ICT AND LEADERSHIP TRAININGSAS DETERMINANTS OF JOB PRODUCTIVITY OF BUSINESS EDUCATION LECTURERS IN STATE-OWNED UNIVERSITIES IN SOUTH-SOUTH, NIGERIA.

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ABSTRACT

The study examined the ICT and leadership trainings as determinants of job productivity of Business Education Lecturers in State-Owned Universities in South-South, Nigeria. Thus, correlation survey design was adopted for this study. This study was conducted in south-south geo-political zone. As a result, six (6) state-owned universities situated in Rivers, Bayelsa, Delta, Edo and Cross River States. the population of this study consists of one hundred and thirty three (133) Business Education Lecturers saddled with academic, managerial and administrative responsibilities in the six (6) state-owned universities running Business Education programme in south-south, Nigeria. purposive sampling technique was used to select a sample size of one hundred and thirty three (133) Business Education Lecturers. Two (2) sets of questionnairetitled"Capacity Development of Business Education Lecturers' Questionnaire (CaDeBELeQ)" and"Job Productivity of Business Education Lecturers' Questionnaire (JoPBELeQ) was used for the study. The researcher employed face and content validity methods. Thus, a test-retest was method of reliability adopted in this study. The researcher used Pearson Product Moment Correlation Co-efficient to analyze and answer the research questions and to test the hypotheses that were formulated at0.05 level of significance. The study shows a strong, positive relationship between ICT training and job productivity of business education lecturers. It implies that if ICT training as a variable of capacity development increases, productivity will be high. The study also showed a strong, positive relationship between leadership training and job productivity of business education lecturers. It implies that if leadership training as a variable of capacity development increases, productivity will be high. It was concluded that for business education lecturers to be at their best performance and achieved higher productivity, then it becomes imperative that their capacity in terms of development in ICT training and effective leadership skills need to be developed on a regular basis in order to be competitive in this 21st century work environment. One of the recommendations made was that government and stakeholders in education should constantly develop lecturers' capacity in ICT and assist in the acquisition of ICT facilities for them to use.

KEYWORDS: ICT training, leadership training, Job productivity, Business Education Lecturers, State-Owned Universities, South-South Nigeria.

INTRODUCTION

Education remains the indispensable tool or key to national development as it occupies a central position as the agent of both social mobilization and democratic quality.Therefore, the fundamental role of secondary education towards nation building cannot be over emphasized.The Federal Republic of Nigeria (2013) described university education as the education that comes after secondary education. Therefore, universities as the highest educational institutions are statutorily charged with the responsibilities of producing people who can fit properly and contribute meaningfully to the development of the society.

The success and development of any organization depends on the quality of the material and human resources. This has made capacity development central to the attainment of modern technology and knowledge production and apart from its roles in accelerating universities development; it is also the nucleus of economic development, social progress, political and democratic stability (Ojudu, 2010). In the context of rapid changes, it is imperative that Business Education Lecturers be given opportunities and encouraged to update their knowledge and skills in order to be conversant with the latest development in their field. Adequate measures that generate or utilize capacity development approaches add value to organizational effectiveness and efficiency, increased quality of the organization, enhance institutional policies and practices and even integrate people into business of the universities at local and global level (Javad, Angaye & Sayyed, 2011).

The possibilities of achieving these attributes are only grounded in the way management of universities' plans the processes of Business Education Lecturers development in order to endear the behavior and attitude of the lecturers of the universities. This is based on the assertion that sustaining productivity of Business Education Lecturers can never be attainable without stringent input in any institution of higher learning. Business Education programme as defined by Nwosu and Ojo (2014) is a programme of instruction that prepares the recipients with the necessary manpower skills and competencies that can enable the graduates meet the needs of societal development. Ajeyalemi and Ayaz (2008) have argued that productivity of Business Education Lecturers is acknowledged through efficient classroom management, recording and reporting students work achievement, quality and competency in teaching skills, lecturers' behavior and attitude towards task responsibilities, material resource management and students' management.

STATEMENT OF PROBLEM

The major role of the education industry in any economy seems to be principally that of producing the various categories of manpower needed by the economy. For some years now, there has been huge outcry about the fallen standard of education in the country. There is no doubt that lack of effectiveness; productiveness and competence have resulted in poor output of university graduates in public universities in Nigeria (Aigbomian, 2018).Business Education is a programme that requires skills and innovativeness of the lecturers to teach effectively. Poorly trained lecturers tend to produce their kind of students because without proper training they remain passive and

inactive (Ajeyalemi, 2017). It is believed that capacity development programme is aimed at helping lecturers keep abreast with modern trends or new developments in the educational institution. Also, when lecturers are sent on development programmes, it enables them acquire more skills, knowledge and develop greater interest for the profession.

RESEARCH OBJECTIVE
- Examine the relationship between ICT training andjob productivity of Business Education Lecturers in State-Owned Universities in South-South, Nigeria.
- Establish the relationship between leadership training and job productivity of Business Education Lecturers in State-Owned Universities in South-South, Nigeria.

RESEARCH QUESTIONS
- What is the relationship between ICT training and job productivity of Business Education Lecturers in State-Owned Universities in South-South, Nigeria?
- What is the relationship betweenleadership training and job productivity of Business Education Lecturers in State-Owned Universities in South-South, Nigeria?

RESEARCH HYPOTHESIS
- There is no significantrelationship between ICT training and job productivity of Business Education Lecturers in State-Owned Universities in South –South, Nigeria.
- There is no significantrelationship between leadership training and job productivity of Business Education Lecturers in State-Owned Universities in South-South, Nigeria.

CONCEPTUAL REVIEW
CONCEPT OF CAPACITY DEVELOPMENT

Capacity development as an essential part of development has been the subject of numerous definitions. Azikiwe (2008) conceived capacity development as the value that workers add to the organization through their skills and knowledge which are either acquired on the job or via education. For this scholar, capacity development is an economically significant resource that can function like any other economically value unit of input but, distinct in its inextricable relationship to an individual.

Capacity development is a long term continuous action of progress that involves all stakeholders in the development process. In the opinion of Olaitan, Alaribe and Nwobu (2009),capacity development refers to effort geared towards improving the level of knowledge, skills and attitude possessed by an individual for proficiency in a given task or job. It is an attempt aimed at increasing an individual's ability to perform a job or task efficiently.

Capacity development as described in the report of the United Nations Development Programme (UNDP) (2011) is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enable them to perform better. Capacity development focuses on a series of actions directed at helping individuals in the development

process to increase knowledge, skills and understanding they possess, and to develop the attitude needed to bring about desired developmental change in them. It is geared towards making improvement on what an individual is already doing to increase productivity.

PRODUCTIVITY INDICATORS IN UNIVERSITIES

As asserted by Umo (2010), productivity is an input and output ratio within a given period of time and with special alterative to quality and the efficient use of resources. This implies that productivity is an element that gives the greatest returns for the smallest efforts.

According to Nwadiani (2003), productivity indicators in Nigerian universities are as follows:
1. Adequate utilization of modern instructional materials in teaching and learning.
2. Completion of teaching work load before the end of the semester or session.
3. Enhance student's ability to work independently and continuity in their courses.
4. Adequate supervision of undergraduate and post graduate projects.
5. Authorship of textbooks.
6. Nature of paper presented at the conferences, workshop and seminars.
7. Articles/exhibitions, monograph, technical reports and pamphlets.
8. Generating of entrepreneurship and business ideas that favour the universities.
9. Enhance high level of proficiency in setting examination.
10. Provide opportunity for knowledge transfer and creation.
11. Promotes exchange programmes between universities and industries.
12. Encourages interdisciplinary programmes among the universities.
13. Initiating theoretical and practical expenses in a specific field during conferences or workshops.
14. Co-authorship of standard local and international journals.
15. Provision of scientific peer–reviewed bulletins.
16. Ability to cover course outline before the end of the semester.
17. Provide students cumulative examination scores and performance at every session.

Recent years, have witnessed burgeoning interest in the degree to which lecturers contribute to organizational effectiveness. Thus, success in academic activities depends on advantages associated with skills generated through technology innovation and adaptability, these latter source of competitive advantage are largely derived from effective utilization of human capital development theory. On the basis of these and similar arguments, Ayesha, Nosheen, Reema and Muhammad (2012) have strongly advocated for high degree of organization investments that will results to high performance.

FACTORS THAT INFLUENCES PRODUCTIVITY

Nwanna (2011) stated that the following factors influences productivity of staff in an organization.

1. **Objectives:** It is expected that each department of an organization must have its objectives in relationship to that of other departments clearly stated and known to the employees.

2. **Incentives:** This plays a crucial role as far as productivity is concern. Teaching staff should be given enough incentives which must commensurate with what they do such as project supervisor, teaching practice supervision, grading of scripts, continuous assessment and so on.

3. **Working Condition:** The offices, classrooms and the working environment must be conducive to enable lecturers deliver. Most of the classrooms are overcrowded, unventilated and lecturers sharing office with two (2) or three (3) colleagues.

4. **Staff Training:** This is very important as productivity is the target of lecturing. This depends on the effectiveness of the workplace. It is essential therefore, that employees should be given good training to enhance productivity. Allowances ought to be provided for lecturers to attend conferences, workshops and seminars.

5. **Staff Care:** Management should ensure they pay particular attention to welfare needs of staff especially in the area of health and accommodation. When the lecturers are comfortable, then they will take the task of teaching seriously.

6. **Course Allocation:** This influences productivity because when a lecturer is given a course outside his/her area of specialization,they tend not to be effective, which goes a long way in affecting the students who are the end product.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) TRAINING AND JOB PRODUCTIVITY OF BUSINESS EDUCATION LECTURERS

The introduction of information and communication technology in education in recent times is a technology innovation in the Nigerian educational system (Abali and Suanukordo, 2015).For a nation to be in tandem with modern trends in this digital era, it should be able to boost of a viable and functional ICT driven education, especially in the fast changing world where globalization is the order of the day. Globalization enables people in diverse field become more able, physically, culturally and psychologically to engage with each other in one world (Ogunsola,2004).

Uwaezuoke and Bema (2018) averred that globalization has made necessary the use of ICT, as ICTs such as e-mail, cellular telephone and teleconferencing enable people to share knowledge without having to be in the same place. It is therefore, required of academic and non-academic staff in universities to have ICT competence through ICT training in order to survive in this technology driven age.

Scholars of diverse fields have given varied definitions to explain the acronym of ICT. According to Kundishora (2011), ICT refers to technologies that are used for collecting, storing, editing and passing on information invariedforms.Sarker (2012) asserted that ICT is the varied collection of technological gears and resources which areusefor communication. Similarly, Uwaezuoke and Bema (2018), Yusuf in Wosowie (2014) and Camilus (2015) are of the view that

ICT is an electronic technology used for accessing, processing, gathering, manipulating, presenting, communicating, storing and retrieving of information.

The aforementioned facts reveals that ICTs are tools and processes used to retrieve, store, organize, manipulate, produce, present and exchange information through electronic and other ICT automated means. These tools according to UNESCO in Onyezere and Ray-Ofor (2016) include hardware, software and telecommunications in the forms of personal computers, laptops scanners, digital cameras, phones, moderns, CD, DVD player recorders, digital video, radio and TV programmes.

Today, computers perform a host of function in teaching and learning as educational institutions of learning are adding computers literacy, reading and writing literacy as skills students will need for succeeding in this technological developed world (Nwanekezi and Ugonna, 2012; Abali and Suanukordo, 2015).Ejesu (2015) contended that computers aid instructional processes and facilitate students learning. Also, Poole in Ejesu (2015) opined that computer illiteracy is now regarded as the new illiteracy. This perception has elicited a new and strong desire for schools to be equipped with computer facilities and qualified personnel necessary for producing technologically proficient and effective teaching and learning, and increases people's creative and intellectual resources in today's society. Through simultaneous use of audio, text, images, graphics and so on, ICT provide varied opportunities for lecturers to develop the required capacities for academic effectiveness, thus boost student's performance. The higher educational system in Nigeria attaches more importance to the innovative roles of ICT in modern education. Thus, Federal Republic of Nigeria (2013) declares that:

> *"A Network of Educational Service Centers in Nigeria (NESCN) shall be up to providing a forum for exchange of ideas on the development and use of innovative materials for improvement in education.All states, teachers, resources centers, university institutes of education and other professional bodies shall belong to the network of Information and Communication Technology (ICT)".*

In consonance with the aforementioned policy statement, ICT is making enormous contributions to the Nigerian education system at a very fast rate. Today, it is not uncommon to see students and lecturers browsing the internet for materials to aid their projects/research work. These contributions of ICT brings to the fore its relevance in education. The importance of ICT in teaching and learning is evidence from the educational perspective, since marker boards, radio/television sets, projectors and film as instructional materials are been used for educational purposes, but none has so much impacted on the educational process like the computer. Unlike the other, the computer activates the senses of sight, learning and touch of users.

Consequently, ICT provides higher interactive potentials for users to develop their individual, intellectual and creative ability. ICT brings greater efficiency in schools as

communication channels are increased through the use of e-mail and discussion groups. It is pertinent to note that the regular uses of ICT in different curriculum subjects have beneficial motivational impact on lecturers and students in teaching andlearning (Elmo,2014).

LEADERSHIP TRAINING AND JOB PRODUCTIVITY OF BUSINESS EDUCATION LECTURERS

Leadership connotes a dynamic activity within a group where one person influences other members to voluntary contributes towards achieving established tasks and goals, and as such organizations need leadership for optimal effectiveness (Betts, 2013). Stogdill in Koko (2005) viewed leadership as an act of influencing the activities of an organized group in its effort towards goal setting and achievement. Similarly, Edgeman and Bartram (2016) opined that leadership is a process of mutual stimulation which by successful interplay of relevant differences, controls human energy in pursuit of a common cause.

Leadership requires the ability to influence and induce others to activity. It also entails the ability to initiate or innovate better methods of work performance. Leadership derives followership and this may sometimes require the leader ability to train others to take up higher leadership responsibilities (Koko, 2005).Ibarra (2014) asserted that leadership training is aimed at giving leaders new skills which help them change their behaviours and go from being a top individual contributor to a leader of the people.

According to Aryee and Hartnell (2013), effective leadership training can be of an immense assistance to help identify and build leadership qualities among individuals within an organization. Leadership training is an important area which is considered in organizations to increase staff capabilities such as helping to increase staff team work productivity, increasing lecturers' engagement, enable lecturers with leadership responsibilities make wise decisions, and learn better ways of influencing people (Ibarra, 2014).

Leadership training is aimed to improve the skills of lecturers with leadership responsibilities in order to lead and encourage change, lauds achievement, leverage learning and development, and gain more self-confidence in leading a team (Cartel, 2011).

Cartel (2011) contended that a great way for leaders at all levels to improve their ability to inspire and motivate their followers and team to achieveoutstanding organizational results is through leadership training, which requires searching for innovative ways of developing and managing people, fostering organizational growth and tackling broader societal issues.

Koko (2005) affirms that leadership is a purposeful activity characterized by influence and manipulation of individuals. Leadership also involves a relationship between people who have common purposes and goals. The scholar buttressed that, without leadership, there will be no followership, which connotes that there is a relationship between the leader and the follower, if there shall exist effective job productivity.

In addition, Edgeman and Bartram (2016) asserted that leadership training is designed to expose leaders to modern and contemporary approved techniques, knowledge and skills for the purpose of enhancing the efficiency and effectiveness of their jobs, and as such for lecturers with leadership responsibilities to be competent in their area of specialization, there must be provision for leadership training. The above authors also stressed that leadership training is a stock of skills and knowledge necessary for effective and efficient management of instructional and curriculum activities.

It is pertinent to note that leadership training sessions play an important role to improve the performance of leaders regarding communication skills, adopting an effective leadership styles, greater efficiency and increased productivity. This is because the right consistent leadership increases productivity of followers (Klagge, 2015).

Omolewa (2014) opined that university management is always interested in developing lecturers with leadership responsibilities because, with the acquisition of necessary skills and knowledge, it would go a long way to increase productivity. The scholar further stressed that if lecturers with leadership responsibilities are not at par with the modern administrative or academic challenges, it affects the rate of achievement based on lack of technical know-how or experiences. On this note, leaders are often exposed to the skills, knowledge and innovations to cope with changes in relation to their assigned roles, and because the management of university understand this fact, opportunities are constantly created for the enhancement of leaders capabilities.

Recent studies shows that organizations should heavily invest in leadership programme to update the skills, knowledge and attitudes of their employees, in order to attain job performance, job satisfaction and job involvement (Rowald, 2013). In addition, leaders should be trained so that they can think and work on their own and fulfill their responsibilities innovatively.

ROLES OF MANAGEMENT IN DEVELOPING LECTURERS IN UNIVERSITIES

Allen and James, (2013) stressed that there is every tendency for management to think about people differently and consciously consider the implications of making human capacity the centerpiece of strategy. This is because human capacity programme is strategically and inextricably linked to development of the university system. It is certain that education system required a powerful and coherent management strategy and transformational roles in order to improve development of the system through the valued approach to human capacity.

Management knows that workers make critical difference between success and failure. The way in which management develops and motivates workers is a key determinant of how well the organizations perform. Experiences revealed that there is surprisingly little research demonstrating causal links between management and productivity in spite of the fact that management practices and styles lead to more motivated, satisfied and productive employees.

As university is the centerpiece of developing high level of manpower skills for national development, management team assumes the mantle of providing the structural foundation that

will captivate and motivate the staff to fully engage in ideas, knowledge and discoveries for the development of academic activities. Based on this, management actively pursues institutional policies that foster conditions that favour and support quality teaching, community services and research, which is regarded vital for the development and realization of the predetermined goals and objectives of the institution (Milanowski& Herbert, 2007).

Organizational performance has been the focus of intensive research efforts in recent times. How well an organization implements its policies, programs and accomplishes its strategic intent in terms of its mission and vision is of paramount concern. Management in universities are becoming increasingly aware that a critical source of competitive advantage often not come from indigenous products and services, best public relations strategy, state of the art technology but from having an appropriate system of attracting and managing the organization's human capital (Ayesha et al, 2012). However, it is important to note that since school businesses faces international competition, commitment to excellence, quality standards, creativity and innovation are essential to moving the academic activities forward for fundamental improvement in performance.

In the face of intense competition and rapid changes in societal requirements, management continues to calculate how to achieve ambitious goals through effective utilization of human capacity programmes. This is because of the manifestation or philosophy that human capital is the most important asserts of the organization which differs from other physical assets, such as machine and money. The value of people grows through its productive life by its own initiatives and through proper maintenance and development processes (Anton, 2014). Asamatter of fact, human capacity has become the most significant distinguishing factor for creating the superior intellectual capital which inevitably increase productivity and strategic change that will provide for progress and development in the long run.

METHODOLOGY

Thus, correlation survey design was adopted for this study.This study was conducted in south-south geo-political zone. As a result, six (6) state-owned universities situated in Rivers, Bayelsa, Delta, Edo and Cross River States. the population of this study consists of one hundred and thirty three (133) Business Education Lecturers saddled with academic, managerial and administrative responsibilities in the six (6) state-owned universities running Business Education programme in south-south, Nigeria.purposive sampling technique was used to select a sample size of one hundred and thirty three (133) Business Education Lecturers.Two (2) sets of questionnairetitled"Capacity Development of Business Education Lecturers' Questionnaire (CaDeBELeQ)" and"Job Productivity of Business Education Lecturers' Questionnaire (JoPBELeQ) was used for the study. The researcher employed face and content validity methods.Thus, a test-retest was method of reliability adopted in this study. The researcher used Pearson Product Moment Correlation Co-efficient to analyze and answer the research questionsand to test the hypotheses that were formulated at0.05 level of significance.

ANALYSIS OF DATA AND HYPOTHESIS

Research Question 1: What is the relationship between ICT training and job productivity of business education lecturers in state-owned universities in south-south?

Table 1: Correlation Coefficient between ICT Training and Job Productivity of Business Education Lecturers

Variables	N	Σx Σy	Σx² Σy²	Σxy	r	Remarks
ICT Training	133	459	1596	1364.2	0.67	Strong/Positive Correlation
Job Productivity	133	392.5	1175.6			

Source: Field Work, 2020

Table 1 shows that the correlation co-efficient between ICT training and job productivity of business education lecturers in state-owned universities in south-south is 0.67. This shows a strong, positive relationship between ICT training and job productivity of business education lecturers. It implies that if ICT training as a variable of capacity development increases, productivity will be high.This finding is in agreement with Ejesu (2015) that ICT provide varied opportunities for lecturers to develop the required capabilities for academic effectiveness, which in turn boost students' academic performance.

Research Question 2: What is the relationship between leadership training and job productivity of business education lecturers in state-owned universities in south-south?

Table 2: Correlation Coefficient between Leadership Training and Job Productivity of Business Education Lecturers

Variables	N	Σx Σy	Σx² Σy²	Σxy	r	Remarks
Leadership Training	133	453.9	1562.8	1350.8	0.73	Strong/Positive Correlation
Job Productivity	133	392.5	1175.6			

Source: Field Work, 2020

Table 2 shows that the correlation coefficient between leadership training and job productivity of business education lecturers in state-owned universities in south-south is 0.73. This shows a strong, positive relationship between leadership training and job productivity of business education lecturers. It implies that if leadership training as a variable of capacity development increases, productivity will be high.This finding is in line with the assertion of Cartel (2011) that leadership training is aimed to improve the skills of lecturers with leadership responsibilities, in order to lead and encourage change, lauds achievement, leverage learning and development, gain more self-confidence in leading a team.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between ICT training and job productivity of business education lecturers in state-owned universities in south-south.

Table 3: Test of Correlation of Relationship between ICT Training and Job Productivity of Business Education Lecturersand T-Transformation Test

at 0.05 Level of Significance

Variables	N	Df	r-cal	r-crit	t-cal	t-crit	Decision
ICT Training	133						
Job Productivity	133	131	0.67	0.195	10.3	1.96	Rejected

(r-value = 0.67, t-value = 10.3)

Table 3 shows that the calculated r-value of 0.67 is greater than r-critical value of 0.195. However, to confirm the significance or otherwise of r, a post hoc test of t-transformation was conducted and found to be t = 10.3, against a critical t-value of 1.96. Therefore, since the computed t-value is greater than the critical value, the null hypothesis which states that there is no significant relationship between ICT training and job productivity of business education lecturers is hereby rejected. It implies that there is a significant relationship between the two (2) variables.

Hypothesis 2: There is no significant relationship between leadership training and job productivity of business education lecturers in state-owned universities in south-south.

Table 4: Test of Correlation of Relationship between Leadership Training and Job Productivity of Business Education Lecturers and T-Transformation Test at 0.05 Level of Significance

Variables	N	Df	r-cal	r-crit	t-cal	t-crit	Decision
Leadership Training	133						
Job Productivity	133	131	0.73	0.195	12.2	1.96	Rejected

(r-value = 0.73, t-value = 12.2)

Table 4. shows that the calculated r-value of 0.73 is greater than r-critical value of 0.195. However, to confirm the significance or otherwise of r, a post hoc test of t-transformation was conducted and found to be t = 12.2, against a critical t-value of 1.96. Therefore, since the computed t-value is greater than the critical value, the hypothesis which states that, there is no significant relationship between leadership training and job productivity of Business Education lecturers is hereby rejected. This implies that, there is a significant relationship between the two (2) variables.

CONCLUSION

The study concluded that for business education lecturers to be at their best performance and achieved higher productivity, then it becomes imperative that their capacity in terms of development in ICT training and effective leadership skills need to be developed on a regular basis in order to be competitive in this 21st century work environment.

RECOMMENDATIONS

- Government and stakeholders in education should constantly develop lecturers' capacity in ICT and assist in the acquisition of ICT facilities for them to use.
- Management of universities should endeavour to update the skills and knowledge of lecturers with leadership responsibilities regularly in order to increase lecturers' team work productivity.

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