

## Impact of Training Programmes on Job Performances of Staff in Nigerian Colleges of Education: a Strategy for Full Productivity and Sustainable Development in Nigeria

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### Abstract

*The study investigated the impact of training programmes on the job performances of staff in Nigerian Colleges of Education. Two objectives were raised one of which was to determine the impact of acquisition of higher degrees on job performances of staff in Nigerian Colleges of Education. Two research questions were generated and corresponding hypotheses were formulated. The research design adopted for this study is the descriptive survey and the target population was 45,058 management, academic and non academic staff in Nigerian Colleges of Education. The sample was gotten through a stratified random sampling technique in which two states were selected out of each of the six geo-political zones of Nigeria making 12 states out of 36 states in Nigeria and random sampling techniques was used to select 2 Colleges from each of the 12 states totaling 24 out of 85 colleges. Using a purposive sampling technique 70 staff were sampled from each of the 24 Colleges of Education totaling 1,680 out of which 1437 (85.5%) copies of questionnaire were returned completely filled. Ninety two (92) management, 1105 Academic and 248 Non academic staff responded to the structured questionnaire with reliability coefficient of 0.85. The hypotheses formulated were tested using One Way Analysis of Variance (ANOVA) and Post-hoc test using Scheffe Multiple Comparison test with 0.05 significant level. Findings revealed that higher degrees have positive Impact on the performance of staff and low on the Job performances of management staff. It showed that participation in short training courses also has positive impact with workshops and conferences having, higher or more positive impact on the Job performances for Management and Academic staff than the Non academic Staff. One of the on recommendations is that more opportunities should be given to Academic than Non academic staff on the various training programmes.*

**Keywords:** *Training programmes, Job performances, Staff, Nigerian colleges of education, Strategy for full productivity, Sustainable development.*

### Background to the Study

Staff development programmes are the various means by which all categories of staff are encouraged to improve their capabilities and be more effective in their job performances. In Nigerian Colleges of Education, opportunities for staff development are provided mainly through higher degree programmes and short training courses such as conferences, seminars and workshops. However, there are procedures to follow before staff is allowed to go for further studies and short training courses by the management. This is partly due to the fact that staff especially lecturers are organized in such a way that the departments can still continue teaching without depleting it or make the students to suffer lack of lecturers in any area of their courses due to off the job training for higher degree, so few lecturers are released at a time for further studies and are fully sponsored by the college. However, it must be explained that lecturers go for higher degree in area of their primary assignment and department e.g. a physics lecturer must go for higher degrees in physics not science Education or full education courses like psychology. Studies have shown that this has significant impact on the level of their performance.

### Statement of the problem

The National Policy on Education (2009) has stated that no education system can rise above the quality of its teachers this has necessitated the continuous training of lecturers in all educational institutions. The mandate of National Commission for Colleges of Education (NCCE) is to produce teachers that will teach at Basic level (primary and junior secondary schools) of education in Nigeria. The training and development of these lecturers would enable them to perform their duties of teaching and research effectively (Yakubu 2010). This is because the quality of education has direct impact on the learning outcomes of students and the quality of education in Nigeria (Suleiman 2014, Lowden 2005, Yakubu, 2010). There are however, continuous complaints on the quality of lecturers and their poor job performance, poor content delivery, poor lecturer's etiquette and commitment (Owolabi 2012, and Aigbepue and Idogho, 2010 and Yakubu 2009). There are serious complaints lately that the standard of education has fallen down completely and students have continued to perform poorly in public and promotional examinations (Igunnu 2013).

### Objectives of the Study

The following objectives were formulated for this study:

1. To determine the impact of acquisition of higher degrees on job performances of staff in Nigeria Colleges of Education.
2. To determine the impact of participation in Short Training Courses on job performances of Staff in Nigerian Colleges of Education.

### Research Questions

This research aimed at finding answers to the following questions:

1. What is the impact of acquisition of higher degrees on job performances of staff in Nigerian Colleges of Education?
2. What is the impact of participation in Short Training Courses on job performances of Staff in Nigerian Colleges of Education?

## Hypotheses

The following null hypotheses were postulated:

1. There is significant difference in the opinions of respondents concerning the impact of acquisition of higher degrees on job performances of staff.
2. There is significant difference in the opinions of respondents concerning the impact of participant in Short Training Courses on the job performances of staff.

## Literature Review

Higher education training programmes are programmes that enable lecturers to further education or higher degrees such as master and doctorate in their chosen field. These programmes are obtainable from universities within and outside Nigeria. According to Suleiman (2014), management of higher institutions have realized the benefits of lecturers' participation in higher degree programmes and have been supporting or sponsoring lecturers through various methods. Further training is recognized as an approach for achieving increased efficiency and performance of lecturers (FME, 2014, TETFUND, 2014 NBTE 1986). Training is said to lead to change in attitudes. Muzaffar and Malik (2012) said that a lecturers' attitude or belief is one of several important factors which has significant impact on their professional development. However, according to Ogunmakin (2013) lecturers may not benefit much from a training programme if their attitude is not positive. Ajibade Y.A., Oloyede, E.O., Adeleke, M.A. and Awopetu, E.O (2010) in a study found that the attitudinal disposition of university lecturers to pedagogical training improves their positive reaction to it and this made the programme successful. Also, Peteromode and Chuckwuma (2011) and Rashid (2008) observed that there are indications that lecturers only attend training just to get certificates which earn them promotion on the job.

Therefore, organizations and institutions are saddled with the responsibility of maintaining efficiency of staff through various strategies aim at promoting their development. However, there were factors militating against their active participation and interest in professional development trainings Degraft – Otoo (2012) state that the types of organizational issues that constrain training and development in tertiary institutions the lack of top management support for the training and development and failure to provide adequate resources (Finance, people and time) .

According to Bucynski and Hansen, 2010, Alabi 2005, Lawal, 2004 and Suleiman, 2014 found out that participation in human resources training and development programmes is believed to have some impact on the teachers' ability to acquire and critically develop the knowledge, skills emotional and intelligence essential to good professional thinking, planning and practice with their students and colleagues through every phase of their teaching lives. Well organized development programmes for lecturers 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 lecturers abreast with new knowledge and meets particular needs.

Also, the findings of Ekpoh, Edet and Nkama (2013) revealed 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 classroom management teaching methods and evaluation of students work. So teachers who were exposed to staff development programmes were more effective in their job performance than those who were not.

#### Research Methodology

The research design adopted for this study is the descriptive survey. According to the most recent educational statistics provided by the NCCE, there are 45,058 management, academic and non academic staff in Nigerian Colleges of Education and this is the target population for this study. The sample random sampling technique was used to select two states from each of the six geopolitical zones making a total of 12 out of 36 states in Nigeria which is equivalent to one – third of the population and therefore appropriate as recommended by (Aderounmu and Ehiamezor, 1985). The random sampling technique was also used to select two Colleges from each of the 12 states giving a total of 24 out of 85 Colleges. The purposive sampling technique was then used to select 100 staff from each of the 24 Colleges giving a total of 2,400 staff as the sample for the study. A structure questionnaire which was face validated by experts in educational management was used for data collection. The reliability of the instrument was established using Cronbach's Alpha, Spearman Brown Coefficient and Guttman Split – Half reliability coefficient methods and this gave reliability co-efficient of 0.86. The hypotheses formulated were tested using One Way Analysis of Variance and a post- hoc test using Scheffe's multiple comparison tests with 0.05 significant levels.

#### Presentation of results

The result of this study is presented as follows

Research question 1: What is the impact of acquisition of higher degrees on job performances of staff in Nigerian Colleges of Education?

The tabulation and percentages were used to determine the responses of the three groups of respondents on the impact of acquisition of higher degrees and short courses on job performances of staff in Nigerian Colleges of Education.

**Table 1: Opinions of Respondents on Impact of Acquisition of Higher Degrees on the Job Performances of Staff in Nigerian Colleges of Education**

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	The pedagogical aspect of post graduate studies in the universities increases the knowledge, skills, experiences and understandings of staff and these ultimately improve upon the job performances of staff	Management Staff	35	38.0	22	23.9	00	00	24	26.1	11	12.0
		Academic Staff	421	38.1	224	20.3	17	1.5	268	24.3	175	15.8
		Non Academic Staff	113	45.6	8	3.2	3	1.2	59	23.8	65	26.2
2.	Presentations in seminar, proposal, internal and external defence during the post graduate programme lead to greater confidence on job performances of staff	Management Staff	18	19.6	16	17.4	6	6.5	35	38.0	17	18.5
		Academic Staff	467	42.3	158	14.3	29	2.6	292	26.4	159	14.4
		Non Academic Staff	51	42.3	56	22.6	3	1.2	86	34.7	52	21.0
3.	The field work during the post prograduate studies increases the experiences of staff and this improves their job performances	Management Staff	10	10.9	5	5.4	4	4.3	49	53.3	24	26.1
		Academic Staff	426	38.6	215	19.5	37	3.3	268	24.3	159	14.4
		Non Academic Staff	60	24.2	46.5	18.5	19	7.7	82	33.1	41	16.5
4.	The fieldwork during the post graduate studies increases the organization and skills of staff in their job performances	Management Staff	11	12.0	8	8.7	8	8.7	52	56.5	13	14.1
		Academic Staff	342	31.0	260	23.5	44	4.0	347	31.4	112	10.1
		Non Academic Staff	35	14.1	64	25.8	18	4.0	87	35.1	44	17.7
5.	Acquisition of higher degrees equips staff to keep abreast with recent developments in their areas of specialization	Management Staff	00	00	00	00	6	6.5	47	51.1	39	42.4
		Academic Staff	414	37.5	207	18.7	36	3.3	231	20.9	217	19.6
		Non Academic Staff	51	20.6	64	25.8	7	2.8	58	23.4	68	27.4

6. Acquisition of higher degrees prepares staff for greater responsibilities and this motivates them to put more efforts on their job performances	Management Staff	00	00	4	4.3	11	12.0	46	50.0	31	33.7
	Academic Staff	460	41.6	142	12.9	81	7.3	251	22.7	171	15.5
	Non Academic Staff	61	24.6	52	21.0	12	1.8	75	30.2	48	19.4
7. Acquisition of higher degrees is not the only requirement for staff promotion	Management Staff	10	10.9	58	63.0	10	10.9	3	3.3	11	12.0
	Academic Staff	207	18.7	753	68.1	109	9.9	18	1.6	18	1.6
	Non Academic Staff	65	26.2	160	64.5	13	5.2	7	2.8	3	1.2
8. Acquisition of higher degrees alone does not enhance the job satisfaction of staff	Management Staff	13	14.1	58	63.0	16	17.4	4	4.3	1	1.1
	Academic Staff	129	11.7	754	68.2	167	15.1	36	3.3	19	1.7
	Non Academic Staff	51	20.6	148	59.7	33	13.3	15	6.0	1	.4
9. Acquisition of higher degrees by staff in Nigerian COEs is often used as an opportunity for better jobs	Management Staff	16	17.4	40	43.5	29	31.5	6	6.5	1	1.1
	Academic Staff	164	14.8	503	45.5	385	34.8	53	4.8	00	00
	Non Academic Staff	40	16.1	121	48.8	58	23.4	24	9.7	5	2.0
10. Acquisition of higher degrees is not always tied to greater responsibilities for still in Nigerian Colleges of Education	Management Staff	12	13.0	44	47.8	13	14.1	16	17.4	7	7.6
	Academic Staff	157	14.2	571	51.7	144	13.0	162	14.7	71	6.4
	Non Academic Staff	24	9.7	143	57.7	41	16.5	33	13.3	7	2.8

Table 4.1, indicated that some differences were discovered in the opinions of the three categories of respondents. A good proportion of the management staff being 57 who were represented by 61.9% and a fair proportion of academic and non academic staff being 645 and 121 who were represented by 58.4% and 48.8%, respectively were of the opinion that the pedagogical aspect of post graduate studies in the universities, increases the knowledge, skills, experiences and understanding of staff, thereby improving their job performances. However, a significant proportion of the respondents being 124 non academic staff, 443 academic staff and 35 management staff who were represented by 50.0%, 40.1% and 38.1%, respectively disagreed with this statement. This result was, therefore, interpreted to mean that the pedagogical aspect of post graduate studies in the universities does not always improve upon the job performances of staff in Nigerian Colleges of Education.

For item 2 in the questionnaire, a fair proportion of the academic staff being 625 and represented by 56.6% were in support of the statement that presentations in seminar, proposal, internal and external defence during the post graduate programme lead to greater confidence on job performances of staff. However, the fact that a fair proportion of management and non academic staff being 52 and 451 who were represented by 56.5% and 55.7% respectively disagreed with the statement implies that presentations in seminar, proposal, internal and external defence during post graduate studies do not always lead to greater confidence on the job performances of staff.

In response to items 3 and 4, a fair proportion of academic staff being 641 and 602 who was represented by 58.0% and 54.5%, respectively were of the opinion that the field work during post graduate studies increases the experiences as well as the organization and skills of staff in their job performances. In both items, a larger proportion of management staff being 73 and 65 who were represented by 79.4% and 70.6%, and a significant proportion of non academic staff being 123 and 131 who were represented by 49.6% and 52.8% disagreed with the two statements. The results were, therefore, interpreted to mean that the field work during postgraduate studies does not always increase the experiences as well as the organization and skills of staff in their job performances.

More than half of the academic staff used in this study being 621 and represented by 56.2% supported the statement in item 5 that acquisition of higher degrees equips staff to keep abreast with recent developments in their areas of specialization. On the contrary, an overwhelming proportion of management staff being 86 and represented by 93.5% and a fair proportion of non academic staff being 131 and represented by 50.8% disagreed with this statement. This is likely because of the fact that most management staff in Nigerian Colleges of Education do not undertake higher degree programmes. As such, they may not be in a position to assess whether acquisition of higher degrees equip staff to keep abreast with recent developments in their areas of specialization. In a similar pattern to item 5, more than half of academic staff being 602 and represented by 54.5% agreed with the statement in item 6 that acquisition of higher degrees prepares staff for greater responsibilities thereby motivating them to put more efforts on their job performances.

However, a larger proportion of management staff being 77 represented by 83.7% and a significant proportion of non academic staff being 123 who were represented by 49.6% disagreed with this statement. This result implies to a limited extent, the acquisition of higher degrees prepares staff for greater responsibilities and this motivates them to put more efforts on their job performances.

In response to item 7, a large proportion of the respondents being 225 non academic staff, 960 academic staff and 68 management staff who were represented by 91.0%, 86.9% and 73.9%, respectively were of the opinion that acquisition of higher degrees is not the only requirement for staff promotion. This result implies that in addition to acquisition of higher degrees, other requirements such as participation in conferences and workshops are also needed for staff promotion. The responses to item 8 indicated that majority of the respondents being 199 non academic staff, 883 academic staff and 71 management staff who were represented by 80.3%, 79.8% and 72.2%, respectively were in support of the statement that acquisition of higher degrees alone does not enhance the job satisfaction of staff. This result implies that in addition to acquisition of higher degrees, other factors such as salaries and other benefits and staff welfare services are also responsible for enhancing the job satisfaction of staff.

For item 9 in the questionnaire, table 4.3.1 reveals that a good proportion of the respondents being 161 non academic staff, 56 management staff and 667 academic staff who were represented by 64.9%, 60.9% and 60.4%, respectively claimed that acquisition of higher degrees by staff in Nigerian Colleges of Educations is often used as an opportunity for better jobs in the universities and other places. Irrespective of the agreement they have entered into, that is they must work for certain number of years, staff, especially those with Ph.D in Colleges of Education prefer to move to the universities and other places where there are better opportunities for professional growth.

This result implies that acquisition of higher degrees by staff in Nigerian Colleges of Education is not mainly for the improvement of job performances but also as an opportunity for better jobs. With regards to item 10 in the questionnaire, a good proportion of the respondents being 167 non academic staff, 728 academic staff and 56 management staff who were represented by 67.4%, 65.9% and 60.9%, respectively were of the opinion that acquisition of higher degrees is not always tied to greater responsibilities for staff in Nigerian Colleges of Education. This result suggests that in addition to acquisition of higher degrees, other factors such as years of working experience and staff ability to carry out the tasks are considered before staff is assigned with greater responsibilities.

To find out the total percentage for agree and disagree for items 1 – 10 in the questionnaire, the total scores under strongly agree and agree, and the total scores under strongly disagree and disagree as indicated by table 1 were separately summed up for each category of respondents. The total for each category was then divided by 10 being the number of items. This calculation revealed 63.13% agreement for academic staff,



57.01% for non academic staff and 41.31% for management staff. The analysis for items 1 – 10 of the questionnaire revealed that to a limited extent, acquisition of higher degrees has a positive impact on job performances of staff in Nigerian Colleges of Education, but more so on the job performances of academic staff, followed by non academic staff and lastly management staff.

Research Question 2: What is the impact of participation in Short Training Courses on job performances of Staff in Nigerian Colleges of Education?

Table 2: Opinions of Respondents on Impact of Participation in Short Training Courses on Job Performances of Staff in Nigerian Colleges of Education

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	Participation in annual conferences assists staff to improve their knowledge and job performances	Management Staff	57	62.0	35	38.0	00	00	00	00	00	00
		Academic Staff	37	33.6	32	29.7	16	1.4	16	14.6	22	20.7
		Non Academic Staff	1		8				1		9	
2.	Participation in annual conferences enables staff to master the techniques of writing and presenting scholarly papers and articles in educational journals	Management Staff	79	31.9	42	16.9	1.4		52	21.0	74	29.8
		Academic Staff	25	27.2	59	64.1	00	00	5	5.4	3	3.3
		Non Academic Staff	44	40.1	35	32.0	9	.8	17	16.1	12	11.0
3.	Participation in seminar presentations assists staff to discuss their experiences with other colleagues and this improves their knowledge and job performances	Management Staff	61	24.6	32	12.9	7	2.8	76	30.6	72	29.0
		Academic Staff	19	20.7	64	69.6	1	1.1	3	3.3	5	5.4
		Non Academic Staff	45	41.4	29	26.7	28	2.5	17	15.9	14	13.4
4.	Participation in seminar presentations assists staff to improve their communication skills and this ultimately improves their job performances	Management Staff	12	50.4	48	19.4	5	2.0	20	8.1	50	20.2
		Academic Staff	15	16.3	52	56.5	5	5.4	11	12.0	9	9.8
		Non Academic Staff	41	37.2	32	29.7	91	8.2	13	11.9	14	12.9
		2		8				2		2		
		14	57.3	42	16.9	18	7.3	20	8.1	26	10.5	
		2										

5.	Participation in workshops assists staff to discuss new trends in educational development and this improves their knowledge and job performance	Management Staff	40	43.5	40	43.5	00	00	8	8.7	4	4.3
		Academic Staff	50	45.8	30	27.6	10	.9	12	10.9	16	14.8
		Non Academic Staff	50	20.2	35	14.1	18	7.3	10	42.7	39	15.7
6.	Participation in workshops offers staff an opportunity to solve issues and challenges encountered in their job performances	Management Staff	16	17.4	65	70.7	11	12.0	00	00	00	00
		Academic Staff	26	23.8	67	60.7	10	9.4	36	3.3	31	2.8
		Non Academic Staff	39	15.7	14	60.1	44	17.7	10	4.0	6	2.4
7.	Staff who fail to write conference papers, always encounter setbacks when they are due for promotion	Management Staff	26	28.3	59	64.1	7	7.6	00	00	00	00
		Academic Staff	27	24.5	67	61.1	71	6.4	47	4.3	41	3.7
		Non Academic Staff	10	41.5	88	35.5	14	5.6	27	10.9	16	6.5
8.	Staff who fail to participate in conferences are often less productive	Management Staff	35	38.0	39	42.4	18	19.6	00	00	00	00
		Academic Staff	39	35.6	47	43.3	20	18.2	17	1.5	15	1.4
		Non Academic Staff	57	23.0	98	39.5	82	33.1	6	2.4	4	1.6
9.	Some staff in Nigerian COEs attend conferences only when they are due for promotion	Management Staff	17	18.5	65	70.7	10	10.9	00	00	00	00
		Academic Staff	17	15.5	76	69.1	14	13.2	17	1.5	7	.6
		Non Academic Staff	38	15.3	15	62.5	29	11.7	17	6.9	7	2.8
10.	Certificates awarded at conferences and workshops are used mainly as requirement for staff promotion	Management Staff	00	00	00	00	00	00	55	59.8	37	40.2
		Academic Staff	40	36.2	28	26.0	9	.8	21	19.5	19	17.6
		Non Academic Staff	11	46.8	74	29.8	5	2.0	28	11.3	24	9.7

In Table 4.2, it was evident that there were some differences in the opinions of the three categories of respondents. The whole of management staff being 92 who were represented by 100% and 699 academic staff represented by 63.3% were in support of the statement that participation in annual conferences assist staff to improve their knowledge and job performances, while 121 non academic staff equivalent to 50.8% disagreed with this statement. This result implies that participation in annual conferences was seen to have more positive impact on job performances of management and academic staff. For item 12, an overwhelming proportion of management staff being 84 and represented by 91.3% and a very good proportion of academic staff being 797 and

represented by 72.1% agreed that participation in annual conferences enables staff to master the techniques of writing and presenting scholarly papers and articles in educational journals. However, the fact that a good proportion of non academic staff being 148 who were represented by 59.7% disagreed with this statement, implies that participation in annual conferences has more positive impact on job performances of management and academic staff.

In response to items 13 in the questionnaire, a good proportion of the respondents being 83 or 90.2% management staff, 173 or 69.8% non academic staff and 753 or 68.2% academic staff were of the opinion that participation in seminar presentations assists staff to discuss their experiences with other colleagues and by so doing improve upon their knowledge and job performances. Similarly, for item 14, 184 or 74.2% non academic staff, 67 or 72.8% management staff and 740 or 67.0% academic staff supported that participation in seminar presentations assists staff to improve their communication skills, which ultimately improves their job performances. The opinions of respondents with regard to these items imply that seminar presentations have a positive impact on the job performances of staff.

For items 15 in the questionnaire, a large proportion of management and academic staff being 80 and 811 and represented by 87.0% and 73.4%, respectively were of the opinion that participation in workshops assist staff to discuss new trends in educational developments, which eventually improves their knowledge and job performances. However, the fact that a good proportion of non academic staff being 145 or 58.4% disagreed with this statement, implies that participation in workshops has more positive impact on job performances of management and academic staff. With regards to item 16, a large proportion of the respondents being 81 or 88.0% management staff, 934 or 84.5% academic staff and 188 or 75.8% non academic staff were of the opinion that participation in workshops offers an opportunity for staff to deal with issues and challenges encountered in their job performances. The results for items 15 and 16 imply that participation in workshops has a positive impact on the job performances of staff.

For item 17 in the questionnaire, a large proportion of the respondents being 85 or 92.4% management staff, 945 or 85.6% academic staff and 191 or 77.0% non academic staff agreed that members of staff who fails to write conference papers, always encounter setbacks when they are due for promotion. Similarly, for item 18, 74 or 80.4% management staff, 872 or 78.9% academic staff and 155 or 62.5% non academic staff agreed that staff who fail to write conference papers are often less productive. These results also imply that writing conference papers has a positive impact on job performances of staff.

The responses for item 19 indicated that 82 or 89.1% management staff, 935 or 84.6% academic staff and 193 or 77.8% non academic staff agreed that some staff in Nigerian Colleges of Education attend conferences only when they are due for promotion. As for item 20, a good proportion of non academic staff being 190 or 76.6% and academic staff being 687 or 62.2% claimed that the certificates awarded at conferences and workshops are used mainly as requirement for staff promotion. However, the entire management staff used in this study being 92 and equivalent to 100% disagreed with this statement. The analysis for items 11 – 20 in the questionnaire revealed that majority of the respondents agreed with most of the statements. The results could therefore, be interpreted to mean that participation in short training courses has to a large extent positive impact on job performances of staff in Nigerian Colleges of Education.

#### Hypothesis by hypothesis presentation of result

This section presents the results of hypotheses tests.

Hypothesis 1: There is no significant difference in the opinions of respondents concerning the impact of acquisition of higher degrees on job performances of staff.

Table 3: Summary of One-way Analysis of Variance on Impact of Acquisition of Higher Degrees on Job Performances of Staff

Source of Variation	df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	2216.49	1108.25	36.39	3.00
	1443	43914.71	30.454		
Within Groups					
Total	1444	46131.20			

\* $P < .05$  df 2, 1443  $F_{cal} = 36.39$   $F_{cri} = 3.00$

From this computation, it was discovered that the F-calculated value being 36.39 was greater than the F-critical value being 3.00 at 0.05 level of significance. This implies that there was significant difference in the opinions of the categories of respondents regarding the impact of acquisition of higher degrees on the job performances of staff, as a result of which the null hypothesis was rejected. To examine the extent to which means of the three categories of respondents differed in relation to hypothesis 1, the Scheffe Multiple Comparison Test was used and the result presented in table.

Table 4: Summary of Scheffe Multiple Comparison Test on Impact of Acquisition of Higher Degrees on Job Performances of Staff

Category of Respondents	N	Mean Score
Management	92	1.6618
Academic	1105	1.2728
Non Academic	248	4.7534

As indicated by table 4.3.2, the mean score of management staff was found to be closer to that of academic staff, meaning that the difference was not significant. However, the mean score of the non academic staff was found to be greater than the mean score of management staff and that of academic staff. This implies that the non academic staff were the group that differed significantly in their opinions in relation to the impact of acquisition of higher degrees on the job performances of staff.

Hypothesis 2: There is no significant difference in the opinions of respondents concerning the impact of participation in short training courses on job performances of staff.

Table 5: Summary of One Way Analysis of Variance on Impact of Participation in Short Training Courses on Job Performances of Staff

Source of Variation	df	Sum of Squares	Mean square	F-Calculated	F-critical
Between Groups	2	19.99	9.99	.90	3.00
Within Groups	1443	16017.93	11.11		
Total	1444	16037.92			

$P > 0.05$  df 2, 1443  $F_{cal} = .09$   $F_{cri} = 3.00$

As indicated by table 4.4.1, the F-calculated value being .900 was found to be less than the F-critical value being 3.00 at 0.05 level of significance. It was, therefore, concluded that there was no significant difference in the opinions of the three categories of respondents regarding the impact of participation in short training courses on the job performances of staff and as such the null hypothesis was retained.

#### Discussions of Findings

The first issue discussed in this study centered on the impact of acquisition of higher degrees on job performances of staff in Nigerian Colleges of Education. Actually, it is one thing for staff to undertake higher degree programmes and it is also another to improve upon their job performances. In this regard, the finding implies that acquisition of higher degrees has a positive impact on the job performances of staff in Nigerian Colleges of Education and this positive impact was found to be high (63.13%) on the job performances of academic staff, average (57.01%) on the job performances of non academic staff and low (41.31%) on the job performances of management staff. The finding also revealed that a significant minority of the respondents were not in support of this claim, implying that mere acquisition of higher degrees does not always have a positive impact on the job performances of staff in Nigerian Colleges of Education.

The first aspect of this finding is in line with the opinions and findings of scholars and previous researchers such as Dabo (2000), Thomas (2000), Hamid (2005) and Edem (2007), because they too were of the opinion that training and development increase the knowledge and skills of staff thereby improving upon their job performances. Similarly,

Alabi (2012) specifically explained that teachers need development programmes in order to improve their instructional methodology, school heads need development programmes in order to acquire the skills for effective management of human and material resources, while support staff need development programme in order to acquire the necessary skills for improved performances at work. However, in these opinions and previous findings, no distinction was made as to which category of staff derive the highest positive impact from a particular development programmes such as higher degree, and in essence, this is what differentiates those findings from the present one.

On the second aspect of this finding, earlier researchers such as Okoh (1995) had pointed out that courses organized for staff of National Electric Power Authority (NEPA), tended to be more academic than practical skills necessary for their daily routine job. Also scholars such as Mathis and Jackson (2006) shared a similar opinion that the university lecture method of teaching does not always improve upon the staff performances because it reduces the learners participation and encourages passive learning. It can be observed from these opinions that the advantage of this finding over previous ones, is its ability to discover the levels of positive impact of higher degrees on job performances of different categories of staff. Contrary to general expectation, this study also discovered that, to a minimum extent, acquisition of higher degrees does not always have a positive impact on job performances of staff.

The null hypothesis formulated in relation to the impact of acquisition of higher degrees on job performances of staff was tested and rejected because as indicated by table 4.4.1, the F-calculated value being 36.391 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This implies a significant difference in the opinions of the three categories of respondents used in the study. To further examine the extent to which means of the three categories of respondents differed in their opinions, the Scheffe's Multiple Comparison Test was used and the result is presented in table 4.4.2. The result revealed a significant difference of 1.6618 for management staff, 1.2728 for academic staff and 4.7534 for non academic staff. This implies that the non academic staff, differed significantly in their opinions regarding the impact of acquisition of higher degrees on the job performances of staff in Nigerian Colleges of Education.

The next issue discussed in this study was on the impact of participation in short training courses on job performances of staff in Nigerian Colleges of Education. The finding implies that to a large extent, participation in short training courses has a positive impact on the job performances of staff in Nigerian Colleges of Education. This is because short training courses such as conferences, workshops and seminars were seen to increase the knowledge of staff, enable them to master the techniques of writing and presenting scholarly papers and articles in educational journals, assist them to discuss their experiences with other colleagues, assist them to improve their communication skills, discuss new trends in educational development and offer an opportunity to deal with issues and challenges encountered in their job performances. The finding also showed that conferences and workshops have more positive impact on the job performances of management and academic staff than on the job performances of non academic staff.

Perhaps, one of the reasons for this finding is the fact that certificates are only awarded for participation in conferences and workshops, not for seminar presentations. Secondly, academic staff use these certificates as part of the requirements for their periodic promotions.

The first part of this finding corresponds with that of Afuwai (2003) that externally organized conferences, seminars and workshops were more preferred by staff than those internally organized, and with the opinion of Alabi (2012) who mentioned conferences, seminars and workshops as some of the methods used in developing staff in schools. However, the second part of this finding disagrees with the opinion and finding cited above. This is because while the present finding discovered conferences and workshops to have more positive impact on the job performances of management and academic staff, opinion and finding cited above did not specify which of the short training courses has more positive impact, nor on which category of staff is the positive impact mostly found.

The null hypothesis formulated to test the impact of participation in short-training courses on the job performances of staff in Nigerian Colleges of Education was retained. This was because the F-calculated value being .900 was discovered to be lesser than the F-critical value being 3.000 at 0.05 level of significance. This indicates that there was no significant difference in the opinions of the three categories of respondents.

The findings of this study were summarized as follows;

1. Acquisition of higher degrees has a positive impact on the job performances of staff and this positive impact was found to be high on the performance of academic staff, moderate on the job performance of non academic staff and low on the job performances of management staff.
2. To a large extent, participation in Short Training courses has a positive impact on the job performances of all staff. However, conferences and workshops have more positive impact on the job performances of management and academic staff than on the job performances of non academic staff.

### Conclusion

Knowledge acquisitions have become an increasingly important way for institutions to gain access to new knowledge capabilities; acquisition of higher degrees is expected to help staff develop a new form of maturity by building on the skills acquired at undergraduate degree level. It also equips the staff with time management self – discipline and working to deadlines. The continuing education that are allowed and sponsored in the colleges are to deepen the staff knowledge and acquire a specialism which creates a whole new dynamic and mode of conversation, and confidence, which would enable state after the completion of training programme

It has been found that acquisition of higher degrees in Nigerian Colleges of Education has different levels of positive impact on the job performances of the three categories of staff (management staff, Academic staff and Non Academic staff) participation in conferences, seminars and workshops assist all categories of staff to learn and improve upon their job

performances, but conferences and workshops have more benefits on the job performances of management and academic staff walk into a work place as a professional. It is expected that more activities will be expected as more interaction for training flow in from all over an attempt to have a workforce that one equipped to man the tools of their operations

#### Recommendations

In line with the finding and conclusions drawn from this study, the following recommendations are offered:

1. The federal and states Ministry of Education as well as proprietors of private Colleges of Education in Nigeria, should provide more opportunities for staff to undertake higher degree programmes in order to meet up with the needs and challenges of modern societies and by so doing improve upon their job performances. In terms of approval and sponsorship for higher degree programmes, more consideration should be given to academic staff, following by non academic staff and lastly management staff.
2. The study also recommends that the federal and states Ministry of Education as well as proprietors of private Colleges of Education in Nigeria, should endeavour to provide more opportunities for staff to participate in short training courses in order to learn and improve upon their job performances. For instance, in awarding sponsorship for conferences and workshops, the management and academic staff should be given more consideration, bearing in mind that the study discovers conferences and workshops to be more beneficial to the two categories of staff.



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