INFLUENCE OF STAFF DEVELOPMENT PROGRAMMES ON JOB PERFORMANCE OF OFFICE TECHNOLOGY AND MANAGEMENT LECTURERS IN POLYTECHNICS IN NORTHWEST, NIGERIA

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Abstract
The study investigates the influence of staff development programmes on job performance of Office Technology and Management (OTM) lecturers in polytechnics in Northwest, Nigeria. Two research questions guided the study, while two hypotheses were tested. Descriptive survey research design was used for the study. The population of the study was 177 OTM lecturers from public polytechnics in North West, Nigeria. The entire population was used. A structured 4-point sealed questionnaire containing 20 items in two clusters was used for data collection. Data were analyzed using mean and standard deviation to answer the research questions, while t-test was used in testing the hypotheses at 0.05 level of significance. Findings revealed that OTM lecturers in polytechnics in North-West Nigeria agreed that staff development programmes influenced their job performance. It was, therefore, recommended among others that, Tertiary Education Trust Fund (Tetfund), in collaboration with other educational stakeholders should make staff development programmes more accessible to OTM lecturers which will help them to improve their instructional planning.
Key words: Influence, Staff development, OTM, Lecturers, Polytechnic

Introduction

Staff development as viewed by Okunade, (2016) is the core human resource management (HRM) function in organisations and it is a process of expanding the knowledge, productivity, programmes that will enhance workers optimal performance. Human resource development is very fundamental in every organization, has to do with the education, skills levels, and problem solving abilities that will enable an individual to be a productive worker in the global economy of the 21st century.

Staff development programmes obtainable in Nigerian polytechnics include but not limited to study fellowship, conference attendance, book development, research and journal publication which are mostly sponsored by Tertiary Education Trust Fund (Tetfund). The fund was set up to administer and disburse education tax collections to the public tertiary institutions in Nigeria, which include universities, polytechnics and colleges of education (Tetfund, 2019).

Staff development refers to all policies, practices, and procedures used to develop the knowledge, skills, and competencies of in order staff to improve the effectiveness and efficiency both of the individual and the organisation. Staff development according to Armstrong (2012) can be seen as the most valuable and indispensable element of an organisation. It is the pivot upon which all other resources, such as structures, finances, machines and facilities rely on to function. Pemida, (2017) opined that staff development refers to a variety of education and

training activities which are designed purposely to give staff additional knowledge, skills, attitude, experiences and understanding needed to perform up to required standard. Organisations can be public or private and could be business or academic institutions. Tertiary academic institutions in Nigeria include Universities, Colleges of Education and Polytechnics.

The polytechnic is an academic institution designed to offer post-secondary technical education programmes leading to the award of diplomas/certificates such as the National Diploma (ND) and Higher National Diploma (HND). Polytechnics are normally being regulated by the National Board for Technical Education (NBTE). Polytechnics in Nigeria are owned either by Federal, State government or Private individuals or even by organisations. In the case of north-west, private polytechnics are not there.

The graduates of these polytechnics are usually equipped with entry level employment skills to function as technicians/technologists or professionals, depending on their level of training, in their fields of specialization. A polytechnic may also be involved in applied research and to perform any other functions that its Council may require it to perform from time to time (NBTE, 2004). There are many academic programmes offered in the polytechnics, which include Office Technology and Management (OTM).

According to Oyinkoye and Oluwalola cited in Ejeka and Mgbonyebi (2016) Office Technology and Management is relatively a new nomenclature that emerged to replace the former secretarial studies programme in Nigerian Polytechnics. The programme was introduced by the National Board for Technical Education (NBTE) in 2004 to make the recipients fit into the world of work appropriately, especially in this modern age of globalization, where new technological and digital equipment and machines are emerging daily (Ejeka & Mgbonyebi, 2016).

The OTM curriculum lays much emphasis on ICT related courses such as Management Information System (MIS), Desktop Publishing, Data Based Management System (DBMS) among others, in line with what operates in the modern day business world. Komolafe and Olubato (2018) asserted that OTM can be said to be a work oriented educational program, itt is designed to develop skills, abilities, understanding, attitudes, work habits and appreciation of encompassing knowledge, and information needed by individuals to enter and advance in employment. The employment could be paid-employment or self-employment in useful and productive bases. OTM Programme draws its body of contents from the world of work and provides for a comprehensive understanding of the world of work which is a societal institution as well as the development of competencies related to various elements of the work.

The objectives of OTM programme, according to NBTE (2004) is to equip the students with the abilities to fit properly into the office of any organisation and perform professionally the functions of the secretary which among others include: relating the functions of the office to the whole organisation, attending meetings and providing information as may be required, making accurate records of proceedings, filing and retrieving information. The OTM students are also expected to acquire an in-depth knowledge of office administration and management, particularly knowing the concepts, office procedures, office machines and equipment, word processing, desktop publishing, researching, general services, managing personnel, planning and controlling, both in private and public sectors of the Nigerian economy. These functions can be achieved convincingly where there are adequate number of lecturers with vast knowledge and skills needed to impart the knowledge and skills on the students. These knowledge and skills

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can be acquired by lecturers through different staff development programmes which may lead to enhanced lecturers's job performance.

Afshan, Sobia, Kamran, and Nasir (2012) viewed performance as the achievement of specified task measured against predetermined or identified standards or accuracy, completeness, cost and speed. Vuong, Phuong, & Tushar (2021) defined job performance as the achievement of goals or standards based on the expectations set forth by the organisation. Whetten and Cameron (2020), sees job performance as an outcome of personal competence resonating with being motivated. To sum it up, job performance is the accomplishment of a given task measured against the standard of accuracy. In polytechnics, some specific tasks of OTM lecturers' includes: instructional planning and instructional delivery.

Instructional planning means the ability of a lecturer to clearly plan instruction in a manner that will enable the objectives set out to be accomplished. It involves selection of appropriate instructional resources and strategies that will suit the learners understanding capacity (Okey-Colbert and Aliyu 2017). Zulueta, (2006) sees instructional planning as the ability of the teacher to visualize and forecast into the future of what, why and how of the teaching-learning process. Instructional planning is therefore, one of the major things polytechnic lecturers need to do before the teaching and learning process commenced (Auta & Egwu, 2020). It is an essential feature that is used by the lecturers to transfer knowledge to the learners in the teaching-learning process (Dambo, and Enyekit, 2019).

Instructional delivery means the interaction among the students, the lecturer, the contents and the knowledge/skills/dispositions. Akwesi, (2012) asserted that instructional delivery is the practical application of theory into practice in a way that the eventual outcome is evidenced through the learners' performances in and outside the classroom. The process of instructional delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic content and to support student engagement.

Despite the staff development programmes enjoyed by OTM lecturers, Okey-Colbert and Aliyu (2017) noted that there seems to be gap between what the lecturers are teaching the students and the current labour market requirement. It is against this background that the researcher is prompted to determine the influence of staff development programmes on job performance of OTM lecturers in polytechnics in North-West, Nigeria.

Statement of the Problem

Most of the higher institutions have very few qualified ICT personnel and experts needed for effective implementation of the ICT based OTM curriculum (Ejeka & Mgbonyebi, 2016). They further added that, most instructors and lecturers currently in the business of training professional secretaries were trained with the old secretarial studies curriculum and some lecturers have phobia for change which affects the much needed enthusiasm and commitment required for effective implementation of the OTM curriculum.

This resulted in the in-flow of non OTM experts but computer literate personnel from Computer Science to engage in instructional responsibilities in OTM. The engagement of non OTM experts into the programme aggravated confusion in the programme philosophy and objectives since they lack the prerequisite knowledge of the programme.

With the establishment of Tertiary Education Trust Fund (Tetfund) in 2011, OTM lecturers battled to improve their competencies through acquiring scholarships both at local and international Universities. This was to enable them acquire higher qualifications that would provide them with requisite knowledge and skills to enrich their job performance to meet the current OTM demand.

If staff development programmes are not provided to OTM lecturers in the polytechnics, they may continue to demonstrate deficiencies in instructional planning and instructional delivery. These will eventually result to poor job performance, inefficiency and wastage of resources. Consequently, OTM graduates will continue to lack the necessary knowledge and skills required to discharge office work effectively as a result of the existence of wide and clear gap between the training given in the polytechnics and what is required at the work place. These issues raised constitute the problem of this study, and thus prompted the researchers to investigate the influence of staff development programmes on job performance of Office Technology and Management (OTM) Lecturers in polytechnics in north-west, Nigeria.

Purpose of the Study

The main purpose of this study is to determine the influence of staff sevelopment programmes on Job performance of office technology and management lecturers in polytechnics in North-west, Nigeria. Specifically, this study sought to determine:

1. The influence of staff development programmes on OTM lecturers' instructional planning in polytechnics in north-west, Nigeria.
2. The influence of staff development programmes on OTM lecturers' instructional delivery in polytechnics in north-west, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the influence of staff development prgrammes on OTM lecturers' instructional planning in polytechnics in north-west, Nigeria?
2. What is the influence of staff development prgrammes on OTM lecturers' instructional delivery in polytechnics in north-west, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of respondents on the influence of staff development programmes on OTM lecturers' instructional planning based on years of experience in polytechnics in north-west, Nigeria.
2. There is no significant difference in the mean responses of respondents on the influence of staff development programmes on OTM lecturers' instructional delivery based on years of experience in polytechnics in north-west, Nigeria.

Method

The study adopted a descriptive survey research design. The researchers decided to adopt this design because it allows views of the respondents to be collected from a sample of a large population. The area of the study was North-West, Nigeria consisting of seven states namely; Kano, Katsina, Kaduna, Kebbi, Jigawa, Sokoto and Zamfara States. The population of this study comprised 177 OTM lecturers from Nine (9) public polytechnics in North-West, Nigeria. There was no sampling technique, because the population is manageable, therefore, the entire population was studied. The instrument used for data collection was a structured questionnaire titled ISDPJPOL Questionnaire. The instrument was structured on a 4 point Likert type rating scale. The questionnaire has options of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1. The instrument was validated by three experts; two lecturers from the

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Department of Technology and Vocational Education and one from Educational Foundations Nnnamdi Azikiwe University, Awka. The instrument was subjected to reliability test to determine the internal consistency and reliability co-efficient value of 0.79 and 0.78 were obtained, with an overall co-efficient of 0.79. Data were collected through the distribution and retrieval of questionnaires to OTM lecturers in polytechnics in north-west, Nigeria. A total number of 144 (81.3%) questionnaires were retrieved out of the 177 administered. The data collected from the respondents were analyzed using mean and standard deviation in answering the research questions, and t-test was used in testing the null hypotheses at 0.05 level of significance. Decision on items and cluster means were used to take decisions regarding the research questions based on the real boundary limit. A null hypothesis was rejected where the p-value is equal to or less than the level of significance ($\alpha = 0.05$) and accepted when p-value is greater than level of significance ($\alpha = 0.05$).

Results

Research Question 1: What is the influence of staff development programmes on OTM lecturers' instructional planning in polytechnics in north-west, Nigeria?

Table 1: Mean and Standard Deviation on the influence of staff development programmes on OTM Lecturers' instructional planning.

N = 144

S/N	Items on Instructional Planning and Staff Development Programmes:	X	SD	Remarks
1	Equip me to keep abreast with recent development in discharging my duties.	2.83	0.64	Agree
2	Assist me in identifying learning objectives to be taught.	3.21	0.57	Agree
3	Assist me in setting instructional goals.	3.20	0.70	Agree
4	Assist me in planning specific learning activities.	3.45	0.52	Agree
5	Assist me in planning instructional timeline appropriately.	3.30	0.62	Agree
6	Provide me with appropriate skills for selecting appropriate instructional resources.	3.24	0.60	Agree
7	Assist me in understanding learners' behaviours.	3.38	0.64	Agree
8	Assist me in selecting appropriate teaching method.	3.47	0.63	Agree
9	Assist me in designing appropriate learning content that matched the objectives.	3.17	0.80	Agree
10	Assist me in identifying gaps between actual and expected performance of students.	3.18	0.67	Agree
	Cluster mean	**3.24**		**Agree**

Source: Questionnaire administered, 2021

As displayed in Table 1, the cluster mean of 3.24 shows that OTM Lecturers in polytechnics in North Wests, Nigeria agreed that staff development programmes has influence on instructional planning. The item by item analyses with mean ratings ranging from 2.83 to 3.47 agrees that staff development programmes influenced instructional planning. Standard deviations for all the items were within the same range showing that the respondents are homogenous in their responses.

Research Question 2: What is the influence of staff development prgrammes on OTM lecturers' instructional delivery in polytechnics in north-west, Nigeria?

Table 2: Mean and Standard Deviation on the influences of staff development programmes on OTM Lecturers' instructional delivery

S/N	Items on Instructional Delivery and Staff Development Programmes:	X	SD	Remarks
11	Assist me in making class room pleasant a friendly place.	3.34	0.58	Agree
12	Assist me in identifying individual differences of the learners.	3.17	0.58	Agree
13	Assist me in observing classroom rules and procedures and consistently reinforcing them.	3.24	0.53	Agree
14	Assist me in making appropriate use of instructional materials.	3.26	0.64	Agree
15	Assist me in providing simple and step-by-step instructions.	3.31	0.61	Agree
16	Assist me in varying the use of instructional methods and strategies.	3.27	0.57	Agree
17	Assist me in providing guided practice to students.	3.28	0.56	Agree
18	Assist me in maintaining students' attention during instructional delivery.	3.20	0.61	Agree
19	Assist me in effective classroom management and control.	3.26	0.55	Agree
20	Assist me in developing in students the spirit of enquiry and creativity.	3.22	0.54	Agree
	Cluster mean	**3.26**		**Agree**

Source: Questionnaire administered, 2021

Data presented in Table 2 reveal that the mean ratings of the responses of the respondents on the entire 10 items range from 3.17 to 3.34 which are within the boundary limit of 2.50 3.49 on 4-point rating scale. This indicates that OTM Lecturers agreed that staff development programs have influence on their instructional delivery. The cluster mean score of 3.26 indicates that OTM lecturers agreed that staff development programmes had influence on instructional delivery. Standard deviations for all the items are within the same range showing that the respondents were homogenous in their responses.

Testing Hypotheses

The null hypotheses were tested with t – test at $\alpha = 0.05$.

Hypothesis 1: There is no significant difference in the mean responses of respondents on the influence of staff development programmes on OTM lecturers' instructional planning based on years of experience in polytechnics in north-west, Nigeria.

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Table 3: Summary of t-test analysis based on years of experience.

Experience	N	X	SD	df	t-cal	P-value	Decision
Below 15 years	86	3.22	0.25	142	-1.44	.153	Not significant
Above 15 years	58	3.27	0.25				

Data in Table 3 shows that there is no significant difference in the mean responses of respondents on the influence of staff development programmes on OTM lecturers' instructional planning based on years of experience in polytechnics in north-west, Nigeria. This is shown by the p-value of 0.15, which is greater than the significance level of 0.05. The null hypothesis of no significant difference between the two groups is therefore accepted.

Hypothesis 2: There is no significant difference in the mean responses of respondents on the influence of staff development programmes on OTM lecturers' instructional delivery based on years of experience in polytechnics in north-west, Nigeria.

Table 4: Summary of t-test analysis based on years of experience

Experience	N	X	SD	df	t-cal	P-value	Decision
Below 15 years	86	3.22	0.30	142	-1.39	.169	Not significant
Above 15 years	58	3.31	0.41				

Data in Table 4 shows that there is no significant difference in the mean responses of respondents on the influence of staff development programmes on OTM lecturers' instructional delivery based on years of experience in polytechnics in north-west, Nigeria. This is shown by the p-value of 0.17, which is greater than the significance level of 0.05. The null hypothesis of no significant difference between the two groups is therefore accepted.

Discussion of Findings

The findings of the study showed that OTM lecturers in the polytechnics in the North-West Nigeria agreed that staff development programmes influenced their instructional planning and delivery. This finding supports the findings of Musa (2016), who found that lecturers' performance was positively impacted through regular in-service training, workshops, seminars and mentoring. It is also in agreement with the findings of Jalam (2015), who reveals that there is significant impact of in-service training and mentoring on the job performance of lecturers. This finding agrees with Daniel, Agbe, Odeh and Tyokyaa (2019), who reveal that orientation and mentoring variables of staff development has a significant influence on job performance. It is also in agreement with the findings of Yakubu (2018), who reveals that sponsoring lecturers for staff development has influence on their performance. The findings imply that OTM lecturers in North West, Nigeria were exposed to staff development programmes and it helped them in identifying learning objectives to be taught, prepared them for greater responsibilities and motivated them to put more efforts on their job performance.

Conclusions

Office technology and management lecturers in Nigerian polytechnics have crucial roles to play in bringing about improved learning in students. Their ability to effectively carryout these roles would be determined largely by the quality of staff development programmes made

available to, and utilised by them. Staff development efforts in the polytechnics should consider the complex relationship between staff development and improvement in lecturers' job performance. Based on the findings of this study, it is concluded that staff development programmes influenced the job performance of OTM lecturers in the polytechnics in the North-West, Nigeria but need to be improved for better efficiency.

Limitation of the Study

In carrying out this study, the limitations encountered in the execution of this study were; time needed to complete the study was short and difficulty in accessing and gathering reliable literature.

Recommendations

In line with the findings and conclusions, the following recommendations are hereby proffered:

1. Tertiary Education Trust Fund (TETFund), in collaboration with other educational stakeholders should make staff development programmes more accessible to OTM lecturers which will help them to improve their instructional planning.
2. Governing council, polytechnic management and senior lecturers in OTM department should see themselves more as mentors by proving guidance and counseling services, and offering professional advice to staff to enhance their instructional delivery competency.

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