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**STAFF DEVELOPMENT PROGRAMS AND JOB PERFORMANCE
OF LECTURERS OF PLATEAU STATE POLYTECHNIC BARKIN
LADI***

GADI DUNG PAUL †

Department of Business Administration and Management, Plateau State
Polytechnic Barkin Ladi

**GONTUR SILAS
DAVERENG MACROP**

Department of Business Education Federal College Education Pankshin

ABSTRACT

The purpose of this study was to investigate the effects of staff development programs on the job performance of lecturers of Plateau State Polytechnic Barkin. The study was carried out in all the Schools namely; School of Administration and Business Studies (SABS), School of Environmental Studies (SES), School of Engineering (SE), School of Science Technology (SST), School of Legal and General Studies and School of Technical Education (STE). The study objectives were: to examine the influence of training on the job performance of lecturers of Plateau State Polytechnic Barkin and to establish the effect of promotion on the job performance of lecturers of Plateau State Polytechnic Barkin. A sample of one hundred and fifty two respondents was randomly chosen from the six schools to take part in the study. However, due to time constraints and School break only 81 respondents were accessed. The data gathered from the field was organized and presented quantitatively in form of frequency schedules, counts and percentages for the purposes of analysis. Interview responses were reported qualitatively and were used to compare and enrich the responses in the structured items. It had been presumed that in spite of the staff development programs which have been on-going, the performance of lecturers has not been satisfactory and thereby making it difficult for the institution to achieve its goals for which it was set in 2014. The results of the study were analyzed using the Pearson linear correlation method in SPSS. The analysis showed that there is very significant relationship between job performance and staff development programs. Promotion was found to be very significantly related to job performance and so was the number of training programs attended by the lecturers. The findings and conclusions were that training has a positive effect on job performance and that promotion, followed by a clear promotion criterion enhances job performance of lecturers. The researcher recommends that there is need to recognize, acknowledge usefulness and support both short

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† Corresponding author

and long term training opportunities, develop a clear promotion criteria that recognizes teaching, research and service, academic qualifications, and experience, and to improve the staff development programs policy that all staff shall be encouraged through training and promotion to develop their potential and enhance their efficiency on the job. Suggestions for future studies and researches were proposed.

Keywords: Performance; Training; Promotion; Staff development; Pearson linear correlation; Plapoly.

INTRODUCTION

With the rapid global workforce changes, staff development programs have been fully recognized as a dream in enhancing job performance. It is imperative therefore, that to achieve institutional performance and enhance credibility, institutions should emphasize the effective acquisition and utilization of their human resources by investing in them either through training or promotion on their jobs. The role of lecturers in higher education is multifaceted (Ssebuwufu, 1994). They are always under great pressure to conduct research, publish articles, teach classes, advise students and serve on committees. Staff development has therefore become the vehicle for meaningful change which plays an integral part in developing the Polytechnics. It is through promotion, training and development activities which differ in breadth in relation to the needs and resources of the Polytechnics, that professionalism, productivity and individual and organizational effectiveness and individual performance can be increased (Kaczynski, 2002). However, job performance of staff sometimes fall below the expected levels and the case of lecturers' performance in this regard needs proper scrutiny.

Background of the study

Teachers' efficacy and teaching performance are often in the center of attention in educational institutions. The challenges experienced by Polytechnic currently, such as large student enrolments, globalization of education with inherent competition for staff and students has called for more current expertise in delivery of quality education, need for recognition and prestige. The recent introduction of performance appraisal requires that staff productivity is assessed annually both on teaching excellence and research output (Bigambo, 2004). The emerging issues of Polytechnic staff turnover, brain drain, have now placed pressure on academic staff to perform and improve the status of the Polytechnics in the global academia. Thus, each academic staff is required to prove their credibility and continued retention in Polytechnic employment based on the strength and magnitude of their research activities, teaching and consultancy services among other capabilities. Job performance has been a contended issue in Nigeria due to poor work ethics, which have developed gradually, poor co-ordination between departments among other factors. There are always gaps between the expected and actual performance. In view of the many shortcomings, several studies have been conducted on job performance but in different contexts.

Statement of the study

The study focused on Plateau State Polytechnic Barkin, where job performance among lecturers had still been noted to be very low and unsatisfactory. This was evident by grievances among students regarding delay of examination results, poor supervision, missing

marks, poor completion courses, no course outlines, poor assessment of examinations, poor lecturer-student interaction, and deteriorating academic performance and reduced levels of research and publications. The persistent failure to hit annual performance targets suggested that Plateau State Polytechnic Barkin “ promotion and training were unproductive. It is against this background therefore, that the need for the study was envisaged.

Objectives

The specific objectives of this study were:

- i) To examine the relationship between training and job performance of lecturers of Plateau State Polytechnic Barkin Ladi (Plapoly)
- ii) To establish the relationship between promotion and job performance of lecturers of Plateau State Polytechnic Barkin Ladi (Plapoly)

Hypotheses

The study was guided by the two hypotheses below:

- i) *Training is positively related to job performance of lecturers in Plateau State Polytechnic Barkin Ladi (Plapoly)*
- ii) *Promotion is positively related to job performance of lecturers in Plateau State Polytechnic Barkin Ladi (Plapoly)*

THEORETICAL REVIEW

The Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (1961) postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion. According to Flamholtz & Lacey (1981) human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects.

Thus, the human capital perspective at the level of the Polytechnics, due to its emphasis on skills and performance, appears to offer more support for generalized investments in the human resources.

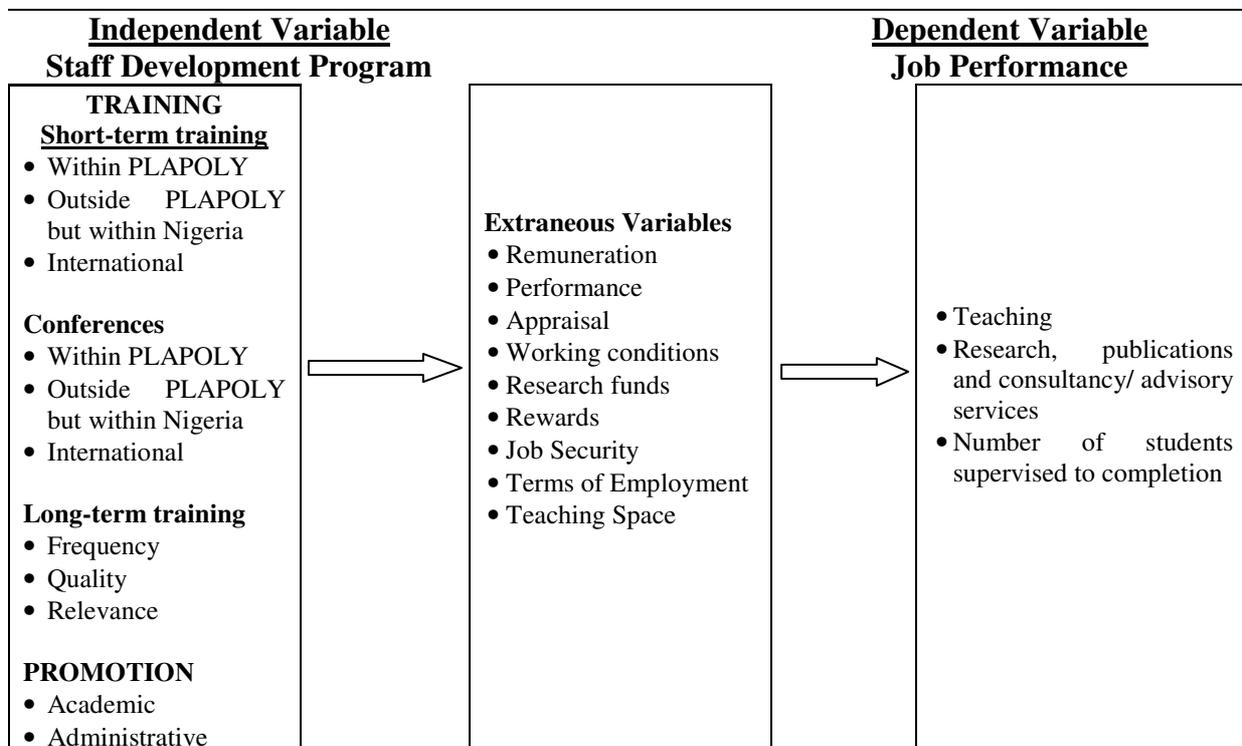
Davenport (1999) suggests that the human capital perspective is also illustrative of the employee's point of employees view and not costs, contends factors production, or assets, but rather investors in a business. They invest their own human capital, and they expect a return on their investment. Davenport further indicates that the predisposition for an employee to invest their time in an organization is based on sense of commitment. Nevertheless, staff development programs may be viewed as generalized investments in human capital. Such

investments can reassure employees that the expenditure of their time in the organization will contribute to their development and thus improve employee commitment and loyalty. Staff development programs can give organizations a competitive advantage by linking the strategic interests of the organization with the interests of their employees (Ginn & Terrie, 2001). For the employee, human capital theory justifies time spent at the workplace on regenerative activities. Training has thus, added value to human resource hence become skilled. If Plateau State Polytechnic Barkin Ladi is to enhance the job performance of lecturers, then, more effort should be made to facilitate these programs if they perceive that this would be valuable.

CONCEPTUAL FRAMEWORK

Figure 1 shows framework illustrating how variables in the study are conceptualized and related.

FIGURE 1
Conceptual Framework



Source. Conceptual framework has been developed based work of Onen & Oso (2008).

Conceptual framework relating staff development programs and job performance

The conceptual framework in Figure 1, illustrates two independent variables, namely training and promotion, all conceptualized to have effects on the level of job performance. Training has been conceptualized as short and long term training. Training and promotion have been hypothesized as directly influencing teaching, research, publications, consultancy services and supervisory roles. However, the results might be confounded by remuneration, performance appraisal, working conditions, culture, rewards, job security and terms of employment.

Training and job performance. Institutions of higher learning, monthly or annually organize training programs, whose major goal is to enable the lecturers improve teaching methods and enhance their performance. Buckley and Caple (2000) in a comprehensive definition, looked at training as a planned and system skills or attitude through learning experience, to achieve effective performance in an activity or range of activities observes that training focuses. On Mclagan identifying, assuring and helping develop through planned learning, the key competencies that enable individuals to perform current jobs. From the above definitions, it is clear that training in a work situation is concert capabilities and enabling an individual acquires abilities for better performance in their jobs and given tasks. Lecturers need constant training both on the job and off-the job in order to understand new changes taking place within their learning and teaching environment. This is because the efficiency of any institution depends on how well its members are trained and through training, more skills would be acquired and lecturers themselves would become great resources to the polytechnic. (Akuezulo, 2000 and Bramley, 1991). Training has been argued by many authors as a component of staff development and if carried out effectively, it can lead to improvement in the performance of employees and it can either be on short or long term basis. Short term training encompasses a wide variety of programs such as seminars, workshops, conferences, symposiums, continuing education, personal enrichment courses, attachments, and college diploma or certificate programs varying from one to six months. Ambetsa (2006) on the contribution of technical and vocational training to sustainable development found out that short term training contributes to individual's personal development, increases their productivity and income participation work. And According to Ambetsa, investing in education and training, adds light to the human theory used in this study, which is an investment in the future. Birungi (2002), also in his study on approaches of academic staff development and the perceived performance of lecturers at Uganda approaches of academic staff development have emerged at Umu and that in spite of gaps in the endeavours to put them in place and to manage them, they are generally perceived as contributing to improved performance of lecturers who undertake them. Likewise, a study undertaken by Greenwald, Hedges & Laire (1997) found out that student achievement goes up more for every \$500 spent on increased teacher professional training than for spending the same amount on raising teacher salaries. It is evident of lecturers, however, the above studies dwelt on different issues of staff development, which none of them attempted to relate short and long term training as factors in employee performance and none was on the Plapoly context, which gaps this proposed study sought to fill. Meanwhile, Carl (1990) through in-service training as staff development component, strongly advocates that teachers are enabled to make desirable change in their teaching Secondly ,that peer observations may be a more powerful training activity than trainer-provided coaching.

Promotion and job performance. Promotion refers to the advancement in gaining higher positions (Doeringer & Piore, 1971). According to Okumbe (1999) promotion refers to the advancement of a worker to a better job in terms of more skill, responsibilities, status and remuneration. Promotions should be used by the educational management to place the most competent and productive worker on each job. It is for this reason still, that the study seeks to establish whether promotion should be based on accumulated seniority or extra relevant qualifications and whether based on the right criterion, leads to job performance. Doeringer & Piore (1971) said that in order to develop skills and abilities specific to the company, its significant from an organizational perspective to retain employees for a long period of time and promote them in accordance to abilities.

Decenzo & Robins (2002) in their definition occupied by a person during the course of a lifetime state that every employee has once been or will be promoted. However, this is a narrow view of looking at promotion because, although promotion looks at upward movement along the career curve, there are cases when individuals occupy positions less favorable than their previous jobs and it does not follow then that their performance will be enhanced. Jacoby (1984) and Morishima (1986), indicated that promotion opportunities increase the level of individual performance and organizational commitment among workers in their career advancement, influences the workers behaviours and attitudes such as motivation and organizational commitment, particularly in the case of stable employment. In upholding the views of Jacoby (1984) and Morishima (1986), Pigors and Myers (1981), submitted that, not only seniority of long service or experience that deserves promotion but promotions should be a reward to encourage those employees who make a successful effort to increase their knowledge or skill. They continue to say that in a case where the promotion criteria for promotion is not clearly defined, management needs records of performance appraisal, if it is fairly to administer a promotion policy based upon employee competence.

METHODOLOGY

This study took both the quantitative and qualitative approach and paradigm. The target population to which the study results were generalized was all the 342 lecturers (Academic Planning Unit Plapoly, 2014) in the School of Administration and Business Studies (SABS), School of Environmental Studies (SES), School of Engineering (SE), School of Science Technology (SST), School of Legal and General Studies and School of Technical Education (S.T.E) Plateau State polytechnic barkin ladi. This category was chosen because it was intended to investigate the effects of training and promotion on the job performance of lecturers since they are the staffs who directly determine the quality and credibility of education output in the institution.

The researcher purposively selected the departments from which the sample was drawn since the target population in which the results was drawn, was generalized to all they Schools. This involved selecting a sample from each category of lecturers, assistant lecturers, lecturer III lecturer II lecturer I Senior lecturer Principal lecturer and chief lecturer. Simple stratified random sampling was employed in the study to ensure that all individuals in the defined population have an equal and independent chance of being selected, (Gay, 1996). This involved obtaining the departments register for lecturers and selecting randomly the names to constitute the sample. This gave those units to be selected an equal and unbiased chance of being selected.

Primary data was collected by contacting respondents using self-administered questionnaires. Survey method was used to gather data from a sample of the population at a particular time (Amin, 2005). This was done to find out the opinions, preferences, attitudes, concerns of a cross-section of the population about staff development programs and job performance. Interviews were also conducted to give free responses by subjects from whom the researcher gathered more perspectives. The raw data from the questionnaires was analyzed quantitatively using descriptive statistics like frequency counts provided by SPSS.

RESULTS AND DISCUSSIONS

Table 1 gives Pearson's linear correlation co-efficient for training and performance.

TABLE 1

Pearson's linear-efficient correlation between training and job Performance of lecturers

		Job Performance	Training
<u>Job Performance</u>	Pearson correlation	1	0.541**
	Sig (2 tailed)		0.005
	N	29	25
<u>Training</u>	Pearson correlation	0.541**	1
	Sig (2 tailed)	0.005	
	N	25	44

Note. ** Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows that, Pearson's Correlation Coefficient for lecture's performance and training was $r = 0.541$ which was positive meaning that as training increases, job performance of lecturers also increases. The probability value of 0.005 which is less than $\alpha = 0.01$ suggests a significant correlation. Therefore lecturer's job performance is significantly and positively related with training of lecturers in Plapoly, at the one percent level of significance.

Hypothesis Two

The second hypothesis stated that, promotion is positively related to job performance of lecturers in Plapoly.

Using Pearson's Linear Correlation Coefficient

Table 2 gives Pearson's linear-efficient correlation coefficient between promotion and performance.

TABLE 2

Pearson's linear correlation co-efficient between promotion and job Performance of lecturers

		Job Performance	Promotion
<u>Job Performance</u>	Pearson correlation	1	0.684**
	Sig (2 tailed)		0.000
	N	42	42
<u>Promotion</u>	Pearson correlation	0.684**	1
	Sig (2 tailed)	0.000	
	N	42	47

Note. ** Correlation is significant at the 0.01 level (2-tailed).

Start test from here. Table 2 shows that Pearson's Correlation Coefficient for lecturer's performance and training was $r = 0.684$ which was positive meaning that as promotion opportunities increase, job performance of lecturers also increases. The probability value is 0.000 which is less than $\alpha = 0.01$ suggesting a significant correlation. Therefore, job performance is significantly and positively related to promotion of lecturers in Plapoly, at the one percent level of significance.

Hypothesis one stated that; training is positively related to job performance among lecturers in Plapoly. Training was conceptualized as short term and long term training. The elements studied under short term training included, short courses, seminars and conferences while long term included postgraduate diploma, Master degree, PhD programs and sabbaticals. Pearson's Linear determines the significance of the relationship and results from the Hypothesis indicated a significant positive correlation between training and job performance of lecturers in Plapoly. This implies that those who received and underwent any sort of training showed an increased job performance. This finding has been supported by Buckley and Caple (2000) who found out that training of teachers in elementary schools in North London has both intrinsic and extrinsic benefits to the individual resulting from the ability to perform a task with better skills and increased job performance. There were no significant variations in the responses of respondents on the usefulness of training programs. The responses of each category of training were generally similar.

Alongside, this research finding is also in line with the assertion of Odor (1995) who pointed out those seminars, conferences, afford opportunities for professionals to enrich themselves or get abreast with new knowledge and ideas. Findings in this study are also supported by Lake (1990) who found out that short and long term training opportunities increase job performance of lecturers and are a way that both new and seasoned university employees can enhance existing skills to remain current in job-related programs, processes and procedures, exchange ideas, and network with fellow professionals. The ultimate goal of training is improvement in individual, institutional effectiveness and the quality of service through improved performance. The study is also relevant to theoretical assertions such as that of Tiberondwa (2000) who asserts that attendance of seminars, workshops, conferences and short courses, postgraduate diploma, Master degree, Ph.D. programs and sabbatical leaves, within and outside the institution, lead to effective performance in activities. Maicibi and Nkata (2005) submitted that training involves both learning and teaching and there is improved employee job performance and productivity derived from short-term and long term training.

Hypothesis Two

Hypothesis Two stated that, promotion is positively related to job performance among lecturers in Plapoly and was conceptualized as academic and administrative.

Pearson's Linear Coefficient was correlated to determine the significance of the relationship and results from the Hypothesis indicated a significant positive correlation between promotion and job performance of lecturers in Plapoly. Findings are supported by Jacoby (1984) and Morishima (1986) who in their research on managers, unions and the transformation of work in American Industry, indicate that promotion opportunities increase the level of individual performance and organizational commitment among workers in their career advancement, influences the workers behaviours and attitudes such as motivation and organizational commitment, particularly in the case of stable employment.

CONCLUSIONS

From the foregoing discussions, the following conclusions were drawn from the study in order of the research hypotheses. Training is positively related with job performance. Training opportunities like short courses, seminars, conferences, postgraduate diploma, Master degree, PhD programs and sabbaticals, which are within the context of individual control, tend to increase job performance of lecturers in Plapoly. However, there is need for

more comprehensive opportunities for training. Promotions, both academic and administrative, followed by a clear promotion criterion, are a contributing factor towards job performance of lecturers in Plapoly. Promoted staff can produce more quantitative and qualitative work. Their attitudes to work are improved. However, there may be other problems such as time, funds for research that may erode the effect of promotion on performance.

Recommendations

Based on the findings and conclusions from the study, the researcher came up with the following recommendations:

On the relationship between training and job performance of lecturers, the study recommends that, there is need for policy makers and administrators to strengthen and revise the staff development programs policy that all staff shall be encouraged through training and promotion to develop their potential and enhance their efficiency on the job. This will enable employees feel and believe that their organization believes in employee development through training and promotion and actually supports it. On the relationship between promotion and job performance of lecturers, the study recommends that the University administration should endeavour to revise and make clear the promotion criterion that recognizes teaching, research and service, academic qualifications, and experience as this is an avenue through which performance can be enhanced and promoted staff can apply what they have acquired.

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