

Influence of Institutional Motivation and Development Programmes on Productivity of Academic Staff in Government-Owned Polytechnics in Rivers State

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ABSTRACT

The study investigates the “Influence of Institutional Motivation and Development Programmes on Productivity of Academic Staff in Government-owned Polytechnics in Rivers State”. The study is carried out in the two government-owned polytechnics namely; Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt. Five research questions were raised of which one was hypothesized and tested at 0.05 Alpha Level. The research adopted the conclusive research and the population consisted of all academic staff in the institutions. 200 academic staff made up the sample site using a multi-stage stratified random sampling technique. A questionnaire was used. The instrument had reliability co-efficient of 0.70. Data were analyzed using frequencies and percentages and the hypothesis formulated was tested with the use of t-test. It was shown in this study that the Academic Staff of the two polytechnics under study did not regularly organize seminars, symposia and workshops and therefore not able to participate effectively. It was further revealed in the study that Academic Staff in Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt respectively, rarely had opportunities to attend international conferences. Based on the findings, and the inference drawn, it is recommended that both Polytechnics should step up the training and re-training of their academic staff for improved and effective performance.

Key Words: *Institutional Motivation, Productivity, Development Programmes, Human Resources.*

INTRODUCTION

The institutional motivation and development programmes of employees is an issue that has to be faced by every organization. The amount, standard and quality of training carried out varies enormously from one place to another and among organizations. Training and development serves as a holistic mechanism designed to motivate the employees towards goal achievement. According to Falola, Osinbanjo and Ojo (2014), training and development (motivation) had served as indispensable strategic tools for effective individual and organization performance. Thus, organizations invest in the employee training and development with confidence that this would earn them a competitive advantage in the world

of business. The importance of motivation cannot be overemphasized. The achievement of organizational goals and objectives largely depended on the outcome of periodic training and depended on the outcome of periodic training and development of human resources. Training and development leads to improved profitability while cultivating more positive attitudes towards profit orientation.

Productivity is defined as the efficiency with which things are being produced. Employee productivity however is the measure of output per unit of input economically. It is the log of net sales over total employees. Ogbunbamowo (2000) and Ohinmorin (2003) see productivity as the relationship between output generated by the production of service and input provided to increase this output. An increase in the productivity of staff in an organization would no doubt lead to an increase in the output generated, and invariably leads to the growth of that organization. Therein lies the interest of the researchers in the study of “Influence of Institutional Motivation and Development Programmes on Productivity of Academic Staff in Government-owned Polytechnics in Rivers State”, seeing the importance of training and development in organizations. It was necessary to investigate the impact of the concept of “Institutional Motivation” which also includes “Training” on the productivity of Academic Staff at the various departments, schools and centres in Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt.

Training, which includes attendance at seminars, symposia, conferences, short and long-term courses, etc., is essential aspect of the administration of any business. The success of any organization largely depends on its employees. For any organization to achieve its stated goals and objectives in this competitive world, adequate and relevant training and development of staff cannot be overemphasized. Employees are the human resources which needs development. This development would greatly depend on the outcome of constant and regular training and re-training of staff. Training and development are very expensive. But organizations continue to invest in training to attain set goals. Considering the high level of investment in the human resource training and development, it is important that the efforts put into these yielded fruits. Thus, there arose the need to determine the level of productivity brought about by training and development as part of institutional motivation as well as the perception of employees on the concept of training and development. Over the years, it would appear that Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt, respectively have paid less attention to motivation, training and development of their academic staff.

STATEMENT OF THE PROBLEM

In studying the Government-owned Polytechnics in Rivers State, it is observed that the academic staff are socially and inter-personally brilliant, yet majority of them were academically and professionally inept. Their level of handling crucial administrative, financial and technical tended to be constrained. Hence the necessity to improve their creativity through training and development becomes very crucial and demands attention.

PURPOSE OF THE STUDY

The purpose of study is to determine the Influence of Institutional Motivation and Development Programmes on Productivity of Academic Staff in Government-owned Polytechnics in Rivers State, particularly the Kenule Beeson Saro-Wiwa Polytechnic, Rumuola, Port-Harcourt, respectively. The study seeks to:

1. Examine whether the type of institutional motivation and development programmes needed were available to the academic staff of the various departments, schools and centres of the Polytechnics under study.

2. Determine whether the academic staff in the two Polytechnics were sent to both local and international conferences by the Management of the Schools.
3. Evaluate whether Polytechnic authorities provided study leave or fellowship programmes for the academic staff of the schools.
4. Identify the frequency of organization of workshops, seminars, conferences and symposia for the academic staff of the two Polytechnics under study.

RESEARCH QUESTIONS

The following research questions were formulated for this study:

1. Are there any type of motivation, training, and development programmes offered at Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt for the Academic Staff members of the Polytechnics?
2. Are seminars, symposia, conferences and workshops organized regularly for the academic staff of the Polytechnics?
3. Are there opportunities for the Academic Staff of the two Polytechnics to attend both local and international conferences?
4. Are the Academic Staff of the Polytechnics regularly granted study leave or study fellowships?
5. Is there any impact on motivation, training and development programmes on productivity of the academic staff in Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt respectively?

NULL HYPOTHESIS

Staff training and development programmes does not significantly influence the productivity of Academic Staff of Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola Port-Harcourt.

METHODOLOGY

The study adopted for the research is the Conclusive Research Design. The researcher designed questionnaire to capture data from the respondents after data analysis. This study sought to determine the influence of institutional motivation, human resource training and development programmes on academic staff at the Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt respectively. The population for this study comprised of all academic staff of both Polytechnics. There were 397 academic staff at Kenule Beeson Saro-Wiwa Polytechnic, Bori and 265 academic staff at Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt respectively. The instrument was christened: "Influence of Institutional Motivation on Development Programmes on Productivity of Academic Staff in Government-owned Polytechnics in Rivers State". The instrument had a reliability co-efficient of 0.70. The instrument was divided into three sections: A, B and C. Section A sought a demographic data of respondents; Sections B and C were on sought for response for items on training and productivity respectively. The instrument (questionnaire) was given to two experts in the faculty of Education, Ignatius Ajuru University of Education (IAUE), so as to ensure face validity. Their corrections and suggestions were incorporated into the final instrument that was used for the study so as to show its consistency, a pilot testing was carried out using 20 respondents (academic staff of Kenule Beeson Saro-Wiwa Polytechnic, Bori). These 20 respondents were not involved in the main study. The instruments were administered to these 20 respondents and the date collected were analyzed using the Cronbach Alpha Technique and a co-efficient value of 0.70 was obtained. By this said value, the instruments were adjudged to be reliable for the study.

The instruments were all administered by officers of the Polytechnics under study.

RESULTS

Research Question 1: Are there any type of motivation, training and development programmes offered at Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt for the academic staff of the institutions?

Table 1; Response:

		Yes (N%)	No (N%)	Decision
1.	Is fundamental of human resource management part of the training programmes offered in your Polytechnics?	70(35)	130(65)	Disagreed
2.	Are team-building and team work essential principles for innovative team work and corporate transformation part of the training programmes offered in your Polytechnic?	20(10)	180(90)	Disagreed
3.	Are documents and record management part of the training programmes offered in your Polytechnic?	40(20)	160(80)	Disagreed
4.	Are the combating risk and fraud in the system part of the training programmes offered in your Polytechnic?	5(2.5)	195(197.5)	Disagreed
	Average	33.75 (16.87)	166.25 (83.13)	Disagreed

Cut-off Point = 50%

Table 1 revealed 70 respondents which represented 35% out of 200 respondents agreed that fundamental of human resources management is part of training programmes organized by Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt, while 130 respondents (65%) disagreed. Also, 20 respondents which represented 10% out of 200 respondents were of the view that team building and team work are part of training organized by the two Polytechnics under study, while 180 respondents disagreed. Also, 40 respondents which represented 20% out of 200 respondents agreed that documents and record management are part of training programme organized by Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt, while 160 respondents disagreed.

Research Question 2: Were seminars, symposia, conferences and workshops organized for Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt's academic staff to aid productivity?

Table 2: Response

		Yes (N%)	No (N%)	Decision
1.	Were seminars organized for academic staff of your Polytechnic?	70(35)	130(65)	Disagreed
2.	Were symposia organized for academic staff of your Polytechnic?	20(10)	180(90)	Disagreed
3.	Were conferences and workshops organized for academic staff of the Polytechnic?	40(20)	160(80)	Disagreed
	Average	43.33 (21.67)	156.67 (78.33)	Disagreed

Cut-off Point = 50%

Table 2 showed the 70 respondents (35%) of the total respondents agreed that seminars were organized for the academic staff while 130 respondents disagreed. Also, 20 respondents respectively 10% of the total population agreed while 180 respondents disagreed that symposia were organized for academic staff members of the Polytechnics. Furthermore, 40

respondents representing 20% of the total respondents agreed that workshops and conferences were organized for the academic staff members of the Polytechnics.

Research Question 3: Are there opportunities for Academic Staff of Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi to attend both local and international conferences?

Table 3:

		Yes (N%)	No (N%)	Decision
1.	Are there opportunities for Academic Staff in your Polytechnic to attend local conferences and workshops?	169(84.5)	31(15.5)	Agreed
2.	Are there opportunities for Academic Staff in your Polytechnic to attend international conferences and workshops?	20(10)	180(90)	Disagreed
	Average	94.5 (47.25)	105.5 (52.75)	Disagreed

Table 3 above revealed that 169 respondents (84.5%) of the total respondents agreed while 31 respondents (15.5%) of the total respondents disagreed that there were opportunities for Academic Staff in the Polytechnics to attend both local conferences. Furthermore, 20 respondents (10%) of the total respondents agreed that there are opportunities for academic staff of both Polytechnics to attend international conferences and workshops while 180 respondents (90%) disagreed.

Research Question 4: Are the Academic Staff of Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt granted study leave or fellowships?

Table 4

		Yes (N%)	No (N%)	Decision
1.	Are the Academic Staff of your Polytechnic granted study leave/fellowships?	178(89)	22(11)	Agreed
2.	Are the Academic Staff of your Polytechnic allowed to go on study leave or fellowships?	30(15)	170(85)	Disagreed
	Average	104(52)	96(48)	Agreed

Table 4 above revealed that 178 respondents (89%) of the total respondents agreed that the academic staff of the Polytechnics are granted study leave while 22 respondents (11%) disagreed. Also, 30 respondents (15%) agreed while 170 respondents disagreed that academic staff of both polytechnics are granted or allowed to go on study leave or fellowships.

Research Question 5: Is there any influence of motivation, training and development programmes on productivity of the academic staff in Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt?

Table 5

		Yes (N%)	No (N%)	Decision
1.	Do motivation, training and development programmes have any influence on productivity of your Polytechnic's Academic Staff?	150(75)	50(25)	Agreed
2.	Do motivation, training and development programmes have any influence on service delivery and the content of the Academic Staff of your Polytechnic?	160(80)	40(20)	Agreed

3.	Do motivation, training and development programmes have any influence on your Academic Staff across the various departments, schools and centres in the Polytechnic?	148(74)	52(26)	Agreed
	Average	152(67)	47(33)	Agreed

Motivation, training and development programmes do not significantly influence the productivity of academic staff of Kenule Beeson Saro-Wiwa, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt.

To test this hypothesis, with respect to Null Hypothesis, when the calculated value is greater than, or equal to the table value, the Null Hypothesis will be rejected, but the Null Hypothesis will be accepted when the t-calculated is less than the table value obtained at 0.05 level of significance.

Table 6: T-test analysis between the influence of motivation, training and development programmes on productivity of the Academic Staff of Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt.

VARIABLES	N	MEAN	SD	MEAN DIFF.	DF	T	SIG(P)	DECISION
Motivation (Training)	100	55.25	5.61	5.01	198	0.01	0.89	Not Significant (Retain H ₀)
Productivity	100	50.24	5.27					

($\alpha = 0.05$)

Table 6 above revealed that testing at $\alpha = 0.05$, $df = 198$, a t-value of 0.01 which was significant at 0.89 was obtained. Since the p value of 0.89 was obtained. Since the p value of 0.89 was greater than the value of 0.05, then the observed mean difference was not significant. Therefore, the Null Hypothesis was retained. Thus, it can be concluded in this study that training and allied development programmes does not significantly influence the productivity of the academic staff of Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port-Harcourt.

DISCUSSION OF FINDINGS

The study revealed from Table 1 that the types of training often given to academic staff of Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port Harcourt such as team-building, documents, records, and results computation and management, combating risk and information management are grossly inadequate for them.

The findings were in agreement with Gambo (2015) where his findings revealed that lectures, conferences and seminars were the major methods by which academic staff in the Polytechnic were trained. There is the need for academic staff to be exposed to other forms of training especially 21st century as the types of training programme which they were being exposed to by this study, is not adequate enough. There are much more opportunities they would have been exposed to if those opportunities are afforded them.

It was revealed in the study that the two polytechnics under study did not regularly organize seminars, symposia and workshops and their academic staff were not able to effectively participate. The findings corroborate Ngu (2006) as he stated that most institutions in Nigeria (the Polytechnics, Universities, Monotechnics and Research Centres) tended to feel less concerned about the training and development of their staff in recent times. They must therefore up their game so that productivity can be improved upon by the staff and also for them to be at par with their counterparts all over the globe.

It was revealed in this study that the academic staff of the two polytechnics under study rarely had opportunities to attend international conferences. The reason for this ugly development, it was gathered, is shortage of funds and sponsorship by such bodies like TETFund, to meet the cost of the programmes and lack of cooperation from top management. Besides, it was also revealed that the staff were not granted study fellowships or leave to pursue their further interests.

The study further revealed that motivation, training and development programmes had a high influence on the productivity of academic staff at the polytechnics under study. Thus, the need for motivation, training and development programmes as it has positive impact on staff inputs in formal organizations. The provision of institutional motivation, training and allied development programmes for the academic staff of the polytechnics make them feel that they remain part of the system, enhances their skills and knowledge, improves their morality rate, and exposes them to new techniques and technologies that work make them formidable.

Finally, this study reveals that there was no significant difference of the impact of motivation, training, and development programmes on the productivity of the Academic staff in Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port Harcourt. This validates the position of Adams (2002) that when the staff have been trained and get involved in developmental programmes, they are able to contribute their quota effectively, no matter the organizations in which they find themselves.

CONCLUSION

From the study, it is concluded that the academic staff of the polytechnics in this study are not adequately exposed to training and development programmes which could enhance productivity, high performances, and institutional effectiveness.

RECOMMENDATIONS

The following recommendations are hereby made, based on the findings of the study:

1. Kenule Beeson Saro-Wiwa Polytechnic, Bori and Capt. Elechi Amadi Polytechnic, Rumuola, Port Harcourt should step up the training of Academic Staff for better performance. Institutions such as TETFund and the professional bodies should therefore be approached to assist them.
2. The polytechnics should encourage the academic staff to attend workshops, seminars, symposia and conferences to acquire more knowledge for the execution of their duties effectively and efficiently.
3. The academic staff of the two polytechnics should be encouraged to attend both local and international conferences to update their knowledge in emerging and modern techniques. There is the need for management, TETFund, and the professional bodies for sponsorship, as they could help, oftentimes.

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