deans) and Heads of Departments. The total target population of the study was approximately 6,028 while the sample size was a total 807 respondents made up of 57 management staff, 172 HODs and 578 lecturers from six Federal Polytechnics. The sampling design used was a two-stage sampling design. In the first stage, six (6) polytechnics were selected from the 19 Federal Polytechnics using stratified sampling. The strata used were the six geopolitical zones of Nigeria and selection from each stratum was done based on probability proportional to size technique. The six sampled Federal Polytechnics include those of Kaduna, Bauchi, Nassarawa, Yaba, Okoand Auch, representing the six geopolitical zones of Nigeria. In the second stage, simple random sampling was used to select the sample of the population from each polytechnic. The sample size of lecturers was 20% of the population of lecturers.

However, due to the greatly differing sizes of the population of management staff and heads of departments from the sampled institutions and the fact that their population is small in relation to lecturers, all of them were used for the study. A self-designed questionnaire developed after a review of relevant literature was used to gather data and it has two sections. Section one has one questionnaire item while section two contained 13 items. It was a closed-ended type of questionnaire designed in such a way as to answer the research questions and the issues in the hypothesis. The questionnaire item in section one was rated using percentages and frequency while the items in section two were rated using the 5 point Likert type scale of measurement as follows: Strongly Agree- 5, Agree -4, Undecided -3, Disagree 2, strongly disagree -1. The content validity of the instrument was established using the researchers' colleagues, supervisors and experts in the field of educational management, research and statistics. The corrections and modifications made were incorporated into the final copy of the questionnaire.

In order to determine the reliability of the instrument of the study, a pilot study was carried out using respondents drawn from NuhuBamali Polytechnic, Kaduna. The questionnaire items were then analyzed to ascertain the instrument's level of reliability using the Cronbach's Alpha formula and the Guttman Split-Half Coefficient. The result yielded 0.826 Cronbach Alfa 0.905 for Spearman\_Brown coefficient and 0.900 for Guttman Split - Half reliability Coefficient. All these reliability coefficients are high and they indicate that the instrument was reliable. The responses obtained from the questionnaires were tallied, analyzed and presented using descriptive and inferential statistics. In the descriptive statistics, frequency counts, percentages, means and cross tabulations were done to enhance the understanding of issues raised in the research questions. The Analysis of Variance (ANOVA) was used to analyze the hypothesis. The level of significance chosen for the acceptance or rejection of the hypothesis was 0.05 level of significance.

### Presentation of Result

Research question 1: What is the difference in the opinions of management staff, heads of departments and lecturers on the impact of participation in higher education qualifications on the job performance of lecturers?

The result is presented in table 1 below.

**Table 1: Participation of Lecturers in Higher Education Training Programmes**

	<b>Programme</b>	<b>Frequency</b>	<b>Percentage</b>
1	Higher degree programmes	702	87.5

**Source: Field Survey by the Researcher 2014**

From the table, it is evident that a high number of the respondents with a total of 702 (87.5%) stated that lecturers have participated in higher education training programmes. With this high number the respondents can therefore determine its impact on job performance.

### Null Hypothesis 1

$H_0$ : There is no significant difference in the opinions of management staff, heads of departments and lecturers on the impact of participation in higher education qualifications on the job performance of lecturers in Federal Polytechnics.

**Table 3: Summary of Analysis of Variance Statistics (ANOVA) to test the Difference of respondents' Opinion on the Impact of Higher Education Qualification Programmes on the Job Performance of Lecturers**

Source	Sum of Squares	df	Mean Square	F	Significance
Between Groups	1.000	2	.500	4.63	.027
Within Groups	16.000	799	.020		
Total	17.000	801			

\*P < 0.05 df 2 and 799 F-cal 4.63

Table 3 shows the ANOVA result as the calculated F value of 26.192 is greater than the critical F value of 4.63 the null hypothesis was rejected. Therefore, there was significant difference in the opinions of management staff, heads of departments and lecturers on the impact of higher education programmes on the job performance of lecturers in Nigerian Federal Polytechnics.

### **Discussion of Findings**

Findings indicate that there was consensus of respondents' opinion that higher education qualification programmes had made positive and significant impact on the job performance of lecturers. The acquisition of higher degrees had broadened lecturers' knowledge in their teaching subject and had also enhanced their research abilities as well as improved many aspects of a lecturers' job performance in terms of supervising students' projects, maintenance of discipline and classroom management. This can be said to be the reason why lecturers are sponsored by the government or their management for higher degree programmes. In support of this view point Yakubu (2010) states that TETFund had sponsored academic staff for post graduate training (Masters and PhD) so as to improve their capacity to teach in tertiary institutions.

Higher education courses had produced lecturers that were able to enhance the learning of students, which is in agreement with claim of Alabi (2005) that the influence of staff development on students is achieved through its direct effect on lecturers' knowledge and practices. Improved lecturers' professional knowledge and classroom practices lead to improved student learning. There was also a consensus that the job satisfaction of lecturers had improved and their morale and commitment to work had been boosted as a result of further education by lecturers. This finding is in agreement with those of some other researchers who reported that training and development boosted the morale of teachers and improved their attitude to work in terms of reducing lateness, turnover and absenteeism. Aigbepue and Mammud (2012) confirm the positive impact of training and development on lecturers' attitude to work.

However higher education has affected the retention of lecturers with PhDs in the Polytechnics. Consequently, the Polytechnics have limited number of lecturers with PhDs which affects their quality of manpower when compared to the Universities. The Universities are therefore increasingly benefiting from the higher training of lecturers in the Polytechnics. This study therefore posits that if higher education programmes are to improve capacity in the Polytechnics, staff development in the Polytechnics must be structured to enable lecturer's progress to attain professorial status as is the case in the Universities. Perhaps it is in realization of this ugly trend that some Polytechnics are encouraging post-doctoral research by



lecturers. According to guidelines for staff development in the Polytechnic (2013) all staff that have graduated with a doctorate degree can seek sponsorship for specialized research in their areas of specialization.

### **Conclusion**

Based on the findings of this study, participation of lecturers in higher education programmes had improved their job performance in many areas of their duties because it had broadened their knowledge of their teaching subject, prepared them for higher job responsibilities, boosted their morale and increased their job satisfaction. Lecturers could also supervise students' project effectively and handle many challenging classroom management issues. Indeed higher degree programmes by lecturers had positively impacted on students' learning outcomes and overall productivity of lecturers. However, the possession of doctoral degrees by Polytechnic lecturers had adversely affected staff retention in the Polytechnics as only 18.2% of the lecturers possess PhD degrees which resulted from the turnover rate of lecturers that may have left for universities and other places where they could grow well in their careers.

### **Recommendations**

The following recommendations were made on the basis of the findings, discussion and conclusions of this study.

1. Polytechnic Managements should allocate more funds and time to lecturers to enable them participate in staff development programmes.
2. Efforts should also be made to encourage the retention of PhD holders in the Polytechnics by giving support for post doctoral research, offering diversified and challenging tasks and providing opportunities for their personal and professional growth so that lecturers can continue to grow in their careers like their counterparts in the Universities.

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