

## ASSESSMENT OF PROVISION AND IMPACTFUL EFFECT OF ON-THE JOB AND OFF-THE JOB TRAINING AND DEVELOPMENT STRATEGIES ON PRODUCTIVITY OF LECTURERS IN PUBLIC UNIVERSITIES OF NORTH-WEST NIGERIA

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### Abstract

*University lecturers play a crucial role in shaping future generations. Providing them with comprehensive training and development opportunities is paramount to ensuring their effectiveness and maintaining institutional competitiveness. This study investigates the impact of both on-the-job and off-the-job training programs on the productivity of university lecturers in Faculties of Education from public universities in North-west Nigeria. One of the primary motivations for this study was the concern regarding the perceived low productivity of lecturers. The study aimed to: 1) determine the effect of on-the-job training and development programs on lecturer productivity, and 2) determine the effect of off-the-job training and development programs on lecturer productivity. A descriptive survey research design was employed. The study population comprised all lecturers in the Faculties of Education within public universities in North-west Nigeria. Eleven out of the fourteen public universities were selected using purposive sampling. The sample size of 248 lecturers was determined using the Krejcie and Morgan (1970) table for determining sample size, from a population of 782 lecturers. Proportionate sampling was used to determine the sample size required for each participating institution. Data was collected using a self-developed questionnaire titled "Effect of Training and Development Programmes on Productivity of Lecturers Questionnaire (ETDPPLQ)." The reliability of the instrument was established through a pilot test using the test-retest method. The reliability coefficient, calculated using Cronbach's alpha, was found to be 0.73. Findings revealed that on-the-job training and development programs significantly influence lecturer productivity. One of the key recommendations is that university management should create more opportunities for lecturers to participate in on-the-job training programs to optimize productivity.*

**Keywords:** Training, Development, On-the-job training, Off-the-job training, and Productivity.

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### Introduction

University lecturers play a pivotal role in shaping future generations. To ensure their effectiveness and maintain institutional competitiveness, providing them with comprehensive training and development opportunities is crucial. The significance of training and development on lecturer productivity has garnered considerable attention in both empirical and analytical research. Numerous studies have demonstrated that training and development are fundamental to achieving organizational goals and objectives, ultimately leading to increased productivity (Peretimode & Chukuma, 2015; Victor & Jonathan, 2013). This is underpinned by the understanding that workforce productivity is directly linked to its knowledge, skills, and competencies. Recognizing this, nations worldwide prioritize employee training and development, acknowledging that the provision of material and financial resources alone cannot guarantee the attainment of organizational goals without a skilled and competent workforce. Several scholars (Peretimode & Chukuma, 2015; Uyeri, 2016; Hassan, 2011; Victor & Jonathan, 2016) have emphasized that while factors like capital,

equipment, infrastructure, and finances are crucial for organizational success, human resources constitute the most significant asset.

Tertiary institutions are experiencing rapid change and increasing complexity in their operations, necessitating the continuous professional development of lecturers. This necessitates the provision of training and development opportunities to ensure that lecturers possess the necessary skills and competencies to effectively navigate these challenges and maintain optimal productivity. Uyeri (2016) emphasized that lecturer development programs are planned activities designed to enhance their technical and conceptual skills, enabling them to effectively handle complex situations and improve their overall productivity.

Training and development encompass all programs aimed at updating the knowledge, skills, and capabilities of lecturers to meet the demands of their current roles and prepare them for future responsibilities. Key strategies for training and development include induction training, in-service training, conferences, workshops, seminars, and sabbatical leave.

While often used interchangeably, training and development are distinct concepts. According to Victor and Jonathan (2013), development focuses on preparing and grooming individuals for higher responsibilities through education and training. In contrast, training, as defined by Onasanya in Victor and Jonathan (2013), refers to the acquisition of specialized knowledge, skills, and attitudes necessary for effective job performance. Gordon, as cited in Nassari (2013), defines training as a planned and systematic activity that enhances an individual's skills, knowledge, and competencies. Minamara, also cited in Nassari (2013), describes development as a broad, ongoing, and multifaceted set of activities aimed at advancing an individual or organization to a higher level.

In essence, training and development are crucial for acquiring new skills, knowledge, and understanding, and enhancing overall effectiveness. Olanrewaju and Folarin (2013) emphasized the importance of training programs in providing new employees with the necessary skills and techniques for effective job performance. Effective training programs should include regular and constructive feedback on skill acquisition. Chibuzor (2016) outlined the key steps in developing a training program, including identifying training needs, selecting appropriate training methods, and evaluating training outcomes. He further emphasized the importance of considering the number of employees to be trained and their individual learning styles.

There are two primary methods for employee training and development: on-the-job and off-the-job training. On-the-job training involves training activities conducted within the normal work environment, such as job rotation, conferences, workshops, seminars, coaching, and mentoring. Off-the-job training, on the other hand, involves training conducted outside the normal work environment, such as conferences, in-service training, and short courses (Muhammad, 2020).

Richard, Divinnoy, Yip, and Johnson (2009), as cited in Muhammad (2020), also identified two major forms of employee training: on-the-job and off-the-job training. These programs include postgraduate degrees, short courses, conferences, seminars,

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workshops, publications in educational journals, sabbatical leave, and staff induction programs.

Beyond formal programs, university lecturers engage in various training and development activities, such as serving on committees, attending staff meetings, and participating in mentoring programs, all aimed at improving teaching quality and the student learning experience (Gani, 2013).

Training and development are critical for acquiring knowledge, skills, attitudes, and understanding. Mandlate, as cited in Gani (2013), emphasized the significance of staff development programs, highlighting the example of Eduardo Mondlane University in Mozambique, which offers courses in teaching methods to newly recruited academic staff. This initiative aims to enhance the teaching skills of new faculty and build internal capacity for continuous academic staff development.

Similarly, in Nigeria, universities offer postgraduate diplomas in education to academic staff without formal teaching qualifications. These programs provide an opportunity for professional development, enhancing their knowledge, skills, and competencies for effective teaching and research. Suleiman (2015) also views staff development as a crucial component of organizational development, encompassing activities such as workshops, conferences, seminars, orientation, mentorship, and further education.

Anyanwu, as cited in Victor and Jonathan (2013), defines human resource development as the process of building human capital to meet organizational needs. This includes investments in education, employee training, and individual professional development. Peretimode and Chukuma (2015) emphasized that the core objective of human resource training and development is to ensure that employees remain current, adaptable, and effective in their roles amidst the rapid pace of socio-economic, political, scientific, and technological change.

Training and development have been widely recognized as crucial factors in enhancing productivity. Productivity refers to the optimal utilization of resources to achieve desired outcomes (Bawa, 2017). Lecturer productivity encompasses three key areas: research productivity, administrative productivity, and instructional productivity (Muhammad, 2020). This study focuses on the overall productivity of lecturers. Lecturers are full-time academic staff responsible for teaching, research, and performing administrative duties, including mentoring students and serving on committees.

Bawa (2017) emphasized the importance of continuous skill and knowledge updates to maintain employee productivity in today's rapidly changing and competitive global environment. Onyeika and Eseyin (2014) observed that while employees may possess the necessary qualifications for a job, they may lack the practical experience and skills required for effective job performance. This underscores the critical role of training and development in enhancing employee productivity. It is the responsibility of university management to identify skill gaps within the faculty and provide appropriate training programs to enhance their competencies and overall productivity. In Nigeria, universities provide various opportunities for staff development, including funding through the Tertiary Education Trust Fund (TETFund) and other initiatives.

Chapter vii, section 2(vi) of the Regulations governing the conditions of service of University academic staff (CONTISS 01-11/CONUASS 01-04) states that staff development leave may be granted for specific programs of study up to three years, provided the program is deemed relevant to the needs of the department/unit. Universities are encouraged to support staff participation in relevant development programs to enhance their productivity and overall institutional effectiveness (FUTA, 2018).

Studies have demonstrated the positive impact of training and development on employee performance. Falola, Osinbajo, and Ojo (2014) found that on-the-job training enhances employee capacity, promotes innovation and creativity, and develops the skills and knowledge necessary for competitive advantage. Muhammad (2020) examined the relationship between manpower development, motivation, and research productivity among lecturers in Federal Universities in North-west Nigeria, finding a significant correlation between on-the-job and off-the-job training and research productivity.

Training and development programs offer numerous benefits for lecturers. They enhance academic knowledge, refine essential skills, and inspire greater dedication and motivation. By addressing skill gaps and fostering a culture of continuous learning, training and development programs empower lecturers to adapt to new technologies and institutional changes.

While the importance of training and development is widely acknowledged, it is crucial to recognize that many tertiary institutions in Nigeria prioritize investments in physical and capital resources over investments in human capital. Uyeri (2016) observed that while significant attention is given to capital investment, human capital development often receives less attention.

Furthermore, some lecturers may not fully utilize available training opportunities. Additionally, there is evidence of a decline in the ability of graduates from Nigerian tertiary institutions to compete effectively in the dynamic global job market. This may be attributed, in part, to the limited access to or inadequate participation in training and development programs for their lecturers.

Despite the government's efforts to expand access to higher education by increasing the number of universities, none of these institutions currently ranks among the top 400 universities globally (Times Higher Education, 2023). This is an unacceptable outcome for a nation of Nigeria's size and potential. These issues highlight the critical need to investigate the provision and impact of on-the-job and off-the-job training and development programs on the productivity of lecturers in public universities in North-west Nigeria.

### **Research Questions**

- i. What are the types of on-the Job training and development opportunities provided for lecturers in public Universities of North-west Nigeria?
- ii. What are the types of off-the Job training and development opportunities provided for lecturers in public Universities of North-west Nigeria?

- iii. What is the effect of on-the job training and development programmes on productivity of lecturers in public Universities of north-west Nigeria?
- iv. What is the effect of off-the job training and development programmes on productivity of lecturers in public Universities of north-west Nigeria?

### **Research Objectives**

- i. To identify the types of on-the-job training and development opportunities provided for lecturers in public Universities of north-west Nigeria?
- ii. To identify the types of off-the-job training and development opportunities provided for lecturers in public Universities of north-west Nigeria?
- iii. To identify the effect of on-the job training and development programmes on productivity of lecturers in public Universities of north-west Nigeria?
- iv. To identify the effect of on-the job training and development programmes on productivity of lecturers in public Universities of north-west Nigeria?

### **Methodology**

This study employed a descriptive survey research design. The target population comprised all lecturers in the Faculties of Education within public universities in North-west Nigeria. There are 14 public universities in the North-west geopolitical zone, with a total of 782 lecturers in their Faculties of Education. Purposive sampling was utilized to select 11 out of the 14 public universities, as the study specifically focused on lecturers from the Faculties of Education.

The Krejcie and Morgan (1970) table was used to determine the sample size, resulting in a sample of 248 lecturers. Proportionate sampling was then applied to determine the required sample size from each selected university. Furthermore, proportionate stratified sampling was used to determine the sample size from each department within the Faculty of Education.

Data was collected using a self-developed questionnaire titled "Effect of Training and Development Programmes on Productivity of Lecturers Questionnaire (ETDPPLQ)." This questionnaire, adapted from Muhammad (2020), utilized a closed-ended format with a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with assigned point values of 4, 3, 2, and 1, respectively.

The questionnaire underwent rigorous content and face validity checks by experts in educational management, measurement, and evaluation from the Faculty of Education at Usmanu Danfodiyo University, Sokoto. To ensure reliability, a pilot test was conducted using the test-retest method. The reliability coefficient, calculated using Cronbach's Alpha, was 0.75, indicating acceptable internal consistency. Data analysis was conducted using the Statistical Package for Social Sciences (SPSS) software.

The responses on provision of On-the job training and development programme in Federal Universities of North-west, Nigeria as perceived by 549 participants who were administered with the research instrument were sorted according to the 4-point Likert scale (Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD)) and scored accordingly such that SA = 4points; A = 3points; D = 2points and SD = 1point. The data was organized and analyzed using simple descriptive statistics

of Mean and standard deviation such that any item on the instrument with a response Mean score of less than 2.50 i.e. when the mean score is between 0.00 – 2.49 (i.e. Mean score < 2.50) indicates that the item was Rejected while a response Mean score of greater than or equals to 2.50 i.e. when the Mean Score is between 2.50 – 5.00 (i.e. Mean score  $\geq$  2.50) indicated that the item was Accepted as a type of On-the-job training and development programme provided in Federal Universities of North-west, Nigeria. The data analysis is presented in Table 1 below.

## Results

RQ1: What are the types of on-the Job training and development opportunities provided for lecturers in public Universities of north-west Nigeria?

**Table 1: Summary of Mean and SD for Responses on Provision of On-the Job Training & Development for Lecturers in Federal Universities in North-west zone, Nigeria**

S/N	Provision of On-the job Training & Development	N	Mean	Std. Dev	Decision
1	Mentorship opportunity is provided for experienced colleagues to guide and offer feedback to novice lecturers.	248	3.00	0.82	Accepted
2	Workshops and seminars focused on specific teaching techniques, technology integration, or curriculum development are organized for lecturers on regular bases.	248	2.96	0.83	Accepted
3	Conferences organized by the management for lecturers to engage with wider academic communities, learn from experts, and share ideas.	248	2.89	0.95	Accepted
4	Regular staff meetings are held to discuss teaching methodologies, course updates, and student feedback. Foster cross-pollination of ideas and improve teaching effectiveness.	248	2.95	0.90	Accepted
5	The university management provide training or support to help lecturers understand their roles and responsibilities as committee members	248	3.07	0.93	Accepted
6	Apprenticeship opportunities are available for A new lecturer to shadow an experienced colleague observing and participating in all aspects of their teaching and research activities.	248	2.65	0.95	Accepted
7	New lecturers are given opportunity to participate in a vestibule program before teaching their first course to increase preparedness and confidence for actual teaching.	248	2.95	0.90	Accepted
8	Lecturers periodically rotate teaching responsibilities in different disciplines, experiencing diverse content and pedagogical approaches.	248	2.89	0.95	Accepted
<b>Average</b>		<b>248</b>	<b>2.92</b>	<b>0.94</b>	<b>Accepted</b>

Table 1 presents a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception on provision of on-the job training and development programmes for lecturers in Federal Universities in the North-west zone, Nigeria. The data analysis revealed an average response mean score of 2.87 (N = 549, Mean = 2.87, SD = 0.93) indicating that all the suggested types of On-the-job training programmes identified in the instrument were accepted as types of training and

development programmes provided for lecturers in Federal Universities in North-west zone, Nigeria. The analysis further revealed that Federal Universities in North-west zone, Nigeria provide On-the-job training programmes and those types of training and development programmes have been identified and presented from the highest to the lowest in order of hierarchy as follows: Committee membership (Mean=3.07, SD=0.93); mentoring (Mean=3.00, SD=0.82); workshops and seminars (Mean=2.96, SD=0.83); conferences (Mean=2.89, SD=0.95); regular staff meetings (Mean=2.95, SD=0.90); vestibule program (Mean=2.95, SD=0.90); job rotation (Mean=2.89, SD=0.95) apprenticeship opportunities (Mean=2.65, SD=0.95).

RQ<sub>2</sub>: What are the types of off-the Job training and development opportunities provided for lecturers in public Universities of north-west Nigeria?

To answer this question, the responses on the provision of Off-the-job training and development programmes in Federal Universities of North-west, Nigeria as perceived by 248 participants who were administered with the research instrument were sorted according to the 4-point Likert scale (Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) and scored accordingly such that SA = 4points; A = 3points; D = 2points and SD = 1point. The data was organized and analyzed using simple descriptive statistics of Mean and standard deviation such that any item on the instrument with a response Mean score of less than 2.50 i.e. when the mean score is between 0.00 – 2.49 (i.e. Mean score < 2.50) indicates that the item was Rejected while a response Mean score of greater than or equals to 2.50 i.e. when the Mean Score is between 2.50 – 5.00 (i.e. Mean score ≥ 2.50) indicated that the item was Accepted as types of Off-the-job training and development programme provided in Federal Universities of North-west, Nigeria. The data analysis is presented in Table 2 below

**Table 2: Summary of Mean and SD for Responses on Provision of Off-the job Training & Development for Lecturers in Federal Universities in North-west zone, Nigeria**

S/N	Provision of Off-the Job Training & Development	N	Mean	Std. Dev	Decision
1	Opportunity is provided for lecturers to attend Conferences on their research field and present their latest findings.	248	2.96	0.85	Accepted
2	Further education opportunities are provided for acquiring new skills or knowledge in diverse areas for all round professional development of lecturers	248	2.93	0.94	Accepted
3	Lecturer takes a sabbatical leave for research and academic development	248	2.84	0.95	Accepted
4	Seminar series are organized for lecturers' professional development	248	3.04	0.87	Accepted
5	Lecturers are provided opportunity to participate in simulated scenarios (management games) to develop their leadership and decision-making skills.	248	2.72	0.89	Accepted
6	Guided Discussion opportunities are provided for lecturers through interactive discussions and simulated teaching scenarios to reflect on and improve their classroom communication skills.	248	2.81	0.87	Accepted
7	The university provides a diverse range of in-service training opportunities for lecturers.	248	3.00	0.82	Accepted
8	The university provides flexible work arrangements for lecturers to participate in workshops elsewhere.	248	2.93	0.94	Accepted
9	Case studies are used regularly as professional development resources for lecturers.	248	2.96	0.85	Accepted

Table 2 presents a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception on the provision of Off-the-job training and development programmes for lecturers in Federal Universities in North-west zone, Nigeria. The data analysis revealed an average response mean score of 2.87 (N = 549, Mean = 2.87, SD = 0.93) indicating that all the suggested types of Off-the-job training programmes identified in the instrument were accepted as types of training and development programmes provided for lecturers in Federal Universities in North-west zone, Nigeria. The analysis further revealed that Federal Universities in North-west zone, Nigeria provide Off-the job training and development programmes and those types of training and development programmes have been identified and presented from the highest to the lowest in order of hierarchy as follows: seminar series (Mean=3.04, SD=0.87); In-service training opportunities (Mean=3.00, SD=0.82); conferences (Mean=2.96, SD=0.85); case studies (Mean=2.96, SD=0.85); sabbatical leave (Mean=2.84, SD=0.87); workshops (Mean=2.93, SD=0.94); Further education opportunities (Mean=2.93, SD=0.94); Guided Discussion (Mean=2.81, SD=0.87) and management games (Mean=2.72, SD=0.89).

RQ3: what is the effect of on-the job training and development programmes on productivity of lecturers in public Universities of north-west Nigeria?

The responses on the effect of On-the-job training and development programmes on the productivity of lecturers in public Universities of North-west, Nigeria as perceived by 549 participants who were administered with the research instrument were sorted according to the 4-point Likert scale (Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD)) and scored accordingly such that SA = 4points; A = 3points; D = 2points and SD = 1point. The data was organized and analyzed using simple descriptive statistics of Mean and standard deviation such that any item on the instrument with a response Mean score of less than 2.50 i.e. when the mean score is between 0.00 – 2.49 (i.e. Mean score < 2.50) indicates that the item was Rejected while a response Mean score of greater than or equals to 2.50 i.e. when the Mean Score is between 2.50 – 5.00 (i.e. Mean score ≥ 2.50) indicated that the item was Accepted as the effect of On-the-job training and development programme on the productivity of lecturers in public Universities of North-west, Nigeria. The data analysis is presented in Table 3 below:

**Table 3: Effect of On-the-job training and development programmes on productivity of lecturers of public Universities in north-west zone, Nigeria.**

S/N	Causes of Insecurity among secondary schools	N	Mean	Std. Dev	Decision
1.	Orientation programme enable us to apprehend the general rules and scope of our job which enhance our productivity.	248	3.11	0.80	Accepted
2.	Job/position rotation exposes us (lecturers) to various experiences on the job.	248	3.01	0.79	Accepted
3.	More experienced lecturers Coach us to enhance our skills and competence on the job.	248	2.80	0.90	Accepted
4.	Staff meetings serve as a training ground for us to know the techniques of administrative processes and decision making to become more productive.	248	3.13	0.82	Accepted
5.	Mentoring opportunities provided guide and inspire us (younger lecturers) to become more productive.	248	2.87	0.85	Accepted
6.	Experience gained through presentations and discussions during seminars are ideal opportunity to have an in-depth	248	3.07	0.88	Accepted



7.	Apprenticeship enabled me to acquire the proficiency required to enhance my productivity.	248	3.13	0.82	Accepted
8.	Attending training workshops enables me to acquire skills needed for optimal productivity	248	3.20	0.73	Accepted
9.	Conferences are organized to enable us to improve our knowledge, skills and competence needed for optimum productivity.	248	3.04	0.94	Accepted
10.	Committee membership help improve my decision-making as well as problem-solving skills which enable me to become more productive.	248	2.99	0.79	Accepted
<b>Average</b>		<b>8</b>	<b>3.00</b>	<b>0.85</b>	<b>Accepted</b>

Table 3 indicated the opinions of the 248 respondents on research question three: items on the effect of on-the-job training and development programmes. Items indicated that respondents agreed that attending workshops enable them acquire skills necessary for optimal productivity (Mean=3.20, SD=0.73) Orientation programme enable them apprehend the general rules and scope of their job (Mean=3.11, SD=0.80); respondents agreed that staff meetings equipped them with skills of administrative processes and decision making in order to become more productive (Mean=2.96, SD=0.85); respondents agreed that experiences gained during seminars enables them to acquire in-depth knowledge in areas of interest (Mean=3.07, SD=0.88); respondents agreed that attending conferences enable them improve their skills and competence for optimum productivity (Mean=3.04, SD=0.94); respondents agreed that job position rotation exposed them to various experiences on the job necessary for optimum productivity (Mean=3.01, SD=0.79); the respondents agreed that committee meetings enable them improve their problem solving and decision making (Mean=2.99, SD=0.79); respondents agreed that apprenticeship enable them acquire proficiency through training (Mean=2.97, SD=0.83); respondents agreed that through mentoring more experienced lecturers guide and inspires them to become more research productive (Mean=2.87, SD=0.85); respondents agreed that more experienced lecturers coach less experience lecturers in order to enhance their skills and competence on the job (Mean=2.80, SD=0.90).

RQ4: What is the effect of off-the job training and development programmes on productivity of lecturers in public Universities of north-west Nigeria?

The responses on provision of Off-the job training and development programmes in Federal Universities of North-west, Nigeria as perceived by 248 participants who were administered with the research instrument were sorted according to the 4-point Likert scale (Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD)) and scored accordingly such that SA = 4points; A = 3points; D = 2points and SD = 1point. The data was organized and analyzed using simple descriptive statistics of Mean and standard deviation such that any item on the instrument with a response Mean score of less than 2.50 i.e. when the mean score is between 0.00 – 2.49 (i.e. Mean score < 2.50) indicates that the item was Rejected while a response Mean score of greater than or equals to 2.50 i.e. when the Mean Score is between 2.50 – 5.00 (i.e. Mean score ≥ 2.50) indicated that the item was Accepted as effect of Off-the job training and development programmes on productivity of lecturers in public Universities in North-west zone, Nigeria. The data analysis is presented in Table 4 below:

**Table 4: Effect of Off-the-job training and development programmes on productivity of lecturers in public Universities in north-west zone, Nigeria.**

S/N	Causes of Insecurity among secondary schools	N	Mean	Std. Dev	Decision
1.	In-service training opportunity is provided in order to enhance my ability to learn new skills and competence for optimal productivity.	248	3.11	0.80	Accepted
2.	Attending Workshops outside the work environment enable me to become more conscious of new developments in my areas of specialization which enhances my productivity.	248	3.01	0.79	Accepted
3.	Attending conferences enabled me master the techniques of research and presenting scholarly papers and manuscripts for publications.	248	3.00	0.90	Accepted
4.	Management games are an opportunity for me to develop decision making skills that enables me to achieve educational objectives of the institution.	248	2.79	0.83	Accepted
5.	Sabbatical programmes are opportunities provided to renew our intellectual and professional development and also boost our morale to become more productive.	248	2.87	1.06	Accepted
6.	Further education opportunities provided increased my knowledge, skills and positive beliefs.	248	3.07	0.88	Accepted
7.	Guided discussion technique is an opportunity that enables me to improve my negotiation skills.	248	2.94	0.82	Accepted
8.	Simulation is an opportunity that helps me process and improve my skills and competence.	248	2.89	0.73	Accepted
9.	Vestibule training is an opportunity that enhances my technical skills and competence.	248	3.04	0.94	Accepted
10.	Case-study is an opportunity that enhances my spirit of inquiry and creativity for optimal productivity.	248	2.99	0.79	Accepted
<b>Average</b>		<b>248</b>	<b>3.00</b>	<b>0.85</b>	<b>Accepted</b>

Table 4 indicated the opinions of 248 respondents on influence of off-the job training and development programmes on productivity of lecturers. Items indicated that respondents agreed that in-service training enhances their ability to learn new skills and competence for optimal productivity(Mean=3.11,SD=0.80);respondents agreed that further education increase their knowledge, skills and positive beliefs(Mean=3.07,SD=0.88); respondents agreed that attending workshops outside the working environment enable them to become more conscious of new developments in their areas of specialization which enhances their productivity(Mean=3.01,SD=0.79); respondents agreed that attending conferences elsewhere enable them master the techniques of writing and presenting scholarly manuscripts for publication(Mean=3.00,SD=0.90);respondents agreed that case study is an opportunity that enhances their spirit of enquiry and creativity for optimal productivity(Mean=2.99,SD=0.79) respondents agreed that management games enable them develop decision making skills aimed at attainment of institution’s educational objectives(Mean=2.96,SD=0.85);respondents agreed that guided discussion technique expose them to different perspectives to learning and improved their negotiation skills(Mean=2.94,SD=0.82);respondents agreed that vestibule training enhances their technical skills and competence (Mean=2.93, SD=0.85)); respondents indicated that simulation technique enable them process skills, improve skills and competence (Mean=2.89, SD=0.73); respondents agreed that sabbatical programmes renew intellectual and professional capacity and also boost lecturers’ morale to become more productive(Mean=2.87,SD=1.06).

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## Discussion of the Findings

The first finding of this study shows that university lecturers are provided with opportunity to participate in On-the job training and development programmes such as mentoring, workshops and seminars, conferences, regular staff meetings, vestibule program, job rotation, apprenticeship opportunities to enhance their research productivity. This can be attributed to the fact that creating and facilitating access supportive learning environment can stimulate the work attitude of employees and enhance their productivity. This finding supports the statement of Gani, (2013) which indicates that University lecturers in Nigerian participate in training and development through various activities such as serving in committees, attending staff meetings, delegation of authority, coaching and mentoring by more knowledgeable and experienced senior colleagues aimed at improving the quality of teaching and student learning experience.

The second finding of this study shows that university lecturers are provided with opportunity to participate in Off-the-job training and development programmes such as In-service training, conferences, case studies, sabbatical leave, workshops, further education opportunities, guided discussion, and management games. This can be attributed to the fact that facilitating access to supportive learning opportunities can stimulate the lecturers' attitude towards work and enhance their productivity. This finding supports the work of Suleiman (2015) which indicated that lecturers participates in off-the job manpower development programmes such as Conferences, seminars, sabbatical leave, and workshops.

The third finding of this study revealed that on-the-job training and development influences productivity of lecturers. This may be the reason why most of the staff that had opportunity to participate in on-the job trainings are more competent and productive in terms of research productivity. The finding of this study supports the finding of Falola, Osinbajo and Ojo (2014) which indicated that on-the job training enhances employee capacity, enrich employees' efficacy, promote innovation and creativity for competitive advantage and develops employees' skills and knowledge for optimal performance. The findings of this study also agree with the findings of Sahail, Ahmad, Iqba, Haider and Hamad (2014) which revealed that there is a relationship between on-the-job manpower development training and employee performance.

The fourth finding of the study revealed that, Off-the-job training and development has positive impact on the productivity of lecturers. This is not unconnected with the fact that gaining new knowledge, and skills can enable lecturers to perform their tasks better thereby enhancing their overall productivity. This finding agrees with the findings of Sulaiman (2015) which indicated that staff development programmes have a significant impact on job performance of lecturers. It also supports the findings of Peretimode and Chukwuma (2015) which indicated that manpower development has a positive and significant correlation with lecturers' productivity. It also confirms the statement of Suleiman (2015) that off-the-job methods offer trainees the opportunity to meet people from other departments or organizations and be exposed to useful new ideas and experiences. Therefore, off-the-job manpower development is an effective tool for sustaining lecturers' higher productivity in the academia.

## **Conclusion**

The findings of this study has further unveil and emphasized the significant role of training and development be it on-the job or off-the job in enhancing University lecturers productivity. This is in realization of the fact that University lecturers, as the primary knowledge conduits, occupy a central position in this evolving landscape. Thus, equipping them with the necessary skills and knowledge to adapt and excel is crucial for maintaining high-quality education and preparing graduates for the challenges of the 21st century. This is because of the evolving nature of knowledge, advancements in technology, and expectations which demand continuous improvement and innovation in educational practices. Thus, Based on the findings from this study, the researcher concluded that; the high productivity of lecturers can be fully harnessed using on-the-job and off-the job training and development strategies in public Universities of north-west Nigeria. Thus, the need for a strategic approach to training and development that can address both job-specific needs and broader professional development aspirations.

## **Recommendations**

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

1. The University should conduct regular needs assessments to provide more relevant on-the job training and development programmes for lecturers.
2. Needs assessment should be university management should emphasize needs assessment in the selection and provision of training and development programmes in other to ensure the efficiency and effectiveness of those programmes in promoting lecturers productivity.
3. The management should make available more innovative off-the job training and development opportunities for lecturers regularly, to enable them attain professional competence needed to tackle current education realities and challenges in an era of technological advancement.
4. The University management should make available more innovative on-the-job training and development opportunities for lecturers to update their knowledge, skills and competence for global competitiveness and optimum productivity.
5. The University management should provide adequate support for lecturers in terms of sponsorship opportunities for further education, conference and workshops attendance and other resource backing required for participation in off-the-job and on-the job training and development aimed at enhancing productivity.

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