IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE JOB PERFORMANCE OF FEDERAL POLYTECHNIC LECTURERS IN NIGERIA

BY

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A DISSERTATION SUBMITTED TO THE POST GRADUATE SCHOOL AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY (Ph.D) IN EDUCATIONAL ADMINISTRATION AND PLANNING

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FEBRUARY, 2015

DECLARATION

I hereby declare that this dissertation is a record of my own research work. It has not been presented partially or wholly anywhere in any previous application for a higher degree in a University or any other institution. All quotations are indicated by quotation marks and sources of information have been duly acknowledged in the references.

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CERTIFICATION

This Dissertation titled "Impact of Staff Development Programmes on the Job Performance of Federal Polytechnic Lecturers in Nigeria" meets the regulations governing the award of the degree of Doctor of Philosophy (Educational Administration and Planning) of Ahmadu Bello University, Zaria , and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my children: Engr. Farouk Etudaiye Suleiman, Barr. Zainab Oiza Suleiman, Abdulrahman Adavize Suleiman, Ibrahim Adinoyi Suleiman and Mohammed Alamin Suleiman for their patience and understanding.

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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 on the job performance of lecturers in Federal Polytechnics. The study sought to determine the impact of higher education programmes and Information Communication Technology(ICT) on the job performance of lecturers, examine the impact of seminars and workshops, conferences, orientation and mentoring programmes on their job performance, ascertain the impact of Federal Polytechnics' management support for enhancing staff development, find out the impact of lecturers' attitude towards attendance and participation in conferences and to find out the impact of organisational issues that constrain lecturers' training and development in the Polytechnics. Nine research questions and nine hypotheses 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, orientation and mentoring have no significant impact on the job performance of lecturers. Participation in seminars and workshops, conferences, higher education and ICT 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. It was however found that the management of the polytechnics did not adequately support staff development. The attitude of lecturers towards attendance and participation in conferences was positive and there were organisational issues that constrain staff development in Federal Polytechnics. 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; training of staff should be made regular, planned and continuous, orientation for new staff should be made compulsory and well-structured by the school management, formal mentoring programmes should be introduced and the informal mentoring encouraged by Polytechnic management in order to adequately tutor new academic staff on their responsibilities. A suggestion for further studies is the study of the impact of staff development programmes on the job performance of non-teaching staff in Federal polytechnics of Nigeria.

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OPERATIONAL DEFINITIONS OF TERMS

Staff Development Programmes	The organised activities (workshops, conferences, seminars, orientation ,mentoring further training and on-the-job training) arranged within an organisation in order to develop the knowledge and skills of lecturers to perform their duties well.
Job Performance	This is the degree to which an individual executes his or her roles in an organisation in line with specified standards.
Management Staff	They include the Rectors, Deputy Rectors, Registrars and Deans/Directors of Federal Polytechnics.
Heads of Departments	The heads of academic departments in the Polytechnics.
Higher Education Training Programmes	These are programmes that enable lecturers to acquire further education or higher degrees such as masters or doctorate degrees in their areas of specialisation.
ICT Programmes	Refers to technologies that facilitate the training of lecturers in the use of software programmes, internet and the use of Information and Communication Technology in subject teaching and classroom activities.
Seminar	It is a training approach that is highly interactive and allows small groups of lecturers to meet and discuss issues that can update their knowledge and skills in their course areas
Workshop	It is similar to a seminar but emphasis is on the acquisition of practical skills
Conferences	Refers to a gathering of people with common interest for the purpose of allowing them to interact and discuss issues ,ideas and work that is of mutual concern to them.
Orientation programmes	It refers to the activities utilised by educational institutions to provide newly employed staff with

	information about the objectives, policies and practices of their institutions as well as their duties and position in the school.
Mentoring	It is a process whereby an experienced lecturer helps develop a less experienced junior lecturer collaboratively and non-judgmentally on the best ways of improving classroom instruction.
Management support	It encompasses the responsibilities of heads of Polytechnics which includes the provision of funds, monitoring and implementation of staff development policies to facilitate the training and development of staff.
Attitudes of lecturers	It refers to how lecturers feel or perceive conferences (i.e. the beliefs do they have about it).
Organisational issues	These are the problems of an organisation (e.g. finance, time, lack of transparency and inadequate facilities) that could hinder the training and development of staff

ABBREVIATIONS

ANOVA-	Analysis of Variance
ETF	Education Trust Fund
CAI	Computer Aided Instruction
CBT	Computer Based Training
CD-ROM	Compact Disc and Read –Only Memory
FCE	Federal College of Education
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
HODs	Heads of Departments
ICT -	Information Communication Technology
NBTE -	National Board for Technical Education
TETFund	Tertiary Education Trust Fund
UNESCO	United Nations Educational Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1. Background to 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 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 realised. 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). Lecturers are faced with the need to keep pace with rapidly developing fields of knowledge and technologies and at the same time meet the needs of an ever widening range of diverse students (Peretomode & Chukwuma, 2012). The government as well as administrators of educational institutions have realised 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.

Staff development has been described as activities which aim at improving, updating or maintaining employees' skills and abilities (Elnaga & Imran, 2013; Malaolu & Ogbuabor, 2013). It is also a set of systematic and planned activities designed by an organisation to provide its members with the opportunities to learn necessary skills to meet current and future demands of work (Werner & DeSimone, 2006). Participation in staff development programmes by

an employee is to begin immediately as a person is employed and should continue throughout a person's career. The objective of staff development in organisations like Polytechnics is to increase the skills and knowledge of the lecturers. Planned development programmes add value to organisations in terms of increased productivity, morale and greater organisational efficiency (Nassazi, 2013; Muzaffar & Malik, 2012; Rashid, 2008). Thus when lecturers' skills are developed through various development programmes, like seminars, workshops, mentoring, further education, induction courses and establishment of adequate reference libraries, their productivity is enhanced, as well as that of the institutions they work for. Increasingly researchers have indicated that improving lecturer knowledge and teaching skills is essential to raising student performance (Owolabi, 2012; Hoy& Miskel, 2008; Yates, 2007; Meiers & Ingvarson, 2005).

It is in recognition of the importance of staff development in educational institutions that 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). Several initiatives have been put in place for the development of lecturers in the Polytechnics by government, the administrators of Polytechnics as well as support from other organisations. Government funded initiatives include sponsorship of staff development programmes through the Tertiary Education Trust Fund (TETFund) and the National Board for Technical Education (NBTE) and United Nations Educational Scientific Organisation (UNESCO) interventions (Yakubu,

2009;Yakubu, 2010). All these are done because Polytechnic education is regarded as a tool for industrial, community and national development, and it is regarded as the bedrock of Nigeria's technological development.

The Federal Polytechnics are higher technical institutions established by the Federal Polytechnics Act of 1979 to among other functions provide full or part-time courses of instruction and training in technology, applied science, commerce, management and in other fields of applied learning relevant to the needs of the development of Nigeria in the area of industrial and agricultural production and distribution. (The Complete Laws of Nigeria, 2013). The most important agent for accomplishing the goals for the establishment of Polytechnics are the lecturers whose contribution to the attainment of these goals largely depends on their knowledge, skills and competences which translate into better job performance. 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. Most often, newly employed staff in organisations does not have all the competencies required for a successful or excellent performance of their duties. Consequently, while on the job, employees' skills need to be updated through

training and development. Most common types of staff development programmes are orientation/induction, mentoring, conferences, workshops, seminars, higher degree programmes and exchange programmes (Aslam, 2011; Oyebade, 2008).

Orientation programmes are expected to be conducted for newly employed workers so as to help them quickly adjust to their work environment and understand their responsibilities. Mentoring is another strategy that can be used to enhance the performance of new or less experienced staff. In addition workshops, seminars, conferences and further education can be used to improve the personal and professional growth of staff. Over the years, the management of Polytechnics have sponsored many lecturers for higher degrees, conferences, seminars, workshops and exchange programmes as such it is necessary to carry out a study to determine the impact of such efforts for the purpose of evaluation and necessary policy adjustments.

1.2 Statement of the Problem

Much literature attests to the claim that effective staff development is essential for the success of any educational development. This implies that lecturers' development is critical for the improvement of educational standards (Nassazi, 2013; Aslam, 2011;Lowden, 2005). Based on this and the recognition by educational planners in Nigeria that no education system can rise above the quality of its teachers, the National Policy on Education (FGN, 2004) states that continuous training in all educational institutions shall be encouraged. Polytechnics are established to produce technical manpower for the nation's industrial and socio economic development and such can only be achieved when

skilled manpower especially lecturers are recruited and trained on a continuous basis. The training and development of lecturers would enable them to perform their duties of teaching and research effectively (Yakubu, 2010). The quality of lecturers has a direct impact on the learning outcomes of students and the quality of education (Yakubu, 2010; Lowden, 2005; Alabi, 2005). Therefore investment in the development of lecturers is imperative for promoting quality education. Lecturers are expected to grow continuously through exposure to induction, mentoring, conferences, seminars, workshops and higher education training. If a lecturer fails to keep himself in touch with rapid changes in the world, his knowledge could become obsolete which could render the lecturer ineffective in discharging his duties.

The significance of lecturers' development and job performance has necessitated the introduction of policies to encourage staff development. The policy thrust is to enable staff to add to their qualifications in an area of study directly relevant to their primary assignment and also provide opportunity for staff to develop transferable skills to their students (Kaduna Polytechnic, 2013; NBTE, 1986). Consequently lecturers have opportunities of being sponsored for further education, seminars, workshops and conferences (NBTE, 2011). Similarly, TETFund has sponsored a total of 8,309 academic staff of tertiary institutions for both foreign and local postgraduate training since 2009 (TETFund, 2014: 10). The Tertiary Education Trust Fund (TETFund) assigned ₦1.25 million for staff training and development in 2007 to Polytechnics, while in 2008 the

allocation was increased to N20.24m (Hafiz, 2008). In 2013 a total of N80, 000.000million was also given to each Federal Polytechnic (FME, 2014).

Apart from TETFund, the National Board for Technical Education (NBTE) which is the organ of the Federal Government responsible for Polytechnic education spent twenty one million naira for human resource development in the year 2008. The UNESCO- Nigeria Technical and Vocational Education Project also trained 2,500 lecturers of Polytechnics in Nigeria since its inception in 2002 in various skills (NBTE/UNESCO Project Office, Personal Communication April 17, 2010). This shows that staff Development Programmes have been going on for Polytechnic lecturers for the development of their skills to teach and carry out research effectively.

But there are continuous complaints on the quality of lecturers and their poor job performance, poor content delivery, poor lecturer etiquette and commitment (Owolabi, 2012; Aigbepue & Idogho, 2010; Yakubu, 2009) which seems to suggest that lecturers are not effectively participating in staff programmes, the training and development programmes have no significant impact on their job performance, and there are constraints to lecturer' participation in staff development programmes.

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 organisations 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 minimising the gap in the literature and provide answers to the questions raised above as well as other relevant issues in the research.

1.3 Objectives of the Study

The main objective of the study is to investigate the impact of staff development programmes on the job performance of lecturers in Federal Polytechnics in Nigeria. The specific objectives of the study are to:

i. find out the impact of higher education training programmes on job performance and retention of the lecturers,

ii. assess the impact of Information and Communication Technology training programmes on job performance of the lecturers,

iii. examine the impact of seminars and workshops on job performance of the lecturers,

iv. find out the impact of conferences on job performance of the lecturers,

v determine the impact of lecturers' participation in orientation programmes and its consequences on their job performance,

vi. ascertain the impact of mentoring of lecturers on their job performance,

vii. ascertain the impact of Polytechnics management's support in staff development programmes to further equip lecturers in their job performance,

viii. find out the impact of lecturers' attitudes towards conference attendance and participation and their attendant effects on their job performance,

ix. find out the impact of organisational issues that constrain staff training and development in the Federal Polytechnics of Nigeria.

1.4 Research Questions

The following research questions were generated to guide the study:

i. What is the impact of higher education training programmes on job performance and retention of the lecturers?

ii. What is the impact of Information and Communication Technology training programmes on job performance of the lecturers?

iii. What is the impact of seminars and workshops on job performance of the lecturers?

iv. What is the impact of conferences on job performance of the lecturers?

v What is the impact of lecturers' participation in orientation programmes and its consequences on their job performance?

vi. What is the impact of mentoring of lecturers on their job performance?

vii. What is the impact of Polytechnics management's support in staff development programmes to further equip lecturers in their job performance?

viii. What is the impact of lecturers' attitudes towards conference attendance and participation and their attendant effects on their job performance?

ix. What is the impact of organisational issues that constrain staff training and development in the Federal Polytechnics of Nigeria?

1.5 Null Hypotheses

On the basis of the objectives, the following null hypotheses were formulated to guide the study:

i. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of higher education training programmes on job performance and retention of the lecturers.

ii. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of Information and Communication Technology training programmes on job performance of the lecturers.

iii. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of seminars and workshops on job performance of the lecturers.

iv. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of conferences on job performance of the lecturers.

v. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of lecturers' participation in orientation programmes and its consequences on their job performance.

vi. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of mentoring of lecturers on their job performance.

vii. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of Polytechnics management's support in staff development programmes to further equip lecturers in their job performance.

viii. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of lecturers' attitudes towards conference attendance and participation and their attendant effects on their job performance.

ix. There is no significant difference in the opinions of management staff, heads of departments and lecturers of Federal Polytechnics in Nigeria on the impact of organisational issues that constrain staff training and development in the Federal Polytechnics of Nigeria.

1.6 Basic Assumptions of the Study

This study was based on the following assumptions:

i. Lecturers' participation in higher education training programmes does not have any significant impact on their job performance.

ii. Lecturers' Information and Communication Technology training programmes do not have any significant impact on their job performance.

iii. The participation of lecturers in seminars/workshops has no significant impact on their job performance in the Federal Polytechnics.

iv. Lecturers' participation in conferences has no significant impact on their job performance.

v. Participation of lecturers in orientation after appointment is inadequate, unplanned and unstructured to make any significant impact on the job performance of lecturers.

vi. There is no informal/formal mentoring for lecturers in the various Federal Polytechnics in Nigeria.

vii. Polytechnic management does not offer significant support for staff development programmes.

viii. Lecturers in Federal Polytechnics have poor attitude towards conference attendance and participation and this affects their job performance.

ix. There are many factors that hinder training and development of lecturers in Federal Polytechnics in Nigeria

1.7 **Significance of the Study**

Nigeria is endowed with abundant human and material resources, but some of the skills and knowledge of her human resource may have become obsolete because of the rapid changes in the world, and the lack of continuous professional development. Educational reforms have often concentrated on improving students' achievement which to a large extent depends on teacher ability to change their instructional practices through staff development. In addition, the changes in course contents, curriculum and the general global changes have made it imperative for a re-examination of staff development policies and programmes to enable lecturers acquire new skills and knowledge to improve their performance. Thus, in order for change to endure, lecturers must become committed to new practices through training and development. Their training and development must also be assessed regularly to determine whether their objectives are being realised. Consequently, this study on the impact of staff development programmes on the job performance of lecturers in Federal Polytechnics will be significant to the Federal government, the management of the Polytechnics, National Board for Technical Education (NBTE), lecturers, students and the larger society.

The Federal Government being the owners of the Federal Polytechnics has spent billions of naira on staff development programmes but the effectiveness of this investment is yet to be determined. Therefore, this study will provide it with data which will be useful for evaluating the various staff development programmes and help to determine whether the programmes are accomplishing their objectives. The management of Polytechnics will also benefit from this

research in the sense that it will help to determine the effectiveness of staff training and development programmes in producing the expected outcomes and whether or not anything needs to be changed or improved. It will thereby help the Polytechnics to come up with effective plans for staff development. In addition the study will help them understand that it is very necessary to provide all lecturers with training so that they could perform their assigned tasks in an efficient way.

The National Board for Technical Education (NBTE), will also benefit from the research because it will have concrete information on the efficacy of their staff development initiatives in order to design better programmes where and when necessary. Lecturers, in order to deal with changing technological environment, need to keep their skills up to date. The findings of this study will help lecturers evaluate their job performance with regards to the development programmes they have been exposed to. It might encourage Polytechnic academic staff to seek for self -improvement so that the goals of the Polytechnic can be achieved. In particular, the lecturers will find the study useful as it will expose them to the expected outcomes of staff development programmes in equipping them with knowledge and skills about new ideas and new teaching methods. It will also reveal whether management support for their development is adequate. The staff of the Polytechnics would also be interested in the study as it will highlight the different opportunities available for their development. It is hoped that the recommendations of this research will benefit all the stakeholders in the Polytechnics.

1.8 Scope of the Study

This research on the impact of Staff Development Programmes on the Job Performance of Federal Polytechnic Lecturers in Nigeria covered the nineteen Federal Polytechnics recognised by the National Board for Technical Education (NBTE) in Nigeria. The Polytechnics are located in the six geo-political zones of Nigeria, namely North –West, North -Central, North- East, South- South, South-West, and South- East. However, due to the large size of the country the researcher selected six Polytechnics, at least one from each zone. The study sought the opinions of lecturers and heads of departments most of whom had participated in staff development programmes. The opinions of the management staff that were in charge of academic affairs of the Polytechnics were also sought because most of them were former lecturers. The study sought the opinions of the respondents on the impact of higher qualification programmes, ICT training programmes, participation of lecturers in orientation and mentoring programmes as well as the impact of staff development programmes such as conferences, seminars, workshops on job performance. It also examined the impact of management support for staff development programmes; the attitude of lecturers towards attendance and participation at conferences and its impact and the impact of organisational issues that constrain training and development of lecturers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter presents the review of related literature on the impact of evaluation of staff development programmes on the job performance of lecturers in the Federal Polytechnics of Nigeria under the following sub headings:

- The conceptual framework of the study.
- Staff development.
- Staff development programmes.
- Staff development in the Federal Polytechnics.
- Job Performance.
- Theoretical Framework of the study.
- Development of Polytechnics in Nigeria.
- Higher education training programmes.
- Information and Communication Technology training programmes.
- Seminars/workshops.
- Conferences.
- Orientation.
- Mentoring.
- Roles of Polytechnic managements in staff development.
- Attitudes of lecturers to attendance and participation at conferences in Nigerian Federal Polytechnics.

- Constraints to training and development of lecturers.
- Impact of staff development Programmes on Job Performance
- Empirical studies.
- Summary.

2.2 Conceptual Framework of the Study

Staff development is one of the major Human Resource management (personnel) functions in an organisation. The staff (human resources)of organisations are regarded as the most active and indispensable factor in the process of attaining its goals and so managers are required to give considerable attention to their development so that their full potentials in their work can be realised (Aigbepue &Mahmud, 2012). They are the most important among the four factors of production in organisations such that their knowledge, skills and abilities facilitate productivity, resourcefulness and the general well-being of organisations or societies. The more an organisation has knowledgeable, skilled and resourceful individuals, the higher the value of the human resource of that organisation. The value of the human resource is a function of quantity, quality as well as the environment in which it is deployed for production, but high number of human resources is not synonymous with a high value. Consequently, substantial inputs and efforts are required to elevate that potential to active human resource that meets desired objectives. Among the inputs is a sound education or staff development programme. Adesina (1980) states that staff development is one of the most important aspects of leadership roles in organisations. Well trained staff plays a significant role in the success of any organisation. According

to Dessler (2008), even when staff are carefully selected, it does not still guarantee acceptable performance from them. This is because a staff with a high potential to perform may not necessarily perform his job efficiently if he does not go through training and development. This is why the training of newly employed staff starts with organisational orientation. The significant role of staff development in the attainment of organisational goals has necessitated this research and the following concepts related to study were therefore clarified and discussed: staff development, purposes of staff development, staff development process and job performance.

2.2.1 Staff Development

Staff development activities generally aim at improving, updating or maintaining employee's skills and abilities. Piper & Gater (as cited in Health, 1989) define staff development as a systematic attempt to harmonise individual interests and wishes and their carefully assessed requirement for furthering their careers with the requirements of the organisation within which they are expected to work. Staff development, according to Cole (2002) is any learning activity that is directed towards further needs rather than present needs of staff and is concerned more with career growth than immediate performance. In the same vein Adesina (1980) defines staff development as:

> *The ways and means by which the leader recognizes staff performance needs and the extent to which the leader shows interest in ensuring that staff needs are met through programmes that would improve the qualitative and quantitative contributions of staff to the overall goals of the system. Such programmes would aim at enabling individuals within the system to be more effective in performing their work or at preparing individuals for greater responsibilities.(p.80)*

Shahzad, Bhatt & Khalid (2007) view development of staff (human resource) as being concerned with the provision of learning, development and training opportunities for individuals in an organisation in order to improve organisational performance. It is concerned with enhancing resource capability in line with the belief that an organisation's staffs are the major source of competitive advantage. Thus, staff development implies developing the intellectual capital required by an organisation as well as ensuring that the future and present needs of an organisation in terms of the right quality of people is created. Olagboye (2004) affirms that staff development is concerned with teaching or providing an employee with the skills he needs for future jobs and distinguishes staff development from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks.

Various scholars have affirmed the distinction between staff development and have defined training separately. For example Cole (2004) suggests that training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task while

Ivancevich (2010) views training as a systematic process of altering employee's behaviour to further organisational goals which involves improving an employee's skill to the point he or she can do the current job for organisational performance. The Manpower Services Commissions as cited by Wilson (2005) defines training as a planned process to modify attitude, knowledge or skills and behaviour through learning experiences to achieve effective performance in an activity or range of activities. In a similar vein, Stoner, Freeman and Gilbert (2006) refer to training as the acquisition of specific skills by an individual for the purpose of performing a particular task. According to Buckley and Caple (2004), training normally has an immediate application and is generally completed in a shorter time scale. However, Ngu (1990) notes that even though scholars have defined training and development as two separate concepts there is a "considerable overlap" between the two as there is very little to be said of their differences and opines that both training and development are purposefully geared towards improvement on skills and performance. Both involve moulding or improving workers knowledge and skills towards this end. The differences between the two processes may be in content and method. Ngu (1990:25) therefore defines training and development as "the process of behavioural modification or moulding of workers in order to integrate organisational needs with their characteristics.

Staff training and development is viewed as a means of equipping employees with the necessary skills and knowledge to enable them perform their job better and as a way of solving employee problem of self-improvement,

advancement and better placement. The efficiency of any organisation depends directly on how well its members are trained. Newly hired employees usually need some training before they take up their work: Older employees require training to keep alert to the demands on their present jobs and to prepare for transfer, and promotion (Rashid, 2008). Effective managers recognise training as an on-going continuous process because new knowledge and new jobs are constantly creating the need for staff development so that no organisation can dispense with it as a programme and as a process (Ngu, 1992). Supporting this view, Pigor and Myers as cited by Rashid (2008: 29) admit that "no organisation can choose whether or not to train employees." All new employees, regardless of previous training, education, and experience need to be introduced to their new employer's work environment and to be taught how to perform specific tasks. Staff development programmes and interventions are therefore used to tackle many issues and problems in an organisation. They may be utilised to orient and socialise new employees into the organisation, provide skills and knowledge, and help individuals and groups become more effective.

2.2.2 Objectives of Staff Development

Staff development in any organisation is carried out for a purpose or to achieve certain objectives. Nassazi (2013) and Cole (2004) perceive the purposes of staff development to be for increased productivity, effectiveness of workers, preparation for higher responsibilities, curtailing incessant labour turnover and boosting of workers' morale. The need for staff development is therefore closely linked to the achievements of organisational goals.

The objectives of staff development can be summarised as follows:

i. To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competence required in current and future jobs.

ii. To foster a climate that facilitates personal self-fulfilment, institutional effectiveness, human creativity and system renewal.

iii. To serve the school system's primary goals, enhancing and achieving quality teaching and learning for students.

iv. It saves money as it is costly to hire and then dismiss employees who do not work according to expectations while it is also costly to loose good employees because they are frustrated by lack of opportunity for professional growth and also wasteful to accept barely satisfactory work as the norm or not to provide opportunities that lead towards the objective of optimal development on the part of each individual.

v. To establish viable and meaningful programmes, that enables personnel to work cooperatively towards achieving the system's goals and their own personal goals in the areas of achievement, satisfaction and self – fulfilment.

vi. Technological developments and organisational change have gradually caused some employers to realise that success lies in the skills and abilities of their employees and this implies considerable and continuous investment in training and development.

vii. Achieving suitable human resources to introduce and implement new programmes.

viii. Ensuring rapid and suitable replacement for any staff that leaves the organisation.

These objectives have therefore made it imperative for any organisation such as federal Polytechnics to have a systematic and planned programme of staff development so as to promote the attainment of their goals.

2.2.3. **The Staff Development Process**

Various scholars (Werner & DeSimone, 2006;Alabi, 2005; Buckley & Caple, 2004) indicate that staff development in an organisation involves a systematic approach which generally follows a sequence of events which includes: needs assessment, design, implementation and evaluation.

2.2.3.1 ***Needs Assessment***

The purpose of staff development is to address some needs or gaps within an organisation, such needs can be either a current deficiency, such as poor employee performance, or a new challenge that demands a change in the way the organisation operates (new legislation or increased competition). For example in the Polytechnics a new legislation on professionalisation of teaching has created the need for all lecturers to acquire teaching qualification. In order for training to be aligned with its purpose, the learning needs of an organisation and the groups and individuals must be identified and analysed and to do so successfully, Ivanevich (2010); Dessler (2008) and Werner& DeSimone (2006) suggest that the following must be put into consideration:

i. Training needs analysis aims: There should be a consideration of what is to be filled by training, that is the difference between what people know and can do and what they should know and be able to do. Training should not only be about putting things right, but it should be concerned with identifying and satisfying learning and development needs – that is multi-skilling, fitting people to take on extra responsibilities, increasing all–round competence and preparing people to take on higher levels of responsibility in the future.

ii. Training needs analysis areas**:** Training needs analysis should reflect organisation needs, group or units needs and individual employee needs. The three areas are however interconnected.

iii. Sources of information**:** In the identification of training needs, the sources of information must be considered. Watters in Armstrong (2009) and Ivancevich (2010) have identified sources of information which help to identify training priorities as:

- Organisational goals and corporate plans which indicate the direction in which the organisation is going and can indicate the major training priorities.
- Human resource and succession planning which provides information on future skills requirements and management training needs.
- Personnel statistics.
- Exit interviews which might suggest deficiencies in training arrangement.
- Consultation with senior management can give opinions on training needs.

- Data on productivity, quality and performance which indicate the gaps between expectations and results and therefore suggest training needs.
- Departmental layout changes which provide information about future developments.
- Management requests for training which set out perceived needs.
- Knowledge of financial plans which determines whether the funds will be available for training and may encourage fresh approaches if resources are limited.
- Plans for introducing new technology or developing IT systems.

Many of these processes even though have wide application in business organisations can also be applied in educational institutions like the Polytechnics. However, in school administration Lunenburg and Ornstein (2008) suggests three methods of determining training needs. The first method is to evaluate school districts' output variables such as performance levels and growth of students and employees, student dropout rates, employee turnover, student and employee absenteeism, school community relations, employee management relations, employee job satisfaction and the like. The second is to get direct feedback from school district employees regarding what should form an organisation's development needs while the third method is projection which can be done when new programmes, procedures or equipment are expected to select corresponding training. These methods can be applied in the Polytechnics by management to determine training needs before a programme of training is provided. For example as Polytechnics want to enhance the computer literacy of lecturers, it is imperative

that they take into account the lecturers' own perceptions of the areas in which they are deficient and those areas in which the managements feel they have deficiencies in relation to the needs of the schools.

Such procedures when utilised may help to make training programmes achieve the desired objectives. According to Alabi (2005) needs analysis or assessment should precede any development programme in line with the goals and objectives of the system.

2.2.3.2 ***Design of staff development programme***

The second phase of the training and development process involves designing the staff development programme or intervention. According to Dessler (2008) as well as Werner and DeSimone (2006), the following activities should be carried out during this phase: selecting the specific objectives of the programme, developing an appropriate lesson plan for the programme, developing or acquiring the materials for the trainees to use, *determining* who will deliver the programme, selecting the most appropriate method or methods to conduct the programme and scheduling the programme. The design phase also involves selecting and developing the contents of the programme which implies choosing the setting for the programme (such as on the job, classroom or online), the learning techniques (lecture, role play or simulation) and the materials to be used such as films, videos, or power point presentations. Returning to the example of computer training, after training needs of computer literacy for lecturers has been determined; the design of the programme is then made by selecting the methods to be used, providing materials and the trainers.

2.2.3.3 ***Implementation of the Staff Development Programme***

Staff development and training programmes must be implemented using the most appropriate means or methods (as specified in the design phase.) There are a variety of training approaches that an organisation can adopt depending on the kinds of people to be trained and the main objectives of training (Dessler, 2008; Buckley & Caple, 2004). New employees have to learn new skills and since their motivation is likely to be high, they can be acquainted relatively easily with the skills and behaviour expected in their new position.

The training of experienced employees can be problematic, as their training needs are not easy to determine and the individual involved may resent being asked to change his/her established ways of performing their jobs. Nevertheless, Stone et al (2006) and Werner and DeSimone (2006) explain that the most popular training and development methods used by organisations can be classified as either on the job or off the job and Computer aided instruction. However, in the school system, Hoban (2002) and Edem (2007) state that the commonly used methods are; workshops, teachers' meetings (seminars) and conferences, interest study groups, exchange visits, mentoring, higher education, collaborative networks and research. In the Polytechnics, these methods are used to deliver training programmes depending on the objectives of the programme. Thus with regards to computer training used as an example in the design stage, the appropriate method might be workshop to deliver the training to lecturers.

2.2.3.4 ***Evaluation of Staff Development***

This is the final phase of the training and development process. Programme evaluation measures the effectiveness of the staff development intervention. It is an important but often underemphasised activity. This is the situation of many Polytechnics where there are no mechanisms put in place to assess staff development interventions. However, evaluation has important usefulness for an organisation and they includes; determining whether a programme is accomplishing its objectives, showing the weaknesses and strengths of the development programmes, determining the cost-benefit ratio of the programme, deciding on who should participate in future programmes, identifying which participants benefitted the most or least from the programme and establishing a data base to assist management in making decisions (Nassazi, 2013). Many different frameworks for development programmes evaluation have been proposed but the most widely used approach is that of Kirkpatrick (as cited by Buckley & Caple, 2004:209). The Kirkpatrick steps or levels of assessing the effectiveness of training are:

i. Reaction Level: This refers to the trainers' reaction to the programme in terms of how they feel about the structure, content and methods used. If trainees did not like the program they may discourage others from attending and be reluctant to use the skills and knowledge acquired.

ii. Learning Level: This consists of the principles, facts and techniques learned by the trainees in relation to the HRD objectives.

iii. Job behaviour and performance level: This determines whether the trainee utilised what was learned in training back on the job.

iv. Organisational level: This assesses whether the development programmes has improved organisational effectiveness.

However, it has been difficult for many organisations to measure staff development programmes on all four outcomes particularly on the behaviour and results levels as noted by Werner and DeSimone (2006). The evaluation of the development programmes needs the collection of data to provide decision makers with facts and there are several methods of collecting data for evaluating training. Lowden, (2005) and Beardwell and Holden (1993) have cited some of these methods as follows: questionnaires (feedback forms) and tests or examinations which are common in formal courses of study, especially those that result in certification, for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees, projects, structured exercises and case studies, interview of trainees and the use of archival performance data.

However, Lunenburg and Ornstein (2008) state that the best method of evaluating the effectiveness of professional development is through the use of a controlled experiment. In Polytechnics, evaluation of training can be undertaken to measure the effectiveness of training. Thus it can be stated that after computer literacy has been provided for lecturers, they could be assessed using tests to determine the training effectiveness. From the above it can be stated, that if

Polytechnics utilise the training and development process, it will help to a large extent in making training programmes planned, structured and effective.

2.2.4 **Benefits of Staff Development**

Employee development can play a vital role in the attainment of the goals of Polytechnic education in Nigeria. Polytechnics are established to produce trained manpower in engineering, applied science, technology and commerce, and therefore require a well –trained manpower to achieve this objective. The training has become increasingly significant in view of the profound breakthrough in Information and Communication Technologies (ICT) and advancements in science and technology. Societies or organisations are now more than ever before knowledge driven and much value is now attached to human resource in the production of goods and services. Their value is what contributes to a better society or organisational performance.

Staff development in the Polytechnics will therefore enable the employees to acquire and improve upon their skills. Globalisation has further necessitated the optimal utilisation of new knowledge, technologies and innovations to make Polytechnics improve organisational performance and competiveness in the global village so as to achieve their objectives. Through staff development, the teacher whose position is crucial in the educational system, could become knowledgeable about new ideas and new teaching methods, thereby avoiding the use of obsolete methods to teach students of the 21st Century Information Age. Malaolu and Ogbuafor (2013) state that a workforce's lack of training is related to low competiveness while Ivancevich (2010) points out that a greater human capital

stock is associated with greater productivity and higher salaries. In addition, Nassazi (2013) and Cole, (2004), state that staff development motivates workers and boosts their commitment and productivity.

Admittedly, staff development in organisations tends to create a significant contribution to organisational competence and this in turn is a great boost for enhancing innovativeness. Current literature, to a large extent, supports the fact that organisational performance is positively impacted by the presence of staff development practices (Ivansevich, 2010; Noe, 2006). From the foregoing, it can be stated that staff development can contribute to the attainment of the goals of Polytechnic education as it increases the productivity of employees and organisational performance as well as impact positively on the quality of students.

The significance of developing the personnel in the Polytechnics is that the additional skills and knowledge acquired by a staff while still in the service of the Polytechnic makes him efficient, more dedicated and hardworking. Bello (2003) notes that if teaching and non-teaching members in a school show lack of interest in their job or show negative attitude to work, such personnel were without any doubt in need of training or development. Staff development, therefore can play a major role in the successful attainment of Polytechnic objectives as the investment in it benefits all the stakeholders of the organisation. Thus, staff development will benefit the lecturer, students, parents, the management and the Ministry of Education that are the main stakeholders in Polytechnic Education.

Nassazi (2013) and Mullins (2007) state that the main reasons for staff development are: creating conditions to increase an organisation's effectiveness and competitiveness; gaining highly – motivated staff; achieving suitable human resources to introduce and implement new programmes, increasing skills required to use the organisation's available technological resources and ensuring rapid and suitable replacement for any staff that leaves the organisation. Therefore, it is evident that staff development programmes have important benefits for educational institution such as the Polytechnics. Hence, this study sought to find out whether the various opportunities for staff development have been beneficial and significant in improving lecturers' capabilities.

2. 2.5 **Conditions for Effective Training and Development of Lecturers**

The Learning theory according to Armstrong (2009: 47) has ten main conditions required for training to be effective. They are:

(i) Individuals must be motivated to learn - They should be aware that their present level of knowledge, skills, competence or their attitude needs to be improved for them to perform their work satisfactorily.

(ii) Standards of performance should be set for learners - They should have defined targets and standards which they find acceptable and can use to judge their own progress.

(iii) Learners should have guidance - They need a sense of direction and feedback on how well they are doing.

(iv) Learners must gain satisfaction from learning as the best training schemes can fail if they are not seen as useful by the trainees.

(v) Learning is an active process - Thus learners need to be actively involved in the learning process.

(vi) An appropriate technique should be used - It should match the needs of the job, individuals and the group.

(vii) Learning methods should be varied - The use of a variety of techniques helps learning by maintaining the interest of trainees.

(viii) Time must be allowed to absorb the learning.

(ix) The learner must receive reinforcement of correct behaviour.

(x) Different levels of learning need different methods and take different times.

Thus, in the Polytechnics, these conditions could be taken into consideration in organising training programmes.

2.2.6 **Staff Development Programmes**

There are a variety of staff development and training approaches that an organisation can adopt depending on the kinds of people to be trained and the main objectives of training. New employees have to learn new skills and since their motivation is likely to be high, they can be acquainted relatively easily with the skills and behaviour expected in their new position. The training of experienced employees can be problematic, as their training needs are not easy to determine and the individual involved may resent being asked to change his/her established ways of performing their jobs. Nevertheless, Dessler (2008), Stone et al (2006), Werner and DeSimone (2006) including Mondy and Noe (2005), explain that the most popular training and development methods used by

organisations can be classified as either on the job or off the job training . However, Werner and DeSimone have classified the modes into three to include computer aided instruction. A brief explanation of these modes which can be used in most organisations is given below.

a. *On -the - Job Training:* It is the most widely used training method, as it is simple and cheaper to adopt, and it places the employee in actual work situations. There are many types of on the job training and these include the following:

i. Orientation- Orientation is usually given to new members of staff as it encourages new comers to quickly adapt and take interest in their job. Orientation usually emphasises the following themes; the organisation's mission and history, the key staff and the rules and regulations of the employees.

ii. Coaching – A coach acts as a cheerleader and most often work with individuals on one on one basis, by focusing on the present and future needs. A coach might help a person develop and implement worthy goals, provide feedback or listen to feedback, help a person think through alternative solutions, help develop priorities and give career information. A coach can be someone internal or external to the organisation in which the individual is employed.

iii. Mentoring – This involves designating a more senior staff member to work – shadow or to provide professional support to a new or relatively inexperienced

employees.

iv. Quality circles – This is an emerging concept that has its origin in Japan and it allows small groups participate actively in planning, designing and implementing work procedures in business and industry. The use of quality circles for staff development in education is a technique that places the primary responsibility for personal growth on individuals linked together for the improvement of teaching and student learning. Members of a circle can include teachers from several backgrounds and they cooperate to enhance their growth by sharing ideas.

v. Clinical supervision – Staff development can also be facilitated through effective clinical supervision. It focuses on instructional improvement through improved staff performance. Assessments carried out by the supervisor helps to improve future performance of the staff.

vi. Job rotation – It involves shifting employees from position to position so that they can broaden their experience and familiarise themselves with various aspects of work in an organisation. Successes have been recorded in industries by the practice of moving employees and managers to various positions to enhance organisational effectiveness and employee development. The practice has not been generally accepted in education but the idea has received some favourable acceptance as a positive growth practice for school administrators. However, job rotation in educational institutions particularly Polytechnics can be applied to allocate classes or programmes to lecturers on rotational basis.

vii. Understudy training / training position- In the understudy method, a person is trained to assume a position at a future date by understudying the duties and responsibilities of the person currently occupying the position. Thus an individual or group may be assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple problems and solve them without the help of the superior. After gaining expertise, the trainee then takes over when the superior is transferred, retired or promoted to a higher position.

viii. Job instruction training- According to Werner and DeSimone (2006) is defined as a sequence of instructional procedures used by the trainer to train employees while they work in their assigned job. The job instruction training technique has four step processes that help the trainer to prepare the worker, present the task, allow practice time and follow up. Preparing the worker may include providing employees with a training manual, hand-outs or other job aids that can be used as reference.

ix. Planned work and activities- this involves giving trainees important work assignment to develop their experience and ability. For instance, trainees may be asked to head a committee or participate in important committee meetings. This is common in academic institutions where lecturers are members of various committees. Such experience can help them gain insight into how their organisation operates and also improve their human relations skills.

b. *Off the Job Method* **:**Off the job techniques are conducted outside the normal work setting and individuals are therefore relieved from the stresses and demands of the work place. Conducting training away from the work setting has several advantages. It offers trainees the opportunity to meet people from other departments or organisations and are thus exposed to useful new ideas and experiences. Off the job method/classroom training include lecture, discussion, vestibule training, case studies, role playing and simulation as well as programmed instructions or computer based training.

i. The lecture approach/discussion – The lecture method involves the oral presentation of information by a subject expert to a group of listeners and when used in conjunction with visual aids such as slides, charts, maps and hand-outs, it can be an effective way to facilitate the transfer of theories, concepts, procedures and other factual material. The discussion method involves the trainer in a two way communication with trainees and the trainees in communication with each other. It encourages active participation of the trainees and offer the trainees an opportunity for feedback, clarification and sharing of views.

ii. Vestibule Training - This method of training is where the worker is trained to use machine or perform a task similar to the ones in real work situation. Under this method of training, the training programme is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified

period of time, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

iii. Behaviour Modeling- The use of behaviour modeling is based on social theory, and it is an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done and what behaviours are to be avoided. Behaviour modeling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice such. Mondy and Noe (2005) and Bryn(1990) state that behaviour modeling is where target behaviour is selected and videos on each behaviour produced, key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play.

iv Back to industry (attachment) programmes- In order to maintain the knowledge of technology and practices commonly used, the use of sabbatical or professional leave is used in order for employees to replenish and update their skills and knowledge.

v. Case study – it is a training approach in which trainees study information provided on a case and then make decisions based on it. Cases can be studied by individuals or groups.

vi. Business Games and Simulations- The game requires participants to role play decision makers using data to make a variety of decisions. They are mainly use in business organisations.

vii. In- basket training- It is a simulation used in management development and it is used to assess learner's ability to establish priorities, plan and make decisions. The trainees makes decision by acting out a manager's role using information contained in the manager's in-basket such as telephone messages, notes, memo, letters and reports..

viii. Role playing- participants are expected to act on specific problems they may face on their jobs. It therefore involves learning by doing.

c) *Self-Paced /Computer- Based Training Methods***:** This can be conducted off the job, that is, in the classroom or in an individual self-paced format. According to Werner and DeSimone (2006) the increased availability of networked computers has led to a limitless interplay between instructor-led and individual based computer training. Computers are increasingly becoming indispensable in the delivery of training in many organisations. It is estimated that 55 percent of organisations now use computer based training in their training programmes. There are three methods or approaches of using computer based training (CBT).These are computer aided instruction, intranet training, and intelligent computer assisted instruction.

i. Computer- aided instruction (CAI)-The programmes of computer -aided instruction include electronic workbooks, compact disc and read-only memory (CD-ROM) presentations. The CAI software packages have a wide range of materials from many subject areas. Many companies have replaced instructor- led courses with CD-ROMS. Research has also

shown that trainees using CAI take less time to learn same amount of material using conventional methods (Wexley as cited by Werner & DeSimone, 2006). Polytechnics could also use this method to train lecturers as it is cost effective.

ii. Internet and intranet –Based Training - Internets are computers networks that connect millions of computers linked together via modems, telephone cable lines. Intranets are computer networks that use internet and World Wide Web technology and software tools, to find, manage, create, and distribute information within an organisation (Cropt,1996) .Thus with intranet, trainers can communicate with learners, conduct needs assessment and other administrative tasks and transmit course materials. This type of technology based training is referred to as e-learning (electronic learning).

iii. Intelligent computer-assisted instruction: It is a more advanced computer-assisted instruction because it has the ability to qualitatively evaluate learner performance. It is able to discern the learner capability from the learners' response pattern and the learners' errors.

All of the above training approaches have shown that there are a variety of training approaches that an organisation can use to for personnel development. However most of them are used in business organisations but can be adopted by educational institutions like the Polytechnics.

2.2.7 Staff Development Programmes in the Polytechnics

Staff development in the Polytechnics is carried out within the framework of the policy prescribed by the National Board for Technical Education (NBTE). The policy (Kaduna Polytechnic,2013; NBTE, 1986) state that further training of staff is recognised as a strategy to achieve efficiency in the Polytechnics and that the training needs of staff shall be determined through staff appraisals after which a suitable programme of training is to be prescribed. The policy also requires staff development in any institution to be related to the primary aim of the institution which is to "effectively promote technical/technological education and training in support of the manpower development of the country" (Kaduna Polytechnic,2013; NBTE, 1986:11). Thus staff training and development programmes are supposed to equip lecturers with knowledge and skills that will facilitate the achievement of Polytechnic goals.

In addition, the policy recognises the inadequacy of resources available for staff development and therefore encourages institutions to utilise the available funds in such a way that priority is given in sponsoring programmes that will equip staff to contribute more effectively to the success of their respective institutions. The aims of staff development programmes as indicated in the policy are to:

- Enable staff to add to their qualifications in an area of study directly relevant to their primary assignment.
- Provide opportunity for staff to develop transferable skills that can contribute to the wider Polytechnic environment.

- Strengthen the existing skill base of employees of the institution.
- Support career development pathways for staff.
- Contribute to the attraction and retention of high performing staff.

To achieve this objective, there are different kinds of sponsorship available to the Polytechnic staff as stated in the policy (Kaduna Polytechnic, 2013; NBTE, 1986 : 16). They are:

a Study leave – it is granted for the purpose of study, training, research, acquisition of higher degrees or professional qualifications and they are of different kinds:

i. Full sponsorship – A member of staff may be granted full sponsorship to undergo a programme of study that is related to his/her primary assignment. By full sponsorship, staff is entitled to the payment of all school fees alongside books and project allowances as well as his full salary. A staff that is granted full sponsorship has to sign a bond.

ii. Study leave with pay (permission) – A member of staff is granted permission to undergo full time programme of study that is related to his or her primary assignment during which only staff salaries of beneficiaries are paid.

iii. Release – a member of staff may be released to undertake a part – time programme or research related to his/her primary assignment while such a staff only enjoys the payment of salaries and is expected to continue carrying out his/her primary assignment.

iv. Study leave without pay. A staff does not receive any pay from the institution during the period of leave.

v. Oversees training – a staff may be allowed to on for overseas training if he/she has evidence of sponsorship and such a staff can also enjoy payment of full salaries and is expected to sign a Bond agreement.

b. Study Fellowship – It is granted to a staff to enhance the manpower development of the institution and it is a prescribed leave granted to a staff by the institution in order to improve his efficiency in the organisation.

c. Sabbatical leave – It refers to a one year leave with pay granted to academic and non- academic staff who has offered a minimum of five years continuous service in the institution.

However, for a staff to enjoy any form of sponsorship, he/she must be seen to have a proven ability to benefit from such sponsorship and training which is also expected to enhance the efficiency of the institution. With regards to the disbursement of funds available in the staff development vote, individual Polytechnics usually have a committee that determines which applications for leave are to be granted. In order to limit the expenditure from the limited resources available, the policy recommends that priority for staff sponsorship is to be given for programmes in Nigerian Universities rather than overseas.

Individual staff members are encouraged to seek their self-development with or without Polytechnic sponsorship. There are varieties of human resource

training and development programmes that are commonly used in educational institutions especially the Polytechnics. They are also regarded as the in-service training programmes that are continuously available to lecturers throughout their career to improve professional knowledge, interest and skills. According to Oyebade (2008), Edem (2007:64) and Musaazi (1982: 195) such programmes should consist of the following activities that: equip the teachers with skills to individualise instruction to suit the different abilities of students, sensitise teachers to modern methods of evaluating students' academic performance, aimed at assisting teachers to gain mastery of their subject and the modern methods of teaching it, help teachers to develop self – confidence in providing leadership and maintaining class control, promote collaboration with other teachers in finding solutions to problems of common interest, equip teachers with skills in using audio- visual aids or in improvising such aids when they are not available, involve teachers in contributing to the development of educational objectives of the school system and make lecturers understand the function of education in the society as well as its relationship to social, economic and government structures.

Thus, the contents of any staff training and development programme in the Polytechnics should consist of at least one more of the above mentioned activities. There are different types or approaches to staff development in schools especially Polytechnics. They include: refresher courses, workshops, seminars, conferences, exchange programmes, professional writing, visits to other schools, staff meetings, course of study at Colleges of Education and postgraduate work at a University (Aslam, 2011; Oyebade, 2008; Musaazi, 1982). Similarly Edem (2007)

and Hoban (2002) state that in-service education programmes at the school level includes workshops, teachers' meetings (seminars) and conferences, interest study groups, exchange visits, classroom visits by the heads , demonstration classes, mentoring coaching, research, online training, collaborative networks and higher education . Other forms of training and development include sabbatical leave and membership of committees. Some of the approaches are therefore evaluated in this study to determine their impact on the job performance of lecturers namely: orientation, mentoring, seminars, conferences, workshops, higher education training programmes and ICT training.

2. 2.8 **Job Performance**

The performance of an individual on a job is very important to the individuals and the organisations they work for. Job performance has been described as the degree to which an individual executes his or her roles with reference to certain specified standards set by the organisation (Nakpodia, 2011). However, job performance is regarded as a complex phenomenon that has to be described using a multi- dimensional approach. Campbell, Edwin and Nystrand(as cited in Nakpodia, 2011) describe job performance as an individual level variable. That is, performance is something a single person does which differentiates it from more encompassing constructs such as organisational performance and national performance

According to Obadan (as cited by Nakpodia,2011) performance as a multidimensional phenomenon has the following elements: effectiveness, efficiency, economy, productivity, quality and behaviour. These sub-concepts of

job performance are explained as follows: effectiveness measures the extent to which an employee achieves the output requirements of his position; efficiency is a measure of how well resources are being used to produce output or result and quality refers to the desired characteristics of the achieved output or result such as timeliness, reliability, accuracy and frequency.

A key feature of job performance is that it has to be goal relevant. Performance must be directed towards organisational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended towards achieving peripheral goals. For example, the efforts put towards the goal of getting to work in the shortest amount of time, is not performance, except when it is concerned with avoiding lateness. Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are many jobs with different performance standards. Therefore, job performance is conceptualised as a multidimensional construct consisting of more than one kind of behaviour. Campbell Edwin and Nystrand (as cited in Nakpodia, 2011) proposed an eight factor model of performance existent (to a greater or lesser extent) across all jobs and this is also affirmed by Nakpodia (2011:243). They are:

i. The first factor is task specific behaviour which includes those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another. For example, the task or job-specific proficiency requirement of lecturers is lecturing.

ii. On the other hand, non-task specific behaviours, the second factor, are those behaviours which an individual is required to undertake which do not pertain only to a particular job. Returning to the lecturers, an example of a task specific behaviour might be the training of new staff members.

iii. Written and oral communication tasks refer to activities where the employee is evaluated, not on the contents of a message necessarily, but on the adeptness with which the communication is delivered. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force. This is also related to lecturers' job performance in the Polytechnics as they are expected to make presentations in conferences as part of requirement for promotion to higher rank.

iv. An employee's performance can also be measured in terms of effort, from day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.

v. Personal discipline is also an aspect of performance domain that requires the individuals to be obedient to laws, not abuse alcohol, not to fight and the like.

vi. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the group and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping to maintain group goals.

vii. Many good jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishments. These aspects of performance happen in a face to face manner.

viii. Managerial and administrative performance entails those aspects of a job which serve the group or organisation but do not involve direct supervision. A managerial task would be setting an organisational goal or responding to external stimuli to assist a group in achieving its goals. In addition, a manager might be responsible for monitoring group and individual progress towards goals and monitoring organisational resources.

From the above it can be stated that lecturers' job performance in the Federal Polytechnics encompasses all the above performance domains. Consequently, these domains can be used to assess lecturers' job performance.

2. 2.8.1 Lecturers' Job Performance

A lecturer's job performance is one of the most important factors determining the quality of education in higher institutions of learning. The entire education system will be shaky if the performance of lecturers is weak and ineffective. Therefore, effective job performance of lecturers is imperative for any educational improvement. Performance of a lecturer refers to how he/she undertakes the professional duties in the school at a given time. Shulman (1987) elaborated on the knowledge bases needed for effective teaching to include

content knowledge, pedagogical content knowledge of education ends, purposes and values, curriculum knowledge including materials and programmes, knowledge of learners and their characteristics, knowledge of educational contexts including characteristics of classrooms, schools, communities and cultures and general pedagogical knowledge including principles and strategies for classroom management and organisation. Adeyemi (2010) reaffirms Shulman (1987)' view and states that a teachers' performance can be measured in terms of teaching , lesson preparation, mastery of subject matter, commitment to job and extra – curricular activities, effective supervision and monitoring of students' work, class control and disciplinary ability. Similarly, studies by David and Maclagan (2010) Bustos – Orosa (2008) including McBride and Grant (2006), have reaffirmed the bases for determining the effectiveness of a teacher.

However, according to David and Maclagan (2010) each educational institution may have its own definition of teacher effectiveness depending on the school's goals and thrust. Hence, in the Federal Polytechnics in Nigeria, the duties of lecturers have been enumerated to include: lecturing, serving as examiner, assisting in laboratory work, supervision of students' projects, undertaking research, mentoring junior lecturers, curriculum development, assisting in the administration of departments and other related duties (FME 1989: 39 -49). Consequently an assessment of lecturers' job performance must be based on these specified duties and others alike. For a lecturer in the Polytechnics to be regarded as good, he/she has to plan and adopt instructional strategies that will promote effective learning, assess students' performance, teach effectively, manage time

for teaching well, maintain discipline among students, guide students, exhibit fairness in dealing with students and motivate them to higher achievements. An effective lecturer is also expected to be regular and punctual to class and have a good relationship with students, parents and colleagues.

2.3 Theoretical Framework of the Study

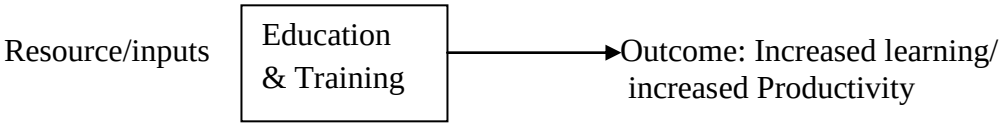
The theoretical basis of this study is the Human Capital Theory. The Theory of Human Capital has its roots in economics as espoused by Schultz (1971) and developed extensively by Becker (1994). According to the Human Capital Theory, education, or training raises the productively of workers by imparting 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 organisations 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.

There are different kinds of capitals according to Becker (1994) and these include schooling, a computer training course, expenditures on medical care and

lectures on the virtues of punctuality and honesty. All these improve health, raise earnings or add to a person's appreciation of literature and job performance. Consequently, it can be stated that expenditures on education, training and medical care are investment in capital with valuable returns that can be calculated. The most valuable of all capital is the investment in human being which can be classified into two that is firm-specific human capitals and general purpose human capital. Examples of firm- specific human capital include expertise obtained through education and training in management information systems, accounting procedures, or other expertise specific to a particular firm. General purpose human capital is knowledge gained through education and training in areas of benefit to many firms.

Swanson (2010) used the theory and also postulated that training and education leads to increased productivity. Figure 2.2 shows the key relations in human capital theory.

Figure 2.1: The key relations in Human Capital Theory

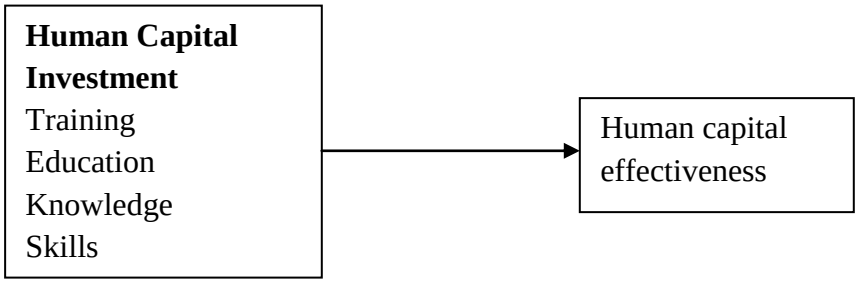


Source: Adapted from Key Relations in Human Capital Theory by Swanson (2001:110) in M. Marimulthu, L. Arokiasamy & M.Ismail (2009). Human Capital development and its impact on firm performance*:* Evidence from developmental economics. *The Journal of International Social Research*.*2*(8) 76-85.

Marimulthu, Arokiasamy and Ismail (2009) have also developed a model to show the relationship between human capital and a firm's performance based on

the human capital theory and affirm that human capital leads to greater firm performance. Figure 2.2presents the model:

Figure 2.2: **Models linking Human Capital Investment to Human Capital Effectiveness**



Source: Adapted from Human Capital development and its impact on firm performance*:* Evidence from developmental economics by M. Marimulthu, L. Arokiasamy and M. Ismail (2009). *The Journal of International Social Research 2*(8) 76-85.

The two figures indicate that investment in the training and education of human beings leads to increase productively and effectiveness. 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 capitalises 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.

2.4. Development of Polytechnics in Nigeria

The development of Polytechnic Education in Nigeria can be traced to the establishment of the first technical institute in Nigeria known as the Hope Waddell Institute, Calabar established in 1895 by the Presbyterian Christian

Missionaries almost fifty years after the advent of western education and indicative of the fact that the early Christian missions did not promote the study of sciences and technical subjects as they were more interested in training catechists for their evangelising mission. The institute had three departments namely; secondary, teacher training and industrial. The industrial department was to train students in trades like tailoring, carpentry, baking, printing, agriculture and book binding.

The colonial government at that time had no specific institutions for the training of technicians. However, according to Yakubu (2002), the worldwide depression of the 1930s made the recruitment of expatriate staff to fill vacant artisan and technician positions very expensive and uneconomical. The problem therefore created a need for trained indigenous manpower for such positions and consequently, the government created the following institutions:

Table: 2.1: Early Technical Institutions in Nigeria

S/No	Name of Institutions	Year Established	Objectives
1.	School of Survey, Oyo	1908	To train survey assistants for land and survey department.
2.	Marine Department School, Lagos	1928	To train assistant sea men
3.	School of Agriculture, Zaria and Ibadan	1930	To produce agricultural assistants
4.	Veterinary School, Vom	1931	To train technicians in veterinary medicine
5.	Technical Training school for Public Works, Lagos	1931	To train engineering and architectural assistants
6	P & T Training school Lagos	1932	To train technicians in telegraph
7	The Nigerian Railway Training School, Lagos	1942	To train railway technicians

Source: Polytechnic Sector News (2002), Newsletter vol. xxii p. 23

The above institutions show the early beginnings of Technical Education in Nigeria which was not backed by sound policy for the development of Science and Technology in line with the colonial education policy. The training institutes were to meet the immediate needs of the various departments and establishments. They were regarded as government departmental schools established to train the technical staff for their respective departments or institutions. However, the first tertiary educational institution to be established in Nigeria was the Yaba College in 1932. It provided courses in engineering, medicine, pharmacy, teacher

education, surveying agriculture and forestry, leading to the award of Diploma Certificate.

The College was later moved to Ibadan in January 1948 and its students became the pioneer students of the University of Ibadan (Yakubu 2002). A new institute was thereafter established to provide courses mainly in engineering - civil, mechanical and electrical as well as building and architecture and this was also named Yaba College of Technology. A similar institute was established in 1958 which was later transformed into the Kaduna Polytechnic in 1963. Subsequently, other institutions like the Technical Institute Enugu now upgraded and renamed Institute of Management and Technology (IMT) Enugu and The Polytechnic Ibadan in 1960 were established. An important factor for the change in status of the aforementioned technical institutes was the need to create opportunities for trainees that desired higher education in advanced craft at post-secondary or tertiary level.

The Polytechnic system of education was formally and legally introduced to the educational system of Nigeria in 1979 through decree No. 33 as amended by Decree 5 of 1993. Federal Polytechnics were therefore established in various parts of the country to provide full and part-time courses in technology and other fields of study. In 1987, the National Council on Education (NCE) adopted the nomenclature Polytechnic to harmonise all post- secondary technical education institutes offering two year and four year programmes leading to the award of the National Diploma(ND) and Higher National Diploma (HND) (Yakubu, 2002).

Many Polytechnics have been established and there are now a total of seventy five (75) federal, state and private Polytechnics in Nigeria offering approved or accredited programmes (NBTE, 2012). However the qualities of graduates from these institutions have continued to dwindle. According to Makoju (2009), the products of vocational and technical institutions in Nigeria of the pre-independence era up to sixties were more competent and practically more skilful than those of the nineties to date. This scenario portends a great danger for the Nigerian society and a lot needs to be done to remedy the situation. One of such is to address the issue of the quality of lecturers in the institutions. Therefore this study is concerned with the improvement in the quality of lecturers through adequate provision of staff development programmes.

Objectives of Polytechnic Education

To encourage Polytechnics to meet the technical and technological needs of the country, the National Policy on Education (FME; 2004) section 8 sub-section 80 stipulates that the Polytechnics shall:

a. Provide full-time or part-time course of instruction and training in engineering, other technologies, applied science, business and management, leading to the production of trained manpower.

b. Provide the technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria.

c. Give training and impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant.

d. Train people who can apply scientific knowledge to solve environmental problems for the convenience of man; and

e. Give exposure on professional studies in the technologies.

From the above it can be stated that the Polytechnics are expected to serve as pedestal for the nation's industrial and socio- economic growth. Ladipo (2012) posits that Polytechnic education is designed to provide adequate training in self reliance and practical skills development that can lead to human capacity development and wealth creation. However, it seems that the reality on ground is contrary to expectations of stakeholders.

The Management of Federal Polytechnics

The management of the Federal Polytechnics in Nigeria is governed by the Federal Polytechnics Decree 1979. In order to maintain a uniform management structure, the Federal Ministry of Education enumerated the guidelines for the management of Federal Polytechnics (FME, n.d. and Federal Polytechnics Act 1979). The Federal Polytechnics, although autonomous are owned and financed by the Federal Government and are expected to conform to the federal government policies especially as regard financial management. The Polytechnic structure consists of the following;

a. The Governing Councils established by the Act, 1987 No. 28 First Schedule and amended in by Decree 1993 No.5. The main function of each council is to be the governing body of the Polytechnic concerned and shall have the general management of the affairs of the

Polytechnic, and in particular, the control of the property and finances of the Polytechnic and shall also have power to do anything which in its opinion is calculated to facilitate the carrying out of the activities of the Polytechnic and promote its best interests.

b. The Academic Board is a statutory body which corresponds with the senate of a University. Its composition and functions is provided in the Polytechnic Act. It consists of the following members; the Rector of the Polytechnic, as the Chairman; the Deputy-Rector of the Polytechnic; all Heads of Departments; the Polytechnic Librarian; and not more than two members of the academic staff, other than heads of departments, who may be appointed by the Academic Board. The Academic Board is responsible for the direction and management of academic matters of the Polytechnic including the regulation of admission of students, the award of certificates and diplomas, scholarships, prizes and other academic distinctions.

c. Statutory Committees: The administration of Polytechnics is also facilitated through committee system. The Rector is the chairman of all committees of the Polytechnic but is ably represented by officers appointed by the Management committee. Each Polytechnic has several committees but the ones specified in the Polytechnics' Act are the Appointments and Promotions Committee; the Junior Staff Appointments and Promotions Committee and the Committee on Students' Affairs. The

composition and terms of reference of these committees are clearly laid down in the Act.

The principal officers of Polytechnics include the Rector, Deputy Rectors, Registrar**,** the Bursar and Librarian,

Academically, the Federal Polytechnics are organised into schools and each school is made up of a number of departments related in subjects. Each one is headed by a dean. However, the position of deans is not specifically provided in the Polytechnic Act except where it mentions that a Council may appoint any other senior academic staff to assist in the running of the institution. Deans are responsible for directing the academic affairs of their schools and coordinating the quality of academic instruction by ensuring optimum utilisation of resources (i.e. staff, both academic and technical, classroom, workshops, laboratories, studio and lecture theatres) for the benefit of all departments in the school. The affairs of the departments are managed by the heads of departments and are assisted by sectional heads, coordinators and other staff.

2.5 Impact of Higher Education Training Programmes on the Job Performance of Lecturers

Higher education Training programmes are programmes that enable lecturers to acquire further education or higher degrees such as masters and doctorate in their chosen fields. The programmes are obtainable from Universities within and outside Nigeria. Further training is recognised as an approach for achieving increased efficiency and performance of lecturers (FME, 2014;

TETFund, 2014; NBTE, 1986). According to Ndiomuas cited by Oyitso & Olumukoro (2012), formal school like the Universities provide the atmosphere for structured learning which makes assimilation process easier. He further states that training in formal schools has some advantages and they include: the performance level of the study can be readily assessed through testing, ideas and concepts can be standardised, it affords students from various background and experience a forum for interaction and resources are put together in one place for maximum utilisation. Nassazi (2013) affirms that the contents, duration and all the details about training should be clear to both the organisation and the individuals to be trained. Employees may undertake these courses and programmes while completely off work or alternatively are present for work on part-time basis.

Polytechnic may have realised the benefits of lecturers' participation in higher degree programmes and could have been supporting or sponsoring them through various methods as stated earlier. 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. In addition, to the Polytechnics' sponsorship of her academic staff, the Tertiary Education Technical Fund (TETFund) formally Education Trust Fund introduced the academic staff training and development

programmes in 2008 (Yakubu, 2010) to provide funds to tertiary educational institutions for higher education of lecturers especially at Master's and Doctoral levels within and outside the country.

The benefitting institutions usually recommend their lecturers for sponsorship in line with the TETFund guidelines. Many lecturers have also benefited from this sponsorship such that by March, 2010 a total of 2, 068 lecturers across tertiary institutions benefited out of which 385 of them are studying aboard. In particular, Federal Polytechnics have been beneficiaries with 121 and 36 lecturers currently being sponsored in Nigerian and Foreign Universities respectively (ETF, 2010:15) in various courses. Table 2.2 shows a breakdown of the benefiting institutions and the number of lecturers sponsored in foreign and local universities.

TABLE 2.2: Breakdown of the Benefiting Institutions and the Number of Lecturers Sponsored in Nigerian and Foreign Universities.

S/N	Federal Polytechnic	Number in Nigerian Universities	Number in Foreign Universities
1	Idah	25	2
2	Bauchi	5	-
3	Damaturu	6	1
4	Mubi	4	3
5	Kaduna	2	9
6	Kebbi	6	-
7	Kaura Namoda	7	4
8	Oko	8	1

9	Umuanna	4	3
10	Nekede	12	2
11	Auchi	23	4
12	Ado Ekiti	3	2
13	Yaba	2	1
14	Offa	2	-
15	Nassarawa	18	4
16	Bida	5	-
	Total	**132**	**36**

Source: **Adapted from ETF News (2010) Academic Training and Development. I (I), 15 – 24**

The Table 2.2 shows that a total of 16 Federal Polytechnics have benefited as at 2010 from the funds allocated for academic staff training and development by the ETF now TETFund. To date it has sponsored over 8,309 staff in public tertiary institutions for Masters and Doctoral programmes both within and outside the country (TETFund, 2014). A sum of N80, 000,000 million naira was also provided for each Polytechnic for staff development in the year 2013 (FME, 2014). However, it is not yet determined whether this form of training has improved the job performance of lecturers.

2.6 Impact of Information Communication Technology Training Programmes on Lecturers' Job Performance

Lecturers play a crucial role in the development, adoption and implementation of any educational curriculum or innovation. This role becomes

even more critical with the adoption and integration of Information and Communication Technology (ICT) into educational institutions. It has been revealed that the knowledge of (ICT) usage improves human capacity in every field of human endeavour, including business transaction, industrial operations, educational programmes and life in general (Archibong, Ogbiji &Anijaobi-Idem, 2010). Information Communication Technology (ICT) refers to the processing and maintenance of information and the use of all forms of computer, communication, network and mobile technologies to transmit information (Iloanusi & Osuagwu, 2010). Communication technologies include all media employed in transmitting audio, video, data or multimedia such as cable satellite, fibre optics and wireless devices (radio, infra-red, Bluetooth, Wi-Fi). Network technologies include Personal Area Networks (PAN), Campus Area Network (CAN), intranets, extranets and the internet. Computer technologies include all removable media such as optical discs, disks, flash memories, video books, multimedia projectors, interactive electronic boards, and continuously emerging state-of-the-art PCs while mobile technologies comprise mobile phones and palmtops.

All these technologies have information as their material object and when they are applied to education enhance the delivery and access to knowledge, improve the curriculum and also produce richer learning outcomes. There are various modes of using ICT in education and they include e-learning, mobile learning, distance education and online learning (Iloanusi & Osuagwu, 2010). E-learning encompasses distance learning, online and mobile learning and is

facilitated by the use of ICT devices such as computers, networks communication and mobile technologies. The technologies help deliver and make education and information accessible to whoever needs it at anytime, anywhere and anyhow. In the traditional education setting, the students' assimilation of knowledge, excluding other factors, always depended on how well the teacher or lecturer transferred the knowledge but with e-learning, the focus is no longer on the teacher, but both teacher and student and the student can take the advantage of technology to vary the resources of knowledge available to him. E-learning, therefore makes learning self-paced for the student and enables him/her to have control over the learning method as learning is personalised. Online or distance learning also removes the geographical barriers of learning for the students and teachers and eliminates the need for study leave for workers running a programme in school (Brown, Anderson & Murray, 2007).

As a result of the significance of ICT programmes in educational institutions most governments in the world have adopted several strategies to facilitate acquisition of ICT education through the enhancement of ICT training programmes and provision of enabling environment for the development of ICT (Pelgum & Law, 2003). In Nigeria several governmental and non-governmental organisations, banks and individuals have funded the implementation of ICT in Nigerian educational institutions at all levels (Dada & Dada, 2008; Ogunsola & Aboyade, 2005). The organisations include the Nigerian Communications Commission (NCC) and Tertiary Education Trust Fund (TETFund) geared towards Universities and Polytechnics. The benefits of ICT to education cannot be

overemphasised and according to Yusuf, (2005), ICT has the potential to accelerate, enrich and deepen skills, motivate and engage students in learning and it helps to relate school experiences to work practices, create economic viability for future leaders; contributes to radical changes in school, strengthen teaching and provide opportunities for connection between the school and the world. Thus, it can make the school to be more efficient and productive.

It is therefore imperative for lecturers of Polytechnics to be ICT literate so as to explore its benefits of enhanced learning for the benefit of the students and society. ICT based technology for lecturers is imperative for the following reasons as stated by Kwache (2007: 396.):

i. New ICT facilities allow students and teachers to control, manipulate and contribute information to learning and teaching environment as interactive books, journals and the like are usually made available via internet.

ii. The use of new multimedia technologies and internet will improve the quality of teaching and learning.

iii. It will facilitate interaction and collaboration not only among learners but among teachers as well at both local and /or global levels.

iv. It will give opportunity to individuals who might wish to combine work and learning to do this at their own pace irrespective of location.

v. It enhances performance of lecturers in terms of course material delivery and provides maximum attention to students as they could meet through e-mail.

vi. It has / will revolutionize distance learning.

vii. As a flexible user interface, that is attractive and interactive it could motivate the learner's interest which in turn will sustain continuous learning.

viii. It promotes human resources capable of responding to the demands of the new world economy that is supported and driven by ICT.

ix. Open and distance higher education if well supported by e-learning technology will provide accessibility, flexibility and collaborative work to both the urban and rural populace of Nigeria who might not have the privilege of attending conventional schools.

Hence a well skilled and knowledgeable ICT lecturer will help to provide the much needed quality education in the Polytechnics.

Carlson and Gadio (2002) state that lecturer training in the use of ICT is the best starting point in the ICT policy of a country because they are the key to making learning happen. This according to them is so because lecturers who succeed in making use of ICT in their work process, do not only contribute to improved learning outcomes in their students, but may also benefit personally from enhanced work productivity, reduced isolation and increased professional satisfaction. Consequently, the Federal government launched the National Policy on computer literacy at all levels of education in 1987 with the aim of equipping the teachers or students with computer technology in order to fit into the next century. This has been done because of the usefulness of computer in teaching and learning process. ICT can provide a convenient technique for designing and

developing a course of instruction. However, the classroom teacher or lecturer can never be replaced by a computer programme of self-instruction (Kersh, 1995) despite its benefits. The lecturer's role will only be transformed from that of an informer to a learning facilitator. According to Johnson (1992), the instructor will be freed from time consuming chores of compiling, administering and marking tests with the use of a computer.

Developing lecturers' ICT skills in the Polytechnics is therefore imperative. Competencies that need to be developed at the early stage of ICT adoption include according to Pelgrum and Law (2003) the training of lecturers in the use of common office application programme, sending of e-mails, making use of the internet, use of ICT in subject based teaching and class room practices. Production of multimedia course materials, data analysis, e-library, video conferencing, networking and e-payments are other areas of competencies that lecturers need to develop. Because the lecturer must be trained to prepare him to use ICT in the classroom, they are encouraged and mandated by their respective Polytechnics to be computer literate. There is, therefore, a need to investigate whether such ICT literacy programmes have made significant impact on the teaching abilities of lecturers in Nigerian Polytechnics.

2.7 Impact of Lecturers' Participation in Academic Seminars and Workshops on Job Performance

Seminar is of one the methods or approaches adopted for the training and development of lecturers in the Polytechnics. The Oxford Advanced Learner's

Dictionary (2010) describes it as a meeting for discussion or training. In seminars, small groups of people meet to discuss a topic and each participant has the opportunity to gain knowledge and experience (Rahman et al, 2011**).** Similarly, Oyebade (2008) posits that seminars are undertaken to update knowledge and improve the skills of staff in their subject areas especially whenever a new curriculum is introduced. A seminar in a Polytechnic is therefore a lecture or presentation delivered to an audience on a particular topic that is educational in nature. It is also regarded as a form of academic instruction either at an academic institution or at a commercial or processional organisation. Seminars are highly interactive sessions in which presenters lead a small group of participants in discussion about a defined topic.

The main goal of an academic seminar is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the instructor or presenter prepares the concepts and techniques and presents and discuss it through a combination of visual materials, interactive tools or equipment and demonstrations. Emphasis is on discussion and questions from all the participants. The objective of seminar is to familiarise participants with the methodology of their chosen subject and allow them to interact and discuss problems. In addition, seminars also promote and encourage sharing of information among attendees and provide them with information and sometimes technological displays encompassing best and most current information in their field.

Seminars are often used in higher institutions as an approach to develop the skills of lecturers, acquaint them with new procedures, new topics/subject and new policies (Oyebade, 2008; Edem, (2007). In the Federal Polytechnics in Nigeria, lecturers' participation in seminars is encouraged and to some extent mandatory as their promotion is anchored on evidence of seminar participation (FME, 2009). Seminars in Federal Polytechnics often cover a range of topics such as, work ethics, time management, research methodology, curriculum development, communication skills, students' assessment, teaching strategies, health and safety, wellness programmes and record keeping. Professional development through seminars cannot succeed without appropriate contents. According to Edem (2007) and Joyce& Showers, (2002) for any professional development to be effective it must be based on curricular and instructional strategies that have a high probability of affecting students' learning. Therefore, Edem, (2007) and Joyce and Showers (2002) emphasise that the content of a professional development activity such as seminar should;

a. Deepen teachers' knowledge of the subject taught.
b. Sharpen teaching skills in the classroom.
c. Keep up with the development in the individual fields and education generally.
d. Generate and contribute new knowledge.
e. Increase ability to monitor students' work in order to provide constructive feedback to students and appropriately redirect learning.
f. It should address identified gaps in student achievement.

g. Center on subject matter, pedagogical weakness and measurement of students' performance.

Consequently, if seminars in the Polytechnics focus on the above themes, their impact on the job performance of lecturers as well students learning will be significant.

Workshops are similar to seminars but the emphasis in workshop is on laboratory work or practical skills (Oyebade, 2008). A workshop refers to an interactive and participatory group exercise designed to reinforce, imprint and enable participants to implement and put to practice the actual concepts and techniques (Patterson, 2011). The main objective of workshops is to acquaint participants with practical skills in the use of equipment or machines. Hamby (2012) affirms that workshops tend to be smaller and more intense than seminars and often involves participants trying new skills during the event under the watchful eye of the instructors.

In higher educational institutions especially Polytechnics, professionals within or outside the institution are often invited to conduct workshops and its duration may last for a few hours, days or weeks. Whenever the Polytechnics introduce new technology (e.g. computerised machines), they need to update the skills of the workers who use it. Consequently they can organise training workshops to train lecturers specifically to use such machines. In such programmes, professionals (resource persons) are invited to present papers and answer questions posed by participants. Most times the organisers give pre-

programme tests or questionnaires to assess participants entry knowledge or skills and at the end of the programme a post-test to asses knowledge gained is also given (Hamby,2012). The National Board for Technical Education (NBTE) and other government parastatals and organisations often assist Polytechnics to provide this form of training. The NBTE had a partnership with UNESCO to revitalize Technical and Vocational Education (TVET) in Nigeria. The project implementation commenced in February 2001 with the establishment of seven staff development centers (SDCs) in Federal Polytechnics located in each of the six geographical zones. So far the SDC have held more than 34 training workshops for lecturers from Polytechnics throughout Nigeria.

In addition, the NBTE – UNESCO Nigerian Technical Education revitalisation project has also conducted workshops for 864 technical staff of tertiary institution across the country by the year 2008 (Yakubu, 2009). Table 2:2 below shows the various training workshops that lecturers have attended covering wide range of topics. The workshops are conducted generally to upgrade the competence of technical teachers. In addition to these, some professional associations also offer precertification workshops to help members achieve certification. Polytechnics being technical institutions have many lecturers that are members of professional associations that need certification (e.g architects engineers, accountants, surveyors, estate surveyor etc.). All these are done to enhance their professional competence. However, the impact of workshops on improving the competencies of academic staff of Polytechnics needs to be determined.

Table 2.3: List of some of the Workshop Training Programmes that Lecturers have Participated in Between2001 and 2011

Dates	Venue	Duration	Content	Sponsor
August 2001 – January 2010	Staff development centers in the six geo-political zones and NBTE Headquarters	4- 5 Days workshop annually	- usage of new curricula - Methodology of teaching.	NBTE/UNESCO
2007 -2008	Four zones of Nigeria : SW,NW,NE and SE	4-5 days workshops	Entrepreneurial skills in women and girls	NBTE
19th- 30th October 2009	Kaduna	2 weeks long workshop	Developing a curriculum and instructional development	NBTE/Ohio state University and Kaduna Business school
Between 2007 to 2010	Songhai Centre of Entrepreneurial in Porto Novo		Entrepreneurial skills	NBTE and Millennium Development Goals
2nd to 6th November 2009	NBTE staff development centres.	4 days workshop	Computer training	NBTE
9th – 20th Nov. 2009	PHCN	12 days	Industrial training for electrical/electronic lecturers	PHCN/Polytechnics
25th October to 9th November 2010	Tehran, Iran	2 weeks	Scientific applications of Linux , tools for scientific computing and GRID approach to solve large scale computational problems.	Abdussalam International Centre for theoretical Physics.
6th to 12th November 2011	Abuja	One week	-Capacity building for chemistry/physics lecturers - update knowledge - teaching skills and competencies	National Mathematical Centre , Abuja.
16th to 21st October 2011	Abuja	One week	Capacity building workshops on computer statistical packages for research analyses for	National Mathematical Centre, Abuja.

			mathematical sciences lecturers	
26 – 3oth September 2011	Tema , Ghana	5 days	Adaptation of UNESCO-NBTE Electronics/Electrical Trades Curricula and teaching materials	NBTE
28 November to 3rd December 2011	USA	One week	International Cooperation in Education and Entrepreneurial values	NBTE

Source: Kaduna Polytechnic (2012). Retrieved from the Correspondence between Polytechnics and the Sponsors of the Workshops between 2001 and 2011.

The table shows that lecturers in Federal Polytechnics in Nigeria have participated in workshops sponsored mostly by the NBTE and other organisations. These workshops covered a variety of topics such as entrepreneurship education, computer statistical packages, methodology of teaching and curriculum and instructional development.

2. 8 Impact of Lecturers Participation in Academic Conferences on their Job Performance

The word conference may refer to a group of academics presenting and arguing about a theme or topic on a college campus. The Oxford Advanced Learners Dictionary (Hornby, 2010) defines a conference as "a large official meeting at which people with same work or interests come together to discuss their views". Sills (1972) describes a conference as meeting of individuals called together to engage in discussion with the aim of accomplishing a limited task within a restricted period of time. It is also regarded as a formal means of validating social programmes and inducing change in individuals. Conferences are usually gathering of people with a common interest or background, with the purpose of allowing them to meet one another and to learn about and discuss

issues, ideas and work that focus on a topic of mutual concern (Nassazi, 2013; Rabinawitz, 2011) .

The structure and contents of conference can vary greatly, but a typical frame work would include one or more presentations of work and / or ideas about a given topic. The presentation may take the form of lectures, slide shows or films, workshops, panel discussions, and or interactive experiences. A conference may last a few hours or several days. It could be a onetime event or a regular (usually annual) fixture on participant schedules. Conferences vary in size in terms of number of the participants which can range from a group of three to thousands of participants.

There are different types of conferences and Rabinawitz, (2011) has identified four types namely:

Academic conferences: - Most academic conferences are centred around a single subject and sometimes on a single topic within that subject. The format is such that the academics present their research work and the theories, defend it and expand or change it in responses to criticism and feedback from colleagues. Conferences are often sponsored by the professional organisations of the discipline involved and may be held annually in different cities. Many lecturers in the Polytechnics are members of professional associations and are expected to partake in such activities. Apart from exchange of ideas, academic conferences also help participants to network which promotes, collaboration, funding, employment and other professional benefits.

Professional Association Conference: They are similar to academic conference in some ways but they tend to address practical issues related to the actual work of participants and also matters such as regulations, funding and issues that affect the profession. In Nigerian there are professional associations that exist at state, national and even international levels and they usually organise annual conferences for their members as part of continuing education. The programmes for these conferences usually include speeches by leading experts, discussion of current issues and presentations of research findings.(Werner & DeSemone, 2006). One of the main benefits of this is the opportunity members have to meet and share experiences with other professionals. Another benefit of professional associations is that they keep their members up to date by publishing journals, magazines and newsletters that communicate ideas and practices in the field. Many professional associations have websites to disseminate information to members. In Polytechnics, membership of professional bodies is a condition for promotion for lecturers (FME, 2009). Therefore it is expected that lecturers participate in the conferences organised by their professional bodies.

Training Conference: These may be organised by a professional association, industry, local, state or federal agencies. The main objective is to train participants on methods and techniques, provide information on new regulations, or simply an exchange of experience and method among people from different backgrounds.

Summit Conference: The organisation of this conference is open to any association, group, organisation institution or government. Such conferences may address issues ranging from education or any societal problem. The purpose is to inform and mobilise people to tackle a problem. Lecturers seldom participate in this type of conference.

There are many reasons for the organisation of conferences by professional associations, government agencies, educational institutions, individual organisations and activist groups in a society. Including: to address a problem and provide new information which enables participants to keep abreast of the latest developments in their fields, provide avenues for new research findings, or information to be shared and reviewed, meet the requirement of a lecturers' job as is the case in Polytechnics where lecturers are expected to participate in annual conferences and the evidence of participation is used for their promotion from one level to another and enhance the prestige, credibility or credentials of an organisation. In Polytechnics the act of organising a conference may bring prestige to the organisers and the school and conferences give opportunity for old and new participants to interact and share their views and practices. (Dickenson, 2011; Potvin, 1983).

Conferences in any organisation have a number of benefits. They provide a means for the rapid dissemination of new knowledge which helps to thaw stereotyped antagonisms and promote inter-disciplinary, intra-disciplinary, domestic and transnational communication. It also provides a forum for

immediate challenge, correction and redefinition of ideas in the presence of all participants. Every participant benefits whether he/she speaks in the conference process or not and participation in a small conference is a form of apprenticeship learning experience.

Many conferences in the Polytechnics are often held annually by their respective schools and colleges. Such conferences often revolve around a theme but with sub- themes covering a wide range of areas with regards to most of the subject areas in the Polytechnics. In addition the staff development policy stipulates that staff should be sponsored to attend conferences because of its benefits to the institutions. Apart from this the TETFund also sponsors lecturers in higher institutions for conferences to encourage the development of experienced capacity among academic staff. Consequently, in 2013 a total of 2,300 Polytechnic staff benefitted and participated in local and international conferences (TETFund, 2014). Each Polytechnic was also given a total sum of N30, 000,000 million for this purpose. (FME, 2014). Therefore lecturers have ample opportunities to participate in academic conferences both within and outside their institutions. Most lecturers participate because promotion to another level is based on the evidence of participation in conferences (FME, 2009). Consequently, there is need to investigate whether participation in conferences has enhanced their job performance.

2. 9 Orientation Programmes

The activities used to integrate new employees to an organisation by giving them information about their job, the organisation and other employees could be referred to as induction, orientation or socialisation (Aslam, 2011; Olagboye, 2004; Musaazi, 1982). The three terms are often used interchangeably and are synonymous, but induction is usually used to describe the ceremony by which newly qualified professionals such as pharmacists and medical doctors are admitted into the profession. Orientation in educational institutions refers to the introduction of newly employed staff to the objectives, policies and practices of the school and to their position and duties as members of the school. Edem (2007) states that new employees are often apprehensive of their new jobs because of lack of information about the community where they will work, the kind of colleagues they will work with and what the job entails and as such a well-planned orientation programme is necessary to allay such fears. Orientation therefore helps to cushion the challenges new employees face and ensure an easy transition into their roles and responsibilities (Idem& Archibong 2012). The purposes of orientation include:

i. Assist new employees in adjusting smoothly to the organisation and the job by reducing their stress and anxiety.
ii. Provide specific information to the new employees on the organisation (e.g educational institutions, parastatals etc. and their job or tasks in it and the performance expected of them, their colleagues, clients etc.)

iii. Show new employees the workplace, including available facilities (e.g classrooms, laboratories, Libraries, sport facilities, equipment, instructional aids etc.)

iv. Provide information on the job itself and its scope

v. Explain the school philosophy and objectives, school policies, rules and regulations, school records, instructional techniques and materials, school services, procedures for assessment of students and discipline.

vi. Show how to get things done and utilise support services (Edem, 2007:63; Olagboye, 2004:107).

Orientation programmes are a common feature of many organisations and they are expected to carefully determine the content of their orientation programme as well as the means of delivering it. Generally orientation programme should cover the following areas according to Edem, (2007:107) and Werner and DeSimone (2006:304). They are:

a. School information - an overview of the school, key policies and procedures, the mission statement, company goals and strategy as well as information concerning compensations, benefits, safety and accident prevention, employee or union relations and the physical facilities.

b. Job – specific information –about the function of the departments or work group, job duties and responsibilities, polices, rules and procedures a tour of the department and introduction to other employees.

Orientation provides newcomers with a better understanding of how different jobs fit together within a unit and how a unit fits into a large organisation. Werner and DeSimone (2006) affirm that communicating job expectations to new employees is very important. Consequently, matters like job responsibilities, tasks, reporting lines, and accountability and performance standards should be explained during orientation. A new employee should also be given an overview of the organisation's mission, goals, structure, culture and services. An employee who understands the importance of the mission is more likely to behave in accordance with it. The benefits of a thorough orientation therefore includes making staff feel welcomed and valued, accelerated success and effectiveness, improved personal and professional wellbeing, heightened job satisfaction, greater self-confidence and enhanced commitment to the school and students (Idem & Archibong, 2012). There are a variety of training methods that can be used for orientation programmes. These include lectures, videos/DVDS, printed materials and discussion. In recent time intranets (internal computer networks modelled after the internet are being used in developed countries. The duration of orientation programmes may vary from a few hours to several days or periodic sessions over several months.

A significant element of an effective orientation experience is frequent interaction between the new comers and their heads of departments (Supervisors), co-workers and other members of the organisation. Chapman (2006), states that the effectiveness of orientation depends on the frequency of interaction. A study by Louis, Poser and Powell (1983) showed that employees rated their interaction

with peers, supervisors and senior co-workers to be the most helpful in their socialisation. In contrast formal orientation programs were shown to be moderately helpful and only correlated with organisational commitment. This shows that employees value information from supervisors and co-workers.

The supervisor (head of department) plays a vital role in the orientation process because he is the provider of information and a guide to the new employee. In order for the new employee to overcome anxiety, the head is expected to provide factual information as well as the performance standards required from the employee. In Polytechnics, the Heads of Departments (HODs) can assist new lecturers to gain acceptance from their co-workers by assigning a new lecturer to a "buddy" who will be responsible for helping the new lecturer adjust to the job environment. Mentorship programmes can also be used for this purpose.

Other important functions of a head of department in the orientation programme include: providing (or arranging for) training in job specifics, buffering the newcomer from demands outside the work group for a period of time to facilitate job learning, providing challenging initial assignments, conducting timely constructive performance evaluations, diagnosing problems at work that create conflicts and using newcomers' arrival as an opportunity to re-allocate tasks or redesign work to improve effectiveness and employee satisfaction with the work (Werner & DeSimone, 2006:309). However, HODs

need to be trained in order for them to fulfil their orientation responsibilities effectively.

Co-workers are very important in any orientation process as they provide support, information and training and are in the best position to help newcomers learn the norms of the work group and organisation. As mentioned earlier, an important method of facilitating interactions between new employee and co-workers is to establish a buddy system in which new comers are paired with experienced co-workers. However, the co-workers designated as buddies must be given materials and training that can help them fulfil their roles. The new lecturer has an important role to play in the orientation process as well, by being an active learner. The principle of guided self – learning should be encouraged so that new lecturers can take the initiative in communication and getting to know their co-workers and work. Consequently, new lecturers in the Polytechnics should be encouraged to seek out both information and relationship that would help them adjust to their organisations. Wadesango and Machingambi (2011) as well as France and Jarvis (1996) affirm that an orientation program should utilise a variety of techniques and exercises to make newcomers take an active role in the orientation programme by encouraging participants to build collaborative skills.

Ideally orientation programme should follow a process of assessment of needs, design, and implementation and evaluation framework. This implies that organisations like Polytechnics should carefully assess the contents that should be provided in orientation as well as the best methods of providing it. An evaluation

should be undertaken to determine the success of the orientation programme as well.

2.10 Mentoring Programmes

Mentoring activities are mechanism used to support teachers in their early years of work. The term mentor dates back to the 17th century and it refers to some who is a trusted friend, counselor, or teacher (Strong, 2009). Mentoring in education has been defined as the process of guiding, teaching, influencing and supporting, a novice teacher (Koki, 2009). Thus, in higher educational institutions, it is regarded as a process whereby an experienced lecturer helps to develop a less experienced junior lecturer. According to Portner (2005) mentoring helps to facilitate instructional improvement as an experienced educator works with a novice and less experienced teacher (mentee) collaboratively and non- judgmentally to study and discuss on the best ways of improving instruction in the classroom.

The mentor guides, teaches, advises, inspires challenges, corrects and serves as a role model to the mentee for his/ her professional development (Klassen & Clutterbuck 2011). Most graduates no matter the institution they graduate from have little or no work experience and therefore mentoring programmes can be used to guide them. Leslie, Lingard and Whyte (2005) state that the reason for mentoring in higher educational institutions is to make the mentee understand the underlying values, traditions and unwritten behavioural

codes of academics, effectively manage a productive career in academics and maintain a network of professional colleagues.

Mentoring relationship serves both career and psychosocial functions and the relationship is mutually beneficial to both parties.

The mentor provides career support i.e. creating potential opportunities to the mentee to demonstrate his / her competence , while the mentee provides the mentor with a meaningful relationship and a chance to serve as role model as well as receive respect, support and in many cases, friendship in return (Naris & Ukpere, 2010; Kram, 1986). In many organisations, mentoring relationships are formed as a result of parties' mutual attraction. However some organisations have created formal mentoring programmes in which mentors and mentees are paired and are provided with the support for the relationship. It is evident that in Polytechnics there may be no formal mentoring programmes as Greicar (2009) notes that most of the mentoring which occurs in higher education consist of informal practice which may be a concerted or conscious effort of a more experienced academic leader to provide guidance to less experienced lecturer. The effort could also be a subconscious act where a new lecturer simply observes an older more experienced lecturer and the mentor may not be aware of his / her role.

However, it is not clear whether informal mentoring is superior to formal mentoring in terms of depth and scope of mentor /mentee relationship, however, a research study reported by Werner and DeSimone (2006) found that mentees in informal relationship received more career – related support and had better career

outcomes. Despite the benefits of mentoring relationships, there are some limitations. Formal mentoring where available is limited by the small number of mentor pairs that can be accommodated and some unintended negative consequences such as dissatisfaction with the relationship and the negative feelings of those not involved in the programme.

For a mentoring relationship to be successful, the mentor must have some desirable characteristics. Jonson as cited by Williams (2012) explained that a good mentor must have a comprehensive understanding of both state and national standards, and be able to comprehend the needs of a novice teacher and the capacity to transmit effective teaching strategies. In addition he/ she must demonstrate strong communication skills, knowledgeable in a variety of instructional styles, refrain from judgment and understand that education is an on-going process. According to Koki (n.d.) individuals recruited as mentors should exhibit a willingness to develop another person and be accommodative, sympathetic and collaborative.

In order for mentoring programmes to be successful, leaders must provide guidelines and determine the roles and responsibilities of the mentor. The mentor's role includes the following: (Williams, 2012; Aladejana, Aladejana & Ehindero, 2006)

a. Assist the novice teacher in developing her / his skills and improving instructional techniques.

b. Address administrative routines and check to see how things are going by guiding and giving answers as well as celebrate success.

c. Observing, providing feedback, lesson plan, utilising new curriculum materials, assisting in action research and serving as a resource and consultant to the mentee.

d. Enhancing the mentee's ability to reflect, solve problems and make decisions that can promote student learning.

e. Assist the mentee in improving present skills and developing new ones particularly in the area of class management, curriculum, instruction and assessments.

f. Offer ideas, model instructional strategies, team teach, collaborate on lesson planning, supply resources and engage in on-going problem solving.

All these roles help to minimise the isolation often felt by beginning lecturers in the Polytechnics.

A number of activities have been identified for a successful mentoring programme according to Flynn and Nolan (2008). They are: selecting mentors with equivalent certification and whose mentees are located in close proximity; providing opportunities for collaborative planning and peer observations, reduced workload for mentees and providing orientations for both mentor and mentee. Others are training mentees in classroom management school based and district policies, assessments and instructional strategies and promotion of collegial discussions and learning among experienced staff, new staff and administrators.

Because of the benefits of mentoring to both the individual and organisation, mentoring can be regarded as a viable and appropriate career development strategy. When an organisation decides to develop a formal mentoring programme Werner and DeSimone (2006: 49) suggest three conditions that can increase its chances of success: the programme should be clearly linked to the existing staff development policies and practices so as to increase its chances of being supported by the participants core components of the programme (objectives guidelines, training, education, monitoring and evaluation) should be designed for effectiveness rather than expediency and voluntary participation and flexible guidelines should be encouraged. If Polytechnics encourage mentoring programmes it may significantly promote their effectiveness.

2.11 Role of Polytechnic Managements in Staff Development

Lecturers' motivation is one of the most important factors affecting their professional development. A lecturer's drive towards self-improvement cannot be matched by any amount of pressure from the educational managers. For professional development to be successful lecturers must perceive it positively to encourage them to obtain new knowledge, skills, attitudes, values and dispositions. However, lecturers' perception depends on the influence and support of their school leadership and environment. The support of school management is crucial for promoting teacher development because they are responsible for

monitoring and implementing staff development policies and managing the funds provided by the government or donor agencies for staff development.

A school management with a motivating culture encourages lecturers to engage in professional development programmes in the school or elsewhere (Komba & Nkumbi, 2008). In order to stimulate professional development of lecturers a variety of devices or approaches must be planned by the school and teachers must participate in the planning process (Musaazi, 1982). Effective communication between school management and lecturers is hence crucial to the successful implementation of staff programmes. Lecturers that are motivated to learn are more likely to attend professional development programmes within and outside of school. The school managers (Rectors, Registrars and Deans) are therefore expected to guide, support, monitor, implement and evaluate staff development programmes.

The staff department unit of any organisation has three distinct roles to play with respect to continuing education of employees and they are: enabler, resource provider and monitor (Werner & DeSimone, 2006). As an enabler, the school administration is expected to establish policies and procedures that enhance an effective and equitable distribution of opportunities for staff development. Thus, in Polytechnics there are policies and guidelines for staff development as contained in the staff development manual.

As resource provider, the management provides support for lecturers to attend various development programmes which may include tuition

reimbursement, educational leave, payment of professional association fees and travel expenses to off – the job professional development programmes. School managements may also grant sabbaticals or education leave to lecturers and this gives them an opportunity to continue their education or conduct research while they receive their salary for up to 12 months. In Federal Polytechnics, the policy provides for the following:

a. Payment of fees and allowances annually to those who have been granted approval to undertake a course of study.

b. Sponsorship of staff to attend conferences.

Apart from this the provision of teaching and learning facilities is also imperative for an effective staff development programme. For lecturers to learn on the job and for teaching to be effective, both human and material resources must be provided (Igunnu, 1997). Without up to date teaching facilities like textbooks, journals, workshops, laboratories and internet facilities lecturers cannot also update their knowledge. Thus the development of lecturers is hindered when they cannot avail themselves of new and relevant books to read and carry out research.

As a monitor, the managements of Polytechnics are responsible for monitoring the staff development process and activities to ensure they are working as planned. This study attempts to find out the extent to which management support lecturers in their professional development and its impact.

2. 12 Attitude of Lecturers towards Staff Development and Training

Attitude refers to the lasting feelings, beliefs and behavioural tendencies directed towards specific people, group, idea, issue or object. Myers as cited by Hellriegel, Slocum and Woodman (2001) as well as Feldman (1999) define attitude as a learned predisposition to respond in a favourable or unfavourable manner to a particular person, behaviour, belief or thing. In other words it is a tendency to evaluate people issues, objects or events in a certain way. They further affirm that attitude has three main components and these are: emotional/affective component which implies how an object, person, issue or event makes a person feel; cognitive component which consists of peoples' thoughts and beliefs about the subject and the behavioural which implies how the attitude influence peoples' behaviour.

However, Fishbien and Ajzen as cited in Karr (2011) argue that it is the affective or evaluative domain that differentiates attitude from other concepts as it is the most indispensable aspect of attitude. They also state that the majority of the instrument develop to measure attitude usually measure the feeling of favourableness or unfavourableness towards the object. Meanwhile attitude is inferred from behaviour and cannot be directly observed but help individuals understand a complex world, guard their self-worth, help people adjust and permit them to communicate values (Karr, 2011).

Thus, the attitude of lecturers towards staff development in the Polytechnics can be described as how the development programmes make them

feel, that is, does it make them important or connected to school, what can kind of beliefs do they have about it, and are they ready to participate fully in staff development programmes?

However, it has been discovered by many researchers (Smith &Mackie, 2007; Feldman, 1999) that attitude and behaviour are not always aligned because a person may support an issue but may not participate in its implementation. All attitudes are however formed, maintained and changed according to certain principles (Smith &Mackie, 2007; Feldman, 1999). They include: classical conditioning that involves linking a product, event or service to something positive and operant conditioning which indicates that attitudes that can be reinforced verbally or nonverbally tend to be maintained. Thus, it can be said that lecturers' attitude towards training in general can be influenced by the motivation and positive reinforcement they receive from their organisations. Motivation is a crucial factor in achieving educational goals. Motivated teachers tend to display interest in programme improvement activities, expand efforts to succeed and use innovative strategies to achieve goals (Hoy & Miskel 2008).

However, Guskey (as cited in Mwesigwa, 2010) states that evidence of improvement in students' learning outcomes may be a predisposition to significant change and perceptions of teachers towards training. He opines that when teachers notice that an innovation enhances the learning of students it can result in significant changes in teachers' attitudes and perception. Training is said to lead to change in attitudes and vice versa. If teachers' attitudes have not

changed, their attitudes towards training may impede the transfer of knowledge and skills to students. Many studies point to the fact that a lecturer' attitude or belief is one of several important factors which has significant impact on their professional development (Muzaffar & Malik, 2012). Thus, lecturers may not benefit much from a training programme if their attitude is not positive (Ogunmakin, 2013). Ajibade et al (2010) in a study found that the attitudinal disposition of University lecturers to pedagogical training improved their positive reaction to it and this made the programme successful.

Similarly a study by Muzaffar and Malik (2012) shows that the reasons teachers did not take interest in professional development include: absence of incentives, teacher workload, work stress, theoretical aspect of professional development which has overshadowed the practical and family responsibilities and lack of awareness of the benefits of professional development and training. There are also indications that lecturers only attend training just to get certificates which earn them promotion on the job. (Peretomode & Chukwuma, 2012; Rashid, 2008). In Federal Polytechnics these factors may also play a role in determining lecturers' attitude to staff development programmes.

2.13 Organisational Issues that hinder Training and Development of Staff

Organisations are saddled with the responsibility of maintaining efficiency of staff through various strategies aimed at promoting their development. However, there are challenges that impede staff development of employees.

Muzaffar and Malik (2013) in a study found that factors were identified by teachers which hinder their active participation and interest in professional development trainings. The identified factors were extra workload, insufficient time, absence of incentives in professional development trainings, much emphasis on theoretical aspects than practice, family responsibilities, teacher's conservativeness, lack of awareness regarding usefulness of training and conflict with teachers working schedule. In addition, Degraft-Otoo (2012) state that the types of organisational issues that constrain training and development in tertiary institutions are the lack of top management support for the training and development , failure to provide adequate resources (finance, people and time) required to implement the training and failure to understand the training needs. Okotoni and Erero (2005) have enumerated the problems of staff development in Nigerian Federal service to include the following:

i. There is the absence of systematic training despite the various reforms that emphasise this since late 1960s in Nigeria.

ii. Poor funding: This is reflected in the differences between budgetary provisions and actual funds released for staff training over several years.

iii. The curricula and methods remain insufficiently attuned to job requirements.

iv. Poor utilisation of trained workers. Many public servants sent for training hardly utilise their skills and knowledge.

v. Lack of proper consideration for training needs. Some public officers are sent for training without consideration of the relevance to present job or future posting

vi. Lack of adequate training facilities.

vii. Use of quack consultants.

viii. Most training programmes have not produced the desired results.

Some of these problems may also affect training and development in the Polytechnics.

2. 14 Impact of Staff Development Programmes on Job Performance of Tertiary Education staff

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). In addition, DeSimone (2009) asserts that professional development also impacts on the teachers' ability to decide on and implement valued changes in teaching and leadership behaviour so that they can educate their students more effectively, thus achieving an agreed balance between individual, school and national needs. 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 organisation itself. It can also lead to enhanced output by the employee. Johnson & Scholes (2002) affirm that training led to significant increase in positive behaviour of the teachers by end of a course.

Angrist and Lavy (2001) examined effect of in-service teachers training on the students' achievement without reducing class size or adding school hours and the result reveals a significant positive effect of the programme on the

students' test scores. Jahangir, Saheem and Kazmi (2012) have shown that training has impact on the communication skills of lecturers as it enhances their command of language and that good communication skills are directly needed for the teachers to convey their messages assertively rather than being aggressive or manipulative.

Nassazi (2013) and Aigbepue and Mammud (2012) state that employee competences change through effective training programmes and makes employees to perform effectively in their current jobs as well as enhance their ability , knowledge , skills and attitude required for future development. Also training develops the competencies of employees and makes them able to perform their duties efficiently to achieve organisational objectives. It can reduce dissatisfaction, complaints, absenteeism and turnover greatly (Pigors & Myers as cited by Nassazi, 2013).

According to Kretner & Agelo Kiniki (as cited in Nickel 2010) it has been shown that employees that receive regular, scheduled feedback, including training have a higher level of work output. They refer to this as the "Pygmalion Effect". Employee development also decreases operational costs as employees who receive training usually become more efficient in what they do. In addition development plans that include train the trainer has exponential benefits on an organisation. Employees who are invested on as a trainer might be inclined to stay with the organisation and possibly reduce employee turnover.

Employee development programmes that range from certifications to reimbursement of education expenses and basic job skills training can lead to

greater employee loyalty to the organisation as well as enhanced job satisfaction. Mazin, (2010); Ojo and Olaniyan (2008); and Cole, (2004) also state that training has effects on job performance in the following ways:

i. Meeting and exceeding expectations**:** When employees are trained, they are more likely to enjoy work and produce the desired results, because they have the knowledge to perform the tasks.
ii. When employees are cross trained, it can increase their experiences and ability to introduce new ideas to their work processes.
iii. Preparing employees for promotion- Training enables employees to perform well at a higher level because they have already acquired some specific skills and knowledge needed to perform the job.
iv. Reduction of errors- employees who are trained properly not only make few mistakes, but can also detect avoidable errors in the course of performing their jobs.
v. Increase productivity and efficiency.
vi. Improve the quantity and quality of work.
vii. Boost employees' morale and organizational climate.

vii Develop new skills, knowledge , understanding and attitudes .

A sizeable body of research (Onuka, 2012; Nassazi,2012; Aminudin, 2012; Aslam, 2011; Alabi, 2005) has also examined the effect of training on organisational performance. Researchers have shown that there is strong link between various training and development practices and organisational performance. They also affirm that training facilitates the achievement of

corporate goals and organizational performance. So they opine that training must be aligned to organisational strategy in order to result in high performance (Quartey, 2012). The above findings suggest that organisations 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.

2.15 Empirical Studies

The study of the impact of staff development programmes on job and organisational performance has attracted the attention of many researchers worldwide such that there are several research reports, expert opinions and theory papers on the subject. Akinyele (2007) in a study titled the impact of Nigerian training programmes on employee performance investigated the relationship between workers training and the achievement of organisational goals as well as the relationship between workers knowledge, skills attitude and job performance. The population of the study was made up of all staff of the International Institute of Tropical Agriculture Ibadan between 2000 and 2006. Purposive sampling technique was used for selecting seventy respondents made up of General Staff, Senior Staff and Management staff and the Chi- Square was used to test the significance of the relationship between the variables. The findings of the study revealed that the training programmes of International Institute of Tropical Agriculture Ibadan were well structured and planned and led to the acquisition of new skills, knowledge and competence required for performance on the job. The researcher also affirms that the growth and development of an organisation

depended on the training given to its employees. The study suggests that organisations interested in efficiency must embark on training programmes for their staff on the job. This is because increase in job performance invariably leads to increase in productivity and achievement of organisational goals.

Hassan (2011) examined the extent to which workers in Adekunle Ajasin University and Rufus Giwa Polytechnic in Ondo State Nigeria patronise distance learning approach to further their education and also investigated the relationship between manpower development and job performance effectiveness of the staff. Survey research was used in order to carry out the study. Three hundred and seventy (370) respondents were used for the study and four (4) research questions were generated from the literature review. The data collected with the aid of a questionnaire was numerically quantified, tabulated and analysed using Likert scale and percentages. The findings from the study showed that: opportunity for training and development was given to all workers in both institutions, most Nigerian Universities do not provide distance learning programmes to citizens and respondents of both institutions reported occasional frustration from colleagues and management in a bid to pursue further education. In addition, the research found that the objectives of floating manpower development for workers were achieved and there was relationship between acquisition of manpower development and job performance at workplace. Based on researchers' findings, it is recommended that workers should be encouraged to patronise distance learning system to further their education. Also Information and Communication

Technology should form part of manpower development programmes in tertiary institutions.

A similar study by Rashid (2008) was on the Effect of Manpower Training and Development on staff performance in the Federal College of Education (FCE) Zaria. The survey method was used and data was collected with the aid of a questionnaire from 125 academic and non- academic staff. The study only made use of descriptive statistics such as frequency counts and percentages to analyse data and test the hypothesis. Findings show that the various training programmes that are available in FCE Zaria did not impact positively in enhancing the skill, knowledge of the staff, their performance on the job and service delivery. The ineffectiveness of the programmes had also led to the problem of staff retention in the college, especially among the highly experienced senior academic staff. Therefore, the study recommends that the college should emphasize on both on the-Job and off-the-Job training for staff of the college and staff training should be the right of every staff. In conclusion the work suggests that effective strategies should be adopted to evaluate the effect of training on staff of the college. Finally, training should not be seen as a routine activity, but as an important aspect of personnel management and should be a constant and continuous exercise.

Equally related to the foregoing is a study by Odinga and Bakkabulindi (2011) who investigated the relationship between staff development programmes and job performance of lecturers in Moi University, Kenyan. A questionnaire was used to collected data from 51 respondents and the data was analysed using

Pearson‘s linear Correlation. Results showed that there was a significant positive correlation between either of training or promotion and job performance. In conclusion the study states that both of training and promotion are pre-requisites for good job performance of lecturers. Hence it recommends that stakeholders should enhance training and promotion of lecturers.

Idem and Archibong (2012) in a study investigated the adjustment challenges of new academic staff in the University of Calabar, Cross River State. The survey research design was adopted and four research questions were used to guide the study. A questionnaire was developed, validated and used for data collection from a sample of 50 new academic staff drawn using stratified random sampling techniques. The data were analysed using descriptive statistics (percentages). The results showed that there was systemic deficiencies on the part of the University administration in terms of organising a planned orientation/training programme for new academic staff, they had to contend with problems associated with teaching and learning, relationship-oriented issues (mentoring)and work environment related issues on their own. It was therefore recommended that orientation/induction programmes should be provided for new staff.

Another study by Aladejana, Aladejana and Ehindero (2006) examined mentoring among eight pairs of University academics in Nigeria. A descriptive survey was used to assess the mentoring process among 16 lecturers. Data was collected with the aid of a questionnaire and it was analysed using descriptive statistics. The findings indicate that mentoring among University academics

operate mostly in an informal and unstructured manner. In addition most of the mentoring relationships were channeled towards research and publication while a negligible part was focused on classroom teaching. Most relationships were initiated and sustained by proximity and academic related activities. It was also found that multiple and same gender mentoring was found to be more common and more successful than single and cross gender mentoring. The researcher therefore recommended that mentoring relationship should be used for initial and continuing teacher education.

Yet another study by Akinnagbe and Baiyeri (2011) on the training needs analysis of lecturers for Information and Communication Technology skills enhancement in Faculty of Agriculture, University of Nsukka. Data for the study was collected from 66 academic staff through the use of a questionnaire.Data were analysed using percentages, Mean Statistics and charts. The results of the study revealed that, lecturers were skilled in general windows operation, word processing and internet/on-line activities but were not skilled in slides preparation/presentation, spreadsheets preparation, and data analysis using computer software. The highest demand for ICT training need by the lecturers was data analysis using computer software like SPSS, GENSTAT, Excel, E-view and the like. The study therefore, recommended that academic staff of the faculty should be exposed to ICT training to enhance teaching and research in the University..

Similarly Jegede (2009) studied the nature and impact of ICT trainings received by teacher educators in South West Nigeria Teacher training institutions

(Universities and Colleges of Education). Data was obtained from a total of 469 teacher educators with the aid of a questionnaire. The data was analysed using descriptive statistics such as means and percentages, and inferential statistics such as the One Way Analysis of Variance and Chi- Square. Results showed that more than half of the educators had been exposed to one form of training or the other but the training did not have significant effect on basic ICT skills. The study suggests a more focused and teacher-targeted ICT training content for teachers.

The study by Nwaboku (1996) titled: Enhancing Instructional Competence in Higher Education, investigated the support efforts provided for the enhancement of pedagogy in some African Universities. It also examined the extent to which the support efforts enhanced pedagogy in the institutions and the prevailing pedagogical needs in the Universities. The survey method of research was used and the instrument for the collection of data was a questionnaire. The respondents were made up of twenty eight (28) lecturers each representing a faculty in sixteen Universities from eleven (11) Anglophone Countries in Africa, Data collected was analysed by simple descriptive statistics. The findings of the study revealed that;

i. Few Universities in Anglophone Africa provided induction courses for new teachers to acquaint them with the pedagogical skills required.

ii. Many University teachers indicated the need for more assistance in their teaching especially in the area of application of a variety of instructional strategies, Media and methods and the evaluation of instruction through workshops and training programmes.

The study was limited to pedagogical needs of lecturers in the Universities and so reaffirmed the need for pedagogical training for teachers in higher institutions.

Peretomode & Chukwuma (2012) in another study examined the relationship between Manpower Development and lecturers' productivity in Tertiary Institutions in Delta State, Nigeria using the ex-post-facto design to collect data from 205 lecturers. The data was analysed with the Pearson Product Moment correlation coefficient and multiple regression statistics. The result showed that manpower development enhances lecturers' productivity irrespective of gender, faculty and type of educational institution. The study recommended that management of tertiary institutions and the National Universities Commission (NUC) should continue to encourage lecturers to actively participate not only in local development efforts but also international seminars, workshops, conferences and short courses outside the shores of Nigeria, by providing funding for sponsorship of lecturers.

Murty and Fathima (2013) studied the perceptions and attitudes of employees towards training and development in public sector unit in India. The survey method of research was adopted and data was collected with the aid of a questionnaire from a total of 402 respondents. The data was analysed using one sample t-test, One Way Analysis of Variance and the Chi- square. Findings from the study showed that the employees had a positive attitude towards nature of work, work environment and training. The study recommended workers' participation in management and decision making.

From the foregoing, it is evident that the studies were not carried out in Polytechnics but have confirmed the notion that staff development programmes have positive and significant effects on job performance in the studied organisations.

2.16 Summary

This chapter highlights scholars' opinions about the topic of this research which is the impact of staff development programmes on the job performance of lecturers in Federal Polytechnics in Nigeria. The review shows the importance of staff development programmes for employees in organisations especially schools. The review on the conceptual framework has clarified the concepts (staff development and job performance) that were used in this study while the theoretical framework revealed that the theory of Human Capital was appropriate for the study. It shows the relationship between the dependent variable (job performance and the independent variable (staff development programmes).

Staff development is an aspect of human resource management concerned with improving the skills and competencies of workers to meet current and future job demands. Effective staff development in any organisation encompasses a systematic approach that consists of a sequence of events that includes: needs assessment, design, implementation and evaluation. Staff development in an organisation can take the form of on the job training, off the job and computer aided methods. The choice of method depends on the kinds of employees to be trained and the main objectives of training.

Another issue reviewed was the staff development programmes in Polytechnics often carried out within a prescribed policy and has provision for development programmes that can enable lecturers add to their qualification, develop their skills, support career development and strengthen the skill base of lecturers in the Polytechnics. There are a variety of programmes available to Polytechnic lecturers in order for them to improve their skills and they include: orientation, mentoring, seminars, workshops, further training and sabbaticals. The contents of such programmes should help lecturers gain mastery of their subject and the methods of teaching it and enable lecturers understand the function of education in the society.

Also reviewed is the literature relevant to orientation programmes. The purpose of orientation is to cushion the challenges new lecturers face and ensure their easy transition into their roles and responsibilities. An adequate orientation programmes should provide new lecturers with specific information on their tasks, show the employees the available facilities in the workplace, provide information of their jobs and its scope and school policies to enhance their personal and professional well-being and improve commitment to the school and students.

The literature review also defines and assesses the importance of mentoring programmes. Mentoring helps to facilitate instructional improvement. A mentor guides, teaches, corrects and serves as a role model to the mentee. Mentoring relationships serve both career and psychosocial functions and it is mutually beneficial to both parties. In higher institutions mentoring may be formal

or informal. In order for mentoring to be achieved the desired result, the mentors have to assist the novice lecturer to develop his/her skills in improving instructional techniques , assisting in lesson plan, action research and serving as a resource and consultant to the mentee in matters that affect the mentees duties.

The issue of the impact of lecturers' participation in Seminars and Workshops on their job performance was also reviewed. The review shows their importance in enhancing lecturers' mastery of their subject, the promotion and sharing of information and the methodology of teaching.

Also reviewed are issues related to the impact of Conferences on the job performance of lecturers. Conferences are a common feature of many Polytechnics where many Colleges or Professional Associations usually organise annual conferences. Participation of lecturers in conferences should assist lecturers exchange ideas, network, update their knowledge and provide a platform for research findings to be shared and reviewed.

Furthermore, issues related to the impact of higher education training on the job performance of lecturers were also reviewed. Further training for higher qualification is recognised as an effective approach for achieving increased efficiency and performance of lecturers. It provides a structured learning and as such many have been sponsored by their institutions and TETFund to undertake such programmes. It is believed that higher training should increase the ability of lecturers to take on higher responsibilities and lead to improved students' performance.

The review also examined the impact of information and Communication Technology training programmes on the job performance of lecturers. ICT literacy programmes are highly encouraged and indispensable in educational institutions. Such programmes should improve the capacity of lecturers to help students learn at their pace, put more information in the hands of lecturers and allow lecturers to keep proper records of students' progress.

Another issue reviewed was the role of Polytechnic managements in staff development. Managements' role is quite critical because it is responsible for promoting lecturer development through monitoring and implementation of staff development policies. As a provider, the management of Polytechnics should provide the necessary support for lecturers to attend various development programmes through the payment of tuition fees, granting of study leaves and sabbaticals. It is also expected that adequate teaching and learning facilities would be provided to promote staff development.

Also reviewed is the issue related to the attitudes of lecturers towards attendance and participation in conferences that shows that the attitude or beliefs could have a significant impact on their professional development as lecturers may not benefit much from training if their attitude towards it is negative. Organisational issues that could constrain the training of lecturers were also reviewed. Some of the issues include extra workload, absence of incentives, and lack of information on staff development programmes and failure of management to provide adequate resources.

The review of empirical studies showed that many authors are of the view that staff development programmes have positive effects on the job performance of workers. Above all, the various studies reviewed have provided a theoretical base for this research and helped to put the research on a clearer perspective by providing a better understanding of the subject of this study and the gaps that need to be filled as none of such studies was carried out in the Federal Polytechnics of Nigeria and hence this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a brief explanation of how the research and data gathering process was conducted. The study is an investigation of the impact of staff development programmes on the job performance of lecturers in the Federal Polytechnics of Nigeria. This chapter covers the following areas: research design, population, sample size and sampling procedures, instrument for the research, reliability and validity of the instrument, the procedure for data collection and method of data analysis.

3.2 Research Design

The research design adopted for the study is the cross sectional survey design. The design is used to describe the attitude, opinions, behaviours or characteristics of a population based on data collected from a sample or population (Bryman, 2008; Ary, Jacobs & Kazavieh, 2002). In other words it is a research in which a group of people or items considered representative of the population is studied by collecting and analysing data from such a group. It also allows for the selection and study of samples drawn from a population so as to discover the distribution, interrelations and the relative incidence of sociological and psychological variables (Babbie, 2008; Nwagwu, 2005; Nworgu 1991). The design allows for making inferences and generalisations from a representative sample of the population. The survey approach was therefore considered appropriate for this study to analyse the opinions of respondents in relation to the

impact of staff development programmes (independent variable) on the job performance of lecturers in the Federal Polytechnics of Nigeria (dependent variable).

3.3 Population of the Study

The population of the study was made up of all the academic staff of the nineteen (19) Federal Polytechnics in Nigeria and their management staff (Rectors, Deputy Rectors, Registrars and Deans) as well as Heads of Departments. These categories of respondents were selected to assess the impact of staff development programmes on the job performance of lecturers. The lecturers were the direct beneficiaries of the programmes and most of them had participated in many staff development programmes while management staff and Heads of Departments are involved in determining staff development policies and implementing such policies. They are expected to know the status and quality of the lecturers in their institutions. The total target population of the study was approximately 6,028 made up of 152 management staff, 386 Heads of Departments and 5490 lecturers (NBTE,2010). Although there are currently twenty one (21) Federal Polytechnics in Nigeria, only 19 were used as the target population because the other two (2): Federal Polytechnic Bali, Taraba State and Federal Polytechnic Ekowe, Bayelsa State were recently established in 2008 and 2009 respectively and had therefore not effectively commenced academic activities at the time of this study. Federal Polytechnic Ekowe commenced academic activities in 2012 while that of Bali started academic activities in 2010. The distribution of the population is shown in Table 3.1 below.

Table 3.1 Target Population of the Study

Name of Respondents	Population	Percentage
Management staff	152	2.5
HODs	386	6.4
Lecturers	5490	91.1
Total	**6028**	**100**

Source: Adapted from NBTE Polytechnics Teaching Staff Distribution Summary by Institution (2009/2010) by NBTE(2010) [CD]

3.4 Sample and Sampling Techniques

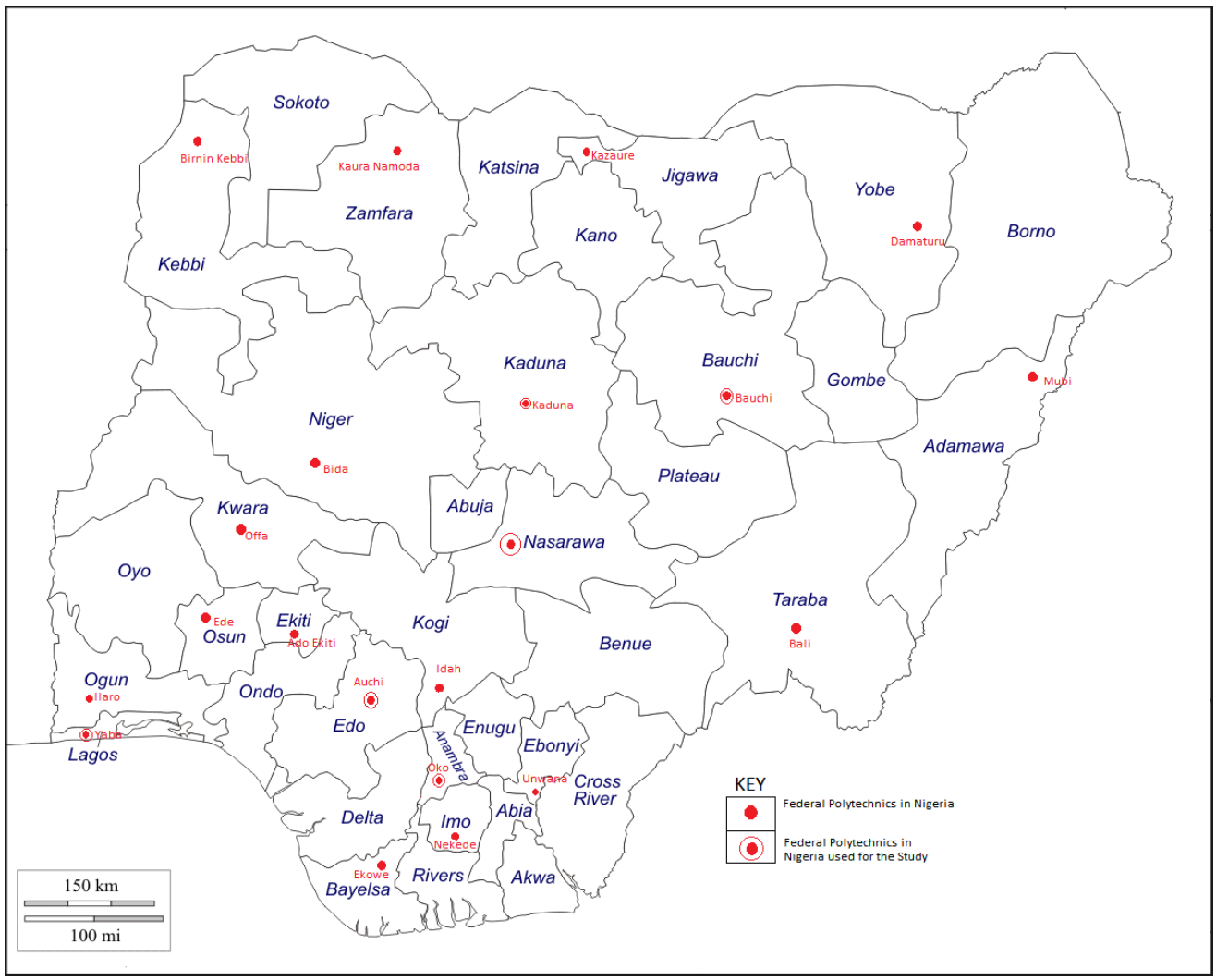
The sampling design used in this research work to choose the sample from the population was a two- stage sampling design. In the first stage, six (6) Polytechnics were selected from the 19 Federal Polytechnics using the stratified sampling technique. The strata used were the six geopolitical zones of Nigeria and selection from each stratum was done based on probability proportional to size technique. In other words, the academic staff strength of a particular institution gave it a better chance of being selected. The sample selection was done by the computer using SPSS complex sample selection menu. The result is shown in Table 3.2 .The total number of sampled Polytechnics was six and the sample size of the Polytechnics was reached after using Aderounmu (1985)'s recommendation that a sample of 30% or more is adequate and appropriate as a sample size. The six sampled Federal Polytechnics include those of Kaduna, Bauchi, Nassarawa, Yaba, Oko and Auchi, representing the six geo- political zones of Nigeria. (Table 3.2 and figure 3.1).

Table 3.2: Federal Polytechnics According to Zones and the Sampled Polytechnics

Zones	Federal Polytechnic	No. of Lecturers	Sampled Polytechnics
North West	Kaduna	957	Kaduna
	Birnin Kebbi	164	
	Kaura Namoda	253	
	Kazuare	91	
North East	Bauchi	283	Bauchi
	Mubi	401	
	Damaturu	115	
North Central	Idah	289	Nassarawa
	Bida	294	
	Nassarawa	381	
	Offa	56	
South West	Yaba	326	Yaba
	Ado Ekiti	20	
	Ilaro	210	
	Ede	221	
South East	Nekede	319	Oko
	Unwana	165	
	Oko	366	
South South	Auchi	579	Auchi
Total	**19**	**5490**	**6**

Source: Adapted from Directory of Accredited Programmes in Polytechnics and Similar Tertiary Institutions. (14thEd.)NBTE,(2009) and NBTE(2010)Polytechnics Teaching Staff Distribution Summary by Institution (2009/2010)[CD]

Fig 3.1 Map of Nigeria showing the Federal Polytechnics in Nigeria



Source: Adapted from List of Polytechnics with Contact Addresses Under the Purview of National Board for Technical Education. National Board for Technical Education, (2012).Retrieved fromwww.nbte.gov.ng/inst_03.html.

In the second stage, the simple random sampling technique was used to select the sample of the population from each Polytechnic. The sample size of lecturers was 20% of the population of lecturers. This was based on Levy and Lemeshow (2008) his recommendation which suggests that 20% is adequate sample size for all non- experimental researches including surveys and quasi

experimental procedures. The sampling was done in such a way that twenty percent (20%) of the entire lecturers in each of the six selected institutions were used. 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 was small in relation to lecturers, all of them were used for the study. Consequently the total number of respondents for this study was 807 made up of 57 management staff, 172 HODs and 578 lecturers. Table 3.3 shows the distribution of the population and sample of the study by status.

Table 3.3:Sampled Institutions, Population and Sample Size of the Respondents

			Management Staff		**Lecturers**		**HODs**	
No	**Geo-Political Zones**	**Sampled Institutions**	**Population**	**Sample**	**Population**	**Sample**	**Population**	**Sample**
1	North West	Kaduna Polytechnic, Kaduna, Kaduna State	11	11	957	191	38	38
2	North East	Federal Polytechnic Bauchi, Bauchi	8	8	283	57	38	38
3	North Central	Federal Polytechnic , Nassarawa	8	8	381	76	15	15
4	South West	Yaba college of Technology Lagos	8	8	326	65	30	30
5	South East	Federal Polytechnic Oko, Oko	8	8	366	73	29	29
6	South South	Auchi Polytechnic, Auchi	11	11	579	116	22	22
		Total	**57**	**57**	**2892**	**578**	**172**	**172**

Source: Adapted from Directory of Accredited Programmes in Polytechnics and Similar Tertiary Institutions. (14thed.) NBTE,(2009) and NBTE(2010) Polytechnics Teaching Staff Distribution Summary by Institution (2009/2010)[CD]

3.5 Instrumentation

The main instruments used for this study was a self-designed structured questionnaire developed by the researcher using the data obtained through the review of literature. The questionnaire was adopted because this is a survey study and the questionnaire method allows for uniformity of question items on issues that are already prevalent. It also allows for confidentiality and anonymity of the respondents and this is very suitable in a descriptive survey (Babbie, 2008; Kenneth & Abbot, 2002). The questionnaire was designed by the researcher in such a way as to answer the research questions and the issues in the hypotheses. The close- ended type of questionnaire was used mainly to elicit responses as it provides control over the participants' range of responses by providing specific response alternatives.

The Impact of Staff Development Programmes on the Job Performance of Lecturers-ISDJPL (Appendix B) was designed for the Polytechnic lecturers, heads of departments and management staff who were the respondents of this study. It consists of two parts. Part one of the instrument contained the bio data which consisted of six items namely status, highest educational qualification, gender, age , years of working in the Polytechnic and information on lecturers' participation in staff development programmes. Part two is the main questionnaire divided into nine sections of A- I. as follows:

Section A requested to know the impact of higher education training programmes

on job performance and retention of the lecturers,

Section B found out the impact of ICT training programmes on the job performance of lecturers,

Section C examined the impact of seminars and workshops on job performance of the lecturers,

Section D enquired about the impact of conferences on job performance of the lecturers,

Section E enquired on the impact of lecturers' participation in orientation programmes and its consequences on their job performance,

Section F sought to know the impact of mentoring of lecturers on their job performance,

Section G asked about the impact of Polytechnics managements' support in staff development programmes to further equip lecturers in their job performance;

Section H investigated the impact of lecturers' attitudes towards conference attendance and participation and their attendant effects on their job performance;

Section I sought to know the impact of organisational issues that constrain staff training and development in the Federal Polytechnics of Nigeria.

The questionnaire items were rated using a five point Likert type scale of measurement as follows: Strongly Agree- 5, Agree -4, Undecided -3, Disagree 2, strongly disagree -1 for sections A- I. By using these sets of graduated response options, individual respondents were expected to indicate their degree of agreement or disagreement with the statements. The total score obtained when the responses were summed up indicated their standing on the variable or attribute being measured. A higher value indicated a more positive response than a lower value.

3.6 Validity of the Instrument

Validity implies the extent to which an instrument measures what it was designed to measure. To determine the content validity of questionnaire utilised in this study, the researcher's colleagues, supervisors and experts in the field of educational management, research and statistics were given the instrument to assess its clarity and relevance. The corrections and modifications made were incorporated into the final copy of the questionnaire. The use of experts to validate the questionnaire was based on the opinions of Ary, Jacobs & Kazavieh (2002) and Kerlinger (1973) who state that scientific validation by some competent colleagues who are familiar with the purpose of the survey is an effective method of content validation of a research instrument.

3.7 Pilot Study

In order to determine the reliability of the instrument of the study, a pilot study was carried out using respondents drawn from Nuhu Bamali Polytechnic, Zaria Kaduna State who were not part of the sampled respondents of the study.

One hundred copies (100) of the questionnaire was administered to the Polytechnic management staff, lecturers and HODs in the following order 4, 90, and 6 respectively and out of this number, 98 copies were returned and correctly filled. The questionnaire items were then analysed to ascertain the instrument's level of reliability using the Cronbach's Alpha formula and the Guttman Split – Half Coefficient.

3.8 Reliability of the Instrument

A pilot test was conducted to find out the reliability of the instrument of the research. It was also done to determine the suitability of the questions to the study and determine how easy the respondents could answer the questions. The Statistical Package for the Social Sciences (SPSS) was used to analyse the data. The result yielded 0.826 Cronbach Alfa 0.905 for Spearman Brown coefficient and 0.900 for Guttman Split – Half reliability Coefficient. All the reliability co-efficient were high and indicated that the instrument was reliable. The reliability of the instrument was accepted because the correlation was close to one (1) (Kenneth & Abbot, 2002). The instrument was therefore satisfactory for use in the research. The questions were found to be suitable and in line with the objectives of the research.

3.9 Administration of the Instrument

In order to successfully administer the instrument to the different respondents, because of the large number of Polytechnics and great distance to be covered, the researcher employed the services of four research assistants to help

distribute the questionnaires. The research assistants were guided on how to conduct the research .The instrument was accompanied by an introductory letter (Appendix A) stating the purpose and significance of the study. The approval of the school authorities was also solicited to administer the questionnaire with a letter from the researcher's school. The respondents were given a week to fill the questionnaire.

3.10 Rate of Return of the Copies of the Questionnaire

A total of 807 copies of the questionnaire were distributed to the respondents. Out of this number, 802 were returned. Table 3.4 highlights the rate of return of copies of the questionnaires according to the respondent status.

Table 3.4: The Questionnaire Rate of Return

Respondents Status	No. of Questionnaires Administered	%	No. of Questionnaire Returned	%
Management staff	57	7	56	6.9
HODs	172	21	168	20.8
Lecturers	578	72	578	72
Total	**807**	**100**	**802**	**99.7**

The result presented in the Table 3.9 indicates that the rate of returned copies of the questionnaire was 802 representing 99.7%.

3.11 Method of Data Analysis

The responses obtained from the questionnaires were tallied, analysed 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. In answering the research questions, responses for strongly agree and agree were regarded as one while undecided remained as one, but disagree and strongly disagree were regarded as one. The mean statistics and standard deviation were used to analyse research questions one to nine. The decision rule for the mean of each response was 3.50 the response was agreed, but if less than 3.50, the response was disagreed.

The Analysis of Variance (ANOVA) was used to analyse hypotheses one to nine. The level of significance chosen for the acceptance or rejection of the hypothesis was 0.05 levels as postulated by Best (1981) that is, If $P<0.05$, (Ho is rejected), if $P>0.05$ (Ho is accepted). The Analysis of Variance was adopted because it assesses whether the means of three or more groups are statistically different from each other (Borg & Gall, 1983). A Post Hoc test with Scheffe procedure was carried out when the F ratio was statistically different to determine which group means were significantly different from one another.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the analysis of the data collected and the results obtained. The data was analysed using the Statistical Package for Social Sciences (SPSS) Version 20.0. The presentation and analyses of data covers the demographic data, presentation and discussion of data in relation to the research questions, hypotheses testing, the summary of major findings and the discussions of the findings. The level of significance set for the study was 0.05.

4.2. Demographic Data

This section presents the analysis of demographic data

Designation of Respondents

Tabulation and percentage were used to determine the frequency distribution of respondents based on designation. Table 4.1 shows the distribution of respondents by designation.

Table 4.1: Distribution of Respondents by Designation

Designation	Frequency	Percentage
Lecturers	578	72.1
Heads of Department	168	20.9
Management staff	56	7.0
Total	**802**	**100.0**

Source : Survey by the Researcher, 2015

Table 4.1 shows the distribution of the three categories of respondents that were used in the study. Lecturers were 578 accounting for 72.1% of the respondents while HODs were 168 accounting for 20.9% and management staff were 56 making 7.0 % of the respondents. The respondents were from six polytechnics, one each from six states in the six geo – political zones of the country.

Highest Educational Qualification

Tabulation and percentages were used to determine the frequency distribution of respondents based on highest educational qualification. Table 4.2 shows the distribution of respondents according to highest educational qualification.

Table 4.2: Educational Qualification of Respondents

Qualification	Frequency	Percentage
Doctoral(PhD)	197	24.6%
Masters	439	54.7
Bachelors	84	10.5
HND	50	6.2
Others	32	4.0
Total	802	100

Source : Survey by the Researcher, 2015

The result presented in the table 4.2 indicates that the respondents with PhD were 197 (24.6%), Masters' degree were 439 (54.7%) while Bachelor's degree were 84(10.5%), those with HND were 50 (6.2%) and others were 32(4.0%). The result indicated that those with higher degrees constituted the

majority of respondents accounting for 79.3% of the respondents and this implies that most staff had undertaken higher degree training.

Gender

The respondents' gender was also analysed using tabulations, frequency and percentages. Table 4.3 highlights the distribution of respondents according to gender.

Table 4.3: Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	562	70
Female	240	30
Total	802	100

Source : Survey by the Researcher, 2015

The result presented in the table 4.3 indicates that the males were 562 (70.%) while females were 240(30%). The analysis indicates that male respondents were more than the females.

Table 4.4: Age Distribution of Respondents

Age	Frequency	Percentage
25-35 years	65	8
36- 45 years	228	28
46- 55 years	320	40
56 – 65 years	189	24
Total	802	100

Source : Survey by the Researcher, 2015

The table 4.4 shows that the respondents of the age bracket 25 – 35 were 65 (8%), 36- 45 were 228 (28 %), 46 -55 were 320(40.%) and 56 – 65 were 189 (24.%). The result indicates that majority of the respondents were between 36-55 years old and therefore require training and development programmes to keep them up to date in terms of skills and knowledge.

Years of Working Experience

Tabulation and percentages were used to determine the frequency distribution of the respondents based on years of teaching experience. Table 4.5 shows the distribution of respondents according to years of teaching experience

Table 4.5: Years of Working Experience of Respondents

Years of Experience	**Frequency**	**Percentage**
0-5 years	56	7
6-10 years	87	11
11- 15years	173	21
16- 20 years	214	27
21- 25 years	153	19
26 - 30 years	89	11
31 years and above	30	4
Total	802	**100**

Source : Survey by the Researcher, 2015

The result as presented in table 4.5 showed that the respondents with 0 – 5 years teaching qualification were 56(7%), 6 – 10 years were 87(11%), 11-15 years were 173 (21%) and those with 16 – 20 years 214(27%). Those that had 21– 25

years of experience were 153 (19%) while those with 26- 30 years were 89(11%) and respondents with 31 years and above experience were 30(4%). From the analysis it can be stated that those that had spent more than ten years were the majority (81%) and this implies that they have adequate length of them to be aware staff development programmes available to them and pursue higher degree programmes.

Types of Staff Development Programmes Undertaken by the Respondents

Respondents were asked if they have participated in any of the available programmes. Their responses are tabulated below in Table 4.8

4.6: Types of Staff Development Programmes Undertaken by the Respondents

	Programme	Frequency	Percentage
1	Higher degree programmes	702	87.5
2	ICT	725	90.5
3	Conferences	777	96.8
4	Seminar	720	89.8
5	Workshops	581	72.5
6	Mentoring	474	59.1
7	Orientation	539	67.2

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 programmes while participation in ICT was affirmed by 725(90.5%) of the respondents. In addition participation in conferences, seminars and workshops

was confirmed by 777(96.8%), 720(89.8%) and 581(72.5%) of the respondents respectively. However, 474(59.1%) participated in mentoring while those who participated in orientation programmes were 539 (67.2%). Based on the analysis, the majority of the lecturers have participated or benefitted from one or more of the available training programmes in the polytechnics.

4.3 Responses on the Impact of Lecturers' Participation in Higher Education Programmes (e.g. Masters or Doctoral Degree) on their job Performance

Cross tabulation and percentages were used to determine the responses of the three groups of respondents on the impact of lecturers' participation in higher education training programmes on their job performance. Table 4.7 below shows the opinions of the respondents.

Table 4.7: Responses on the Impact of Lecturers' Participation in Higher Education Programmes on their job performance

S/No.	Item Statement	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
7	Participation in higher education programmes has broadened lecturers' knowledge of their teaching subject.	Management Staff	55	98.2	0	0.0	1	1.8
		HODs	154	91.7	0	0.0	14	8.3
		Lecturers	481	83.2	15	2.6	82	14.2
8	Lecturers who attended higher education programmes have improved in their research abilities.	Management Staff	56	100	0	0.0	0	0.0
		HODs	168	100	0	0.0	0	0.0
		Lecturers	504	87.2	0	0.0	74	12.4
9	The classroom communication and interactive skills of lecturers has been enhanced as result higher education.	Management Staff	52	92.9	3	5.4	1	1.8
		HODs	148	88.1	6	3.6	14	8.3
		Lecturers	428	74.0	30	5.2	120	20.8
10	Lecturers who participate in higher education programme have improved job satisfaction.	Management Staff	38	67.9	9	16.1	9	16.1
		HODs	98	58.3	14	8.3	56	33.3
		Lecturers	384	66.4	22	3.8	172	29.8
11	Participation in higher education has boosted the morale and commitment to work of lecturers.	Management Staff	42	75.0	11	19.6	3	5.4
		HODs	107	63.7	19	11.3	42	25.0
		Lecturers	374	64.7	45	7.8	159	27.5
12	Lecturers' ability to supervise students' project effectively has been enhanced as result of a highereducation training.	Management Staff	52	92.9	2	3.6	2	3.6
		HODs	163	97.0	5	3.0	0	0.0
		Lecturers	427	73.9	23	4.0	128	22.1
13	Participation in higher education has helped lecturers to be able to handle a range of challenging classroom management issues.	Management Staff	44	78.6	7	12.5	5	8.9
		HODs	141	83.9	14	8.3	13	7.7
		Lecturers	389	67.3	9	1.6	180	31.1
14	Lecturers ability to handle many students' disciplinary problems has been enhanced as result of a higher degree programme.	Management Staff	41	73.2	12	21.4	3	5.4
		HODs	134	79.8	20	11.9	14	8.3
		Lecturers	364	63.0	9	1.6	205	35.5
15	Lecturers who have attended higher degree programmes have improved ability to adapt instruction to meet the needs of students at varying academic levels equally.	Management Staff	43	76.8	4	7.1	9	16.1
		HODs	162	96.4	0	0.0	6	3.6
		Lecturers	350	60.6	40	6.9	188	32.5
16	Lecturers have gained skills to allow students participate actively during their teaching as result of higher education training.	Management Staff	49	87.5	0	0.0	7	12.5
		HODs	127	75.6	0	0.0	41	24.4
		Lecturers	349	60.4	32	5.5	197	34.1
17	Students' learning has been positively affected as result of lecturers' participation in higher degree programmes.	Management Staff	54	96.4	0	0.0	2	3.6
		HODs	140	83.3	0	0.0	28	16.7
		Lecturers	327	56.6	54	9.3	197	34.1
18	Acquisition of higher education has improved productivity of lecturers in the polytechnics .	Management Staff	47	83.9	4	7.1	5	8.9
		HODs	154	91.7	0	0.0	14	8.3
		Lecturers	353	61.1	22	3.8	203	35.1
19	Acquisition of higher degrees especially PhD has a negative impact on staff retention in the Polytechnics.	Management	44	78.6	4	7.1	8	14.3
		HODs	141	83.9	0	0.0	27	16.1
		Lecturers	380	65.7	15	2.6	183	31.7

Source: Field Survey by the Researcher (2014)

In the Table 4.7, item 7, sought to find out whether lecturers' participation in higher degree programmes has broadened the knowledge of their teaching subject and a total of 690(86.0%) respondents agreed made up of 55 (98.2%) management staff, 154 (91.7%) HODs and 481(83.2%) lecturers. However, 15(1.9%) of the respondents were undecided and these were lecturers(2.6%) only while 1(1.8%) management staff, 14 (8.3%) HODs and 82 (14.2%) lecturers disagreed which represents 12.1% of the respondents. Thus it could be said that majority agreed that higher education programmes have broadened lecturers' knowledge of their teaching subject.

Item 8 examined the impact of higher education programmes in enhancing the research abilities of lecturers, the analysis of which shows that 728(90.8%) agreed on the stated issue: 56(100.0%) management staff, 168(100.0%) HODs and 504(87.2%) lecturers. No respondent was undecided but 74 (9.2%) of the respondents all lecturers disagreed. With this finding the respondents have confirmed that higher degree programmes have improved the research abilities of lecturers.

The issue of whether lecturers' participation in higher degree programmes had enhanced their classroom communication and interactive skills was raised in item 9 to which a total of 628(78.3%) respondents agreed. The breakdown is as follows: 52 (92.9%) management staff. 148 (88.1%) HODs and 428(74.0%) lecturers. However, 3(5.4%) management staff 6 (3.6%) HODs and 30(5.2%) lecturers were undecided on the issue representing a total of 39(4.9) of the respondents while 135(16.8%) respondents disagreed: 1(1.8%) management staff, 14(8.3%) HODs and 120(20.8%) lecturers. Based on the outcome of the analysis, the majority of respondents affirmed that higher

education programmes had improved the classroom communication and interactive skills of lecturers in the Polytechnics.

Item 10 examined whether participation in higher degree programmes had improved lecturers' job satisfaction. A high proportion of the respondents demonstrated strong agreement on this issue with a total of 520(64.8%) respondents. The breakdown is as follows: 38 (67.9%) management staff, 98(58.3%) HODs and 384(66.4%) lecturers. But 9(16.1%) management staff, 14(8.3%) HODs and 22(3.8) lecturers were undecided on the issue and this represents 45(5.6%) of the respondents. While 237(29.6%) respondents disagreed: 9 (16.1%) management staff, 56 (33.3%) HODs and 172(29.8%) lecturers. Based on the analysis, respondents confirmed that lecturers had job satisfaction as result of participation in higher degree programmes.

Lecturers' morale and commitment to work had also been boosted as a result of attending higher degree programmes was the view of a sizeable proportion of the respondents to item 11 which had 523(65.2%) respondents in agreement. The breakdown is 42 (75.0%) management staff, 107 (63.7%) HODs and 374(64.7%) lecturers. However, 75(9.4%) respondents were undecided: 11 (19.6%) management staff, 19(11.3%) HODs and 45(7.8%) lecturers while 3(5.4%) management staff, 42 (25.0%)HODs and 159(27.5%) disagreed and this gave the sum of 204(25.4%) of the respondents. Based on this analysis, the respondents affirmed that higher degree programmes had boosted the morale and commitment to work of lecturers by which it is expected that there could be effective teaching and learning.

Item 12 found out respondents' opinion on whether higher degree programmes had improved lecturers' ability to supervise students' project effectively. Findings show that a total of 642(80.0%) respondents agreed with a breakdown of: 52 (92.9%) management staff 163 (97.0%) HODs and 427(73.0%) lecturers. However a total of 30 (3.8%) were undecided being 2(3.6%) management staff ,5(3.0%) HODs and 23(4.0%) lecturers. But 130 (16.2%) respondents: 2(3.6%) management staff and 128(22.1%) lecturers disagreed. The analysis of item 12 reveals that higher degree programmes made lecturers able to supervise students' project effectively. This result is justified as most higher education programmes are research based and it is expected that what lecturers learned could benefit their students as well.

Lecturers' ability to handle a range of challenging classroom management issues as a result of participation in higher qualification programme was sought by item 13. Findings reveal that a total of 574(71.6%) respondents agreed with this stated item .The break down shows that 44 (78.6%) management staff 14 (8.3%) HODs and 389(67.3%) lecturers while those respondents that were undecided on the issue were 30(3.7%) broken down as 7(12.5%) management staff, 14(8.3%) HODs and 9(1.6%) lecturers. A total of 198 (24.7%) respondents disagreed made up of 5(8.9%) management staff, 13 (7.7%) HODs and 180(31.1%) lecturers. The analysis indicates that a majority of the respondents affirmed that higher education training programmes made lecturers able to handle a range of challenging classroom management issues.

Item 14 found out whether lecturers could handle many students' disciplinary problems as a result of higher degree programmes. From the findings 41(78.6%)

management staff, 134 (79.8%) HODs and 364(63.0%) lecturers agreed on this issue and this represents539 (67.2%) respondents while 41(5.1%) respondents were undecided with a breakdown as follows: 12 (21.4%) management staff, 20 (11.9%) HODs and 9(1.6%) lecturers. On the other hand 222(27.7%) respondents disagreed: 3(5.4%) management staff, 14 (8.3%) HODs and 205(35.5%) lecturers. Going by the majority of positive responses on item 14 the respondents confirmed that higher education programmes had enhanced the capability of lecturers to handle many students' disciplinary problems.

Higher education training has impact on lecturers' ability to adapt instruction to meet the needs of students at varying academic levels equally was the outcome of the opinion of respondents to item 15 in which 555 respondents representing 69.2% agreed. The breakdown is 43(76.8%) management staff, 162 (96.4%) HODs and 350(60.6%) lecturers. However, 44(5.5 %) respondents were undecided; 4(7.1%) management staff and 40(6.9%) lecturers while 203(25.3%) respondents disagreed and this consists of 9 (16.1%) management staff, 6 (3.6%) HODs and 188(32.5%) lecturers. The level of agreement by the respondents confirmed that lecturers' teaching skills have been enhanced.

Item 16 enquired whether higher education programmes had impact on lecturers' ability to allow students' participation in classroom activities. The outcome of this analysis shows that majority of the respondents who were altogether 525 (65.5%) were in agreement with the issue. The breakdown is as follows: 49 (87.5%) management staff, 127 (75.6%) HODs and 349 (60.4%) lecturers. However 32 (4.0%) respondents all lecturers were undecided while 245 (30.5%) respondents disagreed: 7(12.5%)

management staff, 41 (24.4%) HODs and 197 (34.1%) lecturers. The positive response on the issue demonstrates that the respondents have declared that high education training had improved lecturers' teaching skills such that they could allow discussion in the class which facilitates teaching and learning.

Another issue that attracted a high positive response was the impact of lecturers' acquisition of higher degrees on students' learning contained in item 17. A total of 521 (65%) agreed on this issue. The breakdown is as follows: 54(96.4%) management staff, 140 (83.3%) HODs and 327 (56.6%) lecturers. Only lecturers were undecided and they were 54(9.3%) representing 6.7% of the respondents. However, 227 (28.3%) respondents disagreed made up of 2(3.6%) management staff, 28 (16.7%) HODs and 197 (34.1%) lecturers. By this the respondents declared that participation in higher degree programmes by lecturers had positive impact on students' learning which is expected as training and development of lecturers can only be meaningful when it impacts on students' learning. Moreover the goal of training is to enhance lecturers' ability to impact knowledge on students.

Participation in higher education training programmes has improved lecturers' productivity in the Polytechnics is the interpretation that emanated from the analysis of the responses to item 18 in which majority of the respondents 554 representing 69.1% agreed on the issue. When broken down the analysis reveals that 47(83.9%) of management, 154 (91.7%) HODs and 353 (61.1%) lecturers agreed. On the other hand, 26 (3.2%) respondents were undecided: 4 (7.1%) management staff, 0 (0.0%) HODs and 22 (3.8%) lecturers while 222 (27.7%) disagreed as follows; 5 (8.9%) management staff, 14 (8.3%) HODs and 203 (35.1%) lecturers. Based on the majority opinion the

respondents declared that higher degree programmes by lecturers had positive impact on lecturers' productivity which is justified because the goal of any programme of development in the Polytechnics is to improve productivity.

Item 19 was to find out whether the acquisition of higher degrees especially PhDs negatively affected the retention of lecturers in the Polytechnic. Findings show that the majority of respondents 565 (70.4%) agreed on this stated item: 44(78.6%) management staff 141 (83.9%) HODs and 380(65.7%) lecturers while 19 (2.4%) respondents were undecided as follows: 4 (7.1%) management staff and 15(2.6%) lecturers while 218 (27.2%) respondents disagreed: 8 (14.3%) management staff, 27 (16.1%) HODs and 183 (31.7%) lecturers. The outcome of this analysis confirmed that some lecturers left their institutions after acquiring PhDs which is instructive as it is a pointer to the fact that the environment of the Polytechnics may not be conducive for their future career development.

4.4: Responses on the Impact of Lecturers' Participation in Information and Communication Technology Programmes on their Job Performance

Cross tabulation and percentages were used to determine the responses of the three groups of respondents on the impact of lecturers' participation in ICT programmes on their job performance and table 4.8 below shows the opinions of the respondents.

Table 4.8: Responses on the Impact of Lecturers' Participation in Information and Communication Technology Programmes on their job Performance.

S/NO	Item Statement	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
20	Lecturers have participated in ICT programmes, hence they can access different types of learning materials and use them to make classroom activities more interactive.	Management Staff	55	98.2	0	0.0	1	1.8
		HODs	149	88.7	5	3.0	14	8.3
		Lecturers	449	77.7	0	0.0	129	22.3
21	Lecturers can use audio-visual materials like power point to teach.	Management Staff	42	75.0	8	14.3	6	10.7
		HODs	122	72.6	0	0.0	46	27.4
		Lecturers	446	77.2	7	1.2	125	21.6
22	Participation of lecturers in ICT programmes has enhanced their access to (browse) new forms of information on the net and direct students to websites that they already know.	Management Staff	52	92.9	2	3.6	2	3.6
		HODs	118	70.2	22	13.1	28	16.7
		Lecturers	519	89.8	0	0.0	59	10.2
23	Lecturers have basic word processing skills to prepare lesson notes and plans.	Management Staff	42	75.0	13	23.2	1	1.8
		HODs	127	75.6	27	16.1	14	8.3
		Lecturers	533	92.2	0	0.0	45	7.8
24	Lecturers can browse information and use it to teach.	Management Staff	55	98.2	0	0.0	1	1.8
		HODs	154	91.7	0	0.0	14	8.3
		Lecturers	549	95.0	7	1.2	22	3.8
25	ICT training has made lecturers acquire skills to interact with students beyond the Polytechnic environment through the use of email and websites.	Management Staff	47	83.9	3	5.4	6	10.7
		HODs	102	60.7	8	4.8	58	34.5
		Lecturers	364	63.0	72	12.5	142	24.6
26	Lecturers can compute students' scores using Microsoft excel.	Management Staff	44	78.6	0	0.0	12	21.4
		HODs	91	54.2	5	3.0	72	42.9
		Lecturers	346	59.9	14	2.4	218	37.7
27	ICT training has made lecturers able to use database applications to keep records of students' grades and be able to keep track of students' overall progress.	Management Staff	38	67.9	8	14.3	10	17.9
		HODs	91	54.2	5	3.0	72	42.9
		Lecturers	308	53.3	52	9.0	218	37.7
28	Lecturers can upload (put) course materials on the website or email for students.	Management Staff	39	69.6	9	16.1	8	14.3
		HODs	119	70.8	8	4.8	41	24.4
		Lecturers	325	56.2	36	6.2	217	37.5
29	Lecturers can do file navigation (save files, create and rename files).	Management Staff	42	75.0	7	12.5	7	12.5
		HODs	117	69.6	19	11.3	32	19.0
		Lecturers	482	83.4	16	2.8	80	13.8

Source: Field Survey by the Researcher (2014).

In the table 4.8, item 20 sought to find out whether participation of lecturers in ICT programmes had made them able to access different types of learning materials and use them to make classroom activities more interactive. The finding indicates that

653(81.4%) respondents agreed as follows: 55 (98%) management staff, 149 (88.7%) HODs and 449 (77.7%) lecturers. However, 5(0.6%) respondents who were all HODs were undecided. The respondents that disagreed on the issue were a total of 144 (18.0%). They are as follows: 1 (1.8 %) management staff, 14 (8.3&) HODs and 129 (22.3%) lecturers. By the level of agreement demonstrated by the respondents on item 20, they indicated that lecturers could access varieties of learning materials on the internet and use it to teach. Going by the outcome of this analysis it is expected that lecturers and students would have adequate teaching and learning materials at their disposal.

The level of agreement shown by respondents on item 21 was overwhelming. Clearly the respondents have declared that ICT training programmes in the Polytechnics had enhanced lecturers' ability to use audio-visual materials like power point to teach as an aggregate of 610 representing 76.1% agreed with the issue broken down into: 42(75.0%) management staff, 122 (72.6%) HODs and 446 (77.2%) lecturers agreed with the stated item. On the other hand, 177(22.1%) respondents disagreed:6(10.7%) management staff, 46 (27.4%) HODs and 125(21.6%) lecturers, while 15(1.8%) respondents were undecided. The breakdown is 8(14.3%) management staff and 7 (1.2%) lecturers. The high proportion of positive responses is a pointer that ICT literacy of lecturers had improved.

The issue of whether ICT programmes had impact on lecturers' ability to access (browse) new forms of information on the net and direct students to websites they already known was the focus of item 22. Six hundred and eighty nine respondents (85.9%) agreed with the stated item. The breakdown is as follows: 52 (92.9%) management staff, 118

(70.2%) HODs and 519 (89.8%) lecturers. However 24(3.0%) respondents were undecided on the issue: 2(3.6%) management staff, 22 (13.1%) HODs and no lecturer was undecided. While 89 (11.1%) disagreed comprising of 2 (3.6%) management staff, 28 (16.7%) HODs and 59 (10.2%) lecturers. The analysis of item 22 reveals that the majority of the respondents stated that lecturers could browse for information on the net and direct students to relevant websites. The outcome of this analysis is justified since it is expected that ICT training should enhance teaching and learning.

Item 23, examined whether ICT training programmes had impact on lecturers' word processing skills. The results showed that 42 (75.0%) management staff, 127 (75.6%) HODs and 533 (92.2%) lecturers agreed which summed up to a total of 702 (87.5%) respondents that agreed on this issue. But a total of 40 (5.0%) were undecided: 13 (23.2%) management staff, 27 (16.1%) HODs while a total of 60(7.5%) respondents disagreed: 1 (1.8%) management staff, 14 (8.3%) HODs and 45 (7.8%) lecturers. From the outcome of this analysis it may be deduced that majority of the respondents 702 (87.5%) stated that ICT training programmes had lecturers to have basic word processing skills to prepare lesson notes and plans. This view is justified as it will be a share waste of resources and time if after ICT training lecturers did not acquire basic word processing skills.

The extent of agreement given by respondents to item 24 which enquired whether lecturers could browse information and use it to teach as a result of participating in ICT training programmes in the Polytechnics was overwhelming. A total of 758 respondents representing 94.5% agreed on the issue. The breakdown is as follows: 55(98.2%)

management staff, 154 (91.7%) HODs and 549 (95.0%) lecturers. On the contrary, 37(4.6%) respondents disagreed, made up 1(1.8%) management staff, 14 (8.3%) HODs and 22(3.8%) lecturers while 7 (0.9%) respondents, all lecturers, representing 0.9% of the respondents, were undecided. By this outcome, the respondents affirmed that lecturers could browse for information on the net and use it to teach. The outcome of this analysis is instructive and indicative of the expectation of society for lecturers in the Polytechnics to be able to key into the increasing application of ICT to improve teaching and learning.

Item 25 sought to find out whether lecturers could interact with students beyond the Polytechnic environment through the use of email and websites. The analysis shows that 513 (64.0%) respondents agreed on this issue: 47(83.9%) management staff, 102(60.7%) HODs and 364 (63.0%) lecturers. A total of 83 (10.3%) were undecided: 3 (5.4%) management staff 8 (4.8%) HODs and 72 (12.5%) lecturers while 206 (25.7%) respondents disagreed: 6 (10.7%) management staff 58 (34.4%) HODs and 142 (24.6%) lecturers. From the analysis the respondents declared that computer training programmes had made lecturers able to interact with students beyond the Polytechnic environment through the use of email and websites in line with the expectation of all stakeholders as result of the growing trend in the application of ICT to teaching and learning.

The issue of the impact of ICT training programmes on lecturers' ability to compute students' score using Microsoft Excel was examined by item 26 to which a total of 481 (60.0%) respondents agreed that lectures could compute students' scores using Microsoft Excel. The breakdown is as follows: 44 (78.6%) management staff 91 (54.2%) HODs and 346 (59.9%) lecturers. A total of 19 (2.4%) respondents were undecided on

the issue: 5 (3.0%) HODs, 14 (2.4%) lecturers and no management staff were undecided. On the contrary, 302 (37.6%) disagreed on the issue: 12(21.4%) management staff, 72 (42.9%) HODs and 218 (37.7%) lecturers. With a majority 60% agreement it can be deduced that the respondents declared that lecturers could use Microsoft Excel to compute students' scores. However, the fact that a significant proportion of HODs and lecturers expressed disagreement on the stated issue points to the fact that many lecturers may not be able to use Microsoft excel to compute students' scores.

The ability of lecturers to use database applications to keep records of students' overall progress was examined by item 27. Findings indicate that 437 (54.5%) respondents agreed: 38(67.9%) management staff, 91 (54.2%)HODs and 308(53.3%) lecturers while 65(8.1%) were undecided: 8(14.3%) management staff, 5(3.0%) HODs and 52 (9.0%) lecturers. However, 300 (37.4%) respondents disagreed as follows 10 (17.9%) management staff, 72 (42.9%) HODs and 218 (37.7%) lecturers. From the outcome of item 27 analysis, the respondents confirmed that lecturers could use data base applications to keep the records of students' grades but being that there was an almost equal number of respondents who disagreed on the issue, it could be interpreted to mean that some lecturers were unable to use data base applications.

Going by the opinions of respondents on item 28, a sizeable proportion of them declared that lecturers' participation in ICT training programmes enhanced their ability to upload course materials on websites or email for students. The result shows that 483(60.2%) agreed, made up of 39(69.6%) management staff, 119 (70.8%) HODs and 325 (56.2%) lecturers. However, 53 (6.6%) respondents were undecided as follows

9(16.1%) management staff, 8(4.8%) HODs and 36(6.2%) lecturers while a total of 266 (33.2%) disagreed: 8 (14.3%) management staff, 41(24.4%) HODs and 217 (37.5%) lecturer's. From the analysis it can be deduced that majority (60.2%) agreed that lecturers could upload course materials on websites or email for students.

Item 29 raised the issue of whether lecturers could do file navigation (save files, create and rename files) as a result of ICT training programmes in the Polytechnics. The results show that 641 (79.9%) agreed and the breakdown is as follows: 42(75.0%) management staff, 117(69.6%) HODs and 482(83.4%) lecturers. However, 42(5.2%) respondents were undecided: 7(12.5%) management staff, 19 (11.3%)HODs and 16 (2.8%) lecturers while 119 (14.9%) disagreed as follows: 7(12.5%) management staff, 32 (19.0%) HODs and 80 (13.8%) lecturers. Based on the outcome of this analysis the majority of the respondents (79 .9%) stated that lecturers could navigate files that is save files, create and rename files which enhances their job performance. The justification for this response level is based on the fact that ICT training would be meaningless if the beneficiaries cannot perform simple computer operations.

4.5 Responses on the Impact of Lecturers' Participation in Seminars and Workshops on Their job Performance

Cross tabulation and percentages were used to determine the responses of the three groups of respondents on the impact of lecturers' participation in seminars and workshops on their job performance. Table 4.9, below shows the opinions of the respondents.

Table 4.9: Responses on the Impact of Lecturers' Participation in Seminars and Workshops on their job Performance

S/NO	Item statement	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
30	Lecturers have acquired knowledge that is directly relevant to their teaching in the Polytechnic as result of participation in seminars and workshops.	Management Staff	44	78.6	0	0.0	12	21.4
		HODs	140	83.3	0	0.0	28	16.7
		Lecturers	367	63.5	21	3.6	190	32.9
31	Lecturers could incorporate a variety of teaching methods (e.g. lectures, discussion) to achieve desirable goalsafter taking part in seminars and workshops.	Management Staff	44	78.6	8	14.3	4	7.1
		HODs	154	91.7	0	0.0	14	8.3
		Lecturers	357	61.8	45	7.8	176	30.4
32	An impact of lecturers' participation in seminars and workshop is that they are able to adapt lectures to students' needs and capacities.	Management Staff	46	82.1	8	14.3	2	3.6
		HODs	163	97.0	5	3.0	0	0.0
		Lecturers	435	75.3	54	9.3	89	15.4
33	Participation of lecturers in seminars and workshops made them learn practical skills in operating machines and tools.	Management Staff	45	80.4	8	14.3	3	5.4
		HODs	122	72.6	32	19.0	14	8.3
		Lecturers	299	51.7	100	17.3	179	31.0
34	Lecturers' classroom communication and interactive skills (e.g. correct use of language, oral and written) has been enhanced as result of attending seminars and workshops.	Management Staff	53	94.6	3	5.4	0	0.0
		HODs	155	92.3	13	7.7	0	0.0
		Lecturers	383	66.3	52	9.0	143	24.7
35	Lecturers can manage their classroom activities effectively after being exposed to seminars and workshops.	Management Staff	39	69.6	13	23.2	4	7.1
		HODs	135	80.4	6	3.6	27	16.1
		Lecturers	447	77.3	41	7.1	90	15.6
36	Lecturers can use various techniques (e.g. observation, test) to determine students' performance having participated in seminars and workshops.	Management Staff	42	75.0	5	8.9	9	16.1
		HODs	122	72.6	5	3.0	41	24.4
		Lecturers	423	73.2	51	8.8	104	18.0
37	As a result of seminars and workshops lecturers can use modern instructional technology to teach effectively.	Management Staff	39	69.6	7	12.5	10	17.9
		HODs	108	64.3	5	3.0	55	32.7
		Lecturers	364	63.0	42	7.3	172	29.8
38	Participation in seminars and workshops has taught lecturers to effectively handle students' disciplinary problems.	Management Staff	44	78.6	7	12.5	5	8.9
		HODs	148	88.1	6	3.6	14	8.3
		Lecturers	374	64.7	74	12.8	130	22.5
39	Participation in seminars and workshops has improved lecturers' ability to use lecture time well.	Management Staff	43	76.8	3	5.4	10	17.9
		HODs	116	69.0	5	3.0	47	28.0
		Lecturers	413	71.5	64	11.1	101	17.5

Source: Field Survey by the Researcher (2014)

In table 4.9, item 30 examined whether the participation of lecturers in seminars and workshops made them acquire knowledge that was directly relevant to their teaching in the school. Findings reveal that 551(68.7%) respondents agreed as follows: 44 (78.6%) management staff, 140 (83.3**%)** HODs and 367(63.5%) lecturers, while 21 (3.6%) lecturers were undecided and this represents 2.6% of the respondents leaving 12 (21.4%) management staff,28(16.7%) HODs and 190(32.9%) lecturers who disagreed by a total of 230(28.7%) respondents. Item, 30 analyses indicates that a majority of the respondents agreed that lecturers' participation in seminars had made them acquire knowledge that was relevant to their teaching.

The impact of lecturers' participation in seminars and workshops on their ability to incorporate a variety of methods to achieve desirable goals was the focus of item 31. From the analysis a sizeable proportion of the respondents with an aggregate of 555 (69.2%) agreed with the stated issue. The breakdown is 44 (78.6%) of management staff, 154 (91.7%) HODs and 357(61.8%) lecturers. However 8 (14.3) management staff and 45(7.8%) lecturers were undecided which summed up to 53(6.6%) while 4 (7.9%) management staff, 14 (8.3%) HODs and 176(30.4%) lecturers disagreed and this represents 194(24.2%) respondents that disagreed. It can be deduced that majority of respondents 69.2% affirmed that the participation of lecturers in seminars and workshops had improved lecturers' teaching as they were able to incorporate a variety of methods in teaching to achieve desirable goals. The result is justified in the light of the fact that staff development programmes are geared towards improving the capacity of lecturers.

Item 32 investigated the impact of seminar and workshop participation on lecturers' ability to adapt lectures to students' needs and capacities. The analysis shows that 644(80.3 %) respondents agreed on this issue: 46 (82.1%) management staff, 163 (97.6%) HODs and 435(75.3%) lecturers. The respondents that were undecided were 67(8.4%) as follows: 8 (14.3%) management staff, 5 (3.0%) HODs and 54(9.3%) lecturers while those that disagreed were 91(11.3%) and these were 2(3.6%) management staff and 89(15.4%) lecturers. With an overwhelming majority agreeing on this issue the respondents have affirmed that lecturers could adapt lectures to students' needs and capacities as result of participation in seminars and workshops. Based on this finding it is expected that teaching and learning of students could be enhanced.

Item 33 analysis reveals that 45 (80.4%) management staff, 122 (72.6%) HODs and 299 (51.7%) lecturers confirmed that lecturers' participation in seminars and workshops had made them to learn practical skills in operating machines and tools. This represents a total of 466 (58.1%) respondents that agreed with the stated item. On the other hand 140 (17.5%) respondents were undecided on the issue: 8 (14.3%) management staff, 32 (19.0%) HODs and 100 (17.3%) lecturers while 196 (24.4%) disagreed: 3 (5.4%) management staff, 14 (8.3%) HODs and 179 (31.0%) lecturers. Going by the opinion of the respondents, lecturers learnt practical skills in operating machines from participation in seminars and workshops. This response level is expected based on the fact that the objective of workshops in the Polytechnics is to teach practical skills.

Item 34 examined the impact of seminars and workshops on lecturers' classroom communication and interactive skills. The findings show an overwhelming positive

responses on the issue as a total of 591(73.7%) agreed with this issue. The breakdown is as follows 53 (94.6%) management staff, 155 (92.3%) HODs and 383(66.3%) lecturers. The number of respondents that were undecided on the issue were 68 (8.5%) made up of 3(5.4%) management staff, 13 (7.7%) HODs and 52(9.0%) lecturers. One hundred and forty three (24.7%) lecturers representing 17.8% of the respondents however, disagreed on this issue. Based on the outcome of item 34 analysis the respondents clearly stated that the participation of lecturers in seminars and workshops had positive impact on their classroom communication and interactive skills.

Item 35 found out respondents' opinion on whether lecturers could manage their classroom activities effectively as result of participation in seminars and workshops. Findings show that a total of 621 (77.4%) respondents agreed. The breakdown is as follows: 39 (69.6%) management staff, 135 (80.4%) HODs and 447(77.3%) lecturers. However, 13(23.2%) management staff, 6 (3.6%) HODs and 41(7.1%) lecturers were undecided on the issue and this represents 7.5% of the respondents. A total of 121 (15.1%) disagreed. This is made up of 4 (7.1%) management staff, 27 (16.1%) HODs and 90(15.6%) lecturers. The analysis of item 35 shows that a reasonable number of the respondents agreed that seminars and workshops had positive impact on lecturers' ability to manage their classroom activities effectively.

The impact of lecturers' participation in seminars and workshops on their ability to use various techniques to determine students' performance was sought by item 36. A total of 587 respondents representing 73.2% agreed on this issue. The breakdown indicate that 42(75.0%) management staff, 122 (72.6%) HODs and 423(73.2%) lecturers

agreed. However a total of 61 (7.6%) were undecided on the issue. 5 (8.9%) management staff, 5(3.0%) HODs and 51(8.8%) lecturers while a total of 154 (19.2%) disagreed as follows: 9(16.1%) management staff, 41 (24.4%) HODs and 104(18.0%) lecturers. Item 36, analysis reveals that majority of the respondents affirmed that seminar and workshops participation by lecturers impacted on their abilities to use various techniques to determine students' performance.

Item 37 enquired whether participation in seminars and workshops had improved lecturers' ability to use modern instructional technology to teach students effectively. The analysis showed that 511(63.7%) respondents agreed with this view: 39 (69.6%) management staff,108 (64.3%) HODs and 364(63.0%) lecturers. However, 54(6.7%) respondents were undecided made up of 7(12.5%) management staff, 5 (3.0%) HODs and 42(7.3%) lecturers. While a total of 237(29.6%) respondents disagreed on this issue: 10 (17.9%) management staff, 55 (32.7%) HODs and 172(29.8%) lecturers. Going by the outcome of Item 37 analysis, the respondents declared that the lecturers were able to use modern instructional technology to teach affectively as a result of participation in workshops. The justification for this response level can be attributed to the fact that ICT is increasing being encouraged.

Item 38 examined the impact of participation in seminar and workshops on lecturers' ability to effectively handle students' disciplinary problems and findings reveal that a total of 566 (70.6%) respondents agreed on this issue of which the breakdown is as follows: 47 (78.6%) management staff , 148 (88.1%) HODs and 374(64.7%) lecturers. The respondents that were undecided were 87 (10.8%) comprising of 7(12.5%)

management staff, 6 (3.6%) HODs and 74(12.8%) lecturers while a total of 149(18.6%) disagreed on the stated issue: 5(8.9%) management staff, 14 (8.3%) HODs and 130(22.5%) lecturers. The analysis of item 38 reveals that a high proportion of the respondents affirmed that lecturers could effectively handle students' disciplinary problems as a result of participation in seminars and workshops.

Item 39 found out the impact of participation of lecturers in seminars and workshops on their ability to use lecture time well and from the findings a total of 572 (71.3%) respondents agreed on the issue comprising of 43 (76.8%) management staff and 5(3.0%) HODs and 413(71.5%) lecturers while a total of 72(9.0%) were undecided; 3(5.4%) management staff, 5(3.0%) HODs and 64(11.1%) lecturers whereas a total of 158(19.7%) respondents disagreed: 10 (17.9%) management staff, (28.0%) HODs and 101(17.5%) lecturers. The analysis of item 39 shows that majority (71.3%) stated that lecturers' participation in seminars and workshops had improved their skills to use lecture time well. Based on this outcome it is expected that the curriculum could be fully covered to ensure that students gained the desired knowledge.

4.6: Responses on the Impact of Lecturers' Participation in Conferences on their job Performance

Cross tabulation and percentages were used to determine the responses of the three groups of respondents on the impact of lecturers' participation in conferences on their job performance. Table 4.10 below shows the opinions of the respondents.

Table 4.10:Responses on the Impact of Lecturers' Participation in Conferences on their job Performance

S/NO	Item Statement	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
40	Lecturers have participated in conferences hence they have gained skills in making public presentations.	Management Staff	52	92.9	0	0.0	4	7.1
		HODs	146	86.9	0	0.0	22	13.1
		Lecturers	529	91.5	14	2.4	35	6.1
41	Lecturers could write scholarly papers as result of participation in seminars.	Management Staff	51	91.1	5	8.9	0	0.0
		HODs	149	88.7	19	11.3	0	0.0
		Lecturers	504	87.2	28	4.8	46	8.0
42	Participation in conferences has broadened lecturers' knowledge of the subject they teach.	Management Staff	55	98.2	0	0.0	1	1.8
		HODs	154	91.7	0	0.0	14	8.3
		Lecturers	479	82.9	30	5.2	69	11.9
43	Lecturers can teach effectively by connecting students' prior knowledge and experience to the learning process as result of participating in conferences.	Management Staff	56	100	0	0.0	0	0.0
		HODs	168	100	0	0.0	0	0.0
		Lecturers	478	82.7	16	2.8	84	14.5
44	Knowledge of new research developments in lecturers' subject area has been increased as result of participating in conferences.	Management Staff	54	96.4	1	1.8	1	1.8
		HODs	140	83.3	14	8.3	14	8.3
		Lecturers	508	87.9	32	5.5	38	6.6
45	Participation in conferences has improved lecturers' ability to publish their work in academic journals or conference proceedings.	Management Staff	56	100	0	0.0	0	0.0
		HODs	168	100	0	0.0	0	0.0
		Lecturers	487	84.3	59	10.2	32	5.5
46	Lecturers' supervision of students' projects has been enhanced as result of participation in conferences.	Management Staff	54	96.4	1	1.8	1	1.8
		HODs	154	91.7	0	0.0	14	8.3
		Lecturers	478	82.7	23	4.0	77	13.3
47	Participation in conferences has enhanced lecturers' ability to develop students' critical thinking and problem solving skills.	Management Staff	49	87.5	1	1.8	6	10.7
		HODs	113	67.3	0	0.0	55	32.7
		Lecturers	438	75.8	24	4.2	116	20.1
48	Lecturers can design and carry out research effectively as result of taking part in conferences.	Management Staff	51	91.1	4	7.1	1	1.8
		HODs	141	83.9	13	7.7	14	8.3
		Lecturers	453	78.4	40	6.9	85	14.7
49	Lecturers have gained knowledge that is directly relevant to their teaching subject in the school as result of conferences.	Management Staff	38	67.9	9	16.9	9	16.9
		HODs	121	72.0	6	3.6	41	24.4
		Lecturers	434	75.1	23	4.0	121	20.9
50	Participation in conferences has enhanced lecturers' ability to cooperate with other lecturers in finding solutions to problems of common interest.	Management Staff	41	73.2	4	7.1	11	19.6
		HODs	127	75.6	0	0.0	41	24.4
		Lecturers	515	89.1	16	2.8	47	8.1

Source : Field Survey by the Researcher (2014)

In the Table 4.10, item 40 sought to know whether lecturers' participation in conferences impact on their skills in making public presentations. A total of 727 (90.6%) respondents agreed with this view: 52(92.9%) management staff, 146(86.9%) HODs and 529(91.5%) lecturers. However, 14(2.4%) lecturers were undecided which represents 1.7% of the respondents but 61(7.7%) disagreed: 4(7.1%) management staff, 22(13.1%) HODs and 35(6.1%) lecturers. Item 40 analyses reveal that a majority of the respondents confirmed that conferences had made lecturers to gain skills in making public presentations.

Item 41 investigated the impact of participation in conferences on lecturers' ability to write scholarly papers. Findings show that 704(87.8%) respondents agreed with the breakdown which shows that 52(92.9%) were management staff, 149(88.7%) HODs and 504(87.2%) lecturers. However, a total of 52(6.5%) were undecided on the issue: 5(8.9%) management staff, 19(11.3%) HODs and 28(4.8%) lecturers. On the other hand, 46(5.7%) respondents disagreed which were all lecturers. Thus, item 41 shows that an overwhelming majority agreed that lecturers could write scholarly papers as a result of participation in conferences.

Item 42 examined the impact of lecturers' participation in conferences on their knowledge of the subject they teach and a total of 688(85.8%) respondents agreed on this view as follows: 55(98.2%) management staff, 154(91.7%) HODs and 479(82.9%) lecturers while30(3.7%) all lecturers were undecided leaving 84 (10.5%) respondents who disagreed made up of 1(1.8%) management staff, 14(8.3%) HODs and 69(11.9%) lecturers. Based on the outcome of item 42 analysis, the majority of respondents affirmed

that lecturers' participation in conferences had broadened their knowledge of the subject they teach. The response level is justified in the light of the fact that conferences are meant to address a variety of issues of interests to the lecturers and society in general.

The impact of conferences on lecturers' ability to teach effectively by connecting students' prior knowledge and experience to the learning process was the focus of item 43. The positive response of the respondents was overwhelming based on the aggregate of 702(87.5%) respondents that agreed with the stated issue. The breakdown is as follows: 56(100.0%) management staff, 168(100.0%) HODs and 478(82.7%), lecturers while 16(2.0%) respondents all lecturers were undecided and whereas 84(10.5%) respondents that were also lecturers disagreed. With this outcome the respondents confirmed that lecturers' participation in conferences enhanced their ability to relate students' prior knowledge to what was being taught which could be interpreted that lecturers' teaching skills have been enhanced.

Lecturers' participation in conferences made them to have knowledge of new research developments in their subject area was the expressed opinion of respondents from the analysis of item 44. A total of 702 (87.5%) agreed on this issue. The breakdown is as follows: 54(96.4%) management staff, 140(83.3%) HODs and 508(87.9%) lecturers. But 47(5.9%) respondents were undecided: 1(1.8%) management staff and 14(8.3%) HODs and 32(5.5%) lecturers. However, 53(6.6%) respondents disagreed: 1(1.8%) management staff, 14(8.3%)HODs and 38(6.6%) lecturers. The response level is justified since an important aim of conferences is to provide a platform for academics to expose their research findings.

Another issue, on which a sizeable number of respondents agreed on, was the impact of lecturers' participation in conferences on their ability to publish their work in academic journals or conference proceedings as investigated in item 45. Findings reveal that 711(88.6%) agreed on the issue and the breakdown is 56(100.0%) management staff, 168(100.0%) HODs and 487(84.3%) lecturers while only 59(7.4%) and 32(4.0%) lecturers were undecided and disagreed respectively. Based on the outcome of this analysis the majority of the respondents stated that participation in conferences had enhanced publication of lecturers' work in academic journals or conference proceedings. This is not surprising as the promotion of lecturers is based on their ability to publish academic journals. This could make students have additional learning materials.

Item 46 raised the issue of whether participation of lecturers in conferences had improved lecturers' supervision of students' projects and findings indicate that a total of 686(85.5%) agreed:54(96.4%) management staff ,154(91.7%)HODs and 478(82.7%) lecturers while 24(3.0%) were undecided:1(1.8%) management staff and 23(4.0%) lecturers but 92(11.5%) respondents disagreed . The breakdown is 1(1.8%) management staff ,14(8.3%) HODs and 77(13.3%) lecturers. Going by the outcome of this analysis the respondents clearly indicated that lecturers were able to supervise students' projects effectively as a result of participation in conferences. The justification for this response level is not far-fetched as it is expected that presentation of papers in conferences could sharpen the researched abilities of lecturers.

Item 47 also attracted a high proportion of positive responses as 600 respondents representing 74.8% agreed that participation in conferences made lecturers able to

develop students' critical thinking and problem solving skills. The breakdown is as follows: 49(87.5%) management staff, 113(67.3%) HODs and 438(75.8%) lecturers. However, 25(3.1%) of the respondents were undecided: 1(1.8%) management staff and 24(4.2%) lecturers while 177(22.1%) respondents disagreed on the issue:6(10.7%) management staff, 55(32.7%) HODs and 116(20.1%) lecturers. The majority opinion on this issue affirmed that lecturers' knowledge enhances students' performance.

Participation in conferences also made lecturers able to design and carry out research effectively is the expressed opinion of the respondents on item 48 as a high number of them with an aggregate of 645 representing 80.4% agreed on the issue. The breakdown is as follows: 51 (91.1%) management staff, 141(83.9%) HODs and 453(78.4%) lecturers. The number of undecided respondents was 57(7.1%) comprising of 4(7.1%) management staff, 13(7.7%) HODs and 40(6.9) lecturers while a total of 100(12.5%) disagreed and the breakdown is as follows: 1(1.8%) management staff, 14(8.3%) HODs and 85(14.7%) lecturers. The analysis indicates that conferences impacted on lecturers' ability to carry out research effectively justified in the light of the fact that conferences are proceedings that reveal the outcome of a research.

Item 49 sought the impact of lecturers' participation in conferences on acquisition of knowledge that is directly relevant to their teaching subject in the Polytechnics. Findings indicate that 593(74.0%) respondents agreed as follows:38(67.9%) management staff , 121(72.0%) HODs and 434(75.1%) lecturers while 38(4.7%) respondents were undecided on the issue: 9(16.1%) management staff, 6(3.6%)HODs and 23(4.0%) lecturers while 171(21.3%) respondents disagreed on the issue: 9(16.1%) management,

41(24.4%) HODs and 121(20.9) lecturers. Based on the outcome of item 49 analysis the respondents have declared that lecturers had gained knowledge that was directly relevant to their teaching subject in the Polytechnics as a result of participation in conferences. It is therefore expected that teaching and learning could be enhanced.

Item 50 examined whether conference attendance made lecturers able to collaborate with other lecturers in finding solutions to common problems to which a total of 683(85.2%) respondents agreed :41(73.2%) management staff , 127(75.6%) HODs and 515(89.1%) lecturers. However, 20 (2.5) respondents were undecided on this issue:4(7.1%) management staff and 16 (2.8%) lecturers while 99(12.3%) disagreed: 11(19.6%) management staff , 41(24.4%) HODs and 47(8.1%) lecturers. Item 50 analysis indicates that a large proportion of the respondents stated that lecturers could collaborate with others to solve problems of common interest as result of participation in conferences. This view is justified as participation in conferences allows lecturers to jointly present papers and thus it is expected that collaboration among lecturers could be enhanced.

4.7 Responses on the Impact of Lecturers' Participation on Orientation Programmes and its Consequences on their Job Performance.

Cross tabulation and percentages were used to determine the responses of the three groups of respondents on the impact of lecturers' participation in orientation programmes and it consequences on their job performance as shown in table 4.11 below

Table 4.11: Responses on the Impact of Lecturers' Participation on Orientation Programmes and its Consequences on their Job Performance.

S/No.	Item statement	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
51	Newly employed lecturers participate in a centrally organised orientation by the Polytechnic.	Management Staff	16	28.6	0	0.0	40	71.4
		HODs	29	17.3	0	0.0	139	82.7
		Lecturers	262	45.3	23	4.0	293	50.7
52	When Lecturers are appointed a departmental orientation course is organised for them.	Management Staff	44	78.6	0	0.0	12	21.4
		HODs	151	89.9	0	0.0	17	10.1
		Lecturers	310	53.6	0	0.0	268	46.4
53	Lecturers are provided with a staff handbook outlining conditions of service for new staff.	Management Staff	29	51.8	0	0.0	27	48.2
		HODs	90	53.6	0	0.0	78	46.4
		Lecturers	180	31.1	0	0.0	398	68.9
54	Lecturers are given clearly defined procedures outlining their responsibilities.	Management Staff	35	62.5	0	0.0	21	37.5
		HODs	118	70.2	0	0.0	50	29.8
		Lecturers	206	35.6	14	2.4	358	61.9
55	Lecturers are given basic information about the policies of the Polytechnic when employed.	Management Staff	32	57.1	2	3.6	22	39.3
		HODs	124	73.8	5	3.0	39	23.2
		Lecturers	220	38.1	28	4.8	330	57.1
56	When employed, lecturers attend a clear and structured programme of initiation into the Polytechnic.	Management Staff	24	42.9	4	7.1	28	50.0
		HODs	104	61.9	5	3.0	59	35.1
		Lecturers	147	25.4	42	7.3	389	67.3
57	During orientation, lecturers are given a tour of their work environment.	Management	35	62.5	0	0.0	21	37.5
		HODs	138	82.1	0	0.0	30	17.9
		Lecturers	244	42.2	14	2.4	320	55.4
58	Lecturers are encouraged to treat students fairly irrespective of their diverse background during orientation.	Management Staff	36	64.3	2	3.6	18	32.1
		HODs	126	75.0	5	3.0	37	22.0
		Lecturers	325	56.2	40	6.9	213	36.9
59	As part of orientation lecturers are encouraged to participate in continuous professional development.	Management Staff	44	78.6	8	14.3	4	7.1
		HODs	141	83.9	0	0.0	27	16.1
		Lecturers	408	70.6	18	3.1	152	26.3
60	New lecturers are taught to imbibe professional behaviour (e.g. punctuality, attendance and appearance) expected.	Management	42	75.0	2	3.6	12	21.4
		HODs	144	85.7	5	3.0	19	11.3
		Lecturers	445	77.0	25	4.3	108	18.7
61	Lecturers are introduced to their colleagues as part of orientation to promote team work.	Management Staff	54	96.4	2	3.6	0	0.0
		HODs	163	97.0	0	0.0	5	3.0
		Lecturers	401	69.4	7	1.2	170	29.4

Source: Field Survey by the Researcher (2014)

From the table 4.11 item 51 sought to find out whether lecturers participated in a centrally organised orientation by the school when they were employed. Findings indicate that 307 (38.3%) of the respondents agreed as follows: 16 (28.6%) management staff, 29 (17.3%) HOD and 262(45.3%) lecturers while 23(2.8%) respondents made up of only lecturers were undecided on the issue. However, 472 (58.9%) disagreed comprising 40 (71.4%) management staff 139 (82.7%) HODs and 293(50.7%) lecturers. Item 51 indicates that the Polytechnics did not organise a centrally planned orientation for their new academic staff. If lecturers are to key into the vision and mission of Polytechnics new academic staff must be initiated into their institutions by the management.

The issue of whether lecturers take part in departmental orientation course was raised in item 52. This issue was confirmed by the level of agreement demonstrated by the respondents. An aggregate of 505 (63.0%) respondents agreed as follows: 44 (78.6%) management staff, 151 (89.9%) HODs and 310(53.6%) lecturers while no respondent was undecided but 12 (21.4%) management staff, 17 (10.1%) HODs and 268(46.4%) lecturers disagreed which summed up to 297 (37.0%) that disagreed. With majority (63.0%) of agreement on this item the respondents declared that departmental orientations were organised for lecturers. However, the disparity in lecturers' opinions on this issue is indicative of the fact that not all lecturers have benefitted from such orientation whereas the high percentage of management and HODs responses is justified because the provision of orientation is their responsibility.

Lecturers were not provided with a handbook outlining the conditions of service for new staff as part of their orientation is the summary of the opinions of respondents on item 53. The analysis showed that 299 (37.3%) respondents agreed on this issue:

29(51.8%) management staff, 90 (53.6%) HODs and 180(31.1%) lecturers. No respondent was undecided while those that disagreed were 27 (48.2%) management staff, 78 (46.4%) HODs and 398(68.9%) lecturers and this gave an aggregate of 503 (62.7%) respondents that disagreed. In line with the expressed opinions of respondents, absence of information on conditions of service for new staff could have adverse effects on lecturers' job performance.

Item 54 sought to find out if lecturers were given clearly defined procedures outlining their responsibilities to which a total of 359(44.8%) respondents agreed with a breakdown as follows: 35 (62.5%) management staff, 118 (70.2%) HODs and 206 (35.6%) lecturers. However, 14(1.7%) respondents were undecided on this issue and were all lecturers, but 429 (53.5%) respondents disagreed as follows 21(37.5%) management staff , 50 (29.8%) HODs and 358 (61.9%) lecturers. From the outcome of the analysis of item 54 the lecturers stated that they were not given clear guidance on their jobs on appointment while the management staff and HODs responses revealed a strong agreement on the issue. The lack of consensus in the respondents' opinions is expected as management staff and HODs are clearly safeguarding their responsibilities.

Another issue on which respondents did not express a consensus of agreement was contained in item 55 which examined whether lecturers were given basic information about the policies of the school as part of orientation. The findings show that 376 (46.9%) respondents agreed about the issue as follows: management staff 32 (57.1%), HODs 124 (73.8%) and 220 (38.1%) lecturers. However, 35 (4.3%) respondents were undecided on the issue which the breakdown is as follows: 2 (3.6%) management staff, 5 (3.0%) HODs

and 28(4.8%) lecturers. A total of 391 (48.8%) respondents disagreed: 22 (39.3%) management staff, 39(23.2%) HODs and 330 (57.1%) lecturers. Although a majority of the respondents affirmed that lecturers were not provided with information about their schools on assumption of duty, a sizeable proportion of the respondents (46.9%) have also declared that lecturers were given information about their school as a form of orientation. The high number of positive responses from the management and HODs is appropriate because it is their responsibility to provide such information. On the whole, it could be said that lecturers did not get adequate orientation.

Item 56 aimed to ascertain whether lecturers attended a clear and structured programme for initiation in to their school to which a total of 275 (34.2) respondents made up of 24 (42.9%) management staff, 104 (73.5%) HODs and 147 (25.4%) lecturers agreed. However, 51 (6.4%) respondents were undecided as follows: 4 (7.1%) management staff, 5 (3.0%) HODs and 42 (7.3%) lecturers while, a total of 476(59.4%) disagreed on the issue: 28(50.0%) management staff, 59(35.1%) HODs and 389(67.3%) lecturers. The outcome of the analysis indicates that a majority (59.4%) of the respondents declared that orientation programmes were not well structured for lecturers' initiation into the school. However, it is equally glaring that responses from the management and HODs were affirmative on this issue and this is justified in the light of management responsibility to provide a well-structured orientation for new employees.

The issue of whether lecturers were given a tour of their work environment as part of orientation was examined by item 57 and the analysis shows that a total of 417 (52.0%) respondents agreed on this issue in the following order: 35 (62.5%) management

staff, 138 (82.1%) HODs and 244(42.2%) lecturers. However, 14(1.7%) respondents all lecturers were undecided while a total of 371(46.3%) respondents disagreed on the issue as follows: 21 (37.5%) management staff, 30 (17.9%) HODs and 330(55.4%) lecturers. Though majority (52.0%) confirmed that lecturers were familiarised with their environment when employed an almost equal number of respondents (46.3%) disagreed. The outcome of this analysis indicates that an important aspect of orientation which helps lecturers to adjust quickly to their work environment may not have been adequately provided.

Item 58 aimed to find out if lecturers were taught to treat students fairly irrespective of their diverse backgrounds. The analysis shows that 487 (60.7%) respondents agreed on this issue: 36 (64.3%) management staff, 126 (75.0%)HODs and 325(56.2%) lecturers, while 47(5.9%) respondents were undecided on the issue consisting of 2 (3.6%) management staff, 5(3.0%) HODs and 40(6.9%) lecturers. However, 268(33.4%) respondents disagreed: 18 (32.1%) management, 37 (22.0%) HODs and 213(36.9%) lecturers. Item 58 analysis indicates that majority of the respondents supported the view that lecturers were taught to treat students fairly as part of their orientation programme. This response is valid on the basis of Nigeria being a multi-cultural and religious nation and as such lecturers need to take into consideration their relationships with their students which should be anchored on fairness to all.

It is evident in item 59 that lecturers were encouraged to participate in continuous professional development programme during orientation as expressed by the opinions of respondents based on their overwhelming agreement on the issue. Findings indicate that

44 (78.6%) of the management staff, 141 (.83.9%) of HODs and 408(70.6%) lecturers agree with the issue which sums up to 593 (74.0%) respondents that agreed. However, 26 (3.2%) respondents were undecided comprising 8(14.6%) management staff 0(0.0%) HODs and 18(3.1%) lecturers. But 183 (22.8%) respondents disagreed: 4(7.1%) management staff 27 (16.1%) HODs and 152(26.3%) lecturers. Thus, majority being 73.9% of respondents accepted that lecturers were encouraged to undertake professional development during orientation.

Item 60 examined the issue of lecturers being taught to imbibe professional behaviour such as punctuality, attendance at lectures and appearance as expected of lecturers being aspects of orientation. The respondents confirmed the issue as 631 (78.7%) of them agreed with the statement with the breakdown as follows: 42 (75.0%) management staff, 144 (85.7%) HODs and 445(77.0%) lecturers. However, 32 (4.0%) respondents were undecided and the breakdown is 2(3.6%) management staff, 5 (3.0) HODs and 25(4.3%) lecturers. Also a total of 139 (17.3%) disagreed on the issue: 12 (21.4%) management staff, 19 (11.3%) HODs and 108(18.7%) lecturers. With a majority of the respondents (78.7%) in agreement with the issue, it is expected that lecturers have adopted the work behaviour expected of them that would ensure effectiveness in the discharge of their duties.

Item 61 sought to find out if lecturers were introduced to their colleagues during orientation to encourage team work. The level of agreement recorded by respondents was overwhelming such that an aggregate of 618 respondents representing 77.1% stated that introduction of new lecturers to their colleague was an aspect of the orientation

programme. The breakdown is as follows: 54 (96.4%) management staff, 163 (97.0%) HODs and 401(69.4%) lecturers. However, 9(1.1%) respondents were undecided: 2(3.6%) management staff and 7(1.2%) lecturers while a total of 175 (21.8%) respondents disagreed on the issue: 5(3.0%) HODs and 170(29.4%) lecturers .The outcome of the analysis indicates that lecturers were introduced to their co-workers as part of orientation programme**.** The response level is justified in the light of the fact that introduction of new employees to older colleagues is the easiest form of orientation that is expected in any organisation.

4.8 Responses on the Impact of Mentoring on lecturers' Job Performance

Cross tabulation and percentages were used to determine the responses of the three groups of respondents on the impact of mentoring on the job performance of lecturers. Table 4.12 below shows the details of opinions expressed by the respondents.

Table 4.12: Responses on the Impact of Mentoring of Lecturers on their Job Performance

S/NO	Item Statement	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
62	When lecturers are employed a senior lecturer is designated to provide them with professional support.	Management Staff	17	30.4	4	7.1	35	62.5
		HODs	21	12.5	0	0.0	147	87.5
		Lecturers	150	26.0	21	3.6	407	70.4
63	A senior lecturer regularly works with them to encourage their personal and professional growth	Management Staff	23	41.1	0	0.0	33	58.9
		HODs	21	12.5	0	0.0	147	87.5
		Lecturers	187	32.4	7	1.2	384	66.4
64	A mentor often discusses instructional issues and problems with them	Management Staff	17	30.4	4	7.1	35	62.5
		HODs	21	12.5	0	0.0	147	87.5
		Lecturers	189	32.7	22	3.8	367	63.5
65	The mentor guides them to incorporate a variety of instructional strategies in their lectures	Management Staff	25	44.6	2	3.6	29	51.8
		HODs	27	16.1	0	0.0	141	83.9
		Lecturers	203	35.1	15	2.6	360	62.3
66	A mentor helps to broaden their knowledge of the subject they teach.	Management Staff	19	33.9	8	14.3	29	51.8
		HODs	22	13.1	5	3.0	141	83.9
		Lecturers	182	31.5	14	2.4	382	66.1
67	Mentors assist lecturers with teaching materials to aid their work	Management Staff	20	35.7	2	3.6	34	60.7
		HODs	27	16.1	0	0.0	141	83.9
		Lecturers	216	37.4	21	3.6	341	59.0
68	Lecturers have mentors that often plans their lesson with them	Management Staff	15	26.8	1	1.8	40	71.4
		HODs	16	9.5	5	3.0	147	87.5
		Lecturers	158	27.3	21	3.6	399	69.0
69	Lecturers are assisted by mentors to use a variety of informal and formal assessment techniques to determine students' performance.	Management Staff	13	23.2	8	14.3	35	62.5
		HODs	29	17.3	6	3.6	133	79.2
		Lecturers	159	27.5	21	3.6	398	68.9
70	Mentors support lecturers to effectively deal with students' disciplinary problems.	Management Staff	31	55.4	0	0.0	25	44.6
		HODs	57	33.9	5	3.0	106	63.1
		Lecturers	150	26.0	28	4.8	400	69.2
71	Lecturers seek guidance of mentors when they need help because the polytechnics have no formal mentoring programme.	Management Staff	39	69.6	2	3.6	15	26.8
		HODs	144	85.7	10	6.0	14	8.3
		Lecturers	418	72.3	42	7.3	118	20.4

Source : Field Survey by the Researcher (2014)

In Table 4.12, item 62 raised the issue of whether when lecturers were employed in their school a senior colleague was designated to provide them with professional support. An aggregate of 188 respondents representing 23.4% of the respondents agreed on the stated issue which the breakdown is 17 (30.4%) management staff, 21 (12.5%) HODs and 150 (26.0%) lecturers. However, 25(3.1%) respondents were undecided comprising 14(7.1%) management staff, 0(0.0%) HODs and 21 (3.6%) lecturers while 589 (73.5%) respondents disagreed: 35(62.5%) management staff, 147(87.5%) HODs and 407(70.4%) lecturers. Based on the outcome of the analysis of item 62 which revealed a high proportion of negative responses it can be stated that the respondents have declared that lecturers were not provided with professional support by senior colleagues when they were employed.

Item 63 sought to find out if senior colleagues regularly work with lecturers to encourage their personal and professional growth. Findings reveal that 231(28.8%) of the respondents agreed with the stated issue as follows 23 (41.1%) management staff, 21(12.5%) HODs and 187(32.4%) lecturers. Only 7(1.2%) lecturers were undecided on the issue which represents 0.9% of respondents. However, 33(58.9%) management staff, 147(87.5%) HODs and 384 (66.4%) lecturers representing a total of 564(70.3%) respondents disagreed. Based on the outcome of item 63 analysis the respondents have stated that junior lecturers did not have mentors that motivated them towards personal and professional growth. It can be deduced that novice lecturers would therefore take longer time to attain a higher professional status.

Another issue on which the respondents demonstrated a high level of disagreement was that senior colleagues mentored junior/new lecturers in terms of discussing instructional issues and problems with them as contained in item 64 over which a total of 549(68.5) respondents disagreed as the breakdown shows :35 (62.5%) management staff, 147 (87.5%) HODs and 367(63.5%) lecturers. On the contrary, an aggregate of 227(28.3) respondents agreed with the issue represented by 17 (30.4%) management staff, 21 (12.%) HODs and 189(32.7%) lecturers. However, 26(3.2%) respondents were undecided: 4(7.1%) management staff 0 (0.0%) HODs and 22(3.8%) lecturers. By implication the respondents declared the inadequacy of mentoring in the area of instructional issues and problems with junior lecturers in the Polytechnics.

The issue of a senior colleague (mentor) guiding lecturers to incorporate a variety of instructional strategies in their lectures was examined in item 65. Findings reveal that 255 (31.8%) of the respondents agreed with the issue: 25 (44.6%) management staff, 27(16.1%) HODs and 203 (35.1%) lecturers while 17(2.1%) respondents were undecided: 2(3.6%) management staff, 0 (0.0) HODs and 15(2.6%) lecturers. However 29 (51.8%) management staff, 141 (83.9) HODs and 360(62.3%) lecturers disagreed and this sums up to 530 (66.1%) respondents that disagreed. The outcome of this analysis indicates that a majority of the respondents have stated that there were no mentors to guide lecturers to incorporate a variety of instructional strategies in their lectures. This suggests that new lecturers are left to try out instructional strategies to aid teaching and learning of students.

Item 66, sought to find out if a mentor helped lecturers to broaden their knowledge in the subject they teach. The analysis shows that 223(27.8%) respondents agreed: 19(33.9%) management staff, 22 (13.1%) HODs and 182(31.5%) lecturers. However, 8 (14.3%) management staff, 5 (3.0%) HODs and 14(2.4%) lecturers were undecided on the issue which represents 27(3.4%) respondents. A total of 552 (68.8%) disagreed: 29(51.8%) management staff 141 (83.9%) HODs and 382(66.1%) lecturers. From the outcome of the analysis, majority of the respondents declared that there was no mentoring of lecturers in terms of broadening the knowledge of the subject they teach whereas when mentoring relationships are fostered with the aim of sharing ideas and knowledge gained from the experience of senior lecturers, it helps to improve the knowledge and skills of the younger ones.

Item 67 examined the issue of mentoring with regards to senior colleagues helping junior lecturers with teaching materials to aid their work. A total of 263(32.8%) respondents agreed with the stated item and the breakdown is: 20 (35.7%) management staff, 27 (16.1%) HODs and 216(34.7%) lecturers while 23 (2.9%) respondents were undecided consisting of 2 (3.6%) management staff and 21(3.6%) lecturers and516 (64.3%) respondents disagreed: 34 (60.7%) management staff, 141 (83.9%) HODs and 341(59.0%) lecturers. The analysis shows that majority of the respondents disagreed that there was mentoring with regards to senior colleagues helping junior lecturers with teaching materials. Meanwhile, the preparation of teaching materials is a challenge to many new lecturers therefore mentoring should encourage sharing of teaching materials to reduce the time it may take new lecturers to get the relevant teaching materials as specified in the course syllabi.

An overwhelming majority also disagreed with the issue raised in item 68 which focused on whether lecturers had mentors that helped in lesson planning. This opinion is demonstrated by a total of 586 (73.0%) respondents that disagreed. The breakdown is: 40(71.4%) management staff, 147 (87.5%)HODs and 399(69.0%).lecturers. On the other hand a total of 189 (23.6%)) agreed on the issue and the breakdown is as follows: 15(26.8%) management staff, 16(9.5%) HODs and 158 (27.3%) lecturers while 27(3.4%) respondents comprising of 1 (1.8%) management staff 5 (3.0%) HODs and 21(3.6%) lecturers were undecided. This analysis indicates that majority (73.0%) affirmed that mentors were not available to aid lecturers in planning their lessons which suggests that mentoring in Polytechnics was limited in scope.

Item 69, sought to find out whether lecturers had mentors that assisted them to use a variety of informal and formal assessment techniques to determine students' performance. The analysis shows that 201(25.1%) respondents agreed: 13(23.2%) management staff, 29 (17.3%) HODs and 159(27.5%) lecturers. However, 35(4.3%) respondents were undecided on the issue made up of 8(14.3%) management staff, 6(3.6%) HODs and 21(3.6%) lecturers while a total of 566 (70.6%) disagreed and the breakdown is 35(62.5%) management staff, 133 (79.2%) HODs with 398(68.9%) lecturers. Given such a high number of negative responses, the respondents confirmed the unavailability of mentoring for lecturers in the form of assisting them to use a variety of informal or formal assessment techniques to determine students' performance.

The issue of the support lecturers received from mentors to assist them deal effectively with students' disciplinary problems was examined in item 70. Findings

reveals that 31 (55.4%) management staff, 57(33.9%) HODs and 150(26.0%) agreed and this represents a total of 238(29.7) respondents. However, 33(4.1%) respondents were undecided and this comprised 5 (3.0%) HODs and 28(4.8%) lecturers, allowing a total of 531 (66.2%) respondents who disagreed: 25 (44.6%) management staff, 106 (63.1%) HODs and 400(69.2%) lecturers. Based on these responses it can be deduced that majority of the respondents declared that lecturers were not mentored in the area of dealing effectively with students' disciplinary problems. Meanwhile, if mentoring is to achieve its desired results it must incorporate rendering assistance to lecturers in dealing with issues of indiscipline among students which is a big challenge to many inexperienced lecturers in the course of performing their duties.

Item 71, sought to find out whether the Federal Polytechnics have no formal mentoring programme. From the findings, 39(69.6%) management staff, 144 (85.7%) HODs and 418(72.3%) lecturers agreed on the stated item and this represents a total of 601 (75.0%) respondents. However, 54 (6.7%) respondents were undecided. The breakdown is 2(3.6%) management staff, 10 (6.0%) HODs and 42 (7.3%) lecturers, while a total of 147(18.3%) respondents disagreed: 15 (26.8) management staff, 14 (8.3%) HODs and 118 (20.4%) lecturers. The interpretation from Item 71 analysis indicates that majority of the respondents have confirmed the absence of formal mentoring programmes for lecturers in the Polytechnics. Based on this outcome, it can be stated that formal mentoring as a form of training and development of employees has not been embraced by the management of the Polytechnics which limits the ability of novice lecturers to solve instructional problems that could hinder students' learning.

4.9: Responses on the impact of Polytechnics Managements' Support in Staff Development Programmes to further Equip Lecturers in their Job Performance

Cross tabulation and percentages were used to determine the responses of the three groups of respondents on the impact of Polytechnic management support in staff development programmes. Table 4.13 shows the opinions of the respondents.

Table 4.13: Responses on Polytechnics Managements' Support in Staff Development Programmes to further Equip Lecturers' in their Job Performance

S/NO	Item Statement	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
72	Polytechnic management Sponsors lecturers' attendance at conference, seminars and workshops.	Management Staff	40	71.4	1	1.8	15	26.8
		HODs	40	23.8	5	3.0	123	73.2
		Lecturers	228	39.4	30	5.2	320	55.4
73	Management pays postgraduate tuition fees of lecturers.	Management Staff	49	87.5	1	1.8	6	10.7
		HODs	135	80.4	14	8.3	19	11.3
		Lecturers	389	67.3	44	7.6	145	25.1
74	Promotion of lecturers is granted when due.	Management Staff	56	100	0	0.0	0	0.0
		HODs	168	100	0	0.0	0	0.0
		Lecturers	386	66.8	59	10.2	133	23.0
75	Management gives lecturers time off/permission to attend courses.	Management Staff	56	100	0	0.0	0	0.0
		HODs	168	100	0	0.0	0	0.0
		Lecturers	389	67.3	110	19.0	79	13.7
76	Sabbatical leave for qualified staff is granted when they apply.	Management	50	89.3	5	8.9	1	1.8
		HODs	116	69.0	38	22.6	14	8.3
		Lecturers	238	41.2	137	23.7	203	35.1
77	Management often grants professional development leave to lecturers when they apply.	Management Staff	50	89.3	5	8.9	1	1.8
		HODs	144	85.7	10	6.0	14	8.3
		Lecturers	262	45.3	149	25.8	167	28.9
78	Lecturers are given grants to carry out research.	Management Staff	25	44.6	12	21.4	19	33.9
		HODs	103	61.3	5	3.0	60	35.7
		Lecturers	122	21.1	129	22.3	327	56.6
79	Management provides internet facilities for lecturers.	Management Staff	30	53.6	4	7.1	22	39.3
		HODs	68	40.5	0	0.0	100	59.5
		Lecturers	161	27.9	63	10.9	354	61.2
80	Adequate current textbooks in lecturers' subject area are provided in the school library.	Management Staff	23	41.1	6	10.7	27	48.2
		HODs	50	29.8	5	3.0	113	67.3
		Lecturers	114	19.7	59	10.2	405	70.1
81	Current reference materials (e.g. encyclopaedias) related to lecturers subject area are provided in the Polytechnic library.	Management Staff	23	41.1	5	8.9	28	50.0
		HODs	41	24,4	14	8.3	113	67.3
		Lecturers	130	22.5	79	13.7	369	63.8
82	Latest journals related to lecturers' courses are provided in the school library.	Management Staff	29	51.8	2	3.5	25	44.6
		HODs	30	17.9	19	11.3	119	70.8
		Lecturers	153	26.5	79	13.7	346	59.9

Source: Field Survey by the Researcher (2014)

In table 4.13, item 72 examined whether lecturers were sponsored by the managements of Polytechnics to attend conferences, seminars and workshops. A total of 308 (38.4%) agreed on the stated issue and the breakdown is as follows: 40 (71.4%)

management staff, 40 (23.8%) HODs and 228 (39.4%) lecturers while 35(4.5%) respondent were undecided as follows: 1(1.8%) management staff, 5 (3.0%) HODs and 30 (5.2%) lecturers allowing a total of 458 (57.1%)who disagreed: 15 (26.8%) management staff, 123 (73.2%) HODs and 320 (55.4%) lecturers. The analysis indicates that majority of respondents affirmed that lecturers were not sponsored to attend conferences, seminars and workshops by the managements of Polytechnics. Here, the managements view contradicts the view of the HODs and lecturers as 71.4% of them supported the view that lecturers were sponsored to attend conferences, seminars and workshops. The justification for the disparity in the opinions of the respondents is not farfetched as the managements could be safeguarding their responsibility on the issue while it could also be interpreted that sponsorship of lecturers though provided, may be inadequate.

Another issue raised to find out whether Polytechnics managements paid tuition fees for postgraduate studies of lecturers was contained in item 73. Findings show that a total of 573 (71.4%) agreed on the issue: 49(87.5%) management staff, 135 (80.4%) HODs and 389(67.3%) lecturers, while 59(7.4%) respondents were undecided: 1(1.8%) management staff, 14 (8.3%) HODs and 44 (7.6%) lecturers. Those that disagreed were 170 (21.2%) respondents made up of 6 (10.7%) management staff, 14 (8.3%) HODs and 145 (25.1%) lecturers. Based on the outcome of this analysis, majority of the respondents declared that lecturers' tuition fees for post graduate studies were paid by the management of Polytechnics. It is therefore expected that many lecturers will be encouraged to embark on further studies that would eventually improve the quality of academic manpower and productivity in the Polytechnics.

Item 74 examined whether lecturers were promoted as at when due to which a total of 610 (76.0%) agreed made up of 56 (100%) management staff, 168 (100%) HODs and 386 (66.8%) lecturers. However, only lecturers were both undecided and disagreed with the stated issue and they were:59 (7.4%) undecided and 133 (16.6%) of the respondents that disagreed. The analysis of 74 indicates that majority of the respondents especially management staff and HODs overwhelmingly stated that lecturers were promoted whenever they satisfy the requirements. In view of the above fact it could be stated that lecturers' career development is encouraged.

Lecturers were also give time off to attend courses to improve their skills and knowledge was the expressed view of the respondents based on the outcome of item 75 analysis. A total of 613 respondents representing 76.4% agreed on the issue made up of 56 (100%) management staff , 168 (100%) HODs and 389 (67.3%) lecturers. However, none of the management staff and HODs was undecided or disagreed with the issue whereas 110 (19.0%) lecturers were undecided and this represents 13.7% of the respondents while 79(13.7%) lecturers representing 9.9% of the respondents also disagreed. Thus, with this majority, it could be deduced that the lecturers were given time to participate in staff development programmes to enhance their skills and knowledge.

Item 76 found out whether lecturers were given sabbatical leave when they apply and a total 404 (50.4%) lecturers agreed: 50 (89.3%) management staff, 116 (69.0%) HODs and 238 (41.2%) lecturers. but 5 (8.9%) management staff, 38 (22.6%) HODs and 137 (23.7%) lecturers disagreed which sums up to a total of 180 (22.4%) of the

respondents that were undecided while 218 (27.2%) respondents disagreed as follows: 1 (1.8%) management staff, 14(8.3%) HODs and 203 (35.1%) lecturers. The analysis of item 76 reveals the lack of clear agreement on the issue raised as almost an equal number of the respondents particularly lecturers were undecided or disagreed that lecturers were granted sabbatical leave when they qualified and applied. Thus it can be stated that staff development had not been encouraged through the granting of sabbaticals to those that qualified especially the senior lecturers.

Item 77 enquired about whether lecturers were granted professional development leave when they apply as a staff development strategy and a total of 456 (56.9%) respondents agreed. The breakdown is as follows: 50 (89.3%) management staff, 144 (85.7%) HODs and 262 (45.3%) lecturers. Meanwhile, 164 (20.4%) respondents were undecided: 5 (8.9%) management staff, 10 (6.0%) HODs and 149 (25.8%) lecturers while a total of 182(22.7%) respondents disagreed: 1(1.8%) management staff, 14 (8.3%) HODs and 167 (28.9%) lecturers. The analysis of item 77 shows that a majority 56.9% agreed that lecturers were granted professional leave. However, the fact that a significant number of the respondents disagreed or were undecided points to the fact that professional development leave for lecturers had not been granted to all lecturers who applied.

The issue of whether lecturers were given grants to carry out research was examined in item 78.Clearly there was no consensus of opinions on the issue asa total of 250(31.2%) agreed with this view made up of 25 (44.6%) management staff, 103 (61.3%) HODs and 122 (21.1%) lecturers while 146 (18.2%) were undecided: 12(21.4%)

management staff, 5(3.0%) HODs and 129 (22.3%) lecturers. On the other hand, 406 (50.6%) respondents disagreed consisting of: 19(33.9%) management staff, 60(35.7%) HODs and 327(56.6%) lecturers. Even though a majority of respondents disagreed that lecturers were given grants to carry out research, almost an equal number agreed or were undecided on the issue. Based on the outcome of this analysis it can be deduced that the grants given were not accessible to all lecturers, whereas it is expected that research grants to lecturers would increase the number of research outputs from the Polytechnics and invariably improve the research skills of lecturers.

Item 79 looked at the issue of whether internet facilities were provided for lecturers' use to which a total of 259 (32.2%) agreed: 30 (53.6%) management staff, 68 (40.5%) HODs and 161 (27.9%) lecturers. However, 67 (8.4%) respondents were undecided broken down as follows: 4 (7.1%) management staff, 0% HODs and 63 (10.9%) lecturers leaving four hundred and seventy six respondents (59.4%) who disagreed made up of : 22(39.3%) management staff, 100 (59.5%) HODs and 354 (61.2%) lecturers. Based on the outcome of this analysis the respondents stated that internet services were not provided for lecturers. However, a significant number especially the management staff (53.6%) and HODs (40.5%)had a contrary view as their opinions reflected that internet facilities were provided. The lack of consensus on the issue is instructive as it portrayed the fact that the provision of internet facilities to lecturers might have been limited in the Polytechnics.

Item 80 enquired whether current textbooks in lecturers' subject area were provided in the school library. Findings show that a total of 187(23.3%) respondents

agreed. The breakdown is as follow as: 23 (41.1%) management staff, 50 (29.8%) HODs and 114 (19.7%) lecturers. The respondents that were undecided on the issue were 6 (10.7%) management staff 5 (3.0%) HODs and 59 (10.2%) lecturers being a total of 70 (8.7%) respondents. However, a total of 545 respondents representing 68% disagreed: 27 (48.2%) management staff, 113 (67.3%) HODs and 405 (70.1%) lecturers. Going by the outcome of this analysis, the majority of respondents have declared that the provision of current textbooks in the library were inadequate which does not augur well for the development of lecturers as well as their students.

Closely related to the above issue were the expressed opinions of the respondents which revealed that current reference materials related to lecturers' subject areas were not provided in the Polytechnics' libraries. Majority of the respondents 510 representing 63.6% disagreed with issue contained in item 81. The breakdown is as follows: 28(50.0%) management staff, 113(67.3%) HODs and 369 (63.8%) lecturers. On the contrary, 194 (24.2%) respondents agreed on this issue represented by 23(41.1%) management staff, 41(24.4%) HODs and 130 (22.2%) lecturers while a total of 98 (12.2%) respondents were undecided: 5(8.9%) management staff, 14 (8.3%) HODs and 79 (13.7%) lecturers. With this analysis it can be deduced that the managements of Polytechnics did not support intellectual development through the provision of adequate current reference materials in the Polytechnics libraries.

Item 82 examined the issue of whether lecturers were provided with latest journals related to lecturers' courses in the Polytechnics' libraries and findings show that a total of 212 (26.4%) agreed : 29(51.8%) management staff, 30 (17.9%) HODs and 153

(26.5%) lecturers while a total of 100(12.5%) respondents were undecided: 2(3.6%) management staff, 19 (11.3%) HODs and 79 (13.7%) lecturers. The respondents that disagreed with the issue were 490 (61.1%) broken down as follows: 25(44.6%) management staff, 119 (70.8%) HODs and 346 (59.9%) lecturers. From the outcome of the analysis, the majority of the respondents (61.1%) declared that management did not support the training and development of lecturers through the provision of current journals in the libraries. However, it is evident that the opinion of management contradicts that of the other respondents because majority of them (51.8%) affirmed that lecturers were supported with latest journals. The fact that the management responsibility towards lecturers was being assessed was a clear justification for the divergent opinions.

4.10 Responses on the Impact of Lecturers' Attitude towards Conference Attendance and Participation and the Attendant Effects on their Job Performance

Cross tabulation and percentage were used to determine the responses of the three groups of respondent on the impact of lecturer's attitude towards attendance and participation in conferences and the attendant effects on job performance.

Table 4.14 shows the responses on the attitude of the lecturers to attendance and participation in conferences.

4.14 Responses on the Impact of Lecturers' Attitude towards Conference Attendance and Participation and the Attendant Effects on their Job Performance

S/No	Item Statement	Responses						
		Respondents	Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
83	Lecturers have shown keen interest in attending conferences	Management Staff	56	100.0	0	0.0	0	0.0
		HODs	148	88.1	0	0.0	20	11.9
		Lecturers	396	68.5	27	4.7	155	26.8
84	Most lecturers stay in conferences to complete the required duration	Management Staff	18	32.1	0	0.0	38	67.9
		HODs	20	11.9	0	0.0	148	88.1
		Lecturers	217	37.5	0	0.0	361	62.5
85	Most lecturers take part in conferences for reasons beyond getting certificates of attendance for promotion	Management Staff	9	16.1	0	0.0	47	83.9
		HODs	40	23.8	0	0.0	128	76.2
		Lecturers	221	38.2	0	0.0	357	61.8
86	Lecturers participate in conference because of its importance in enhancing their career	Management Staff	56	100.0	0	0.0	0	0.0
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	551	95.3	0	0.0	27	4.7
87	Lecturers attend conferences to stay up to date with the latest findings in their field of interest	Management Staff	47	83.9	0	0.0	9	16.1
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	497	86.0	0	0.0	81	14.0
88	Lecturers participate in conferences because it enhances their teaching and learning capability	Management Staff	56	100.0	0	0.0	0	0.0
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	524	90.7	0	0.0	54	9.3
89	Lecturers often send their colleagues (who are not co-authors) to present papers on their behalf and this limits their exposure	Management Staff	37	66.1	19	33.9	0	0.0
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	494	85.5	0	0.0	84	14.5
90	Lecturers are willing to take part in conferences even without financial and moral support from their school management	Management	56	100.0	0	0.0	0	0.0
		HODs	123	73.2	20	11.9	25	14.9
		Lecturers	468	81.0	0	0.0	110	19.0
91	Because of the benefits of attending conferences, lecturers are even willing to take part in conferences that are far away from their institutions	Management Staff	56	100.0	0	0.0	0	0.0
		HODs	123	73.2	20	11.9	25	14.9
		Lecturers	293	50.7	0	0.0	285	49.3
92	lecturers are willing to take part in conferences even in non-Polytechnic tertiary institutions	Management Staff	56	100.0	0	0.0	0	0.0
		HODs	123	73.2	0	0.0	45	26.8
		Lecturers	241	41.7	0	0.0	337	58.3

Source: Field Survey by the Researcher (2014)

In the Table 4.14, item 83, the issue of whether lecturers have shown keen interest in attending conferences was raised. The analysis of the item indicated that 56 (100%) management staff, 148(88.1%) HODs and, 396 (68.5%) lecturers agreed and which represents a total of 600(74.8%). Only 27(3.4%) respondents, all lecturers were undecided while 155(26.8%) lecturers and 20(11.9%) HODs disagreed which summed up to 175(21.8) respondents. Going by the level of agreement of respondents (74.8%) on the issue they confirmed that lecturers in the Polytechnics had shown keen interest in attending conferences. The response level is justified as promotion of lecturers to a higher level is tied to their participation in conferences.

Another issue that was examined as contained in item 84 was whether most lecturers stay in conferences to complete the required duration. Findings reveal that 18 (32.1%) management staff, 20(11.9%) HODs and 217 (37.5%) lecturers agreed, summing up to a total of 255(31.8%) respondents. None was undecided while the remaining disagreed as follows: 38(67.9%) management staff,148(88.1%) HODs and 361(62.5%) lecturers which totalled up to 547(68.2%).It is evident that the respondents affirmed that lecturers did not stay in conferences to complete the required duration. The justification for this response rests on the fact that lecturers after presenting their papers leave to attend to other responsibilities or to save costs particularly when they travel far to attend such conferences.

Item 85 found out if most lecturers take part in conferences for reasons beyond getting certificates of attendance for promotion, to which a total of 270 (33.7%) agreed, broken down as follows: 9(16.1%) management staff, 40(23.8%)HODs and 221(38.2%)

lecturers. No respondent was undecided while 47(83.9%) management staff, 128(76.2%) HODs and 357(68.8%) lecturers disagreed representing a total of 532(66.3%). Therefore, the analysis suggests that the respondents declared that the acquisition of certificates for promotion was a major factor for lecturers' participation in conferences. The justification for this response level is rooted in the fact that promotion of lecturers to higher grade was hinged on the number of conference papers presented.

The level of agreement reported by the respondents for item 86 which looked at the issue of whether lecturers participate in conferences because of its importance in enhancing their career was overwhelming. From the findings, 56(100%) management staff, 168(100%) HODs and 551(95.3%) lecturers agreed and this sum up to a total of 775(96.6%) respondents. On the contrary, only 27(3.4%) respondents all lecturers disagreed on the stated issue. Therefore, the respondents asserted that lecturers participated in conferences because of its importance in enhancing their careers. This opinion can be justified in the light of the fact that participation of lecturers in conferences is one of the requirements of many professional bodies lecturers belong to.

Whether lecturers attend conferences to stay up to date with the latest findings in their field of interest was the issue raised in item 87. Majority of the respondents 712 representing 88.8% agreed on the issue. The breakdown shows that 47(83.9%) management staff, 168 (100%) HODs and 497(86%) lecturers agreed. On the other hand a total of 90(11.2%) respondents made up of 81(14.0%) lecturers and 9(16.1%) management staff disagreed while none was undecided. Based on this analysis the respondents confirmed that lecturers attended conferences to stay up to date with the latest findings in their field of interest. The response level is a pointer to the fact that

participation of lecturers was regarded as beneficial in expanding the frontiers of lecturers' knowledge to teach effectively in the Polytechnics.

Item 88 examined whether lecturers participate in conferences because it enhances their teaching and learning capability. From the analysis a sizeable proportion of the respondents with an aggregate of 748 representing 93.2% agreed on the stated issue. The breakdown is as follows for various respondents:56(100%) management staff, 168(100%) HODs and 524(90.7%) lecturers. On the other hand only 54(6.8%) respondents all lecturers disagreed with none being undecided. With this finding it could be declared that lecturers participated in conferences to enhance their teaching and learning capability. This response level is justified as participation in conferences should enhance lecturers' teaching and learning anything short of which defeats the objective of conferences as a form of staff development programme.

The issue of whether lecturers often sent their colleagues (who were not co-authors) to present papers on their behalf which limits their exposure was examined in item 89. Respondents agreed as follows: 37(66.2%) management staff, 168(100%) HODs and 494 (85.5%) lecturers with a total of 699 (87.2%). However, 19(2.4%) respondents all management staff were undecided while remaining 84(10.4%) respondents who were all lecturers who disagreed. Consequently, the respondents declared that lecturers sent their colleagues to present their conference papers even when they were not co-authors which also affirmed that such practice could have limited the exposure of lecturers to new ideas. This response level is a pointer that such practice should be discouraged such that conference papers are not presented by proxy. The aim of participating in conferences should be to interact and acquire new insights.

Item 90 was on whether lecturers were willing to take part in conferences even without financial and moral support from the management and findings reveal that 56(100%) management staff, 123(73.2%) HODs and 468(81%) lecturers agreed representing a total of 647(80.7%) of the respondents, only 20(2.5%) respondents all HODs were undecided while 25(14.9%) HODs along with 110(19%) lecturers disagreed which summed up to 135(16.8%). Going by the opinions of the respondents the majority confirmed that lecturers were willing to take part in conferences even without financial assistance from the management. The response level is justified in the light of the benefits of conferences to the career and personal development of lecturers.

Item 91 sought to find out whether lecturers were willing to take part in conferences in faraway places from their institutions. The findings reveal that: 56(100%) management staff, 123(73.2%) HODs and 293(50.7%) lecturers agreed which summed up to 472(58.9%) respondents. However, only 20(11.9%) HODs representing 2.5% were undecided while 25(14.9%)HODs and 285(49.3%) lecturers with an aggregate of 310(38.6%) disagreed. Based on the analysis the respondents declared that lecturers were willing to take part in conferences in places that were far away from their institutions. None the less, the analysis reveals that lecturers' opinions on the issue was divided as a significant proportion of them (49.3%) stated that lecturers were not willing to go far to attend conferences. The responses are justified as the issue concerns the lecturers and some of them especially women may not go far to attend conferences because of domestic commitments.

Item 92 examined whether lecturers were willing to take part in conferences even in non – Polytechnic tertiary institutions to which findings show that a total of

420(52.4%) respondents agreed with a breakdown as follows:56(100%) management staff, 123(73.2%) HODs and 241(41.7%) lecturers while those that disagreed had an aggregate of 382 accounting for 47.6% of the respondents broken down into: 45(26.8%) HODs and 337(58.3%) lecturers. The analysis indicates that the majority of respondents declared that lecturers were willing to take part in conferences even in non-Polytechnic tertiary institutions. Equally revealing from the analysis is that an almost same number of respondents (47.6%) stated that lecturers were not willing to take part in conferences in non-Polytechnic tertiary institutions. None the less the majority (52.4%) of respondents affirmed that lecturers have positive attitude towards participation in conferences because of its benefits in their career development.

4.11 Reponses on the Impact of the Issues that Constrain Training and Development of Lecturers in Federal Polytechnics in Nigerian

Cross tabulation and percentage were used to determine the responses of the three groups of respondents on the issues that constrain training and development of lecturers in Federal Polytechnics. Table 4.15., below shows the responses on the issues that constrain training and development of lecturers in Federal Polytechnics.

Table 4.15: Responses on the Impact of Issues that Constrain Training and Development of Lecturers in Federal Polytechnics

S/No.	Item Statement	Respondents	Responses					
			Agree		Undecided		Disagree	
			Freq.	%	Freq.	%	Freq.	%
93	Management does not provide adequate information on available staff development opportunities in and outside the Polytechnics.	Management Staff	18	32.1	0	0.0	38	67.9
		HODs	80	47.6	0	0.0	88	52.4
		Lecturers	578	100.0	0	0.0	0	0.0
94	Modalities for accessing development programmes are not made known to lecturers.	Management Staff	18	32.1	0	0.0	38	67.9
		HODs	100	59.5	0	0.0	68	40.5
		Lecturers	578	100.0	0	0.0	0	0.0
95	Lack of adequate support and feedback from the management.	Management Staff	47	83.9	0	0.0	9	16.1
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	578	100.0	0	0.0	0	0.0
96	failure to ensure adequate resources (finance, people and time) to implement training.	Management Staff	47	83.9	0	0.0	9	16.1
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	578	100.0	0	0.0	0	0.0
97	Lack of transparency and fairness in sponsorship (training is provided for some lecturers that close to the management).	Management Staff	19	33.9	0	0.0	37	66.1
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	578	100.0	0	0.0	0	0.0
98	Some lecturers are sent on training without consideration for its relevance to present job or future posting.	Management Staff	18	32.1	0	0.0	38	67.9
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	522	90.3	0	0.0	56	9.7
99	Management of Polytechnics rely more on TETFund for sponsorship than the general allocation in the school and this limits the number of lecturers that can be sponsored.	Management Staff	28	50.0	28	50.0	0	0.0
		HODs	99	58.9	69	41.1	0	0.0
		Lecturers	375	64.9	75	13.0	128	22.1
100	Bureaucratic bottlenecks delays processing of approvals for sponsorship or study leave.	Management Staff	38	67.9	0	0.0	18	32.1
		HODs	144	85.7	24	14.3	0	0.0
		Lecturers	578	100.0	0	0.0	0	0.0
101	Poor working environment (lack of adequate motivation, physical facilities and communication) hinder lecturers' development .	Management Staff	47	83.9	0	0.0	9	16.1
		HODs	168	100.0	0	0.0	0	0.0
		Lecturers	578	100.0	0	0.0	0	0.0
102	Absence of a planned, systematic and structured staff development programme for lecturers.	Management Staff	47	83.9	0	0.0	9	16.1
		HODs	144	85.7	24	14.3	0	0.0
		Lecturers	375	64.9	75	13.0	128	22.1

Source : Field Survey by the Researcher (2014)

In the Table 4.15, item 93 sought to know whether Management does not provide adequate information on available staff development opportunities in and outside the Polytechnics. The findings indicate that 676(84.3%) respondents agreed as follows: 18 (32.1%) management staff, 80 (47.6%) HODs and 578 (100%) lecturers, with no respondents undecided. The respondents that disagreed on the issue were a total of 126 (15.7%) made up of 38 (67.9%) management staff and88 (52.4%) HODs. From this analysis the majority of respondents declared that the managements of Polytechnics did not provide adequate information on available staff development opportunities in and outside the Polytechnics. However, it is evident from the analysis that a majority of the HODs and management staff disagreed on the issue. The justification for this is not farfetched as the issue concerns their responsibility and it is expected that their views would be affirmative and contrary opinion would imply irresponsibility on their part.

Often, the modalities for accessing development programmes were not made known to lecturers in the Federal Polytechnics was the expressed view of majority of respondents on the issue contained in item 94. The analysis showed that 696(86.8%) respondents agreed with the issue and this is made up of 18(32.1%) management staff, 100 (59.5%) HODs and 578 (100%) lecturers. On the other hand 106(13.2%) respondents disagreed being 38(67.9%) management staff and 68(40.5%) HODs. Again the managements' view here contradicts that of lecturers and HODs because 67.9% of the management disagreed and stated that lecturers were provided with the modalities for accessing development programmes. The divergent views on the issue are

justified in the light of the fact that the managements have to own up to the performance of their duties as expected.

Item 95 examined whether lack of adequate support and feedback from management works against training and development of lecturers in the Polytechnics. The level of agreement reported by the respondents was overwhelming as seven hundred and ninety three respondents representing 98.9% agreed with the stated item. The breakdown is as follows: 47 (83.9%) management staff, 168 (100%) HODs and 578 (100%) lecturers. However, only 9 (1.1%) all management staff disagreed. Based on this analysis the respondents stated that lack of adequate support and feedback from management hindered the training and development of lecturers.

The failure of Polytechnics managements to ensure adequate resources (finance, people and time) to implement training which militates against development of lecturers was the issue raised in item 96.The results show that 47(83.9%) management staff, 168 (100%) HODs and 578 (100%) lecturers agreed. This summed up to a total of 793 (98.9%) respondents that agreed on this issue while 9 (1.1%) respondents all management staff disagreed. From the analysis, the majority of the respondents confirmed that failure to ensure adequate resources (finance, people and time) to implement training was a barrier to lecturers' participation in training and development programmes.

Item 97 looked at the issue of whether lack of transparency and fairness in sponsorship (training is provided for some lecturers that are close to the management) constrained training and development of lecturers in the Polytechnics. Findings show that a total of 765 (95.4%) agreed on the issue to which the breakdown is as follows:

19(33.9%) management staff, 168 (100%) HODs and 578 (100%) lecturers. Only management staff 37 (66.1%) being 4.6 %respondents disagreed. The analysis indicates that an overwhelming majority affirmed that lack of transparency and fairness in sponsorship (training is provided for some lecturers close to the management) militates against training and development of lecturers in the Polytechnics. This perception is instructive of the fact that something ought to be done to reverse this trend.

Another issue examined contained in item 98 enquired whether lecturers were sent on training without consideration for its relevance to present job or future postings, of which the analysis shows that 708 (88.3%) respondents agreed: 18(32.1%) management staff, 168(100%) HODs and 522 (90.3%) lecturers, while 94 (11.7%) respondents disagreed: 38(67.9%) management staff and 56 (9.7%) lecturers. From the analysis a majority of the respondents stated that lecturers were sent on training without consideration for its relevance to present job or future postings. However, the management had a different opinion on the issue as majority of them disagreed. This response level is indicative of the fact that training and development programmes have to be well planned to meet the needs of Polytechnics.

Item 99 sought to find out whether the managements of Polytechnics rely more on TETFund for sponsorship than the general allocation in the Polytechnics, limits the number of lecturers sponsored. Findings indicate that 502 (62.6%) respondents agreed: 28(50.0%) management staff, 99(58.9%) HODs and 375(64.9%) lecturers. But 144 (18. %) were undecided: 99(58.9%) HODs and 75(13.0%) lecturers. However, 156 (19.4%) respondents disagreed as follows 28 (50.%) management staff and 128 (22.1%) lecturers.

This analysis indicates that the majority of respondents stated that the managements of Polytechnics relied more on TETFund for sponsorship than the general allocation in the Polytechnics and this had limited the number of lecturers sponsored. However, an equal number of management staff (50%) disagreed with this view. This response level is a pointer that Polytechnic managements have to increase budgetary allocation for staff development programmes.

Item 100, examined whether bureaucratic bottlenecks delay processing of approvals for sponsorship or study leave for lecturers as an issue that constrain the development of lecturers and an overwhelming agreement was recorded by the respondents as an aggregate of 760 representing 94.8% agreed. The breakdown is as follows: 38(67.9%) management staff, 144 (85.7%) HODs and 578 (100%) lecturers. However, HODs numbering, 24 (3.0%) respondents all HODs were undecided while 18(2.2%) respondents that were all management staff disagreed. From the analysis it can be deduced that a majority of the respondents stated that a constraint to training of lecturers was the bureaucratic bottlenecks that delayed the processing of approvals for sponsorship or study leave for lecturers.

Item 101 investigated whether poor working environment (lack of adequate motivation, physical facilities and communication) hindered lecturers' development. The results show that a sizeable proportion of the respondents 793 (98.9%) agreed with the stated item. The breakdown reveals that 47(83.9%) management staff, 168(100%) HODs and 578 (100%) lecturers. However, only management staff disagreed and they were 9 representing 1.1% of the respondents. Based on the outcome of the analysis, the majority

of the respondents (98 .9%) declared that poor working environment (lack of adequate motivation, physical facilities and communication) hindered lecturers' development so in order to improve training and development of lecturers an enabling environment has to be provided by the management.

The issue raised in item 102 was whether the absence of a planned, systematic and structured staff development programme for lecturers militates against training and development of lecturers. The results showed that 47(83.9%) management staff, 144 (85.7%) HODs and 375(64.9%) lecturers agreed which gave an aggregate of 566 (70.6%) respondents that agreed on this issue. However, 24(14.3%) HODs and 75(13.0%) lecturers were undecided representing a total of 99(12.3%) while 9(16.1%) management staff and 128 (22.1%) lecturers with a total of 137 (17.1%) disagreed. Based on the level of agreement on the issue the respondents confirmed that absence of a planned, systematic and structured staff development programme for lecturers constrains training and development. This finding is instructive and indicates that the objectives of staff development cannot be achieved without proper planning.

4.12 Hypotheses Testing

This section presents the results of the hypotheses tests. Nine hypotheses were formulated and tested as follows:

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.

The items that were related to this hypothesis are 7 -19. Opinions of the respondents were analysed using ANOVA and the result is given in Table 4.16 below.

Table 4.16: 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	Sig.
Between Groups	18.761	2	9.381	26.192	0.000
Within Groups	286.162	799	0.358		
Total	304.923	801			

P value 0.000<0.05 - significant

In the ANOVA table 4.16 since P is lower than 0.05 (*p=0.000<0.05)*, 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. In order to determine which group significantly differed from other group in their opinion a Post – Hoc test was carried out on the mean scores of the group with scheffe procedure. Table 4.16 b shows the mean scores while Table 4.16c below presents the result of the scheffe procedure.

Table 4. 16(b): The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Lecturers' Participation in Higher Education Programmes on Lecturers' Job Performance

Groups	No.	Mean	Standard Dev.
Management Staff	56	3.77	0.26
HODs	168	3.72	0.28
Lecturers	578	3.39	0.68
Total	802	3.63	0.41

The table above indicates that the Management staff had the highest mean score on this variable while HODs and lecturers had a mean score of 3.72 and 3.39 respectively.

Table 4.16(c): Scheffe Multiple Comparison Test on the Opinions of Respondents on the Impact of Higher Education Qualification Programmes on the Job Performance of Lecturers

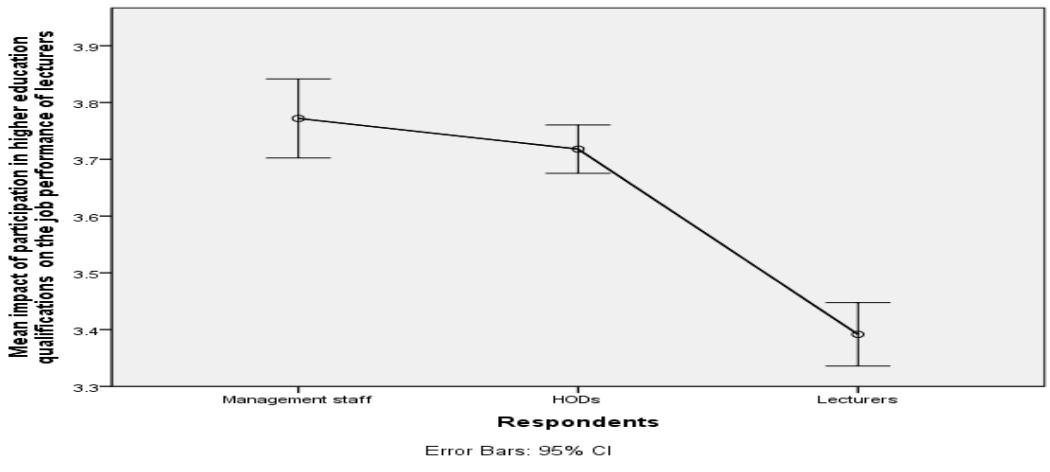
(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	0.0540	0.0923	0.843
	Lecturers	0.3803*	0.0838	0.000
HODs	Management staff	-0.0540	0.0923	0.843
	Lecturers	0.3263*	0.0525	0.000
Lecturers	Management staff	-0.3803*	0.0838	0.000
	HODs	-0.3263*	0.0525	0.000

*. The mean difference is significant at the 0.05 level.

From the results of the Scheffe test contained in the multiple comparison table 4.16(b), there was no significant difference between the average opinion of management staff and heads of departments on the impact of participation in higher education qualifications on the job performance of lecturers in Nigerian Federal Polytechnics

(*p=0.843*). On the other hand, there was significant difference between the average opinion of management staff and lecturers on the same issue (*p=0.000*). From the mean difference, we can deduce that lecturers hold a weaker opinion on the impact of participation in higher education on the job performance of lecturers than the management staff. Lastly, there is significant difference between the average opinion of heads of departments and lecturers on the same issue (*p=0.000*). Again, from the mean difference, we can deduce that lecturers hold a stronger opinion on the impact of participation in higher education qualifications on the job performance of lecturers than the heads of departments which is shown in the mean plot in Figure 4. 1

Figure 4.1:Impact of Participation in Higher Education Qualification on the Job Performance of Lecturers



The mean plot in Figure 4.1 shows the grand mean as well as the 95% confidence intervals for the management staff, the heads of departments and lecturers on the impact of participation in higher education qualifications on the job performance of lecturers in Federal Polytechnics.

Null Hypothesis 2

H_0:2 There is no significant difference in the opinions of management staff, heads of departments and lecturers on the impact of ICT training programmes on the job performance of lecturers in Federal Polytechnics.

Items 20 - 29 of the questionnaire were related to the issues mentioned in this hypothesis.

Table 4.17: **Summary of Analysis of Variance Statistics (ANOVA) to test the Difference the Difference in Respondents' Opinion on the Impactof ICT Training Programmes on the Job Performance of Lecturers**

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.422	2	1.711	7.536	0.001
Within Groups	181.408	799	0.227		
Total	184.830	801			

P value 0.001<0.05 - significant

In the ANOVA table 4.17, since *p=0.001<0.05*, the null hypothesis was rejected and it is therefore concluded that there was significant difference in the opinions of management staff, heads of departments and lecturers on the impact of ICT training programmes on the job performance of lecturers in Federal Polytechnics. The real difference is further investigated using the mean scores and the Scheffe post hoc test. The mean scores are shown in Table 4.17(b) while the result of the Scheffe test is presented in Table 4.17(c).

Table 4. 17(b) : The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Lecturers' Participation in Computer Training Programmes on Lecturers' Job Performance

Groups	No.	Mean	Standard Dev.
Management Staff	56	3.72	0.37
HODs	168	3.48	0.44
Lecturers	578	3.46	0.50
Total	802	3.55	0.44

From the table 4.17(b), the management staff had the highest mean of 3.72 while HODs and lecturers had mean scores of 3.48 and 3.46 respectively.

Table 4.17(c): Scheffe Multiple Comparison Test on the Opinions of theRespondents on the Impact of ICT Training Programmes on the Job Performance of Lecturers

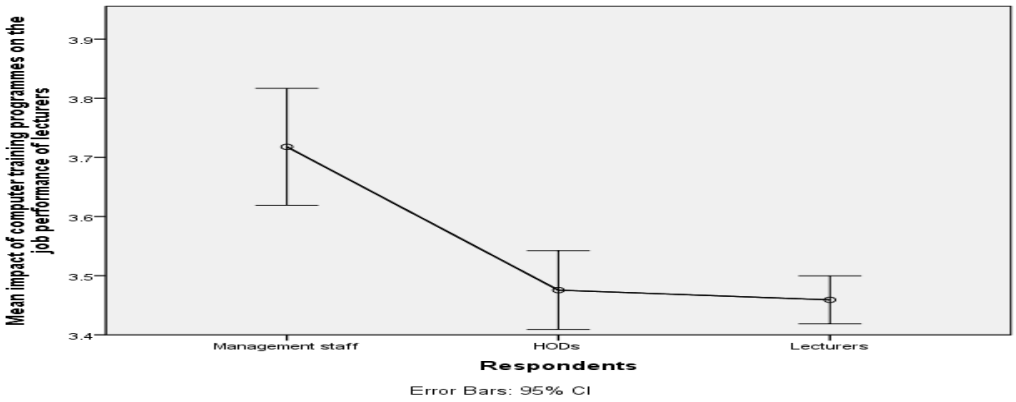
(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	0.2423*	0.0735	0.005
	Lecturers	0.2587*	0.0667	0.001
HODs	Management staff	-0.2423*	0.0735	0.005
	Lecturers	0.0164	0.0418	0.926
Lecturers	Management staff	-0.2587*	0.0667	0.001
	HODs	-0.0164	0.0418	0.926

*. The mean difference is significant at the 0.05 level.

From the results of the Scheffe test contained in the multiple comparison table 4.17(c) above, there was significant difference between the average opinion of management staff and heads of departments on the impact of ICT training programmes on the job performance of lecturers in Nigerian Federal Polytechnics (*p=0.005*). From the mean difference, we can deduce that management staff holds a stronger opinion on the impact of ICT training programmes on the job performance of lecturers than the heads of

departments. Similarly, there was significant difference between the average opinion of management staff and lecturers on the same issue (*p=0.001*). Again, from the mean difference, we can deduce that lecturers hold a weaker opinion on the impact of ICT training programmes on the job performance of lecturers than the management staff. Lastly, there was no significant difference between the average opinion of heads of departments and lecturers on the same issue (*p=0.926*) as shown in the Figure 4.2 below.

Figure 4.2: Impact of ICT training Programmes on the Job Performance of Lecturers



The mean plot Figure 4.2 above shows the grand mean as well as the 95% confidence intervals for the management staff, the heads of departments and lecturers on the impact of computer training programmes on the job performance of lecturers in Federal Polytechnics.

Null Hypothesis 3

H_0: There is no significant difference in the opinions of management staff, heads of departments and lecturers on the impact of participation in seminars and workshops on the job performance of lecturers.

The items related to this hypothesis are items 30 -39.

Table 4.18: Summary of Analysis of Variance Statistics (ANOVA) to test the Difference in the Responses on the Impact of Lecturers Participation in Seminars and Workshops on their Job Performance

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.919	2	2.460	9.648	0.000
Within Groups	203.694	799	0.255		
Total	208.613	801			

P value 0.000<0.05 - significant

From the ANOVA table 4.18 above, P value is 0.000 and this is lower than the level of significance of 0.05(*p=0.000<0.05)*. In view of this, the null hypothesis was rejected and we therefore conclude that there is significant difference in the opinions of management staff, heads of departments and lecturers on the impact of participation in seminars and workshops on the job performance of lecturers. The real difference is hereby further shown in the mean scores in Table 4.18(b) and also investigated by the Scheffe post hoc test presented in table 4.18(c).

Table 4.18(b): **The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Lecturers' Participation in Seminars and Workshops on Lecturers' Job Performance**

Groups	No.	Mean	Standard Dev.
Management Staff	56	3.72	0.32
HODs	168	3.68	0.25
Lecturers	578	3.38	0.70
Total	802	3.59	0.42

The result presented in Table 4.18(b) above indicates that the management staff had the highest mean score of 3.72 followed by the HODs with 3.68 while lecturers had the lowest score with 3.38.

Table 4.18(c)**:Scheffe Multiple Comparison Test of Difference on the Responses of the Impact of Lecturers' Participation in Seminars and Workshops on their Job Performance**

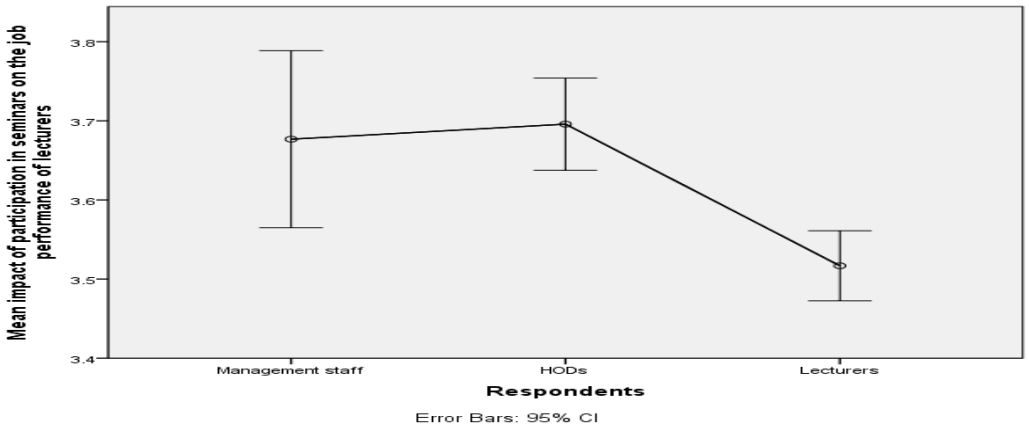
(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	-0.0190	0.0779	0.971
	Lecturers	0.1600	0.0707	0.078
HODs	Management staff	0.0190	0.0779	0.971
	Lecturers	0.1791*	0.0443	0.000
Lecturers	Management staff	-0.1600	0.0707	0.078
	HODs	-0.1791*	0.0443	0.000

*. The mean difference is significant at the 0.05 level.

From the results of the Scheffe test contained in the multiple comparison table 4.18(c) above, there is no significant difference between the average opinion of management staff and heads of departments on the impact of participation in seminars and workshops on the job performance of lecturers in Nigerian Federal Polytechnics (*p=0.971*). Similarly, there is no significant difference between the average opinion of management staff and lecturers on the same issue (*p=0.078*). However, there was significant difference between the average opinion of heads of departments and lecturers on the same issue (*p=0.000*). Again, from the mean difference, we can deduce that lecturers hold a weaker opinion on the impact of their participation in seminars and

workshops on their job performance than the heads of departments as depicted in the mean plot in figure 4.3

Figure 4.3: Impact of participation in seminars and workshops on the job Performance of lecturers



The mean plot in figure, 4. 3 shows the grand mean as well as the 95% confidence intervals for the management staff, the heads of departments and lecturers on the impact of participation in seminars and workshops on the job performance of lecturers in Nigerian Federal Polytechnics.

Null Hypothesis 4

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

Items 40– 50 in the questionnaire were analysed in this hypothesis using ANOVA. The result is given in Table 4. 19 below.

Table 4. 19: Summary of Analysis of Variance Statistics (ANOVA) to Test the Difference in the Responses on the Impact of Lecturers' Participation in Conferences on their Job Performance

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.243	2	1.121	5.245	0.005
Within Groups	170.820	799	0.214		
Total	173.063	801			

P value 0.000<0.05 - significant

From the ANOVA table 4.19 , since *p=0.005<0.05*, the null hypothesis was rejected and it is therefore concluded that there was significant difference in the opinions of management staff, heads of departments and lecturers on the impact of participation in conferences on the job performance of lecturers in Federal Polytechnics. The real difference is revealed by the mean scores in Table 4.19(b) and further investigated by the Scheffe post hoc test as presented in table 4.19(c).

Table 4.19(b) : The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Lecturers' Participation in Conferences on Lecturers' Job Performance

Groups	No.	Mean	Standard Dev.
Management Staff	56	3.85	0.22
HODs	168	3.74	0.32
Lecturers	578	3.66	0.51
Total	802	3.75	0.35

The results in table 4.19(b) indicates that the management staff had the highest mean score of 3.85 while the HODs and lecturers had mean scores of 3.74 and 3.66 respectively.

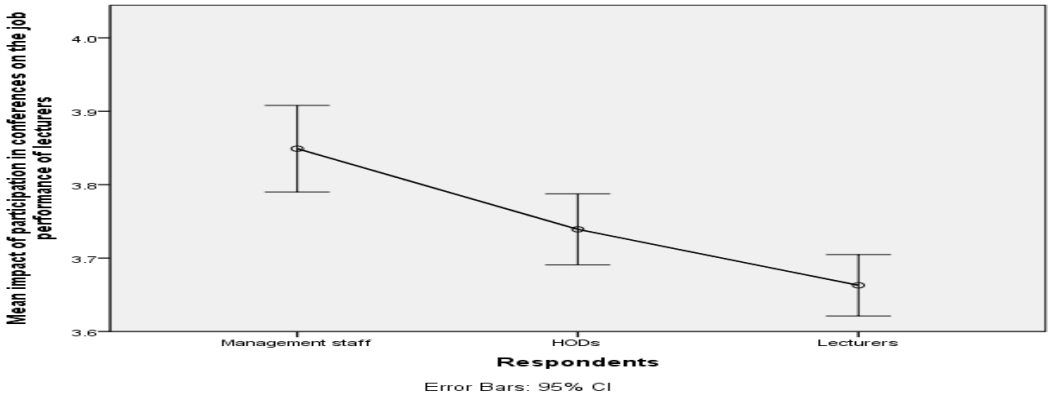
Table 4.19(c): Scheffe Multiple Comparison Test on the Opinions of Respondents on the Impact of Conferences on the Job Performance of Lecturers

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	0.1098	0.0713	0.306
	Lecturers	0.1861*	0.0647	0.016
HODs	Management staff	-0.1098	0.0713	0.306
	Lecturers	0.0762	0.0405	0.171
Lecturers	Management staff	-0.1861*	0.0647	0.016
	HODs	-0.0762	0.0405	0.171

*. The mean difference is significant at the 0.05 level.

From the results of the Scheffe test contained in the multiple comparison table 4.19(c) above, there was no significant difference between the average opinion of management staff and heads of departments on the impact of participation in conferences on the job performance of lecturers in Nigerian Federal Polytechnics (*p=0.306*). On the other hand, there was significant difference between the average opinion of management staff and lecturers on the same issue (*p=0.016*). From the mean difference, we can deduce that lecturers hold a weaker opinion on the impact of participation in conferences on the job performance of lecturers than the management staff, whereas, there was no significant difference between the average opinion of heads of departments and lecturers on the same issue (*p=0.171*) as shown in the mean plot Figure 4. 4.

Figure 4.4: Impact of Lecturers Participation in Conferences on their Job Performance



The mean plot above shows the grand mean as well as the 95% confidence intervals for the management staff, the heads of departments and lecturers on the impact of participation in conferences on the job performance of lecturers in Federal Polytechnics.

Null Hypothesis 5

H_0: There is no significant difference in the opinions of management staff, heads of departments and lecturers on the impact of lecturers' participation in orientation programmes and its consequences on their job performance.

Items 51 -61 were related to this hypothesis in the questionnaire. The opinions of

The respondents were analysed using ANOVA. Table 4.20 below presents the result.

Table 4.20: Summary of Analysis of Variance Statistics to Test the Difference in the Responses on the Impact of Lecturers' Participation in Orientation Programmes and its Consequences on their Job Performance

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30.181	2	15.090	42.473	0.000
Within Groups	283.882	799	0.355		
Total	314.062	801			

P value 0.000<0.05 - significant

From the ANOVA table 4.20, the P value is 0.000 which is lower than the level of significance of 0.05(p=*0.000<0.05)*. The null hypothesis is rejected to mean that there is significant difference in the opinions of management staff, heads of departments and lecturers on the impact of lecturers' participation in orientation programmes on their job performance in Nigerian Federal Polytechnics. The mean scores presented in Table 4.20(b) below highlights the differences in the opinions of the respondents. In order to determine which group significantly differed from other groups in their opinions, a post hoc test was carried out with the Scheffe test and Table 4.20(c) presents the result of the Scheffe post hoc test.

Table 4.20(b): The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Lecturers' Participation in Orientation Programmes on their Job Performance

Groups	No.	Mean	Standard Dev.
Management Staff	56	3.30	0.57
HODs	168	3.45	0.46
Lecturers	578	2.99	0.63
Total	802	3.25	0.55

From Table 4.20(b) the Management staff had score of 3.30 while HODs and lecturers had mean scores of 3.45 and 2.99 respectively.

Table 4.20(c): Scheffe Multiple Comparison Test on the Difference in the Responses on the Impact of Lecturers' Participation in Orientation Programmes and its Consequences on their Job Performance

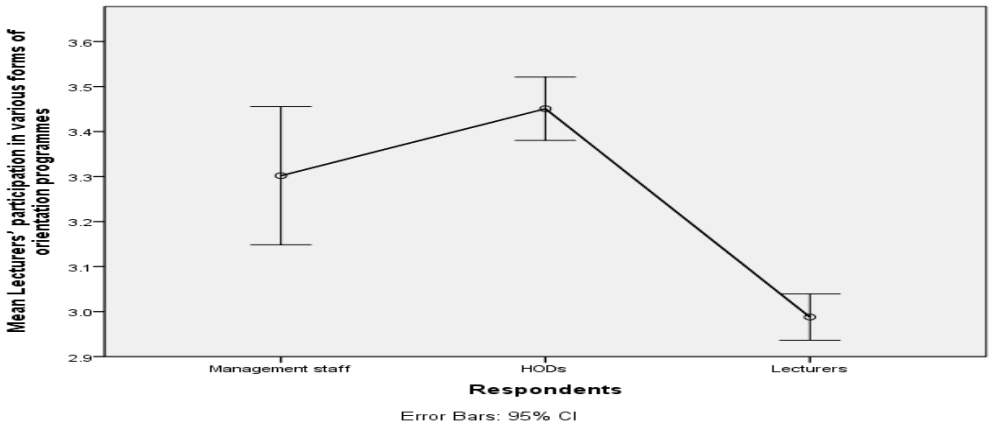
(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	-0.1488	0.0920	0.271
	Lecturers	0.3141*	0.0834	0.001
HODs	Management staff	0.1488	0.0920	0.271
	Lecturers	0.4629*	0.0522	0.000
Lecturers	Management staff	-0.3141*	0.0834	0.001
	HODs	-0.4629*	0.0522	0.000

*. The mean difference is significant at the 0.05 level.

From the results of the Scheffe test contained in the multiple comparison table 4.20(c) above, there is no significant difference between the average opinion of management staff and heads of departments on the impact of lecturers' participation in orientation programmes in Nigerian Federal Polytechnics (*p=0.271*). On the other hand, there is significant difference between the average opinion of management staff and

lecturers on the same issue (*p=0.001*). From the mean difference, we can deduce that lecturers hold a weaker opinion on the impact of orientation programmes in Nigerian Federal Polytechnics than the management staff. Lastly, there is significant difference between the average opinion of heads of departments and lecturers on the same issue (*p=0.000*). Again, from the mean difference, we can deduce that lecturers hold a stronger opinion on the impact of lecturers' participation in various forms of orientation programmes than the heads of departments. This is shown in the mean plot figure 4.5 below.

Figure 4.5: The Impact of Lecturers' Participation in Orientation Programmes and its Consequences on their Job Performance



The mean plot in figure 4.5 shows the grand mean as well as the 95% confidence intervals for the management staff, the heads of departments and lecturers on the impact of lecturers' participation in orientation programmes on job performance.

Null Hypothesis 6

H_0: There is no significant difference in the opinions of management staff, heads of departments and lecturers on the impact of lecturers' participation on mentoring on their job performance.

The items related to this hypothesis are items 62 -71.

Table 4.21: Summary of Analysis of Variance Statistics (ANOVA) to test the Difference in the Responses on the Impact of Mentoring on Lecturers' Job Performance in Federal Polytechnics

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	14.841	2	7.420	17.124	0.000
Within Groups	346.234	799	0.433		
Total	361.075	801			

P value 0.000<0.05 – significant

From the ANOVA table 4.21 above, since *p=0.000<0.05*, the null hypothesis was rejected and it was therefore concluded that there is significant difference in the opinions of management staff, heads of departments and lecturers on the impact of lecturers' participation in mentoring on their job performance in Federal Polytechnics. The real difference is hereby shown by the mean scores on Table 4.21(b) and further investigated by the following Scheffe post hoc test in Table 4.21(c).

Table 4.21(b): The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Lecturers' Participation in Mentoring on Lecturers' Job Performance

Groups	No.	Mean	Standard Dev.
Management Staff	56	2.84	0.69
HODs	168	2.48	0.53
Lecturers	578	2.81	0.69
Total	802	2.71	0.64

The result presented in Table 4.21(b) above indicates that the management staff had the highest mean score of 2.84 , followed closely by the lecturers with 2.81 while HODs had the least with 2.48 mean score.

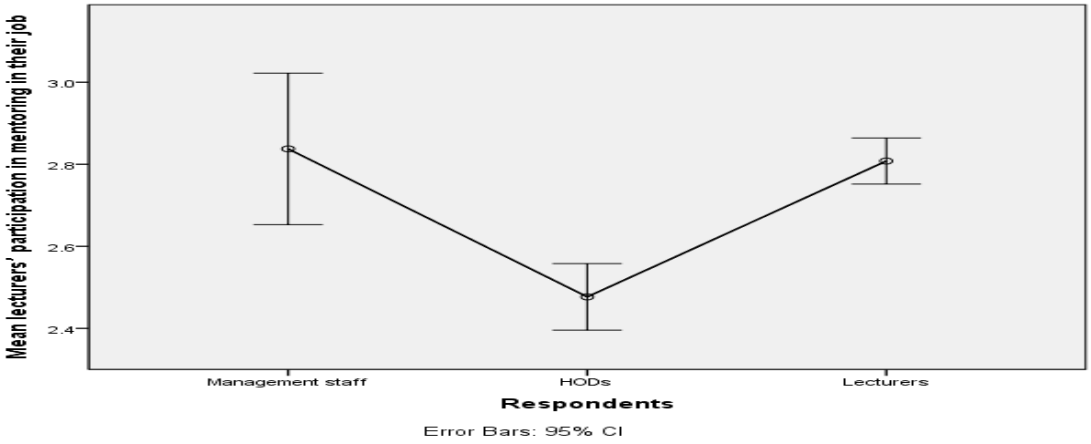
Table 4.21(c)**: Scheffe Multiple Comparison Test of Difference on the Responses On the Impact of Lecturers' Participation in Mentoring on their Job Performance**

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	0.3607*	0.1016	0.002
	Lecturers	0.0295	0.0921	0.950
HODs	Management staff	-0.3607*	0.1016	0.002
	Lecturers	-0.3312*	0.0577	0.000
Lecturers	Management staff	-0.0295	0.0921	0.950
	HODs	0.3312*	0.0577	0.000

*. The mean difference is significant at the 0.05 level.

From the results of the Scheffe test contained in the multiple comparison table 4.21(c) above, there is significant difference between the average opinion of management staff and heads of departments on the impact of mentoring on lecturers' job performance in Nigerian Federal Polytechnics (*p=0.002*). From the mean difference, we can deduce that management staff had a stronger opinion on the impact of mentoring on lecturers' job performance than heads of departments. On the other hand, there was no significant difference between the average opinion of management staff and lecturers on the same issue (*p=0.950*), even though there was significant difference between the average opinion of heads of departments and lecturers on the same issue (*p=0.000*). Again, from the mean difference, we can deduce that heads of departments hold a stronger opinion on the impact of lecturers' mentoring on their job performance than the lecturers as shown in the mean plot in figure 4.6 below.

Figure 4.6: The Impact of Lecturers' Participation in Mentoring on their job performance



The mean plot above shows the grand mean as well as the 95% confidence intervals for the management staff, the heads of departments and lecturers on the impact of lecturers' participation in mentoring on their job performance.

Null Hypothesis 7

H_0: There is no significant difference in the opinions of management staff, heads of departments and lecturers on the impact of management support for staff development programmes to further equip lecturers in their job performance in Federal Polytechnics in Nigeria.

Items 72- 82 contained the issues raised in this hypothesis.

Table 4.22: Summary of Analysis of Variance Statistics (ANOVA) to Test the Difference in Respondents' Opinions on the Impact of Management Support for Staff Development Programmes to further Equip Lecturers in their Job Performance

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	20.679	2	10.339	43.278	0.000
Within Groups	190.885	799	0.239		
Total	211.564	801			

P value 0.000<0.05 - significant

In the table 4.22, the P value is 0.000 and is lower than 0.05(*p=0.000<0.05)*. In view of this, the null hypothesis was rejected and it is therefore concluded that there was significant difference in the opinions of management staff, heads of departments and lecturers on the impact of management support for staff development programmes on job performance of lecturers. The mean scores of responses is presented in Table 4.22(b) and in order to determine which group significantly differed from the other in their opinions, the Scheffe post hoc test shown in Table 4.22(c) was used.

Table 4.22(b): The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Management Support for Staff Development Programmes to further Equip Lecturers in their Job Performance in Nigerian Federal Polytechnics

Groups	No.	Mean	Standard Dev.
Management Staff	56	3.47	0.41
HODs	168	3.21	0.38
Lecturers	578	2.94	0.52
Total	802	3.21	0.44

From Table 4.22(b) above, the mean scores indicate that the Management staff had the highest mean score of 3.47 while HODs had mean scores of 3.21 and 2.94 respectively.

Table 4.22(c)**:Scheffe Multiple Comparison Test on the Opinions of Respondents on the Impact of Management Support for Staff Development Programmes to Further Equip Lecturers in their Job Performance**

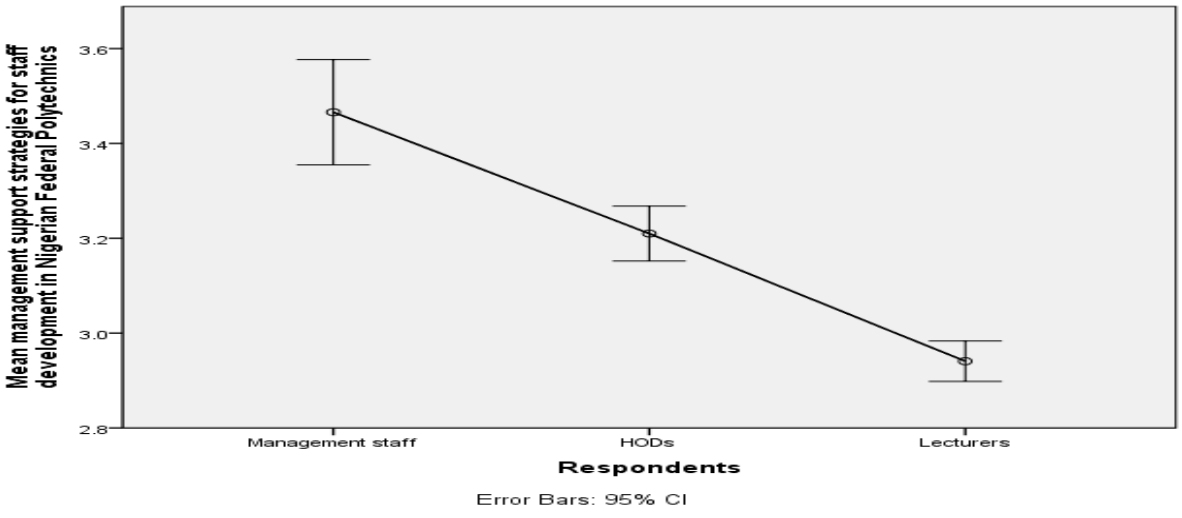
(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	0.2560*	0.0754	0.003
	Lecturers	0.5252*	0.0684	0.000
HODs	Management staff	-0.2560*	0.0754	0.003
	Lecturers	0.2693*	0.0428	0.000
Lecturers	Management staff	-0.5252*	0.0684	0.000
	HODs	-0.2693*	0.0428	0.000

*. The mean difference is significant at the 0.05 level.

The results of the Scheffe test contained in the multiple comparison table 4.22(c) above, shows that there was significant difference between the average opinion of management staff and heads of departments on the impact of management support for

staff development programmes in Federal Polytechnics (*p=0.003*). From the mean difference, we can deduce that management staff hold a stronger opinion on the impact of management support for staff development than the heads of departments. Similarly, there was significant difference between the average opinion of management staff and lecturers on the same issue (*p=0.000*). Again, from the mean difference, we can deduce that management staff had a stronger opinion on the impact of management support for staff development than the lecturers. Lastly, there is significant difference between the average opinion of heads of departments and lecturers on the same issue (*p=0.000).* The mean difference also shows that heads of departments hold a stronger opinion on the impact of management support for staff development than the lecturers. This is shown in the mean plot Figure 4.7.

Figure 4.7: Impact of Management Support for Staff Development Programmes to Further Equip Lecturers in their Job Performance



The mean plot figure 4.7 shows the grand mean as well as the 95% confidence intervals for the management staff, the heads of departments and lecturers on the impact of management support for staff development in the Federal Polytechnics.

Null Hypothesis 8

H_0: There is no significant difference in the opinions of management staff, heads of departments and lecturers on the on the impact of lecturers' attitude towards attendance and participation in conferences and their attendant effects on job performance.

Items 83- 92 contained the issues raised in this hypothesis.

Table 4.23: Summary of Analysis Variance Statistics (ANOVA) to Test the Respondents Opinions on the Impact of Lecturers' Attitude towards Attendance and Participation in Conferences and its attendant Effects on Job Performance

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.173	2	3.087	14.258	0.000
Within Groups	172.971	799	0.216		
Total	179.144	801			

P value 0.000<0.05 - significant

From the ANOVA Table 4.23, since p = 0.00 < 0.05 the null hypothesis was rejected and it is therefore concluded that there was significant difference in the opinions of management staff, heads of departments and lecturers on the impact lecturers' attitude towards attendance and participation in conferences and its attendant effects on

job performance . The real difference is further investigated to determine which of the respondents differ more by using Mean scores shown in Table 4.23(b) and the Scheffe post-hoc test in Table 4.23(c).

Table 4.23(b):The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Lecturers' Attitude Towards Attendance and Participation in Conferences and its Attendant Effects on Job Lecturers' Job Performance

Groups	No.	Mean	Standard Dev.
Management Staff	56	1.37	0.17
HODs	168	1.49	0.30
Lecturers	578	1.64	0.52
Total	802	1.50	0.33

From the table 4.23(b) results indicate that lecturers had the highest mean score of 1.64 while followed by the HODs with 1.49 while management staff had a score of 1.37.

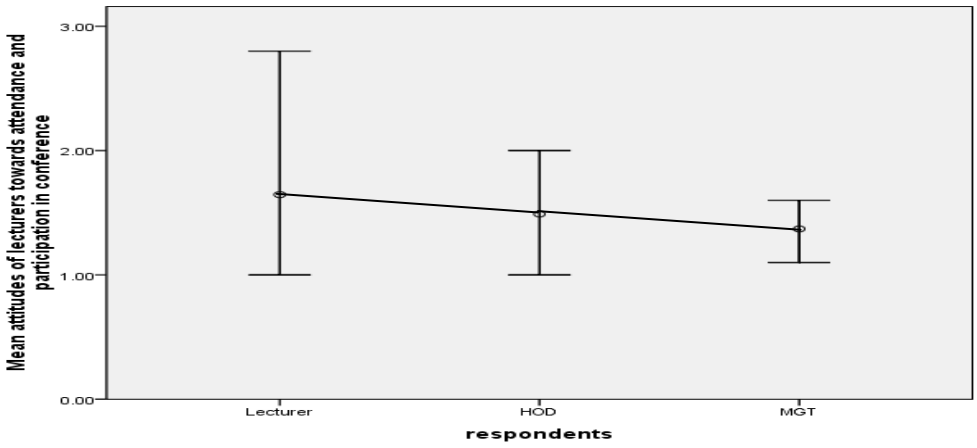
Table 4.23(c): Scheffe Multiple Comparison Test on the Opinions of Respondents on the Impact of Lecturers' Attitudes towards Attendance and Participation in Conferences and its attendant Effects on Job Performance

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	-0.11964	0.07179	0.250
	Lecturers	-0.27551*	0.06512	0.000
HODs	Management staff	0.11964	0.7179	0.250
	Lecturers	-0.15587*	0.4078	0.001
Lecturers	Management staff	0.27551*	0.06512	0.000
	HODs	-0.15587*	0.04078	0.001

*. The mean difference is significant at the 0.05 level.

From the result of Scheffe test contained in the multiple comparison table 4.23(c) above, there was no significant difference between the average opinions of management staff and heads of department on the impact of lecturers' attitude towards attendance and participation in conferences in Nigerian Federal Polytechnics p=(0.250). But there was a significant difference between the average opinion of management and lecturers on the same issue at p = (0.00). It can be deduced that the lecturers have a stronger opinion than the management staff on the stated issue. There was also a significant difference between the average opinion of lecturers and heads of department on the impact of the attitude of lecturers towards attendance and participation in conferences and its attendant effects on job performance. = (0.001). From the mean difference, we can deduce that the lecturers hold a stronger opinion on the options which is further explained using the mean plot Figure 4. 8 below.

Figure 4.8: Impact of the Attitude of Lecturers towards Attendance and Participation in Conferences and its Attendant effects on Job Performance



The mean plot Figure 4.8 shows the grand mean as well as the 95% confidence interval for the management staff, HODs and lecturers on the impact of lecturers' attitude towards attendance and participation in conferences in Federal Polytechnics.

Null Hypothesis 9

Ho: There is no significant difference in the opinions of lecturers, HODs and management staff on the impact of organisational issues that constrain training and development of lecturers in Federal Polytechnics.

Items 93- 102 contained the issues raised in this hypothesis.

Table 4.24: Summary of Analysis Variance Statistics (ANOVA) to Test the Respondents Opinions on the Impact of Organisational Issues that Constrain Training and Development of Lecturers

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.055	2	15.527	414.426	0.000
Within Groups	29.936	799	0.037		
Total	60.991	801			

P value 0.000<0.05 - significant

In the table 4.24 above, p value is 0.00 and this is lower than the significant value of 0.05. In view of this, the null hypothesis was rejected and it is therefore concluded that there was significant difference in the mean opinions of management staff, HODs and lecturers on the impact of organisational issues that constrain training and development of lecturers. The real differences are determined using the mean scores in Table 4.24(b) and the multiple comparisons with Scheffe test in table 4.24(c) below.

Table 4.24(b):The Mean Scores and Standard Deviation of the Management Staff, HODs and Lecturers on the Impact of Organisational Issues that Constrain Training and Development of Lecturers

Groups	No.	Mean	Standard Dev.
Management Staff	56	1.88	0.23
HODs	168	1.26	0.25
Lecturers	578	1.11	0.15
Total	802	1.42	0.21

From the Table, 4.24(b) results indicate that the management staff had a mean score of 1.88 while HODs and lecturers had mean scores of 1.26 and 1.11 respectively.

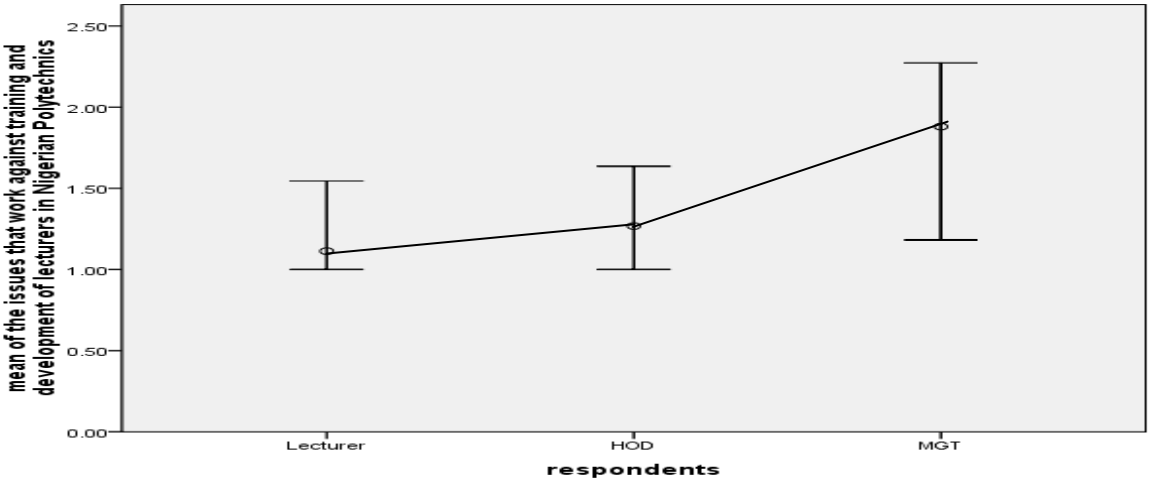
Table 4.24(c): Scheffe Multiple Comparison Test on the Opinions of Respondents on Impact of the Organisational Issues that Constrain the Training and Development of Lecturers

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.
Management staff	HODs	0.61201*	0.02987	0.000
	Lecturers	0.76710*	0.02709	0.000
HODs	Management staff	-0.61201*	0.02987	0.000
	Lecturers	0.15509*	0.1697	0.000
Lecturers	Management staff	-0.76710*	0.02709	0.000
	HODs	-0.15509*	0.01697	0.001

*. The mean difference is significant at the 0.05 level.

From the result of Scheffe test contained in the multiple comparison Table 4.24(c), the respondent lecturers, heads of departments and management staff differ significantly at p value (0.00). It has shown that the management differ more as against other respondents as further shown in the mean plot Figure 4.9.

Figure 4.9: Impact of Organisational Issues that Constrain the Training and Development of Lecturers



The mean plot in Figure 4.9 shows the mean as well as the 95% confidence intervals for the lecturers, heads of department and management staff on the impact of the issues that constrain training and development of lecturers in Federal Polytechnics.

4.13 Summary of Hypotheses Testing

The summary of the nine hypotheses tested using the Analysis of Variance (ANOVA) at 0.05level of significance is presented in Table 4.25

Ho	Hypothesis Statement	Test Statistics	Results	Level of Significance	Conclusion
i.	There is no significant difference in the opinions of the respondents on the impact of participation in higher education programmes on the job performance of lecturers in	Analysis of Variance (ANOVA)	The F Value is 26.192 and P Value is 0.000	0.05	Ho 1 was rejected

ii.	There is no significant difference in the opinions of the respondents on the impact of ICT training programmes on the job performance of lecturers in Nigerian Federal Polytechnics.	Analysis of Variance (ANOVA)	The F Value is 7.536 and P Value is 0.000		Ho 2 was rejected
iii.	There is no significant difference in the opinions of the respondents on the impact of participation in seminars and workshops on the job performance of lecturers in Nigerian Federal Polytechnics.	Analysis of Variance (ANOVA)	The F Value is 9.648 and P Value is 0.000		Ho 3 was rejected
iv.	There is no significant difference in the opinions of the respondents on the impact of participation in conferences on the job performance of lecturers in Nigerian Federal Polytechnics.	Analysis of Variance (ANOVA)	The F Value is 5.245 and P Value is 0.005	0.05	Ho 4 was rejected
v.	Nigerian Federal Polytechnics. There is no significant difference in the opinions of the respondents on the impact of lecturers' participation in orientation	Analysis of Variance (ANOVA)	The F Value is 42.473 and P Value is 0.000	0.05	Ho. 5 was rejected

	programmes and its consequences on their job performance.				
vi.	There is no significant difference in the opinions of the respondents on the impact of mentoring of lecturers on their job performance.	Analysis of Variance (ANOVA)	The F Value is 17.124 and P Value is 0.000	0.05	Ho. 6 was rejected
vii.	There is no significant difference in the opinions of the respondents on the impact of management support for staff developments programmes to further equip lecturers in their job performance .	Analysis of Variance (ANOVA)	The F Value is 43. 278 and P Value is 0.000	0.05	Ho. 8 was rejected
viii.	There is no significant difference in the opinions of respondents on the impact of lecturers' attitude towards attendance and participation in conferences and its attendant effects on job Performance.	Analysis of Variance (ANOVA)	The F value is 14.258 and the P value is 0.000	0.05	Ho. 8 was rejected
.ix.	There is no significant difference in the opinion of the respondents on the impact of organisational issues that constrain training and development of lecturers.	Analysis of Variance (ANOVA)	The F value is 414.426 and the P value is 0.000	0.05	Ho. 9 was rejected

From table 4.25, it is evident that all the hypotheses were rejected because the p values were lower than the significant value of 0.05 set for the study. The hypotheses can then be restated or interpreted as follows:

i. There is significant difference in the opinions of lecturers, heads of departments and management staff of Federal Polytechnics on the impact of participation in higher education qualification programmes on the job performance of lecturers and retention.

ii. There is significant difference in the opinions of lecturers, heads of departments and management staff of Federal Polytechnics on the impact of ICT training programmes on the job performance of lecturers in Nigerian Federal Polytechnics.

iii. There is significant difference in the opinions of lecturers, heads of departments and management staff of Federal Polytechnics on the impact of participation in seminars/workshops on the job performance of lecturers.

iv. There is significant difference in the opinions of lecturers, heads of departments and management staff of Federal Polytechnics on the impact of participation in conferences on the job performance of lecturers.

v. There is significant difference in the opinions of lecturers, heads of departments and management staff of Federal Polytechnics on the impact of lecturers' participation in orientation programmes and its consequences on their job performance.

vi. There is significant difference in the opinions of lecturers, heads of departments and management staff of Federal Polytechnics on the impact of lecturers' participation in mentoring on their job performance.

vii. There is significant difference in the opinions of lecturers, heads of departments and management staff of Federal Polytechnics on the impact of management support for staff development to further equip lecturers.

viii. There is significant difference in the opinions of lecturers, heads of departments and management staff of Federal Polytechnics on the impact lecturers' attitude towards attendance and participation in conferences and its attendant effects on their job performance.

ix. There is significant difference in the opinion of management staff, heads of departments and lecturers on the impact of organisational issues that constrain training and development of lecturers in Federal Polytechnics.

4.14 Summary of Major Findings

All the nine null hypotheses had p values that were lower than the significant value of 0.05 set for the study. In view of this, the null hypotheses were rejected and it is therefore concluded that there are significant differences in the mean opinions of management staff, HODs and lecturers on the issues raised in the study. The study came up with the following major findings:

1 Participation of lecturers in higher education qualification programme had improved their job performance in many areas of their duties. A total of 690(86.0%) of the respondents opined that it had broadened lecturers' knowledge

of their teaching subject. Another significant impact was that it had prepared lecturers 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, a majority of the respondents 565 (70.1%) agreed that possession of doctoral degrees by Polytechnic lecturers had adversely affected staff retention in the Polytechnics as many have left for Universities and other places where they can better grow in their careers.

2. Information and Communication Technology training programmes had enhanced the ability of lecturers to use ICT to teach effectively. Lecturers could access different types of learning materials on the internet and use them to make classroom activities more effective. A total of 610(76.1%) affirmed that lecturers could use enhanced visual aids to teach in the Polytechnics. In the area of ICT usage, majority of the respondents rated ICT competence of lecturers highly especially in the area of word processing, browsing and email. Thus lecturers' performance had improved as they could utilise ICT to make teaching and learning more effective.

3. The respondents clearly accepted that participation in seminars and workshops had positive impact on the job performance of lecturers. Findings revealed that 68.7% of the respondents affirmed that lecturers' participation in seminars and workshops had made them acquire knowledge that is relevant to their teaching. A large percentage also agreed that lecturers' participation in seminars and

workshops had improved their classroom communication and interactive skills. Workshops and seminars had also assisted lecturers to learn practical skills in operating machines and the ability to manage time which had aided the achievement of desired instructional goals.

4 Conferences had impacted positively on the job performance of Polytechnic lecturers. A large percentage (90.6%) stated that conferences had made lecturers to gain skills in making public presentation, the production of scholarly papers and articles for journals. In addition, lecturers have more capacity to supervise students' projects and carry out research. A total of 702 (87.5%) affirmed that participation of lecturers in conferences had positive impact on their acquisition of new knowledge and research developments in their field of study. Also a large percentage (85.2%) of the respondents indicated that lecturers were able to collaborate with their colleagues to solve problems of common interests.

5. Findings revealed that majority of the staff did not undergo any form of orientation in the Polytechnics when they were newly appointed. Majority of the respondents (58%) stated that there was no centrally planned orientation for lecturers in the Polytechnics. Also 59.4% of the respondents revealed that there was no clear and structured programme of initiating new lecturers into school activities. Also revealed was that new lecturers were not given handbooks outlining the condition of service for lecturers and orientation programme did not assist lecturers to adjust quickly to their work environment but it imbibes in them the professional behaviour expected of them

such as punctuality, attendance at lecturers and neatness. Hence, orientation improved their work behaviour which promotes efficiency in the discharge of their duties.

6. Lecturers did not have any significant mentoring on their jobs as majority of the respondents (73.4%) were of the opinion that new lecturers were not provided with professional support by their senior colleagues. New and junior lecturers were not provided mentors in order to aid them solve instructional problems. Senior colleagues did not render support in terms teaching materials and the use of various techniques to assess teaching and learning. In addition, mentoring did not improve their knowledge of the course they teach and it was not beneficial in assisting lecturers to deal effectively with students' disciplinary problems.
7. The managements of Polytechnics did not adequately support staff development programmes. A majority of the respondents (57.1%) indicated that lecturers were not sponsored by the school management to attend conferences, seminars and workshops while an almost equal number of respondents stated that lecturers were given or not given grants to carry out research. An aggregate of 59.4% respondents indicated that there were inadequate internet facilities for lecturers to enhance their skills and knowledge. The libraries were ill-equipped with inadequate current textbooks, journals and reference materials. However, majority affirmed that lecturers were given time off and professional development leave to attend courses to improve their skill and also given sabbatical leave when they applied. Equally revealed was that 76.1% of the respondents stated that promotion of lecturers was granted to them when they were due. Also 71.4% of the respondents affirmed that the managements of

Polytechnics supported lecturers' development programmes by paying tuition fees for postgraduate studies.

8. Lecturers had positive attitudes towards attendance and participation in conferences as they had shown a keen interest in attending conferences. Lecturers regarded conferences as an essential tool in enhancing their careers and their teaching and learning capability. Majority of the respondents (80.7%) affirmed that lecturers were willing to take part in conferences even without financial and moral support from their school management. Lecturers were also willing to take part in conferences in faraway institutions and even in non-Polytechnic tertiary institutions. About 66.3% of the respondents agreed that lecturers may take part in conferences just to earn certificates. It was also found that most lecturers did not stay in conferences for the entire duration. Many also do send their colleagues (who are not co-authors) to present papers on their behalf and this limits their exposure.

9 Polytechnics' management did not provide adequate information on available staff development opportunities and the modalities for accessing development programmes. Majority of the respondents (98.9%) affirmed that a major constraint to lecturers' development was failure by management to ensure that adequate resources (finance, people and time) were provided to implement training. A high percentage of respondents (95.4%) were of the view that there was lack of transparency and fairness in sponsorship of lecturers as those close to management were favoured. Lecturers were sent on training without consideration for its relevance to present job or future needs. Management of Polytechnics relied more on TETFund than their

general allocation for sponsoring lecturers which had limited the number of staff that could benefit. Poor work environment (lack of adequate motivation, physical facilities and communication) and absence of a planned, systematic and structured staff development programme for lecturers were also issues that hinder the training and development of lecturers.

4.15 Discussion of Findings

This section presents the discussion of findings on the opinions of respondents on all the issues related to the nine research questions and nine hypotheses. The main objective of this study was to investigate the impact of staff development programmes on the job performance of lecturers of Federal Polytechnics in Nigeria. The data collected through the administration of questionnaire was analysed using the One Way Analysis of Variance and the Post Hoc test with the Scheffe procedure. This unit presents the discussion on the findings of the study.

The views of management staff, HODs and lecturers on the impact of lecturers participation in the various forms of staff development programmes was sought and aggregated. The impact of participation of lecturers in higher education programmes on their job performance was also sought. 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.

It is also the view of respondents that higher education had produced lecturers that were able to enhance the learning of their 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. It can be stated that further education of lecturers had positive impact on the job performance of 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 &Mammud (2012), Ojo & Olaniyan (2008), Garuba (2006) and Oguntimehin (2001) confirm the positive impact of training and development on lecturers' attitude to work. Johnson & Scholes (2002) affirm that increased job satisfaction and morale among employees were part of the effects of training and development of workers. Thus it can be stated that higher education qualification programmes gives lecturers an opportunity to develop their skills for performing their jobs effectively and at the same time motivating them to achieve school goals.

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 realisation 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 specialised research in their areas of specialisation.

The perception of respondents on the impact of ICT training programmes on the job performance of lecturers in Federal Polytechnics was also examined and from the aggregated view of respondents ICT training programmes had enhanced the job performance of lecturers in many ways. Lecturers were able to access a variety of learning materials on the internet use in teaching. They could also use enhanced audio visuals like power point to teach and provide teaching materials for students on the website. Lecturers had also acquired basic skills in Word and Data processing. These findings are in conformity with the assertion of Jegede (2009) that the training that teachers received in ICT was mostly in the area of Word and Data processing skills.

Lecturers' computer literacy had made positive impact on their job performance. However, this finding contradicts those of Yusuf (2005) and Olubube (2006) who found

that most teachers in Nigerian educational institutions do not have the needed experience and competence in the use of computers for educational purposes. However, evidence from this study suggests that improvement in computer training programmes and the fact that it is now mandatory for lecturers to have computer skills had made many lecturers to acquire ICT skills to enhance their teaching. Consequently, many lecturers were able to utilise ICT applications for teaching and learning to ultimately improve their job performance.

The aggregated responses of the respondents on the impact of lecturers' participation in seminars and workshops on their job performance reveal that participation in seminars had positive impact on the job performance of lecturers. Lecturers acquired knowledge that is directly relevant to their teaching in school and could also incorporate a variety of teaching methods in their subjects. Also the knowledge of lecturers had been broadened and their communication ability has been enhanced. It can be deduced that the lecturers' professional development and job performance had been enhanced. Implied in this finding is the fact that staff development plays a very important role in raising lecturers' teaching performance, in terms of subject matter, classroom management, teaching methods and evaluation of students' work. Lecturers who were exposed to staff development programmes like seminars and workshops became more effective in their job performance. This finding is in agreement with studies by Nassazi (2013), Peretomode & Chukwuma (2012), Frayne and Geringer (2000) who asserted that participation in seminars improved the performance of staff.

Apparent from this finding is that, provision of staff development programme is imperative in enhancinglecturers' effectiveness in the discharge of their duties in the Polytechnics. Thus, lecturers need to be regularly provided with opportunities like seminars and workshops for them to improve their knowledge of the subject they teach and the teaching skills. This is based on the recognition that we are living in a rapidly changing world such that whatever knowledge and skills lecturers learnt becomes stale very fast, as new challenges and realties emerge inthe socio-economic and political environment (Mohammed, 2006). To meet the needs of the changing world, a well packaged staff development programme like regular seminars on current issues in education is likely to further equip teachers with more techniques and competences to discharge their duties effectively.

On the issues related to the impact of conferences on the job performance of lecturers, the respondents were of the opinion that conferences had made significant impact on the job performance of lecturers. It had made them to gain skills in making public presentations and writing scholarly papers and also enhanced their skills in teaching, supervision of student projects and carrying out research. In addition they had gained knowledge that was directly relevant to their teaching subject. They could also collaborate effectively with other lecturers to find solutions to problem in the school. Thus, participation of lecturers in conferences had improved the overall job performance of lecturers.

Lecturers' attendance at conferences is recognised as a means towards promotion and development in their respective areas of specialisation or career and is a more

frequent activity in the school. Peretomode and Chukwuma (2012) and Bamidele (2003) affirm that the promotion of lecturers has come to be increasingly based on the quality of papers presented in conferences or published articles in journals and books. Although promotion may be the driving force for lecturer's participation in conferences it has facilitated the broadening of their knowledge and enhanced their work as teachers. Thus Lavier, Dean Gleen and Asensio (2005) state that teachers need to participate in a variety of programmes to acquire skills needed to transform classroom into communities of learners in which learners are challenged to higher levels of thinking to solve problems.

The opinion of respondents on the impact of lecturers' participation in the various forms of orientation programmes in Federal Polytechnics revealed that the participation of lecturers in orientation programmes was inadequate. Lacking was a well-structured orientation programmes for initiating new lecturers and as such many had to learn through trial and error. As a direct consequence, orientation activities were therefore ad-hoc and unplanned which indicates that all new lecturers did not receive a uniform standard of orientation. This study therefore raises concern about the consistency and nature of orientation in the Polytechnics. Also lecturers were not provided with basic information about the policies of the school and even the defined procedures outlining their duties were unavailable to them. It was quite evident that lecturers entering Polytechnics were not given clear guidance on their responsibilities and procedures and they were not provided with staff handbook outlining the condition of service for new staff.

Thus many lecturers had never seen the Polytechnic handbook and have therefore remained ignorant of the basic terms and conditions of their employment. Also a centrally planned orientation by the Polytechnic were hardly organised for new lecturers. Implied in these findings was that Polytechnics were not measuring up to the ideal standard of orientation as expected and a direct result was that lecturers were not properly prepared on appointment to cope with the challenges of their work. Consistent with this finding is Idem and Archibong (2012) discovery that there were systemic deficiencies on the part of leadership of Universities in Nigerian in terms of the absence of planned orientation programme for new academic staff. It can be said that the same scenario is in the Polytechnics whereby orientation which used to be a major feature of initial staff development has been relegated to the background.

The result of the study implies that new lecturers did not get adequate support crucial for proper adaptation and adjustment to their working environments and were given classes to teach without proper orientation at the time of employment. This does not augur well for quality teaching and education whereas according to Feldman (as cited in Werner & DeSimone , 2006) orientation of staff helps new comers succeed in their jobs and reduced the time it takes for a new staff to reach proficiency level. Wadesango and Machingambi (2011) also corroborate this and state that the orientation of new lecturers is meant to equip them with adaptive and operational skills which are a pre-requisite for the efficient and effective discharge of official duties among other things. This is not only important for the overall well-being of the lecturers but students as well.

The opinion of respondents regarding the impact of lecturers' participation in mentoring on their job performance was also significant and quite revealing. It was

discovered from the findings that lecturers' participation in any form of mentoring on their jobs was poorly rated which suggests that mentoring relationships was not an important approach to staff development. The ultimate result of this was that professional development of lecturers was hindered. In support of this, Adesulu (2013) states that the unwillingness of the new breed of lecturers to mentor those behind them has affected research outputs from tertiary institutions. It was also found that lecturers were not provided with professional support by senior colleagues on issues related to classroom instruction and students' disciplinary problems. It can be deduced that improved quality of work of less experienced lecturers was hindered because of the absence of mentoring which explains why many lecturers make avoidable errors regarding issues related to students' assessment and curriculum implementation being contrary to the view of Porter (2005) and Klasen &Clutterbuck (2001) who opine that mentoring could help to guide, advise and correct the less experienced teacher. The results also showed that the Polytechnics do not have formal mentoring programmes and therefore lecturers availed themselves of the help of senior colleague whenever there was a need. It could then imply that mentoring relationships rarely take place among Polytechnic lecturers and the few relationships that were fostered were informal and unstructured as supported by Greicar (2009) that most of the mentoring that occur in higher institutions is an informal practice whereby a more experienced lecturer provides guidance to a less experienced lecturer.

Aladejana, Aladejana and Ehindero (2006) also corroborate this assertion and state that the mentoring relationships that take place among University lecturers in Nigeria were usually informal and unstructured. This is also applicable to Polytechnics

which suggests that lecturers in the Federal Polytechnics have not benefitted from mentoring as a form of professional development whereas such does not augur well for lecturer development and the enhancement of job performance. This view is also supported by Idem and Archibong (2012) who opine that mentoring by senior staff serves to provide guidance and sharpen psychological skills of new staff. When the quality of the lecturers improves, it is expected that their output in terms of training students will improve and this will improve students' learning.

Another issue examined was the impact of management support for staff development programmes to further equip lecturers in the Polytechnics. Findings revealed that management support were inadequate for effective staff development as many lecturers were not sponsored to attend conferences, seminars and workshops. In addition they were not given grants to carry out research and the Polytechnics did not provide internet facilities for lecturers and there were inadequate current textbooks, reference materials and journals in the library. Since the management support did not measure up to the expected ideal, it implies that the lecturers are poorly equipped to meet the challenges of their job and have limited opportunities to participate in staff development programmes. In support of this view point, Osarenren-Osaghae & Irabor (2012) in a study state that material resources on ground for teaching and learning in Nigerian public tertiary institutions did not match the minimum standard recommended. For lecturers to acquire knowledge to function effectively the libraries must be well stocked with books, journals and reference materials that are up to date and internet facilities must also be provided. Lack of which can hinder the professional development of lecturers and their ability to update their knowledge and teach students effectively.

This opinion is supported by the claim of Igunnu (1997) that for lecturers to improve on their teaching and learning both human and material resources must be provided. Adequate support must then be provided for lecturers to promote their training and retraining for enhanced productivity.

The impact of lecturers' attitude towards attendance and participation in conferences was also examined. Data showed that generally lecturers' attitude towards conference attendance and participation was positive. Many lecturers had shown keen interest in attending and participating in conferences. They regarded conference as essential in enhancing their careers teaching and learning capability. Since they were favourably disposed to conferences, they were willing to take part in conference even without financial and moral support from management. In addition they were willing to participate in conferences at far away institutions and even in non -Polytechnic tertiary institutions suggesting that lecturers have a favourable attitude towards participation in conferences and had accepted it as an essential tool for teaching and learning. These findings are in agreement with that of Murty and Fathima (2013) who discovered that employees had positive attitude towards training. It however contradicts the findings of Muzaffar and Malik (2012) that teachers are mostly reluctant to participate in training and development.

The opinions of the respondents reveal that most lecturers did not stay in conferences to complete the required duration and many attend just to obtain certificates for promotion. This finding is supported by Peretomode and Chukwuma (2012) who state that the acquisition of certificate by lecturers is a driving force of lecturer's participation

in conferences. The fact that lecturers often sent their colleagues to present papers on their behalf during conferences which could limit their exposure to a variety of ideas suggests that lecturers may not reap the full benefits of participation in conferences as well as may be given certificates that were unmerited. This finding is corroborated by Muzaffar and Malik (2012) who opine that majority of staff development programmes did not achieve their aims because teachers did not take interest in the programmes to enhance their skills but attend programmes for the sake of certificates.

Concerning the impact of organisational issues that constrain training and development of lecturers in the Polytechnics, findings reveal that the managements of Polytechnics failed to provide adequate information to lecturers on available opportunities and the modalities for accessing development programmes were not available to lecturers which hinders lecturers from participation in staff development programmes because for them to effectively participate adequate information is essential. Other notable issues were lack of adequate support and feedback, failure on the part of management to commute adequate resources to implement training programmes, lack of transparency in sponsorship (those close to top management were favoured) and the sending of lecturers on training without consideration for the needs of the institution. Others were the reliance on TETFund which limits management allocation to training of lecturers, bureaucratic bottlenecks, poor work environment and lack of a well- planned and structured development for lecturers all of which constrained the training of lecturers. These findings are corroborated by Muzaffar and Malik (2012), Degraft-Otoo (2012) and Cole (2004) , who indicate that several organisational issues constrain training and development which should be addressed in order to improve efficiency and

effectiveness pertaining which Muzaffar and Malik (2012) suggest that concerned authorities should minimise barriers in order to improve lecturers' attitude towards development programmes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions based on the findings and requisite recommendations. The chapter also gives suggestions for further studies.

5.2 Summary

In this study on the impact of staff development programmes on the job performance of lecturers in Federal Polytechnics of Nigeria the opinions of management staff, HODs and lecturers were sought and analysed. The objectives of the study were to determine the impact of higher education training programmes on the job performance of lecturers and retention , assess the impact of ICT training programmes on the job performance of lecturers, examine the impact of seminars and workshops on their job performance, find out the impact of conferences on the job performance of lecturers , ascertain the impact of lecturers' participation in orientation programmes on job performance, ascertain the impact of mentoring on lecturers' job performance ,ascertain the impact of Polytechnics managements' support for enhancing staff development programmes, find out the impact of lecturers' attitude towards attendance and participation in conferences and the impact of organisational issues that constrain the training and development of lecturers. Nine research questions and nine hypotheses based on the objectives were formulated to guide the study.

A review of related literature was also carried out. The review covered the conceptual and the theoretical basis of the study. It also covered areas such as staff development policies of Federal Polytechnics, staff development programmes in the

Polytechnic such as orientation, seminars, conferences, workshops and mentoring. Others are higher education training programmes, ICT training programmes, management support for lecturers' training and development, attitude of lecturers towards training and development and the organisational issues that constrain training and development.

The research adopted a cross sectional descriptive survey design. In order to investigate the impact of staff development programmes on lecturers' job performance in Federal Polytechnics, the opinions of management staff, HODs and lecturers were sought. A sample size of 807 was obtained. The figure was arrived at after using stratified sampling technique and 20% sample size for lecturers based on the recommendation of Levy and Lemeshow (2008). However, all the management staff and HODs from the six Federal Polytechnics in the sample were used for the study. The study was carried out in six Federal Polytechnics randomly selected from the 19 Federal Polytechnics in Nigeria. A questionnaire was used to gather data and it contained 102 items. The opinions of the respondents were sought with the aid of the questionnaire designed according to Likert scale. The instrument reliability coefficient was 0.826 for Cronbach alpha; 0.905 for Spearman-Brown equal length; 0.900 for Guttman split half.

The administered copies of the questionnaire were collated, analysed and discussed using tables, frequencies, Analysis of Variance and Scheffe test. The nine research hypotheses were tested and rejected at 0.05 level of significance. The conclusion arising from the study was that participation of lecturers in some staff development programmes had significant impact on their job performance. Orientation and mentoring

programmes did not have significant impact on the job performance of lecturers. Staff development programmes such as seminars, workshops, conferences, higher education programmes and ICT training have impacted positively on the job performance of lecturers in the Federal Polytechnics whose attitude to participation in conferences was positive regardless of the many constraints affecting their development. The study recommended that the training of lecturers should be planned made regular and sustained.

5.3 Conclusions

Based on the findings of this study, the following conclusions were made:

Findings showed that 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.

Information and Communication Technology training programmes have enhanced the ability of lecturers to use ICT to teach effectively as they could access different types of learning materials on the internet and use them to make classroom activities more

effective and could also use enhanced visual aids to teach. ICT competence of lecturers was high especially in the area of word processing, browsing and email. Thus, lecturers' performance had improved as they could utilise ICT to make teaching and learning more effective.

Participation in seminars and workshops had positive impact on the job performance of lecturers in Nigerian Federal Polytechnics by improving their classroom communication and interactive skills, learning practical skills in operating machines and the ability to manage time which had aided the achievement of desired instructional goals. Thus, participation in seminars and workshops had built the capacity of lecturers to perform their job effectively and efficiently.

With regard to the impact of conferences on the job performance of lecturers results showed that conferences have impacted positively on the job performance of Polytechnic lecturers by enhancing their skills in making public presentation, the production of scholarly papers and articles for journals. In addition, lecturers acquired new knowledge and research developments in their field of study, had more capacity to supervise students' projects, carry out research and able to collaborate with their colleagues to solve problems of common interests.

Majority of the lecturers did not undergo most forms of orientation programmes in the Polytechnics when they were newly appointed because there were inadequate structured programme of initiating new lecturers into Polytechnics. Also new lecturers were not given handbooks outlining the condition of service for lecturers and many were

not given basic information about school policies and as such, orientation had no significant impact on their job performance.

There were no formal mentoring relationships between less experienced lecturers and their more experienced senior colleagues, hence mentoring had no significant impact on the job performance of lecturers. New and junior lecturers were not provided mentors in order to aid them solve instructional problems while senior colleagues did not render support in terms of teaching materials and the use of various techniques to assess teaching and learning. As a result informal and formal mentoring were untapped and insignificant forms of staff development programmes which had no significant impact on the job of lecturers.

The management support strategies for staff development in Federal Polytechnics was found to be inadequate because most lecturers were neither sponsored by the management to attend conferences, seminars and workshops nor given grants to carry out research. However , lecturers were given time off and professional development leave to attend courses to improve their skills and also given sabbatical leave when they applied, promoted when they due and sponsored to attend development programmes by the payment of postgraduate tuition fees . However, there were inadequate internet facilities for lecturers to enhance their skills and knowledge and the libraries ill-equipped with inadequate current textbooks, journals and reference materials.

The attitude of lecturers towards attendance and participation in conferences was generally positive as they showed keen interest in attending conferences whether far or near and even in non-Polytechnic tertiary institutions. Conferences provided a platform

for lecturers to keep up to date with latest findings in their subject area and enhance their careers. However, many lecturers attended conferences in order to gain certificates and so many did not stay in conferences for the required duration.

Many organisational issues that hindered the training and development of lecturers were :inadequate information on available staff development opportunities, inadequate information on the modalities for accessing development programmes, failure by management to ensure that adequate resources (finance, people and time) were provided to implement training, lack of transparency and fairness in sponsorship of lecturers as those close to management were favoured , being sent on training without consideration for its relevance to present job or future needs, more reliance on TETFund than the general allocation for sponsoring lecturers which limited the number of staff that could benefit, poor work environment (lack of adequate motivation, physical facilities and communication), absence of a planned, systematic and structured staff development programme.

The findings of this study put together have established the fact that staff development programmes improved the capacity of lecturers to perform their jobs effectively as such the development programmes are worthy of the investments by the Polytechnics managements, TETFund, NBTE and individual lecturers. It is therefore imperative for all stakeholders in the Polytechnic education sector to adequately fund and encourage the training and re-training of lecturers.

5.4 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 participates in staff development programmes. Efforts should also be made to encourage the retention of PhD holders in the Polytechnics by giving support for post doctorial 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.

2. Lecturers' development programmes must integrate ICT and this should be offered to lecturers on a continuous basis so that their Information and Communication Technology knowledge can be upgraded over time. Mechanisms also need to be put in place by government so that lecturers can utilise ICT for teaching and learning.

3. Managements of Polytechnics, NBTE and TETFund should support lecturers to actively participate not only in local development efforts but international seminars, workshops and conferences by providing information and increased funding.

4. Heads of academic departments should plan their annual departmental meetings to accommodate seminars/lectures by resource persons both within and outside the school on issues related to the responsibilities of lecturers such as work ethics, assessment of students etc.

5. Polytechnic managements should plan orientation for new staff in such a way that it is well structured, monitored, evaluated and the programme made compulsory for new lecturers as soon as they resume duty.

6. Polytechnic managements should incorporate mentoring into the administrative workload of senior lecturers. Experienced lecturers within a department should be identified and made to guide and assist new staff members.

7. Adequate funding should be provided for staff development programmes. A minimum of five percent (5%) of the annual budgets of Polytechnics should be allocated for staff development programmes. The managements of Polytechnics and Federal government should provide adequate current textbooks, journals and reference materials in Polytechnic libraries. The Government and Polytechnic managements have a responsibility to provide adequate internet access for lecturers and students in the school. The management can also approach organisations such as banks and the Alumni organisation of the school to assist in funding or provision of the facilities required.

8 A positive attitude of lecturers towards participation in staff development programmes should be encouraged by management through the provision of adequate information on staff development opportunities, motivation by way of incentives like payment of accommodation and travel expenses, transparency and fairness in the selection of lecturers for training following which the lecturers should be made to show evidence of participation in trainings by producing certificates of participation as well as written reports.

9. Polytechnic managements should produce guidelines for staff development and this should be made available to every lecturer, see staff development as the right of every lecturer rather than a privilege for close associates. The Federal government and managements of Polytechnics should ensure that there is a well-planned, regular and continuous development framework for each lecturer through proper monitoring and supervision and resource persons invited by management or heads of departments and deans at least once in a semester to train or develop lectures' skills in areas related to their work.

5.5 Suggestions for Further Studies

It is suggested that further studies be conducted in the following areas:

1. An assessment of the impact of staff development programmes on the job performance of non- teaching staff of Nigerian Federal Polytechnics.
2. Lecturers' perceptions of staff development programmes as it relates to their effectiveness in Federal Polytechnics.
3. An assessment of the impact of lecturers' training and development on the academic performance of students in Nigerian Federal Polytechnics.

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APPENDIX A : Letter Attached to the Questionnaire

Questionnaire for Management Staff, Heads of Departments and Lecturers on the Impact of Staff Development Programmes on the Job Performance of Lecturers in Federal Polytechnics in Nigeria

Department of Education
Faculty of Education
Ahmadu Bello University
Zaria.

Dear Sir/Madam

I am a postgraduate student of the Ahmadu Bello University Zaria pursing a PhD degree in Education Administration and Planning. The purpose of this questionnaire is to obtain your opinion on the Impactof Staff Development Programmes on the Job performance of Lecturers in Nigerian Federal Polytechnics.

Kindly assist to complete the questionnaire as whatever information provided by you would be confidential. It is for research purpose only.

Thank you for your cooperation.

Yours Faithfully,

Mrs Husseina O. Suleiman

APPENDIX B

QUESTIONNAIRE

IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE JOB PERFORMANCE OF LECTURERS IN FEDERAL POLYTECHNICS IN NIGERIA

Please mark ((√) in the space provided for the option which best represents your views on the issues below.

Part I

BIO – DATA

1. Your current status or designation (please tick one)
   - a. Management staff [ ]
   - b. Head of Department [ ]
   - c. Lecturer [ ]
2. Highest educational qualification
   - a. Doctoral [ ]
   - b. Masters [ ]
   - c. Bachelors [ ]
   - d. HND [ ]
   - e. Others [ ]
3. Gender
   - a. Female [ ]
   - b. Male [ ]
4. Age
   - a. 25-35 [ ]
   - b. 36-45 [ ]
   - c. 46-55 [ ]
   - d. 56- 65 [ ]
   - e. 66 and above [ ]

5. Years of working experience in your school

a. 0 - 5 years [ ]

b. 6 – 10 years [ ]

c. 11 – 15 years [ ]

d. 16 – 20 years [ ]

e. 21 – 25 years [ ]

f. 26 – 30 years [ ]

g. 31 and above years [ ]

6. Indicate the type of staff development programmes that you have participated in

(Tick as appropriate)

(a) Higher degree programmes [ ]

(b) ICT [ ]

(c) Conferences [ ]

(d) Seminars [ ]

(e) Workshops [ ]

(f) Mentoring [ ]

(g) Orientation [ ]

PART II

Please indicate your opinion on the issues raised by marking (√) in the column that represents your opinion.

Note: SA: Strongly Agree 5

A: Agree 4
U: Undecided 3
D: Disagree 2
SD: Strongly Disagree 1

S/No	Item Statement	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
A	**The impact of Lecturers' Participation in Higher Education programmes (Masters or Doctoral) on their job performance.**					
7	Participation in higher education programme has broadened and updated their knowledge of their teaching subject.					
8	Lecturers who attended higher education programme have improved research abilities.					
9	The classroom communication and interactive skills have been enhanced as result of participation in higher education programme.					
10	Lecturers who participated in higher education programme have improved job satisfaction.					
11	Participation in higher education programme has boosted the morale and commitment to work of lecturers.					
12	Lecturer's ability to supervise students' projects effectively has been enhanced as a result of higher education training.					
13	Participation in higher education has helped lecturers to handle a range of challenging classroom management issues.					
14	Lecturer's ability to handle many students' disciplinary problems has been enhanced as result of a higher education programme.					
15	Lecturers who have attended higher education programme have ability to adapt instruction to meet the needs of students at varying academic levels equally.					
16	Lecturers have gained skills to allow students to participate actively during their teaching as a result of higher education training.					
17	Students' learning has been positively affected as result of lecturers' participation in a higher education programme.					
18	Acquisition of higher education has improved the productivity of lecturers in the polytechnics.					
19	Acquisition of higher degrees especially PhD has negatively affected the retention of lecturers in the polytechnics.					

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B	**The impact of lecturers' participation in ICT Programmes on their Job Performance.**					
20	Lecturers have participated in ICT programmes hence they could access different types of learning materials and use them to make classroom activities more interactive.					
21	Lecturers can use audio- visual materials like power point to teach.					
22	Participation of lecturers in ICT training has enhanced their access (browse)to new forms of information on the net and direct students to relevant websites that they already know.					
23	Lecturers have basic word processing skills that they can use to prepare lesson notes and plans.					
24	Lecturers can browse information and use it to teach.					
25	ICT training has made lecturers acquire skills to interact with students beyond thepolytechnic environment through the use of email and websites.					
26	Lecturers can compute students' scores using Microsoft excel.					
27	ICT training has made lecturers able to use data based applications to keep records of students' grades and be able to keep track of students' overall progress.					
28	Lecturers can upload (put) course materials on the website or email for students.					
29	Lecturers can do File navigation (save files, create and rename files).					
C	**The Impact of Lecturers' Participation in Seminars and Workshops on their Job Performance.**					
30	Lecturers have acquired knowledge that is directly relevant to their teaching in the polytechnic as result of participation in seminars and workshops.					
31	Lecturers can incorporate a variety of teaching methods (e.g. lectures, discussion, research projects etc.) to achieve desirable goals after taking part in seminars and workshops.					
32	An impact of lecturers' participation in seminars and workshops is that they are able to adapt lectures to students' needs and capacities.					
33	Participation of lecturers in seminars and workshops made them learn practical skills in operating machines and tools.					
34	Lecturers' classroom communication and interactive skills (e.g. correct use of language, oral and written) have been enhanced as a result of attending seminars and workshops.					
35	Lecturers can manage their classroom activities effectively after being exposed to seminars and workshops.					

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
36	Lecturers can use various techniques (e.g. observation, test, oral questioning and presentation) to determine students' performance having participated in seminars and workshops.					
37	As a result of participating in seminars and workshops lecturers can use modern instructional technology to teach effectively.					
38	Participation in seminars and workshops has taught lecturers to effectively handle students' disciplinary problems.					
39	Participation in seminars and workshops has improved their ability to use lecture time well.					
40	Lecturers have participated in conferences hence they have gained skills in making public presentations.					
41	Lecturers' ability to write scholarly papers has improved as a result of participating in conferences.					
42	Participation in conferences has broadened lecturers' knowledge of the subject they teach.					
43	Lecturers can teach effectively by connecting students' prior knowledge and experience to the learning process as result of participating in conferences.					
44	Knowledge of new research developments in lecturers' subject area has increased as a result of participation in conferences.					
45	Participation in conferences has improved lecturers' ability to publish their work in academic journals or conference proceedings.					
46	Lecturers' supervision of students' projects has been enhanced as result of participation in conferences.					
47	Participation in conferences has enhanced lecturers' ability to develop students' critical thinking and problem solving skills.					
48	Lecturers can design and carry out research effectively as result of taking part in conferences.					
49	Lecturers have gained knowledge that is directly relevant to their teaching subject in the polytechnic as result of participation in conferences.					
50	Cooperate with other lecturers in finding solutions to problems of common interest					
E	**Impact of lecturers' Participation in Orientation Programmes and its Consequences on Job Performance**.					
51	Newly employed lecturers participate in centrally organised orientation programme by the polytechnics.					
52	When lecturers are appointed a departmental orientation is organised for them.					
53	Lecturers are provided with a staff handbook outlining conditions of service for new staff.					

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
54	Lecturers are given clearly defined procedures outlining their responsibilities.					
55	Lecturers are given basic information about the policies of the Polytechnics when employed.					
56	Attended a clear and structured programme of initiation into the school.					
57	During orientation lecturers were given a tour of their work environment.					
58	Lecturers are encouraged to treat students fairly irrespective of their diverse background during orientation.					
59	As part of orientation lecturers are encouraged to participate in continuous professional development.					
60	New lecturers are taught to imbibe professional behaviour (e.g. punctuality, attendance and appearance) expected of them.					
61	Lecturers are introduced to their colleagues as part of orientation to promote team work.					
F	**Impact of Mentoring of Lecturers on their Job Performance**					
62	When lecturers are employed a senior colleague is designated to provide them with professional support.					
63	A senior colleague regularly works with lecturers to encourage their personal and professional growth.					
64	A mentor often discusses instructional issues and problems with lecturers.					
65	The mentor guides lecturers to incorporate a variety of instructional strategies in their lectures.					
66	A mentor helps to broaden lecturers' knowledge of the subject they teach.					
67	Mentors assist lecturers with teaching materials to aid their work.					
68	Lecturers have mentors that often plan lessons with them.					
69	Lecturers are assisted by mentors to use a variety of informal and formal assessment techniques to determine students' performance.					
70	Mentors support lecturers to effectively deal with students' disciplinary problems.					
71	Lecturers seek guidance of mentors whenever they need help because the polytechnics have no formal mentoring programme.					
G	**Impact of Polytechnic Managements' Support for Staff Development Programmes to further Equip Lecturers in their Job Performance**					
72	Polytechnics managements sponsor lecturers to attend conferences, seminars and workshops.					
73	Management pays postgraduate tuition fees of lecturers.					

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
74	Promotion of lecturers is granted when due.					
75	Management gives lecturers time off/permission to attend courses.					
76	Sabbatical leave for qualified staff is granted when they apply.					
77	Management often grants professional development leave to lecturers when they apply.					
78	Lecturers are given grants to carry out research.					
79	Management provides internet facilities for lecturers.					
80	Adequate current textbooks in lecturers' subject area are provided in the school library.					
81	Current reference materials (e.g. encyclopaedia) related to lecturers' subject area are provided in the Polytechnic library.					
82	Latest journals related to lecturers' courses are provided in the library.					
H	**Impact of the Attitude of Lecturers towards Attendance and Participation in Conferences and its Attendant Effects on Job Performance**					
83	Lecturers have shown keen interest in attending conferences.					
84	Most Lecturers stay in conferences to complete the required duration.					
85	Most lecturers take part in conferences for reasons beyond getting certificates of attendance for promotion.					
86	Lecturers participate in conference because of its importance in enhancing their career.					
87	Lecturers attend conferences to stay up to date with the latest findings in their fields of interest.					
88	Lecturers participate in conferences because it enhances their teaching and learning capability.					
89	Lecturers often send their colleagues (who are not co-authors) to present papers on their behalf and this limits their exposure.					
90	Lecturers are willing to take part in conferences even without financial and moral support from their school management.					
91	Because of the benefits of attending conferences, lecturers are even willing to take part in conferences that are far away from their institutions.					
92	Lecturers are willing to take part in conferences even in non- polytechnic tertiary institutions.					
I	**Impact of the Issues that Constrain Training and Development of Lecturers**					
93	Management does not provide adequate information on available staff development opportunities in and outside the polytechnics.					
94	Modalities for accessing development programmes are not made known to lecturers.					

S/No	Item Statement	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
95	Lack of adequate support and feedback from the management.					
96	Failure to ensure adequate resources (finance, people and time) to implement training.					
97	Lack of transparency and fairness in sponsorship (Training is provided for some lecturers that are close to the management).					
98	Some lecturers are sent on training without consideration for its relevance to present job or future posting.					
99	Management of Polytechnics rely more on TETfund for sponsorship than the general allocation in the school and this limits the number of lecturers that can be sponsored.					
100	Bureaucratic bottlenecks delays processing of approvals for sponsorship or study leave.					
101	Poor working environment (lack of adequate motivation, physical facilities and communication) hinders lecturers' development.					
102	Absence of a planned, systematic and structured staff development programme for lecturers.					