STAFF TRAINING AND ACADEMICS JOB PERFORMANCE IN TERTIARY INSTITUTIONS IN NIGERIA

Niyi Jacob Ogunode
Ogunodejacob@gmail.com
Faculty of Education, University of Abuja, Nigeria

Conrad Ugochukwu Ukozor
conradorare@gmail.com
Faculty of Education, University of Abuja, Nigeria.

Richmond Chijioke Agbo
richmanbull@gmail.com
Faculty of Education, University of Abuja, Nigeria

Abstract

This research explores the nexus between training programs and the job performance of academic staff in Nigerian tertiary institutions, relying on secondary data gleaned from both print and online sources. Through a comprehensive review of publications, we discerned a pivotal relationship between consistent academic staff training and heightened job performance. Our findings underscore the positive impact of training on the effective implementation of teaching, research, and community service programs by academicians. The study's conclusion emphasizes the integral role played by ongoing training initiatives in shaping the performance landscape within tertiary institutions. Academic staff, when equipped with diverse skills through continual training, exhibit enhanced proficiency in executing their responsibilities across teaching, research, and community service realms. This research contributes valuable insights to the discourse on professional development within academic settings. In light of our discoveries, we advocate for the establishment of structured training programs tailored to the unique demands of academic roles. These initiatives, supported by continuous professional development and institutional backing, stand poised to elevate the overall performance of academic staff in Nigerian tertiary institutions. This paper serves as a call to action for educational institutions to prioritize training as a strategic investment in the advancement of higher education in Nigeria.

Keywords: Academic staff job performance, Staff training, Tertiary Institutions in Nigeria

INTRODUCTION

The definition of tertiary education differs according to the context. Almost all definitions agree that higher education refers to post-secondary education (or study beyond the level of post -secondary education) where a degree, diploma, or certificate is awarded at the end of study. Higher education builds on the level of competence, knowledge and skills normally acquired in secondary education. Tertiary education or Higher education covers

a wider range of higher learning institutions including the university. These higher learning institutions could be organized in different ways, commonly within a university and in a separate institution as university and other tertiary learning institutions (Alemu 2018). Tertiary education is defined by National policy on Education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Tertiary education or higher education is a set that constitutes the university, which is a subset of higher education. However, in some contexts, higher education and university are used interchangeably (Assié-Lumumba, 2005). Ogunode, Edinoh & Okolie (2023f) conceptualized tertiary education as a planned and organized educational system designed for the total development of man/woman and for the total transformation of the society through the utilization of teaching, research and provision of community service. Tertiary education is post basic and secondary school education that embraces advanced teaching, research and community service.

Tertiary institutions are structured and planned to function wit academic staff and non-academic staff. The tertiary institution system is structured and designed to function with human resources and material resources. The human resources include the teaching staff/academic staff or the Non-teaching/ non-academic staff. The academic staff provides the teaching, research, and other academic services in the tertiary institution while the non-teaching staff provides non-teaching but essential services that complement the academic staff services in the tertiary institution (Ogunode, 2020). Academic staff as the name implies are professional that handles the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of the instruction in the educational institutions (Ogunode, Jegede & Abubakar, 2020). Ogunode and Adamu (2021) defined Academic staff as the teaching staff in the higher institutions. Academic staff are the implementer of the school curriculum and lecture presenter. Academic staff are the teachers and deliver of instruction in the higher institutions.

Functions of academic staff according to Ogunode et al (2020a) includes; teaching at undergraduate and graduate level in areas allocated by the Head of Department and reviewed from time to time by the Head of Department; carrying out research and producing publications, or other research outputs, in line with personal objectives agreed in the Staff review process; to obtain research funding support; to engage with the broader scholarly and professional communities; to supervise or assist with supervision of undergraduate, taught graduate (Masters) or research graduate (MPhil/PhD) students; to contribute to the development, planning and implementation of a high-quality curriculum. Ogunode and Adamu (2021) assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance. Also, Uchenna, Maureen and Anthony, (2018) and Goodall, (2013) the teaching role involves preparing and delivering lectures, supervising students in industrial training, final year projects, postgraduate students, marking assessments and grading scripts. Other functions include the development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students.

The research role involves carrying out investigations on the identified problem(s), presentation of the findings of such investigations in conferences/seminars and publishing the findings in journals and/or textbooks. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, and members of other recognized committees at departmental, faculty and university levels –for example; sports, graduation, convocation etc. Teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them with good incentives.

The job performance of academics is critical to the realization of tertiary institutions objectives. Ogunode & Eimuhi, (2023) defined Academic staff job performance as constituting all activities and functions it is expected of an academic to execute within a specific time. It has to do with the abilities of the academic to fulfil his/her duties in the institutions. Academic staff job performance means assigned responsibilities and functions given to an academic staff to actualize the aims and objectives of the institutions and the decree execution or accomplishment. Job performance is the result of individual or group work that shows the level of achievement of job qualifications in organizations that aim to meet organizational goals (Al- Omari & Okasheh, 2017). Ogunode, Salman and Ayoko, (2023) defined Job performance of academic staff as all non-teaching services done at a particular time. The job performance of academic staff matters in tertiary institutions because without their services the academic staff cannot go far in the attainment of teaching, researching and provision of community services. Meanwhile, performance is defined as employees' behaviour at work. An employee's performance is individual because each employee has different levels of ability to perform their duties. Individual performance can be seen and measured if a person or group of employees can meet the success standards set by the company (Fogaça et al., 2018)

One of the motivational instrument available to improve the job performance of staff in tertiary institutions is staff training. Beach (1980) described training as the organized procedure by which people learn and acquire knowledge or skills for a definite purpose with the objectives of achieving the aim of change in behaviour of the trainees. Baker (1984) considers training as all the efforts made in facilitating the processes of learning which results in latter-on the- job positive behaviour of a member of an organization. This implies that training can be used to improve workers efficiency and gives them the opportunity to acquire advance skills and knowledge needed in executing job tasks in the organization.

Staff training is a program that is designed to equip employees with the knowledge and skills that they need to perform their jobs and improve their performance. It often occurs when new staff join an organization (also known as the onboarding process) but can also be part of a commitment to ongoing training and development that many organizations offer their employees. Staff training is a programme implemented by a manager or person of authority to provide specific staff members with the necessary skills and knowledge for their current role. It's often compulsory for some level of training to be offered to new members of staff as you prepare them for their role (Ogunode, Kasimu & Sambo, 2023). According to Ogunode, Edinoh, Olatunde-Aiyedun, (2023), the objectives of school training include: to erupts teachers, non-teaching staff and school administrators wit intellectual knowledge, manual skills and problem solving skills. Generally, training is

meant to improve staff professional skills and knowledge. Training enables staff to gain the knowledge required to perform their duties while contributing to organizational development. These training programs are designed to help staff learn different skill sets to perform their daily tasks efficiently, improve overall performance, develop efficiency in their job, and avoid violations of laws and regulations. By providing comprehensive training and support, school can ensure that teachers are productive and engaged, which leads to greater retention and job satisfaction over time. From the above, training is an organized programme designed to improve professional skills and knowledge on the job on or on a special skills. Training is the process of equipping staff with skills and knowledge that will aid to improve the job performance in the institutions.

LITERATURE REVIEW
Impact of Staff Training on Academics Job Performance
There are many impacts of training on academic staff. Specifically, training as help to improve the academic staff job performance in the delivery of teaching, researching and provision of community services.

Teaching
Training programme is very critical for academic staff job performance in tertiary institutions. Ogunode, et al. (2023) maintained that lecturers training program is a program that equips lecturers with techniques and modern pedagogy strategies that helps them to better connect with, manage, and teach their students in a manner which ensures that all students are learning and benefitting. Teacher training programs, when conducted in the right manner and with the right content, have the power to train teachers to such an extent that they go on to positively impact students not just in academics but also outside of it. Studies by Peter (2019) established that constant exposing of instructors to training programme improve their capacity and job performance in tertiary institutions. Sergiovanni and Elliot (2000) found that in workshops, participants are actively involved in contributing data, solving a problem or conducting an analysis using quantifiable data. The results in form of feedback enable participants to compare their reactions with those of others and thereafter the results are discussed and analysed to develop generalizations and implications for practice. Peretomode and Chukwuma, (undated) concluded that manpower development enhances lecturers' productivity, irrespective of gender, faculty and type of institution, and that both lecturers' in Colleges of Education and Universities engage in similar manpower development programmes.

METHODS
The academic staff is saddled with the responsibilities of carrying out researches in the universities. Conducting research is one criterion for measuring their performance. Paul (2015) submitted that the conduct of research is one of the basic functions of tertiary institutions, which comprised Universities, Polytechnics, Monothechnics and Colleges of Education. The academic staffs of these institutions are compulsorily required to carry out research activities as their promotions are primarily based on their research outputs. Apart from the academic staff being promoted through research publications, research activities enhance their credibility, status, and also add value both to their immediate

community and the larger global community (Ogunode, & Ade, 2023). Studies by Jude (2018) revealed that training aid effective research programme implementation in tertiary institutions. Georglades (1980), Kuma (1991) and Yank (1999) concluded in their study that the personal experience of the researchers whose performance, over the years, has been improved upon and enhanced by active participation in national and international seminars, workshops, conferences and self -development efforts through reading of current and related articles in journals. Nakpodia, (2001) reported that seminars are organised for personnel in school organisations to keep them adequately informed of certain developments in academics or education which are vital for the performance of their primary functions. This accounts in no small measure in enhancing their role performance skills and provide on-the-job training to expose them to new techniques concerning content and pedagogy (Jacob & Lefgren, 2001). Workshops focus on academic staff training and development which facilitate the imparting of specific skills, abilities and knowledge to them.

RESULTS AND DISCUSSION

Provision of community services is another major function of academic staff of tertiary institutions. Ogunode, Iyabode, & Olatunde-Aiyedun (2022) viewed Community service programme is the third cardinal programme of the tertiary institutions. Community service programme is an organized and planned service programme of higher institutions for the benefit and betterment of their host community. Community service programme of higher institutions are community inclined services initiated by the institutions to develop the communities. Community service of higher institution are services provided by institutions to benefits the community people. Training is very important for effective community service implementation. Ogunode, Zhenseh, and Olatunde-Aiyedun (2023) emphasized the importance of training in equipping lecturers with essential skills for effective community service. This includes proficiency in conducting community-based research, problem-solving, conflict resolution, leadership, technical expertise, creativity, classroom and team management, effective communication, marking and teaching skills, interpersonal relations, presentation, listening, speaking, confidence-building, lesson plan writing, and time management. Their insights underscore the significance of comprehensive skills development in empowering lecturers to excel in providing community services and fostering positive transformation in their host communities

Training provides lecturers with skills and technical knowhow to conduct a community-based-research. Trained lecturers excel more in provision of community services. Olatunde-Aiyedun and Hamma (2023) stated that a lecturers training program helps to improve problem-solving or conflict resolution skills, leadership skills, technical skills, creative skills, classroom management skills, communicative skills, marking skills, teaching skills, team management skills, human relationship skills, presentation skills, listening skills, speaking skills, Interpersonal skills, lesson plans writing skills, Confidence building skills and time management. (Kuma1991) also found that in tertiary institutions where lecturers have the opportunity of training or self-renewal on the job,

while such development efforts do not ensure automatic promotion, it however, does increase lecturers' productivity. Similarly, Yang's (1999) findings led him to assert that manpower development seeks to address, enhance and transform the work environment and improve the productivity of the staff. Akomolafe, & Belo, (2019) and Alao, (2010) training helps to improve performance of staff.

CONCLUSION

In conclusion, this study delved into the correlation between training and the job performance of academic staff within Nigerian tertiary institutions. Drawing upon secondary data, our analysis revealed a compelling connection between consistent academic staff training and enhanced job performance. This positive influence was particularly pronounced in the effective implementation of teaching programs, research initiatives, and community service programs.

Building on the discerned impact of training on job performance, the following recommendations are put forth:

   i.   Structured Training Programs: Tertiary institutions in Nigeria are encouraged to establish and maintain structured training programs for academic staff. These programs should be designed to encompass a diverse array of skills, ranging from pedagogical techniques to community engagement strategies.
   ii. Customized Training Modules: Tailored training modules should be developed to address the unique demands of teaching programs, research endeavors, and community service initiatives. This approach ensures that academic staff receive targeted training aligned with the specific requirements of their roles.
   iii. Continuous Professional Development: Emphasize the importance of continuous professional development, encouraging academic staff to stay abreast of evolving educational methodologies, research techniques, and community service best practices.
   iv. Institutional Support: Tertiary institutions should allocate resources and provide institutional support for ongoing training initiatives. This involves investing in the infrastructure, technology, and personnel necessary for the successful execution of training programs.
   v.   Monitoring and Evaluation: Implement a robust system for monitoring and evaluating the effectiveness of training programs in relation to subsequent job performance. Regular assessments will aid in refining training methodologies and ensuring their continued relevance.

By heeding these recommendations, tertiary institutions can establish a conducive environment for academic staff to thrive, ultimately contributing to the holistic development of education, research, and community service in Nigeria.

REFERENCES

Akomolafe, C.O. & Belo, F.A. (2019). Academic staff training and the challenges of accessing TETFund in Southwest Nigerian Universities. *Literacy Information and Computer Education Journal (LICEJ),* 10(3), 3271.

Alao, B.S. (2010). *Impact of training and development on employees performance: a case study of Nigerian bottling company.* A B.Sc. Research Project: Faculty of Business and Social Sciences, University of Ilorin

Alemu S.K. (2018). Meaning, Idea and History of University/Higher Education in Africa: A Brief Literature Review. *Forum for International Research in Education. 4 (3), 210-227*

Allen, M. (1988). *Goals of Universities.* USA: The Society for Research into higher Education and Open University Press.

Assie-Lumumba, N. (2005). *Higher education in Africa: crises, reforms and transformation.* Senegal: Council for the Development of Social Science Research in Africa (CODSERIA).

Al-Omari, K. & Okasha, H. (2017). Influence of work environment on job performance: a case study of engineering company in Jordan. *International Journal of Applied Engineering Research, 12*(24), 15544-15550.

Barker M. C. (1984). Training Development. *Journal European and of Industrial Training,* 3(1).

Beach D A. (1980). *PersonalManagement of the People at Work*, 138 New Macmillan Publisher.

Fogaça, N., Rêgo, M. C. B., Melo, M. C. C., & Armond, L. P. (2018). Job performance analysis: scientific studies in the main journals of management and psychology from 2006 to 2015. *Performance Improvement Quarterly*, *30*(4), 231–247.

Federal Republic of Nigeria (2013). National policy on education. 4th ed. Lagos: Nigerian Educational Research and Development Council.

Georglades, W. (1980). Renewal: A must for the principal and instructor leader‖ *Thrust for Educational Leadership* 2(1): 37-45

Nwadiani, M. (2003). *Preparation of Acceptable Seminary Journal Papers* (A Paper presented at the one-day seminar organized by Women in Colleges of Education (WICE), College of Education, Agbor, 28th May)

Ogunode, N. J. & Adamu, D.G. (2021). Shortage of academic staff in the higher institution of learning in Nigeria. *Central Asian Journal of Social Sciences and History, 2*(3), 109-123.

Ogunode, N.J., & Ade, T. I. (2023). Research programme in public universities in Nigeria. *Best Journal of Innovation in Science, Research and Development*, *2*(3), 1-13.

Ogunode N.J., Edinoh, K. & Okolie, R.C. (2023). Public Private Partnership Model and Implementation of Tertiary Education Program in Nigeria. AMERICAN Journal of Science on Integration and Human Development, *01(06).*1-12

Ogunode, N.J., Edinoh, K. & Olatunde-Aiyedun, T.G. (2023). Staff training in schools. *Journal of Innovation in Educational and Social Research,* 1(3), 192-207. https://journals.proindex.uz/index.php/jiesr/issue/view/19

Ogunode N.J. & Eimuhi, J.O. (2023). Academic staff job performance in tertiary institutions. *Best Journal of Innovation in Science, Research and Development, 1-16*

Ogunode, N.J., Iyabode, A. E., & Olatunde-Aiyedun, T.G. (2022). Community service programme of Nigerian public tertiary institutions: problems and the way forward. *Spanish Journal of Innovation and Integrity, 5*, 1-9.

Ogunode, N. J. & Jegede, D. O. (2020). Administration of professional development programme in Nigerian higher institutions: challenges and way forward. *Intercathedra* 3(44), 147–155. http://dx.doi.org/10.17306/J.INTERCATHEDRA.2020.00102

Ogunode, N.J., Jegede & Musa, A. (2021). Problems facing academic staff of Nigerian universities and the way forward. *International Journal on Integrated Education, 4,* 230-239.

Ogunode, N. J., Kasimu, S. & Sambo, S. M. (2023). Staff training in tertiary education in Nigeria. *Modern Journal of Social Sciences and Humanities*, (17), 181-194

Ogunode N.J., Salman, A.A. & Ayoko, V.O. (2023). Motivation, Non-Academic Staff' Job Performance and Tertiary Education in Nigeria. *Electronic Research Journal of Social Sciences and Humanities* 5(III),20-32

Ogunode, N.J., Zhenseh, A.J. & Olatunde-Aiyedun, T.G. (2023). Supervision and supervisory skills for school administrators. *Journal of Research in Innovative Teaching and Inclusive Learning*, 1(3), 33-41.https://journals.proindex.uz/index.php/JRITIL/article/view/247/204

Olatunde-Aiyedun, T.G. & Hamma, H. (2023). Impact of Artificial Intelligence (AI) on lecturers' proficiency levels in MS PowerPoint, Canva and Gamma in Nigeria. *Journal of Humanity and Artificial Intelligence*, 2(8), 1-16. [Google Scholar]

Peretomode, V.F & R.A. Chukwuma, R.A. (undated) Manpower development and lecturers' productivity in tertiary institutions in Nigeria. European Scientific Journal, 8, No.13

Peretomode, V.F. & Peretomode, O. (2001). *Human Resources Management.* Lagos: O and O Publisher Ltd

Yang T. (1999). Manpower Development in Singapore under a new paradigm‖ (Conference paper presented at the National Conference on Manpower Development, June 15).