LECTURERS' JOB PERFORMANCE AND STUDENTS' WASTAGE RATE IN TERTIARY IN KWARA STATE INSTITUTIONS, NIGERIA, 2007-2010

Awodiji, O. A., *PhD*,[1] Oluwalola, F. K. *PhD*,[2] Ogbudinkpa, I. C. *PhD*[3] & Awotunde, R. O.[4]

[1]*Department of Educational Management and Counseling, Al-Hikmah University, Ilorin*
[2, 3&4] *Department of Educational Management, University of Ilorin, Ilorin, Nigeria*

Abstract

This paper investigated the lecturers' job performance and students' wastage rate in tertiary institutions, in Kwara State, Nigeria, 2007/2008-2009/2010 academic session. Lecturer job performance and student wastage rate concepts were reviewed under which some indicators for measuring both variables were mentioned. The descriptive design of correlation type was adopted for this study which aimed at finding out the relationship between lecturers' job performance and students' wastage rate. Four out of the eight tertiary institutions in Kwara State were sampled using random simple sampling technique. Two researcher designed instruments were used for data collection which are a questionnaire tagged, "Lecturers' Job Performance Questionnaire" (LJPQ) and a checklist tagged "Students' Wastage Checklist" (SWC). Cronbach method through a pilot test was employed to determine the reliability of the instrument which yielded coefficient values of 0.85 for (LJPQ). The research questions were answered using percentage while Pearson product-moment correlation coefficient was used to test the hypothesis at 0.05 level of significance. The findings of the study showed that a significant relationship existed between lecturers' job performance and students' wastage rate (p-value < 0.05). It was recommended among others that wastage rate should be reduced to the barest minimum by ensuring that admission is based on merit, and that institution management in the polytechnics should encourage lecturers to publish books and also improve their academic knowledge from time to time.

Keywords: Lecturers, Job performance, Wastage Rate, Drop-out, Repetition

Introduction

Education has been referred to as the bed rock of the development of any society; this explains the recent emphasis on education, especially in a developing nation like Nigeria. This is manifested in the Nigerian government programmes and policies on education which invariably have encouraged high enrolment rate and corresponding increase in expenditure. Odekunle (2001) opined that education is

widely accepted as a major instrument for promoting socio-economic, political and cultural development in Nigeria.

Lecturers' job performance refers to the measure of the effectiveness of lecturers in relation to their roles and responsibilities in their work place. This is used to examine whether lecturers perform their job as expected or not. Among the acceptable theories of job performance is the work of Campbell (1990) that describes job performance of an individual level variable that distinguishes him from more encompassing constructs such as organizational performance or national performance. Campbell's conceptualization of job performance gave more enlightenment to what lecturers' job performance means. Campbell (1990) stated that there are more factors that determine outcomes than just an employee's behaviours and actions.

According to Akpofure (2006), education is an important aspect in everyone's life. It is undeniable that education contributes toward ensuring development in a country. Thus, the educational system should be strategically planned in order to produce the best results for all concerned. The main actors in the higher education level are the lecturers, who may be termed as teachers, tutors, faculty members or facilitators. Regardless of the title, or the institutions where they work, the educators shoulder heavy responsibilities in educating the students. According to Taiwo (2014) lecturers' job performance are work-related activities expected of a lecturer and how well those activities are executed. Hence, the lecturers' job performance can be measured through the following: teaching, research and publication and community services.

Akinnubi (2010), pinpointed that the combination of strategic planning and resource utilization could bring about low wastage rate and high graduation rate in the Nigerian tertiary institutions. It is in light of this realization that the institutions have, over the years, been encouraged to embrace strategic planning and resources utilization as a means of improving management of human and material resources available to them for maximum attainment of their institutional goals. Nigerian tertiary institutions need a well-planned programme that could make them compete favourably with other institutions outside the country based on current high rate of unemployment and the desire for more effective utilization of human resources as well as the necessity for technological advancement.

There are three forms of wastage, the year-by-year drop out of pupils, the ultimate failure at the examination of those who survive up till the final year when the examination is taken and the year-by-year repetition of students (Adesina, 1994; Sylvia, 2017). Abimbola (2003) also asserted that educational wastage could result from insufficient vacant places in the next class or in the next level of schooling for students who want to continue schooling. Wastage could also result from school spaces remaining fulfilled, because a large number of students fail to continue at school. Durosaro (1989) and Sylvia (2017) noted that factors influencing wastage in school include financial difficulties of parents, dismissal of

students, withdrawal of students from school to seek employment, death, pregnancy in female and illness of students. Also, dismissal of students for disciplinary purpose, and academic incompetence of students had significant relationship with students' wastage in tertiary institutions. Abimbola (2003) went further to explain that drop-outs interfere or even hinder the achievement of stated objectives in the development plan of the educational system. This is so because neither the educational planners nor the economists can estimate number of needed classrooms, facilities and manpower output at various skill levels since many people do not complete given stages of their education.

Indicators reflect the way in which an objective can be achieved as well as to what degree approximately the objective has been achieved at any stage. The indicators of students' wastage rate are enunciated below:

a. **Wastage Rate (WR):** it is used to describe uncertificated school leavers, who left school system before the completion of the course, wastage may also occur between grade level, that is, those students who repeated the grade and those who drop out of the system between the grade levels or before the completion of the cycle.

$$W^t_g = \frac{E^t_g - P}{E^t_g} \times \frac{100}{1}$$

Where: W^t_g= Wastage rate
E^t_g = Enrolment at a given grade level.
P = Number of promoters

b. **Refined Cohort Wastage Rate (RCWR):** This is the relationship between those who passed out or the graduates and the enrolment at the cohort. This is based on the basic fact that not all that reached the final year took the final year examination or passed.

$$RCWR = \frac{E^t_g - G}{E} \times \frac{100}{1}$$

Where: E^t_g = number of enrolment at year t in class g
G = graduates
E = total enrolment

c. **Repetition Rate (RR):** This refers to the number of students who repeat a grade in the succeeding year as a percentage of the original enrolment in the same grade. It could be defined mathematically as:

$$R^t_g = \frac{R^t_g + 1}{E^t_g} \times \frac{100}{1}$$

$R^t_g + 1$ = number of students repeating class g in year t+1
E^t_g = total number of students in class g in year t

d. **Dropout Rate (DR):** It refers to the number obtained when relating the number of students who withdraw from the system as a percentage of others in the class. This implies the students who are unaccounted for after deduction of the numbers promoted to the next class and the number meant to repeat from the total enrolled in the class.

$$D^t_g = \frac{E^t_g - (R+P)}{E^t_g} \times \frac{100}{1}$$

Where: D^t_g = refers to the dropout rate
E^t_g = refers to the enrolment in year t in class g
R = refers to repeaters in year t+1 in class g+1
P = refers to promoters.

e. **Graduation Rate (GR):** refers to the percentage of the students enrolled in the final grade of the level that finally leaves the system on completion of the course. This is very vital to the work of educational planners because it enables them to compute the input-output ratio in determining the efficacy of the system.

$$G^t_R = \frac{E^t_g - R^t_g}{E^t_g} \times \frac{100}{1}$$

G^t_R = enrolment at the final year in year t in class
R^t_g = number repeating the final year in year t in class g

For the purpose of this study, these formulae would be used to compute the student wastage rate.

In Nigerian tertiary institutions, the issue of wastage rate has been a sensitive one (Oyetakin & Odunayo, 2013). More often than not, the curricula developed by Nigerian tertiary institutions are more theoretical than practical as they are not well adapted to the needs and aspirations of the society which they serve (Odey & Opoh, 2015). Thus, the achievement of students does not commensurate with how well they are able to apply their theoretical knowledge to the real life situations in their career or field of studies. Consequently, students with good grades are almost unable to defend their certificates as they find it difficult to relate their theoretical knowledge to solving the practical issues in the society. This is a basic issue at the tertiary level of the Nigerian education system. Students often drop out from school in a bid to look for greener pastures and better opportunities to improve their standard of living. This research is therefore, aimed at finding out the influence of lecturers' job performance on students' wastage rate tertiary institutions in Kwara State.

Therefore, this study explored the relationship between lecturers' job performance and students' wastage rate in Kwara state tertiary institutions. Specifically, the purposes of the study are:

- To determine students' wastage rate tertiary institutions in Kwara State.
- To examine the relationship that exists between lecturers' job performance and students' wastage rate tertiary institutions in Kwara State.

Research Questions

One research question guided the study:

- What is the wastage rate in tertiary institution Kwara State for 2007 cohort?

Hypotheses

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

Ho_1: There is no significant relationship between lecturers' job performance and students' wastage rate in tertiary institutions in Kwara State.

Ho_2: There is no significant relationship between lecturers' job performance and drop-out rate in tertiary institutions in Kwara State.

Ho_3: There is no significant relationship between lecturers' job performance and repetition rate in tertiary institutions in Kwara State.

Methods

The research design used for this study was descriptive survey which aimed at finding out the influence of lecturers' job performance on students' wastage rate. The population for this study was eight tertiary institutions in Kwara State. Four out of the eight tertiary institutions in Kwara State were drawn using sample random sampling technique. Twenty five students and 25 Heads of Departments (HODs) from each institution were also randomly sampled. This made the total sampled size to be 200 participants (100 students and 100 HODs).

The instruments used for data collection were a researcher designed questionnaire tagged, "Lecturers' Job Performance Questionnaire" (LJPQ) and a checklist tagged "Students' Wastage Checklist" (SWC). The questionnaire consists of two parts. The first part was completed by students with five items on lecturers' teaching performance and second part was filled by HODs with 10 items on lecturers' research-publications and community services performance. A checklist tagged "Students' Wastage Checklist" (SWC) was equally used to collect relevant data from the respondents. SWC was divided into two sections A and B. Section A obtained data on student wastage in terms of total number of students attended to per lecture and total number of lecturers in the department, while section B obtained data on students' enrolment from 2007/2008 to 2009/2010 academic sessions.

Experts in the field of educational management and test and measurement assisted to assess the face validity of LJPQ by ensuring that irrelevances and ambiguous items were eliminated. Test re- test method was adopted through a pilot test undertaken on 20 students who are not part of the sample to ascertain the reliability of the questionnaire within a time frame of two weeks. The data collected were subjected to Pearson product-moment correlation statistic which yielded 0.85 coefficient. The instrument was thus adjudged reliable.

The researchers administered 200 copies of the instruments on the respondents in the sampled institutions. Tall te 200 copies were successfully collected back and were used for data analysis. Data gathered were statistically analyzed using Statistical Package for Social Science (SPSS). Frequency counts and percentages were used to answer the research questions while Pearson Product Moment correlation statistic was used to test the hypotheses. All hypotheses were tested at 0.05 level of significance.

Results

Research Question One: What is the wastage rate in Kwara State tertiary institution for 2007 cohort?

Table 1

Wastage rate in Kwara state tertiary institutions (2007-2009)

S/No	Institutions	100L HND1	200L HND2	300L	400L	GRAD	WR(%)
1	Federal Polytechnic, Offa	10,750	9121	__	__	7957	26
2	Kwara State College of Education, Oro	3721	3320	3106	__	2903	22
3	Kwara State Polythecnic, Ilorin	5003	4275	__	__	3993	20
4	University of Ilorin, Ilorin	__	3720	3101	2817	2693	28
	Total						**96**
	Average						**24**

Key: L= Level of study, HND = Higher National Diploma, GRAD = Graduated, WR = Wastage Rate

Table 1 shows wastage rate in Kwara State tertiary institutions. The average wastage rate stood at 24%. This implies that wastage rate appears high across the tertiary institutions in Kwara State.

Hypothesis Testing

Ho_1: There is no significant relationship between lecturers' job performance and students' wastage rate in Kwara State tertiary institutions.

Table 2

Lecturers' Job Performance and Students' Wastage Rate in Kwara State Tertiary Institutions

Variables	N	r	p-Value	Decision
Lecturers' Job Performance	100			
		0.678	0.03	**HO_1**
Students' Wastage Rate	100			**Rejected**

***Significant ρ < 0.05**

Result from Table 2 shown the Pearson correlation analysis value yielded 0.678 (68%) which is positive relationship with p value 0.03 < 0.05. Hence, hypothesis one was rejected. This implied that a positive significant relationship existed between lecturers' job performance and students' wastage rate.

Ho_2: There is no significant relationship between lecturers' job performance and drop-out rate in Kwara State tertiary institutions.

Table 3

Lecturers' JOB performance and Drop-out Rate in Kwara State Tertiary Institutions

Variables	N	R	p-Value	Decision
Lecturers' Job Performance	100			
		0.872	0. 041	**HO_1**
Drop-out rate	100			**Rejected**

***Significant ρ < 0.05**

Results in Table 2 showed the Pearson correlation analysis value yielded 0.872 (87%) which is positive relationship with P value 0.04 < 0.05. Hence, the second hypothesis was rejected. This implies that a significant relationship existed between lecturers' job performance and drop-out rate in Kwara State tertiary institutions.

Ho_3: There is no significant relationship between lecturers' job performance and repetition rate in Kwara State tertiary institutions.

Table 4

Lecturers' Job Performance and Repetition Rate in Kwara State Tertiary Institutions

Variables	N	R	p-Value	Decision
Lecturers' Job Performance	100			
		0.732	0.004	**HO_1**
Repetition Rate	100			**Rejected**

***Significant ρ < 0.05**

Result from Table 4 indicated that the Pearson correlation analysis value yielded 0.732 (73%) which is positive relationship with P value 0.004 < 0.05. Thus, the Ho_3 was rejected. Therefore, it revealed that a significant relationship existed between lecturers' job performance and students' repetition rate.

Discussion

Findings in the Table1 indicated that average wastage rate stood at 24%. This implies that wastage rate appears low across the tertiary institutions in Kwara State. It is unexpected because these are adults and they should be able to work independently without their lecturers though they still need the guidance of the lecturers. It is expected of them to face their studies and work hard without being chased around by their lecturers like the secondary or primary school students/pupils because they are mature students.

The wastage rate for tertiary institutions is expected to stand at 0.1 level or at most 1%. Therefore, the wastage rate in Kwara State tertiary institutions is too high and efforts should be made by both lecturers and students to reduce it to the barest minimum. Adesina (1994) opined that there are three forms of wastage, the students that drop out year-by-year, those who cannot survive the final year examination and have to drop out and the students that repeat their class every year. Wastage in education happens as a result of low promotion rate, high repetition rate and high dropout rate. It presupposes that if education managers carefully and effectively handle educational resources, better result would be achieved. Fadipe (1992) found out that the quality of the input always influences the output of the school system. This may be one of the reasons why the wastage rate in tertiary institutions in Kwara State is not at the best because the quality of students enrolled will determine the quality of the output, it could thus be argued, that it admission process is monitored and quality students are admitted into the institutions the wastage rate may be reduced to the barest minimum. Thus, educational planners and administrators have the responsibility of decreasing educational wastage.

Furthermore, Table 2 showed that a positive significant relationship existed between lecturers' job performance and students' wastage rate. In order words, lecturers' job performance has a lot to do with the wastage rate in tertiary institutions though all the blame cannot be put on the lecturers because the students are sometimes not serious with their studies which can lead to high wastage rate. Hence, the lecturers can help reduce wastage rate by being faithful to their job through punctuality to class, student's assessment and by contributing to the existing knowledge through their research and publications and community services. This study support Sylvia (2017) finding that teachers as one of the school-factors influence educational wastage. Afolabi (2006) was of the opinion that lecturers at higher education level are employed to impart knowledge and to contribute to the existing knowledge through research and publications and community services.

Results in Table 3 also revealed that a positive relationship significant existed between lecturers' job performance and drop-out rate in tertiary institutions in Kwara State. Sylvia (2017) found out that teacher' commitment and performance as related school-factors influence educational wastage in terms of drop-out. Abimbola (2003) explained that drop-outs interfere or even hinder the achievement of stated aims and objectives in the development plan of the educational system. This happened because not even the educational planners or the economists can estimate number of needed classrooms, facilities and manpower output at various skill levels since many students do not complete given stages of their education.

Lastly, Table 4 revealed that a significant relationship existed between lecturers' job performance and students' repetition rate. The repetition rate in these tertiary institutions could be as a result of the job performance of lecturers, when lecturers fail in their duties by not being punctual in the class, not giving frequent assessment to students and so on. Deribe, Endale, and Ashebir (2015) found out that main school factor that is related to students' repetition is teachers' commitment. Also, Orswa (2014) study submitted that teachers as school factor contributed to students' repetition rate. Federal Republic of Nigeria (2004) stated that no quality of teaching can rise above the quality of its teacher. Likewise the students can also be responsible for the high repetition rate in tertiary institutions by involving in cultism, truancy, students union government and so on which will not allow them to concentrate on their studies. Therefore, the responsibility of reducing the repetition rate in tertiary institutions lies in the hand of both the lecturers and students.

Conclusion

Based on the outcomes of this research, it was summarised that lecturers' job performance had a positive significant and high relationship with students' wastage rate. Lecturers' job performance had a significant relationship with drop-out rate

and repetition rate. It was also concluded that there were low wastage and high graduation rate in the sampled tertiary institutions in Kwara State. Lecturers' job performance is a detailed roadmap which enables an institution to reduce the drop-out and repetition rate of students in order to achieve the educational aims and objectives. Education is both consumer and capital goods that is beneficial to individual in a country. Stakeholders in education need to put in their best towards the development of tertiary education in Kwara State.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Institutional management should employ quality control mechanism to reduce wastage rate to the barest minimum by admitting students on merit. If this is done, the issues of drop-out and repetition would be efficiently and effectively managed in Kwara State tertiary institutions.
2. Lecturers should be more committed to their job through punctuality to class, constant assessment of students, assignment and projects in other to enhance students' academic performance which can result in low wastage rate in Kwara State tertiary institutions.
3. More emphasis should be laid by the tertiary institutions management and supervisory agents on programmes that are not given much attention in the community such as seminars and keynote addresses by lecturers in Kwara State tertiary institutions.
4. Tertiary institutions are to ensure that publications by lecturers are made available for students in order to improve their academic performance and reduce the wastage rate in Kwara State tertiary institutions.
5. The lecturers in polytechnics should be encouraged by the school administrators to publish books and also improve their academic knowledge from time to time.

References

Abimbola, A.O. (2003). *Causes and Management of Students' wastage in Secondary School in Ilorin West Local Government Area of Kwara State*. Unpublished B.Ed research Work, University of Ilorin.

Adesina, S. (1994). *Planning and Educational Development in Nigeria.* Ibadan: Educational Industries.

Afolabi, S. O. (2006). *Statistical tools and models for educational planners.* Ilorin: Integrity Publications.

Akinnubi, O. P. (2010). *Strategic planning, resources utilization and internal efficiency in Nigerian universities*. Unpublished Ph.D. thesis, University of Ilorin, Ilorin.

Akpofure, R. R. (2006). Job Satisfaction among Educators in Colleges of Education in Southern Nigeria. *Journal of Applied Sciences 6*(5), 1094-1098.

Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology (pp. 687-732).* Palo Alto, CA: Consulting Psychologists Press, Inc.

Deribe, D. K., Endale, B. D. & Ashebir, B. E. (2015). Factors contributing to educational wastage in primary level: The case study of Lanfuro, Woreda, Southe Ethiopia. *Global Journal of Human-Social Science: Lingustics and Education, 15*(1), 9-20.

Durosaro, D. O. (1989). Auditing the production of secondary education through the measurement of wastage in Nigerian schools. *International Journal of Educational Management* (IJEM), 1(1), 78.

Fadipe, K. (1992). *Modern strategies of school plant maintenance in management of Nigeria education: Project monitoring and school plant maintenance:* Ondo. NIEPA Publications.

Federal Republic of Nigeria (2004). *National policy on education (revised).* London: Federal Government Press.

Ibukun W. O. (1997). *Educational management: theory and practice.* Ado- Ekiti: Green Line Publishers.

Odey E. O. & Opoh, F. A. (2015). Teachers perceived problems of curriculum implementation in tertiary institutions in Cross River state of Nigeria. *Journal of Education and Practice* 6(19), 145-151.

Odekunle K.S. (2001). *Funding of university education under democratic rule in Nigeria: problems and prospects.* Proceedings of the 12th general assembly of SSAN.

Orwasa, K. B. (2014). *An assessment of factors contributing to educational wastage in secondary schools in Kericho County.* Master Dissertation, Kenyatta University, Kenya.

Oyetakin, A. I. & Odunayo M. O. (2013). An analysis of the cost of educational wastages in Nigerian Public Universities: Efficiency in view. *Journal of Educational and Social Research* 3(7), 682-689.

Sylvia, M. S. (2017). *Factors that influence educational wastage in public secondary schools in Kathaiani sub-county, Machakos County, Kenya*. Master Dissertation, South Eastern Kenya University, Kenya.

Taiwo, M. B. (2014). Influence of organizational climate on lecturers' job performance in Kwara state colleges of education, Nigeria. *Al-Hikmah Journal of Education*. 1(1).