

**CAPACITY BUILDING AS CORRELATE OF ACADEMIC
STAFF JOB PERFORMANCE IN NORTH-CENTRAL
NIGERIAN STATE COLLEGES OF EDUCATION**

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Abstract

This study examined the relationship between capacity buildings and academic staff job performance in Colleges of Education in North-central Nigeria. The study adopted descriptive research design of survey type. The population of the study comprised all the 2,510 academic staff in State owned Colleges of Education in North-Central, Nigeria as at the time of this study. A total of 601 academic staff participated in the study which was selected from 3 states. Multistage sampling procedure which involves simple random sampling technique stratified sampling techniques and purposive sampling techniques were used to select sample for the study. Two sets of instruments tagged “Funding and Capacity Building Questionnaire (FACBQ)” and “Academic Staff Job Performance Questionnaire (ASJPQ)” were used for the study. The two instruments were validated by experts in Educational Management. The reliability of the instruments were ascertained using test retest method and reliability coefficients of 0.76 was obtained for FACBQ, and 0.80 for ASJPQ. The data were analyzed using descriptive and inferential statistics. All the hypotheses were tested at 0.05 level of significance. The study revealed that the level of academic staff participation in capacity building programmes and academic staff job performances were moderate. There was significant relationship between capacity building programmes and academic staff job performance. It was recommended that stakeholders in educational sector should improve on funding capacity building programmes for effective academic staff job performance.

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Introduction

Human factor constitutes an essential element in any organization. More importantly, the instructional leadership roles played by the academic staff in Colleges of education place them in vantage position in the attainment of organizational goals. The extent to which this category of workers discharge their statutory responsibilities of teaching, research and delivery of community services have a far reaching effects on the quality of teachers that are graduated from these colleges. The realities from the colleges seem to indicate that the performances of the academic staff are below expectation due to some factors beyond their control. This assumptions about academic staff job performance is premised on the failure of some academic staff to attend to classes regularly; update their lecture notes and thus, teaching with outdated illustrations and examples; use good method to present the subject matter to student in the class; use ICT in teaching and learning process, as it is evident that some cannot effectively use the power point in teaching and even process students' results (Ogunyemi, 2018).

Research is the creation of new knowledge or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies, understandings, inventions and applications of this knowledge. It include synthesis and analysis of previous research so as to leads to new and creative outcomes (Mustapha 2014). Academic staff engagement in research is required in their job description and forms one of the important determinants of their promotion. Academic staff research work is measured in terms of publication in journals and Presentation of paper at National and international conferences, engagement in technical reports writing and consultancy services, chapter contribution in textbooks, review of research articles and contribution to knowledge through publication of books. A cursory look at the quality and quality of research output from the academic staff in these colleges seems to show something is wrong as there have being instances where promotion opportunities were lost due to inability to meet the minimum requirement on research. In the same vein, the colleges seem not to be generating new knowledge that could facilitate improved teaching and learning both within and outside the colleges.

Community service is another functional area of academic staff in the Nigerian college of education system. These categories of services are delivered personally by the academic staff either alone or in collaboration with others staff but the credits are shared by both the college and the staff. Such services could be delivered to families, schools, faculties, university and even the nation in general. Community services enable academic staff to explore their talents and

capabilities during such professional outreach. The extent to which the academic staffs are able to effectively discharge these social responsibilities to their individual academic institution and the host community has been called to question.

Delivery of effective education irrespective of the level depends on the activeness and the efficiency of the different stakeholders within the system. Among this stakeholder is the instructional leaders otherwise known as academic staff in the college of education system in Nigeria. However, the performance of academic staff especially in the area of teaching, conduct of research and delivery of community services has been attributed to several internal and external factors. The Nigeria National Policy on Education (NPE, 2013) clearly acknowledged the fact that no nation can rise above the quality of her education system and that teachers play centripetal roles in the delivery of quality education that is needed to achieve the national objective. This aligns with the human capital theorist that human resources constitute the most essentials of all input into the formal organization and as such his development should be paramount to the management. Hence human capacity building programmes could be responsible for the seemingly poor performance of teaching, research and community services by lecturers in Colleges of Education in North-Central, Nigeria.

Human capacity building programmes for academic staff in Colleges of Education are deliberate and well-thought programmes which are set-up with the aim of improving staff job performance. Generally, staff development programmes are the various means by which all categories of staffs in an organization are encouraged to improve their capabilities to enhance performance. In the college of Education system Capacity building programmes refer to opportunities provided for staff to increase their knowledge, skills, experiences and understanding, thereby improving their job performances. These opportunities include sponsorship of staff on educational programmes that could lead to acquisition of additional qualifications such as Post Graduate Diploma in Education (PGDE), Master in Education (M.Ed.) and Doctor of Philosophy (Ph.D.). Others include short training courses such as conferences, seminars and workshops; and induction training programmes for newly employed staff.

The rationale for sponsoring educational training that leads to acquisition of additional educational qualification is premised on the need to keep academic staff knowledge relevant to national social, scientific, technological, economic, and political realities. Such programmes equip lecturers with teaching and research skills that help them to transmit knowledge effectively, initiate and execute

research that proffer solutions to societal problems as well as improve the output of the college. The inability of some academic staff to make meaningful impact through research has being responsible for their stagnation for a long time with the resultant negative effects on the quality of NCE graduate teachers from these colleges.

The use of Information and Communication Technology (ICT) is one of the major influence on the performance especially in school organization. ICT has evidently made teaching and learning interest and more impactful in the school system. This relevance notwithstanding, the impact an individual lecturer would make will be determined by their level of proficiency. Observation has showed that the extent to which academic staffs in the colleges of education are compliant with ICT is still below expectation as a result of poor or little training received by academic staff (Ajadi, 2019). Ajadi (2019) noted that the “spate of technological advancement in the educational domain around the world leaves one to wonder if the academic staffs in Nigerian colleges of education are indeed contemporaries of their counterpart in developed countries”. Many lecturers seem to restrict their methods of teaching to the traditional methods. It appears that there is minimal utilization of interactive board for lecture delivery where available, limited use of e-mail and social media for the purpose of information dissemination, and poor use of ICT in evaluation and processing of students’ results. In the observation of Archibong and Effiom (2009) the prevailing obstacle to effective use of ICT by tertiary educational institutions include lack of interest, limited access to ICT facilities and limited training opportunities this situations are further worsened by inadequate ICT facilities and in some instances where they are available, maintenance and power supply appear to be a source of concern. This clearly implies that academic staff may not be enjoying the benefits accruable to teaching and research activities as such their performance may be connected with it.

Conference attendance and presentation of research outcomes, seminar and workshop programmes provide opportunity for academic staff in colleges of education to improve performance in the sphere of teaching and research. It has being reported that these programmes enhance academic staff abilities to conduct research, write good and acceptable report for publication both at local and international platforms. Seminar which is seen as a form of academic instruction, where people of same or common interests come together and focus on particular subject, which everyone present is required to actively participate. It however appears that academic staffs of the colleges are finding it difficult to attend these programmes probably for lack of supports. This seems to

have reduced their level of performance. Kori (2006) is of the opinion that seminar upgrade and updating the knowledge and skills of employees and the modeling and reorientation of their attitude. It enables staff to be more effective and efficient in their job. But, when seminar programmes are not adequately and regularly organized among academic staff, they tend to perform below expectation.

Workshop programmes appears to be sparingly organized among academic staff in the Colleges of Education. In most cases orientation, coaching and other forms of in-service training are normally organized for newly employed academic staff, but it should be noted that both the newly employed and old staff should constantly participate in workshop programmes so that they can be updated and be kept abreast of latest development on their jobs. According to Ogunyemi (2018), training is effective only when it is properly planned and effectively executed. Hence, workshop appears to have a direct impact on the job performance of academic staff in tertiary institutions.

Peretomode and Chukwuma (2012) conducted a study on the relationship between manpower development and lecturers' productivity in tertiary education in Delta state. The study used an ex-post facto methodology. A survey instrument titled "Manpower Development and Lecturers' Productivity Questionnaire (MPDL PQ)" with a test-retest reliability coefficient of 0.734 was used to collect data from 205 lecturers who were selected from a population of 1021 lecturers using a proportional stratified random sampling method. The data were analyzed using Pearson Product Moment Correlation Statistics and Multiple Regression Analysis. It was discovered and concluded that manpower development improves lecturers' productivity regardless of gender, faculty, or institution type, despite the fact that these predictor variables could only explain 8% of lecturers' productivity in institutions of higher learning.

Akinyele (2010) investigated performance rating methods in Nigerian private universities using Crawford University's administrative. The entire population participated in the survey. The data for this study were collected using a standardized questionnaire. Findings from the study revealed that a performance assessment system is the only tangible criteria that a university can use to assess the degree of performance of its various employees. Performance appraisal methods in private institutions are only effective if the members of staff involved in the rating/appraising process are trained, and multi-rating systems are used.

Omosidi (2007) investigated the relationship between funding, control systems, and organizational efficiency in College of Arabic and Islamic legal studies. Eight out of twelve institutions of legal

and Islamic studies, which are scattered throughout three geopolitical zones in Northern Nigeria, were chosen using a stratified sampling technique. Out of 535 academic staff in the institutions, 450 (84%) were chosen using a random sample technique. It was reported that recurrent expenditure on capacity building among other sundry issues exhibited a significant and positive relationship with organizational effectiveness. The organizational effectiveness of the concurrent control system was 0.14 with a relatively low positive correlation coefficient. Funding, control system, educational efficacy, research publishing, and community services all had a favorable significant association.

Hassan and Mahmud (2016) examined the human resources management practices and organizational commitment of employees in various sectors in Pakistan. The study adopted a survey research, 60 employees were selected randomly. A well designed questionnaire was used to collect data and mean, standard deviation and regression analysis was used to determine the relationship between dependent and independent variables. The result of this study revealed that HRM practices (compensation, training and development, performance appraisal) positively influence organization commitment of employees.

Obasan (2012) investigated the impact of staff salary on the performance of Ramat Polytechnic Maiduguri in Borno state. A questionnaire was distributed to 45 academic staff was selected from five schools, (school of environmental studies, school of engineering and applied science, school of agricultural science and technology, school of management studies, and school of vocational and technical education). Pearson's Product Moment correlation and regression analysis were used to evaluate the data in Microsoft Excel. The results revealed a strong positive link between staff compensation (fringe benefits and working conditions) and staff performance at Ramat Polytechnic Maiduguri.

Akeke, Akeke and Awolusi (2015) examined the effect of job satisfaction on organizational commitment among non-academic staff of tertiary institution in Ekiti state. Three hundred and forty three respondents are selected from three (3) tertiary institutions in the state. The instrument for data collection was structured and pre-test questionnaires which were duly administrated and returned. Findings revealed that payment of salary, job security, opportunities for training and development, supervision, job enrichment and job challenge lead to job satisfaction.

Akpan (2015) investigated the relationship between work-related characteristics such as staff development, working conditions, and motivation and teachers' institutional commitment in

secondary schools in cross river state. To guide the research, four hypotheses were formulated. The study used a correlation design, and stratified random sampling techniques were used to choose 400 respondents from a population of 9,764 teachers. A 5-point Likert style questionnaire with 33 items was used to collect data. Pearson's Product Moment Correlations and Multiple Regression Statistics were used to analyze the data. The finding showed a considerable positive relationship between employee growth and affective, continuance, and normative commitment.

Statement of the problem

The current situation in North-Central Nigeria Colleges of Education seems to indicate that things are not well with the system. This is apparently manifested in the level of unimpressive level of research outputs that could proffer practicable solutions to the myriads of challenges confronting education within this geopolitical zone. The quality of teaching in the colleges appears not encouraging going by the performance of teachers that were graduated over the years. Put succinctly, academic staff as the life wire of the colleges appeared to be constrained in performing their statutory roles of teaching, research and embarking on community development services. It is not uncommon to observe irregular attendance to classes, not usage of ICT to teach, giving and marking assignment in proxy, poor record keeping records among others abnormalities which are antithetical to goal attainment in the colleges.

More worrisome is the inability of some of the academic staff to carry out research despite the fact that their promotions are dependent on this. Consequently such staffs are not able to contribute to knowledge creation and garner sufficient publication in journals and book of reading. Apart from the failure to investigate much into series of problems relevant to social needs, their impact in term of community service appears below expectation. Some of the academic staffs are appointed are scarcely appointed into advisory board or referee to a scholarly journal. This has led some individual to describe academic staff as inefficient and ineffective. This undoubtedly constitutes a severe threat to the attainment of the national educational goals.

Work performance could be attributed to numerous factors among which are level of job satisfaction (Awolusi, 2015), work-related variables (Akpan, 2015), staff compensation (Obasan, 2021), training, job commitment and effectiveness (Jimoh, 2021) and human resources management practices (Hasan & Mahmud, 2016). Nevertheless, only a few research work such as that of Peretomode and Chukwuma (2012) associated manpower development with lecturer

productivity. Moreover, the reviewed showed that performance related factors such as job satisfaction, motivation, human resources management, staff salary among others were either correlated with productivity, organizational efficiency, organizational commitment and the likes. Given the prime place that the academic staff occupies in the attainment of college of education system objective and the government investment in human capacity building over the years, it is expedient to establish the possible correlation between these variables.

Purpose of the Study:

The purpose of this study was to examine capacity building and academic staff job performance in colleges of education in North-Central, Nigeria. The study specifically:

1. Determine the level of academic staff job performance in Colleges of Education in North-central Nigeria.
2. Determine the extent of participation in capacity building by academic staff in North-central Colleges of Education in Nigeria.
3. Examine the relationship that exist between the variables of capacity building and academic staff job performance

Research Hypothesis

The following hypotheses were tested in this study:

1. There is no significant relationship between capacity building and academic staff job performance
2. There is no significant relationship between variables of capacity building and academic staff job performance

Methodology

Descriptive research design of the survey type was adopted for this study. The population of the study consists of all academic staff of State owned Colleges of Education in North-central states Nigeria. There was 2,510 academic staff in all the North-central States Colleges of Education. The sample consists of 650 academic staff which was proportionally sample from the population (Multi-stage Sampling Technique). At the first stage simple random sampling techniques was used to select three states out of six states in North-central States of Nigeria.

At the second stage, simple random sampling technique was used to select three Schools from each

of the Colleges sampled, and also to select four departments each from the Schools sampled while proportional random sampling techniques was use to select 650 respondents from the sampled Colleges. Purposive sampling technique was used to select 4 heads of departments from each of the sampled schools, making a total of 12 heads of departments from each College and totaling 72 Heads of department in all the sampled College of education to rate academic staff job performance on research and community services. 2600 students were selected to rate the academic staff on teaching. Three instruments were used to collect data for the study. These are Academic Staff Capacity Building Questionnaire (ASCBQ) for academic staff and Academic staff job performance questionnaire (ASJPQ1) for Heads of Departments and Academic staff job performance questionnaire (ASJPQ2) for the students.

The Academic Staff Capacity Building Questionnaire (ASCBQ) for academic staff was used to elicit information from the respondents, that is, Academic staff in the sampled Colleges of Education (ASCBQ) has three sections; Section A information on demographic data. Section B seek information on information on academic staff capacity building based on additional qualification, training of staff in ICT, conferences, workshop and seminar. For each of the items the respondents were responded on a modified 4-point Likert-type scale of Strongly Agree (SA) 4 Agree(A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1.

Academic staff job performance questionnaire (ASJPQ) administered to Heads of department to rate the job performance of academic staff on research and publication and community services and Academic staff job performance questionnaire, for each of the items the respondents will be expected to respond to a modified 5-point Likert-type scale as excellent 5, very-good 4, good 3, fair 2 and poor 1. The questionnaires were administered by the researcher with the help of research assistants who are staff of College of Education in the states sampled. Data collected were analyzed using both descriptive and inferential statistics.

RESULTS AND DISCUSSION

Research Question 1: What is the level of academic staff job performance in North-central Colleges of Education, Nigeria?

In order to answer this question, frequency counts and percentage scores on items 1-31 of the Academic Staff Job Performance Questionnaire (ASJPQ), Section B were computed. Respondents' Means Scores and standard deviation of the data were computed used to determine

the level of lecturers' job performance in North-central Colleges of Education, Nigeria. The low level were determined by subtracting the Standard Deviation from the Mean Score (115.66 - 15.37), moderate was determined by the mean score (115.66) of the responses while High level of job performance was determined by adding the mean score and standard deviation (115.66 + 15.37). Therefore, low level of lecturers starts from 31-100.29, moderate level starts from 100.30 – 131.02 while high level of job performances started from 131.03 – 155.00. The results obtained are presented in Table 1.

Table 1: Level of Academic staff Job Performance in Colleges of Education in North-Central, Nigeria.

Level of Job Performance	Frequency	Percentages
Low (31-100.29)	91	15.1
Moderate(100.30 – 131.02)	369	61.4
High (131.01- 155.00)	141	23.5
Total	601	100

Table 1 shows the level of academic staff job performance in colleges of education in North-central, Nigeria. 91 Lecturers representing 15.1 percent of the respondents were rated low, 369 representing 61.4 percent were rated moderate while 141 representing 23.5 percent were rated high in their job performance. This implies that the level of academic staff job performance was moderate during the period investigated.

Research Question 2:

What is the level of capacity building in North-central Colleges of Education, Nigeria?

In order to answer this question, frequency counts and percentage scores on items 31 - 60 of the Funding and Capacity Building Questionnaire (FACBQ), Section B were computed. Respondents' Means Scores and standard deviation of the data were computed and used in determining the level of capacity building in colleges of Education in North-central Colleges of Education, Nigeria. The low level were determined by subtracting the Standard Deviation from the Mean Score (84.62 - 14.01), moderate was determined by the mean score (84.62) of the responses while High level of job performance was determined by adding the mean score and standard deviation (84.62 + 14.01).

Therefore, low level of funding starts from 31– 70.61, moderate level starts from 70.62– 98.63 while high level of job performance started from 98.64 –120. The results obtained are presented in Table 2

Table 2: Level of Capacity Building in Colleges of Educations in North-Central, Nigeria.

Level of capacity building	Frequency	Percentages
Low (31-70.61)	106	17.6
Moderate (70.62 – 98.63)	372	61.9
High (98.63 - 120.00)	123	20.5
Total	601	100

Table 2 shows the level of capacity building in the Colleges of Education in North-Central, Nigeria. 106 respondents representing 17.6 percent rated the level of capacity building low, 372 respondents representing 61.9 percent rated the level of capacity building as moderate while 123 respondents representing 20.5 percent rated the level of capacity building as high. This indicates that the level of capacity building in the colleges of education in North-central, Nigeria was moderate during the period under investigation

Hypothesis Testing

Hypothesis 1: There is no significant relationship between capacity building and academic staff job performance

In order to test this hypothesis, scores on items (31-60) in Section B of FACBQ and items (1-31) Section B of ASJPQ were computed and subjected to statistical analysis involving Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The result obtained is presented in Table 3.

Table 3: Relationship between Capacity Building and Academic Staff Job Performance

Variables	N	Mean	SD	r-cal	Sig.
Capacity Building	601	84.61	14.01	0.158*	0.000
Job Performance	601	115.66	15.37		

Table 3 shows that $r\text{-cal}$ (0.158) is greater than $r\text{-tab}$ (0.087) at 0.05 level of significance. The result is significant ($p\text{-value} < 0.05$) and the null hypothesis is rejected. Hence, there was significant relationship between capacity building and lecturers' job performance in colleges of Education in North-Central, Nigeria.

Hypothesis 2: There is no significant relationship between variables of capacity building and academic staff job performance

In order to test this hypothesis, scores on items (31-60) in Section B of FACBQ and items (1-31) in section B of ASJPQ were computed and subjected to statistical analysis involving Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. For job performance, items 1-31 in Section B of ASJPQ were used. Items 31-37, 38-44, 45-50, 51-56 and 57-61 in Section B of FACBQ were used for additional qualification, ICT training, workshop, seminar and conferences respectively. The result obtained is presented in Table 4.

Table 4: Relationship between the Variables of Capacity Building and Academic Staff Job Performance

Variables	Means	SD	1	2	3	4	5	6
1.Job Performance	115.66	15.37	1	-	-	-	-	-
2. Additional Qualifications	19.36	3.97	.095*	1	-	-	-	-
3. ICT Training	16.46	3.67	.121*	.532*	1	-	--	-
4. Workshop	17.14	3.55	.117*	.521*	.441*	1	-	-
5. Seminar	17.72	3.56	.099*	.409*	.417	.430*	1	-
6.Conferences	13.94	3.63	.171*	.530*	.452*	.542*	.499*	1

* $p < 0.05$

Table 4 shows that there is significant relationship between additional qualification and academic staff job performance ($r\text{-cal} = .095$, $p < .05$). Similarly, the table indicated that there is significant relationship between ICT Training and academic staff job performance ($r\text{-cal} = .121$, $p < .05$). There is significant relationship between workshop and academic staff job performance ($r\text{-cal} =$

.117, $p < .05$). There is significant relationship between seminar and academic staff job performance ($r\text{-cal} = .099$, $p < .05$). Equally, there was significant relationship between conference and academic staff job performance ($r\text{-cal} = .171$, $p < .05$).

Discussion

The study revealed that the level of Participation of academic staff in capacity building programmes in colleges of education as moderate. This show that 106 respondents which represent 17.6% were rated low, 372 respondents which represent 61.9% were rated moderate while 123 respondents which represent 20.5% were rated high in their capacity building. It implies that participation of academic staff in human capacity building programmes (workshop programmes, training of staff in ICT, additional educational qualifications, conference programs and seminar programmes) was moderate enough to enhance effective teaching-learning process. This finding could be attributed to the fact that both government through TETFund and management of tertiary institution are making concerted efforts to ensure that the academic staff are equipped through various capacity building programmes in order to enhance their job performance. Ogunyemi (2018) Academic staff acquired knowledge that are directly relevant to their teaching in school and could also incorporate a variety of teaching method in their subjects. Also the knowledge of lecturers had been broadened and their communication ability has been enhanced. In terms of subject matter, classroom management teaching methods and evaluation of students work. Lecturers who were exposed to various capacity programmes like seminars and workshops became more effective in their job performance.

It was revealed that significant relationship existed between capacity building and academic staff job performance. This indicated that academic staff engagement in capacity building programmes that enhance the skills and knowledge relate positively with their quality of teaching, research and community services. This could be attributed to the fact that capacity building programmes equip participants with relevant and recent knowledge and skills. This is in concordance with Peretomode and Chukwuma (2012) that identified the benefits of training and development of academic staff to include increase in knowledge, skills and the development of positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, inculcate sense of belongingness, reduce absenteeism and turnover rate among lecturers, and importantly lead to better coordination of both human and material resources

within institutions of higher learning.

The study also showed that there was significant relationship between additional educational qualifications and academic staff job performance. This by implication means that acquisitions of additional educational can be responsible for academic staff job performance. This finding could be attributed to the fact that the tertiary institution management has realized that academic staff will perform their duties effectively and efficiently if given the opportunity to acquire relevant additional educational qualification. The finding was in agreement with the views of Kulkami, (2013) and TETFund (2010) that there is a symbiotic relationship between training/development and academic staff higher productivity.

The result also revealed that there was significant relationship between ICT training and academic staff job performance. It implies that ICT training programmes had enhanced the job performance of the 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 student on the website. Lecturers had also acquired basic skill in word and data processing. The finding support Yusuf (2005) assertion that 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 was found that there was significant relationship between workshop programmes and academic staff job performance. It implies that workshop programmes influence the academic staff job performance. It equally means that for any better job performance of academic performance to be enhanced, workshop programmes are of great importance. This finding could result from the fact that the government and management of tertiary institutions have realized that if academic staff are exposed to workshop programmes it will enhance job performance. The finding was support Sodiq (2016) that workshop programmes usually offer one of the best ways to improve classroom teaching and learning.

The study revealed that there was significant relationship between seminar programmes and academic staff job performance. There is no doubt about the fact that the quality and strength of academic staff in any tertiary institution depends largely on the development of its capacity

through in-service training. To this end, the level of academic staff job performance will be high on exposure to training. The finding supported the finding of Amire (2009) who posited that performance among the employees of the organization increases even while the training seminar takes place.

It was found that there was significant relationship between conference and academic staff job performance. This shows that academic staff will perform better in their jobs if adequate and necessary provisions are made for attendance and participation in conferences both locally and internationally. What could be responsible for this finding is the fact that attendance of conference programmes by academic staff has brought about efficiency in the performance of their jobs. Conferences had made them to gain skills in making public presentations and writing scholarly papers are also enhanced. In addition they had gained knowledge that was directly relevant to their teaching subject. They could also collaborate effectively with other lectures to find solutions to problem in the school. This finding is in line with the Study of Chukwu (2017) that there was positive correlation between academic staff attendance at conferences and their job performance.

Conclusion

It was inferred from the findings in this study that academic staff capacity building variables, such as workshop programmes, training of academic staff in ICT, additional academic qualification, conferences programmes and seminar programmes were important factors that influenced academic staff job performance in Colleges of Education. It showed that academic staff participation in capacity building has improved their job performance because it has broadened their knowledge of teaching, boosted their moral and increased their job performance. Academic staff could supervise student's project effectively and handled many challenging classroom management issues if they are exposed to relevant capacity enhancement programmes. Moreover ICT programmes have enhanced the ability of academic staff to use ICT to teach effectively as they could access different types of materials on the internet and use them to make classroom activities more effective. Participation in conference enhanced their skills in making public presentation as well as in the production of scholarly papers and articles. Participation in seminar and workshop had positive impact on the job performance by improving their classroom communication and interactive skills.

Recommendation

Based on the findings of this study, the following recommendations were made:

- i. Stakeholders in educational sectors should improve on the existing level of participation of academic staff in capacity building especially in the area of ICT for effective teaching and learning in Colleges of Education.
- ii. Managements of tertiary institutions should show greater commitment to the sponsorship of academic staff to acquire relevant additional academic qualification within and outside the country in order to enhance their job performance.
- iii. Government and management of tertiary institutions should embark on regular sponsorship of academic staff to attend local and international conferences, seminars and should regularly organize workshop in order to ensure better academic staff job performance.

COMPETING INTERESTS

The author has no competing interests to declare.

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