

Capacity Building as Correlates of Lecturers Job Performance in State Owned Universities in South-West Nigeria

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ABSTRACT

The study examined capacity building as correlates of lecturers' job performance in state owned universities in South-West Nigeria. A descriptive survey design was used. The population of the study comprised academic staff of state owned universities in South-West, Nigeria. Using stratified sampling technique, a total of six universities were selected. A proportionate sampling technique was adopted in selecting 75 academic staff from each selected universities making a total 450 staff as sample size. Self-developed questionnaire titled Capacity Building Programme and Lecturers' Job Performance Questionnaire with 0.82 as reliability coefficient was adopted for data collection. Research questions were answered using descriptive statistics of mean and standard deviation while the hypothesis was tested using multiple regression analysis. Findings of the study revealed that the level of lecturers' job performance in state owned universities in South-West Nigeria was high and that the needed capacity building programmes for lecturers' job performance were also high. There was significant composite contribution of capacity building programmes on lecturers' job performance and that about 94% of the variance in lecturers' job performance was accounted for by the linear combination of the capacity building programme attended. The study recommended among others that lecturers should be encouraged to participate in capacity building programmes.

Keywords: Capacity Building, Lecturers, Job Performance, State Owned Universities

INTRODUCTION

Lecturers' job performance could mean the factor that predicts the universities goal achievement. Awodiji, Oluwalola, Ogbudinkpa and Awotunde (2020) defined lecturers' job performance as the measure of the effectiveness of lecturers in reference to their roles and responsibilities in their work place. Taiwo (2014) said that lecturers' job performance are work-related activities expected of a lecturer for academic upliftment. Onoyase (2017) defined lecturers' job performance using the result dimension, thereby describing it as the extent to which academic staff members achieve educational outcomes expected of them. Victor and Babatunde (2014) described lecturers' job performance as the degree to which academic staff members complete their teaching responsibilities, which include lecture planning, research, and community service. Furthermore, lecturers' job performance includes delivering lectures to students as scheduled by the timetable, and evaluating the students by giving and marking coursework, setting tests and examinations, invigilating and marking them, and submitting their results/marks for final assessment, grading and accrediting (Igbojekwe, Ugo-Okoro & Agbonye, 2015). Measuring lecturers' job performance might be administered in several forms, but the

three factors mostly used are teaching, research and community service. The teaching role involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves completing investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the varsity and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels –example; sports, graduation, convocation (Agbionu, Anyalor & Nwali, 2019).

Literature have shown that lecturers' job performance in University and other tertiary institutions seems to be suffering from some factors like motivation system adopted by the institution, quality of leadership, participative deciding, school climate, description, capacity building and development, academic politics, tribalism among others (Amiruddin & Mapparenta, 2021; Victor & Babatunde, 2014; Taiwo, 2014, Awodiji et al., 2020). Capacity building is building abilities, relationships and values which will enable organisations, groups and individuals to enhance their performance and achieve their developmental objectives. It often refers to strengthening the talents, competences and skills of individuals and communities in developing societies in order that they can overcome the causes of their exclusion and suffering. It includes human resource development which is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that permits them to perform effectively. Philbin (2016) defined the concept of capacity building as a process of developing and strengthening the talents, instincts, abilities, processes and resources that individuals, organisations and communities got to survive, adapt and thrive within the fast changing world. It focuses on understanding the obstacles that inhibit people, institutions, governments, international organisations and non-governmental organisations from realizing their developmental goals while enhancing the skills which will allow them to realize measurable and sustainable results.

The United Nations committee of experts on public administration (2006) points out that capacity building takes place on a private level, institutional level and societal level. On a private level, it requires the event of conditions that allow individual participants to create and enhance existing knowledge and skills. On an institutional level, it comprised developing existing knowledge of lecturers in an institution. At the societal level, it is quite a training programme. It is supported needs analysis and audits capability and potential. It requires the planning of strategic interventions that employ and challenge the enhancement of strengths, exploit opportunities, confront constraints and supplement gaps and limitations (Southwell, Gannaway, Orell, Charmers & Abraham, 2015).

Capacity building has been adjudged to be critical factors in Nigerian universities, culminating in their positions as major determinants of lecturers' professional advancement. Aside from gaining pedagogical and content knowledge, lecturers'

participation within the programmes enhances capacity building effectiveness in universities. Capacity building programmes such as conference and in-service training. Conference refers a one-day or multiday event during which researchers present their work to each other. Conferences are an important way researchers stay connected to others in their field and learn about cutting-edge scholarship (Ibeme, 2020). It transforms role performance abilities and skills of lecturers in such way to confront challenges of their jobs. Without it, a missing gap evolves whereby universities become shadows of themselves (Akuegwu, Nwi-ue & Eno, 2013). Ehinola and Akomolafe (2022) revealed that teaching staff perceived in-service training as a tool that moderately improve their capacity. Nwokedi, Amaewhule and Nwafor (2018) contended that, capacity building enhances lecturers' job performance through acquisition of new knowledge and skills while Peretomode and Chukwuma (2018) revealed that capacity building programmes enhances lecturers' productivity. Korantwi-Barimah and Schultz (2017) found that building the capacity of educational staff must be considered as a strategic priority improving the standard of teaching and research output among academic staff. Chukwuedo and Igbinedion (2014) revealed that TVE lecturers need capacity building within the use of ICT for instructional, research and administrative purposes.

This study was guided by Human capital theory which was propounded by Schultz in 1967 stated that the stock of competences, knowledge and personality attributes embodied within the ability to perform labour so on produce value. It is the attributes gained by a worker through education and knowledge. The work of human capital theory rests on the idea that capacity building is very instrumental and even necessary to enhance the assembly capacity of the institution/organization. Human capital theory emphasizes on how education increases the productivity and efficiency of workers by increasing the extent of cognitive stock of economically productive human capability, which may be a product of innate abilities and investment in citizenry (Oluwuo & Nwabueze, 2016). The supply of formal education is seen as a productive investment in human capital, which the proponents of the idea have considered as equally or maybe more equally worthwhile than that of physical capital. consistent with Fagerlind and Saha (1997) that stated that human capital theory provides a basic justification for giant public expenditure on education both in developing and developed nations. The idea was according to the ideologies of democracy and liberal progression found in most Western societies. Efforts to market investment in human capital were seen to end in rapid economic process for society. For people, such investment was seen to supply returns within the sort of individual economic success and achievement. Most educationists agree that it is human resources of nation, not its capital nor its material resources that ultimately determine the character and pace of its economic and social development. Psacharopoulos and Woodhall (1997) asserted that human resources constitute the last word basis of wealth of countries. Capital and natural resources are passive factors of production, citizenry are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization, and carry over national development. Babalola (2003) asserted that the contribution of education to economic process and development occurs through its ability to manage lecturer and increase the productivity

of an existing labour force in various ways. Education plays an excellent and significant role within the economy of a nation, thus educational expenditures are found to constitute a sort of investment. This augments individual's human capital and results in greater output for society and enhanced earnings for the individual worker. It increases their chances of employment within the labour market, and allows them to reap pecuniary and non-pecuniary returns and provides them opportunities for job mobility. Education however, may be a source of economic process and development as long as it's anti-traditional to the extent that it liberates, stimulates and informs the individual and teaches him how and why to form demands upon himself. Accordingly, a person's capacity building would happen in staff performance and therefore the quality of graduate produced. This theory is not only imperative but also indispensable to the achievement of educational and organizational goals. Though, empirical studies on the impact of capacity building on lecturers' job performance have received attention from the body of literature; however, much things still need to be done; therefore, the necessity for this study.

Statement of the Problem

Observations have shown that there seems to be a general consensus among the researchers that the lecturers' job performance in public universities in Nigeria is declining. This has led to the poor teaching performance, laziness to conduct research, participation in community services among lecturers which became a worrisome among the stakeholders in education industry. (Amiruddin & Mapparenta, 2021 and Akuegwu, Nwi-ue & Eno, 2013). However, capacity building efforts of public university in Nigeria has been hampered by institutional inadequacies, chief among which is paucity of funds. The consequence of this is often low research productivity among the lecturers, because these programmes play vital role in enhancing research capacity. It is on this backdrop that this study made an effort to look at capacity building as correlates of lecturers' job performance in state owned universities in South-West, Nigeria.

Purpose of the Study

The main purpose of the study was to examine capacity building as correlates of lecturers' job performance in state owned universities in South-West Nigeria. Specifically, the study sought to:

1. Examine the level of lecturers' job performance in state owned universities in South-West Nigeria.
2. Composite contribution of capacity building programmes (conference and in-service training) on lecturers' job performance in state owned universities in South-West Nigeria.

Research Question

1. What is the level of lecturers' job performance in state owned universities in South-West Nigeria?
2. What is the composite contribution of capacity building programmes (conference and in-service training) on lecturers' job performance in state owned universities in South-West Nigeria?

METHODOLOGY

This study used a descriptive survey design because the design assists in collecting the opinions of the respondents towards achieving purpose of the study. The population of the study comprised academic staff of state owned universities in South-West, Nigeria. However, South-West region in Nigeria comprised of six states with twelve state owned universities. Using stratified sampling technique, a total of six state owned universities were selected vis-a-vis Olabisi Onabanjo University, Ago-Iwoye, Lagos State University, Osun State, University, Osun State, Ekiti State University, Ekiti State, Ladoke Akintola University of Technology, Oyo State and Adekunle Ajasin University, Akungba, Ondo State. The stratification was done based on the six states in South-West Nigeria. This represents 50.0% of the total number of state owned universities in South-West, Nigeria. A proportionate sampling technique was adopted in selecting 75 academic staff from each selected universities making a total of 450 academic staff as sample size. However, out of this sample size, 30 Head of Department (HOD) were included to assess lecturers' job performance. Self-developed questionnaire title Capacity Building Programme and Lecturers' Job Performance Questionnaire (CBPLJPQ) was adopted for data collection. The questionnaire (CBPLJPQ) was divided into four sections vis-à-vis section A that embraced demographic characteristics of the respondents. Sections B, C and D presented items on the level of lecturers' job performance, the needed capacity building programmes for lecturers' job performance and factors affecting capacity building programme of lecturer.

Questionnaire was based on a four (4) – point scale format. The questionnaire was subjected to validation by experts and all the corrections made were corrected before administration of the instrument to larger population. A test-retest method were carried out to ascertain the reliability of the questionnaire and this was conducted among twenty-five academic staff in Tai Solarin University of Education, Ijagun, Ogun State, South West, Nigeria. The data collected was subjected to Pearson Product Moment Correlation (PPMC) and the reliability was 0.82. This shows that the questionnaire (CBPLJPQ) was reliable and consistent enough to generate data for the study towards achieving goal and objective of the study.. A total of 450 copies of the questionnaire were distributed for administration among respondents. Only 400 copies, representing 88.89% were returned and 50 copies missing. Research questions were answered using descriptive statistics of mean and standard deviation while the only one hypothesis of the study was tested using multiple regression analysis. Any mean score of 2.5 and above was regarded as agree while any one below 2.5 regarded as disagree. For regression analysis, when p value is less than significance level ($p < .05$), it is not significant or otherwise.

RESULTS

Research Question 1

What is the level of lecturers' job performance in state owned universities in South-West Nigeria?

Table 1*The level of lecturers' job performance in state owned universities in South-West Nigeria*

S/N	Items	Mean	SD	Remarks
Community Service				
1.	Lecturers' are involved in projects in which they share their expertise with community actors	2.13	0.829	Low Level
2.	Lecturers' negotiate with companies to provide internship for students	2.08	0.774	Low Level
3.	Lecturers' have developed applications to solve societal problems	2.85	0.903	High Level
4.	Lecturers' participate in debates on solutions to issues of public interest	2.88	0.756	High Level
5.	Lecturers' conduct research in which the community is beneficially included.	2.56	0.998	High Level
6.	Lecturers' collaborate with community groups in mutually beneficial projects.	3.33	0.847	High Level
7.	Lecturers' communicate with the general public about issues of public interest.	2.83	1.080	High Level
Research and Development				
8.	Lecturers' are content with the research conducted so far.	3.18	0.883	High Level
9.	Lecturers' satisfied with the articles they have published	2.84	0.992	High Level
10.	Lecturers' content with the chapters they have written in textbooks.	3.17	0.825	High Level
11.	Lecturers' happy with the number of textbooks they have authored.	3.08	0.750	High Level
12.	Lecturers' satisfied with the papers they have presented at conference.	2.61	0.920	High Level
Teaching				
13.	Lecturers' do prior planning for each lecture they deliver to students.	2.85	0.900	High Level
14.	Lecturers' ensure that each lecture's objectives are achieved.	3.02	1.039	High Level
15.	Before teaching any lecture, lecturers' update its subject matter.	2.52	1.131	High Level
16.	Lecturers' teach all the lectures allocated to them in every semester.	2.89	0.974	High Level
17.	Lecturers' give all coursework students what to do in a semester.	2.98	1.103	High Level
18.	Lecturers' set exams for students every end of semester.	2.50	1.239	High Level
19.	Lecturers' invigilate the exams they administer to students.	3.40	0.860	High Level
20.	Lecturers' mark all the coursework they give to students in time.	2.13	1.194	Low Level
21.	Lecturers' mark the exams they administer to students in time.	2.75	1.134	High Level
22.	Lecturers' submit students' coursework marks for grading in time.	2.32	1.086	Low Level
23.	Lecturers' submit students' examination marks for grading in time.	3.51	0.850	High Level
24.	Lecturers' supervise research students allocated to me as scheduled.	2.99	1.050	High Level

Source: Field Survey Findings, 2022

Table 1 presented results on the level of lecturers' job performance in state owned universities in South-West Nigeria. From the table, out of twenty-four items raised, 83.3% of the items raised were in high level position as responded by the Head of Department (HOD). The implication of this was that the level of lecturers' job performance in state owned universities in South-West Nigeria was high.

Research Question 2

What is the composite contribution of capacity building programmes (conference and in-service training) on lecturers' job performance in state owned universities in South-West Nigeria?

Table 2

Contribution of capacity building programmes (conference and in-service training) on lecturers' job performance in state owned universities in South-West Nigeria

S/N	Items	Mean	SD	Remarks
Conference				
1.	I attended conference every session.	2.99	0.864	Agreed
2.	The conference I attended improves my teaching knowledge.	3.02	0.499	Agreed
3.	Conference exposed me to new techniques in teaching. methodology.	3.11	0.503	Agreed
4.	Through the conferences I attended, I now understand the rudiments of conducting research.	2.64	0.795	Agreed
5.	Conferences have enhance my intellectual ability in attending to community development issues.	2.87	0.804	Agreed
In-Service Training				
6.	My HOD mentors us on the best teaching methodology to impact knowledge.	2.59	0.821	Agreed
7.	HOD of my department gives job instruction that enhances my job performance.	3.23	0.510	Agreed
8.	HOD of my department delegates responsibilities to me.	3.00	0.485	Agreed
9.	In my department, we practice job rotation in courses allocation.	2.73	0.833	Agreed
10.	In my department, we practice simulation for job performance.	2.54	0.852	Agreed

Source: Field Survey Findings, 2022

From Table 2, it was indicated that respondents agreed with all the 10 items raised. This implied that capacity building programmes in form of conferences and in-service training enhance lecturers' job performance.

Table 3

Composite contribution of capacity building programmes (conference and in-service training) on lecturers' job performance in state owned universities in South-West Nigeria

Model Summary									
Model	R		Adjusted R Square	Std. Error of the Estimate		Change Statistics			
	R	Square		Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.967 ^a	.935	.934	1.35250	.935	1887.383	3	396	.000

a. Predictors: (Constant), capacity building programmes (conference and in-service training)

ANOVA^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	10357.524	3	3452.508	.000 ^b
	Residual	724.386	396	1.829	1887.383
	Total	11081.910	399		

a. Dependent Variable: lecturers' job performance

b. Predictors: (Constant), capacity building programmes (conference and in-service training)

Table 3 revealed that there was significant composite contribution of the independent variables conference and in-service training on the dependent variable lecturers' job performance; $R = 0.967$, $p < .05$. The table further indicated {93.4% (Adj. $R^2 = 0.934$)} that about 94% of the variance in lecturers' job performance was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis revealed that there was significant composite contribution of the independent variables on the dependent variable; $F(3, 396) = 1887.383$, $p < .05$.

DISCUSSION OF FINDINGS

The findings of the study revealed that the level of lecturers' job performance in state owned universities in South-West Nigeria was high. These findings correlate with Awodiji, Oluwalola, Ogbudinkpa and Awotunde. (2020) who found that lecturers' job performance received an improvement since Tetfund grants for research and development commenced. Also, Ibeme (2020) stated that mentoring has significantly made lecturers job performance high.

There was significant composite contribution of the capacity building programme on lecturers' job performance) and that about 94% of the variance in lecturers' job performance was accounted for by the linear combination of the capacity building programme. These findings corroborate with Adi, Agbe, Odeh and Tyokyaa (2019) findings that one of the viable ways to achieve sustainable job performance for university teacher is through provision of capacity building. Akomolafe and Bello (2019) concluded based on their findings that there is direct influence of funding of lecturers capacity on resultant job productivity. Likewise, Asogwa and Ezugwu (2021) findings revealed that Tetfund fund on research and development play prominent role in enhancing lecturers' job performance.

CONCLUSION

Education is training and training is education. To be a teacher or lecturer with vast knowledge on the trends of development on a certain discipline, one need to seeks further way to acquired new knowledge in today 21st century. Most especially, lecturers in universities must endeavour to brain stormed his/her knowledge development time to time which may have one or two multiplier effect on job performance. However, this study examined capacity building as correlates of lecturers' job performance in state owned universities in South-West Nigeria and the following conclusions were drawn based on the findings that the level of lecturers' job performance in state owned universities in South-West Nigeria was high and that there was significant composite contribution of the independent variables conferences and in-service training on the dependent variable lecturers' job performance and that about 94% of the variance in lecturers' job performance was accounted for by the linear combination of the capacity building programme attended.

RECOMMENDATIONS

1. Lecturers should be encouraged to participate massively in conferences and in-service training. This may not only equip them with new skills, techniques, knowledge and experiences necessary to reinforce or build their job performance.
2. University management should put in modalities whereby mentoring of junior lecturers by senior ones should be vigorously pursued and promoted. This may not only enhance skills development of lecturers', but also will improve teaching and research and job performance of lecturers.
3. Lecturers should constantly participate in human capacity building programmes using ICT devices to accumulate new knowledge on the newest reform on instructional techniques needed for knowledge exchange. This is able to expose them to new technologies required for instructional enhancements within the establishment.

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