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Tertiary Over-Schooling and Lecturers' Job Performance in Nigeria with Reference to Tertiary Institutions in Delta State

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Abstract

This study was carried out to examine the impact of over-schooling on lecturers' job performance in Delta State. To guide the study, two research questions were formulated. The population of the study consisted of 836 lecturers from three tertiary institutions in the three Senatorial District of Delta State (University of Delta, Agbor, Delta State University, Abraka and Delta State University of Science and Technology, Ozoro). The simple random sampling technique was used. The sample of the study was 245 lecturers (145 PhD and 100 M.Ed Lecturers). The instrument used for data collection was a 4-point likert scale titled "Tertiary Over-schooling and Lecturers' Job Performance in Tertiary Institutions in Delta State" (TOSLJPTIDS). The data collected were analysed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions. The findings of the study revealed amongst others that lecturers with higher degrees though not sufficiently motivated still perform effectively at the tertiary institutions in Delta State. The study concluded that over-schooled lecturers at the tertiary institutions at Agbor, Abraka and Ozoro were committed to lecturing and that they were interested in school activities other than lecturing. It was recommended that lecturers with higher degrees in tertiary level should be given incentives to justify their higher educational status to serve as an encouragement to other lecturers.

Keywords: Delta State, higher degrees, Lecturers' job performance, Over-schooling, tertiary institutions.

Introduction

Over-schooling describes the extent to which an individual possesses a level of education in excess of that which is required for his particular job. The phenomenon was first brought to the attention of researchers by Freeman (1976) cited in McGuinness (2018). Freeman concluded from his study that as the excess qualified workforce has to settle for jobs that do not require their qualifications, the returns for educational performance plummet. Lower returns should reduce the investment in higher education and the labour market should then return to an equilibrium point. However, this was not the case as can be seen even in the Nigerian education system today. Returns to education still remain high, encouraging more of over-schooling. This occurs mostly at the tertiary level.

The number of lecturers that go for higher degrees is increasing steadily in Delta State (Jovil, 2022). Some of these lecturers with higher degrees have developed qualities that make them suitable for higher jobs whereas others appear to lack these skills. A number of studies have shown that over-schooled workers have lower returns to their education (Battu, Belfield & Sloane, 2020). This becomes disincentive and subsequently affects their level of job performance (Donell, 2020). Performance could be described in various ways. It could be described as an act of accomplishing or executing a given task. It could also be described as the ability to combine skillfully the right

behaviour towards the achievement of organizational goals and objectives (Dayo, 2015). Public education ultimately succeeds or fails based on the performance of the lecturers. Education authorities have tried to improve the performance of the lecturing workforce by raising certification requirements. Research shows, however, that these credentials have little to do with lecturing excellence, as measured by students' performance (Straight, 2019).

Job performance is commonly used, yet inconsistently defined. It refers to whether a person performs an assigned job well or not. Despite the confusion over how it should exactly be defined, performance is a very important criterion. It relates to educational outcomes and successes among the most commonly accepted theory of job performance in the work of Campbell (2003). Coming from a psychological perspective, Campbell describes job performance as an individual level variable. That is, performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher level variables. Equally, Otoku (2019), defined job performance as a worker's effective execution of tasks or job and useful contributions to the social work environment. Lecturers' job performance is directed towards the realization of education goals and objectives.

The minimum qualification of lecturers in tertiary institutions in Nigeria (particularly in Delta State) is the Bachelor's or first degree. Recently lecturers who are unable to go beyond that level were stagnated in their promotions. It is interesting to note that a good number of lecturers with a higher degree have flooded the tertiary institutions in Delta State. This amounts to over-schooling as the lecturers with higher degrees possess levels of education in excess as regards that which is required for their jobs (Dalton & Vignoles, 2017). Based on this background, the study was undertaken to determine the impact of over-schooling on lecturer's job performance in tertiary institution (University of Delta, Agbor, Delta State University, Abraka and Delta State University of Science and Technology, Ozoro) in the three Senatorial Districts of Delta State.

Scholars and researchers have published series of studies about the qualitative structure of the labour market and the match between educational levels and job levels of workers and employees. In the United States and many other countries, studies have been published about the possible consequences of a rapid rise in educational attainment (Wielers & Van der Meer, 2022). In Nigeria, and indeed Delta State today, a common government policy is to encourage participation in education as can be seen in the Free Education Policies and various scholarship programmes mounted by the Federal and State Governments, multinational companies, Nongovernmental organizations (NGOs) and private individuals. The cornerstone of such policies lies in the belief that a more educated labour force leads to increase in economic growth and development (Marrot, 2019).

Purpose of the Study

The study was carried out to determine the impact of over-schooling on lecturers' job performance at the tertiary level in Delta State, Nigeria. Specifically, the study sought to:

- i. Determine the level of commitment of lecturers with higher degrees to teaching at the tertiary level.
- ii. Determine the level of participation of lecturers with higher degrees in school activities.

Research Methodology

The study adopted the survey research design method with the view to obtaining relevant information from the respondents. The population for the study consisted of all lecturers in the three tertiary institutions from the three Senatorial Districts of Delta State which includes University of Delta, Agbor, Delta State University, Abraka and Delta State University of Science and Technology, Ozoro, with lecturers population of Eight hundred and thirty-six (836).

The simple random sampling technique was used to select two hundred and forty-five (245) respondents from the three tertiary institutions that participated in the study. The instrument used for the study was a structured questionnaire tagged 'Tertiary Over-schooling and Lecturers' Job Performance in Tertiary Institutions in Delta State (TOSLJPTIDDS). The questionnaire was validated by two experts in the Faculty of Education in the University of Delta, Agbor.

In order to establish the reliability of the instrument, the Pearson product moment correlation coefficient was used and a reliability of the co-efficient value of 0.81 was obtained. The researcher administered the instrument on the subjects in their various institutions with the help of the Head of Departments (HODs). On the spot collection of the questionnaire was easy because of the physical presence of the researcher. It has a 4-point rating scale of strongly agree (SA) 4 points, Agree (A) 3 points, Disagree (DA) 2 points and strongly disagree (SD) 1 point. The data collected were analysed using descriptive and standard deviation.

The table shows the sample and population of the study

S/N	Name of Institution	Population	Sample
1	University of Delta, Agbor, Delta State	336	100
2	Delta State University, Abraka	298	85
3	Delta State University of Science and Technology, Ozoro	202	60
	Total	836	245

Result of the findings

Research Question One: What are the responses of PhD and M.Ed lecturers on the commitment of lecturers with higher degrees to lecturing at the tertiary level.

Table 1 shows PhD lecturers and M.Ed lecturers on the commitment of lecturers with higher degrees to lecturing at the tertiary levels

Mean Responses and Standard Deviation of PhD lecturers and M.Ed lecturers on the commitment of lecturers with higher degrees to lecturing at the tertiary levels

S/N	Commitment to lecturing	Means				XX	Remark
		Ph.D		M.Ed			
		X	SD	X	SD		
1.	Come to school	2.92	0.92	2.95	0.90	2.94	Agreed
2.	Are punctual to school	2.98	0.88	2.93	0.93	2.96	Agreed
3.	Write and submit their lesson notes	2.88	0.9	2.85	0.91	2.87	Agreed
4.	Attend to their lectures conscientiously	2.79	0.94	2.83	0.92	2.81	Agreed
5.	Give, mark and record students' tests.	3.00	0.93	2.91	0.92	2.96	Agreed
6.	Mark student's class attendance.	2.75	0.99	2.84	0.94	2.80	Agreed
7.	Are involved in the conduct of examinations	2.87	0.94	2.81	0.87	2.84	Agreed
8.	Are steady in school	2.93	0.92	2.90	0.85	2.92	Agreed

Table 1 indicates that the mean values of all the items for PhD lecturers are 2.92, 2.98, 2.88, 2.79, 3.00, 2.75, 2.87 and 2.93 respectively with the corresponding standard deviations of 0.92, 0.88, 0.93, 0.94, 0.93, 0.99, 0.94 and 0.92 while the mean values for M.Ed lecturers are 2.95, 2.93, 2.85, 2.83, 2.91, 2.84, 2.81 and 2.90 respectively with corresponding standard deviations of 0.90, 0.93, 0.91, 0.92, 0.92, 0.94, 0.87 and 0.85 respectively. All the mean values are above the criterion mean of 2.50. With the weighted mean values of 2.94, 2.96, 2.87, 2.81, 2.96, 2.80, 2.84 and 2.92 above the criterion mean of 2.50, indicate that the PhD and M.Ed lecturers accepted that both of them are committed to their duties as lecturers.

Research Question Two

What are the responses of PhD and M.Ed lecturers on the participation of lecturers with higher degrees in school activities at the tertiary level?

Table 2: shows PhD and M.Ed lecturers on the participation of lecturers with higher degrees in school activities at the tertiary level

Mean Responses and Standard Deviation of Ph.D and M.Ed lecturers on the participation of lecturers with higher degrees in school activities at the tertiary level

S/N	Participation in School Activities	Means P.hD		M.Ed		XX	Remark
		X	SD	X	SD		
9.	Take part in extracurricular activities.	2.73	0.95	2.71	0.96	2.72	Agreed
10.	Participate in staff meeting.	2.85	0.92	2.86	0.92	2.86	Agreed
11.	Participate in conferences	2.61	0.96	2.56	0.90	2.57	Agreed
12.	Take active part in school discipline.	2.77	0.95	2.83	0.94	2.80	Agreed
13.	Involved in articles writing	2.94	0.96	2.88	0.97	2.91	Agreed
14.	Accept responsibilities from the Ph.D lecturers.	2.79	0.94	2.83	0.88	2.81	Agreed
15.	Assist in all aspects of schoolwork.	3.00	0.93	2.98	0.86	2.99	Agreed
16.	Show interest in school matters.	2.91	0.92	2.88	0.96	2.90	Agreed

Table 2 reveals that the mean, scores of all the items for Ph.D lecturers are: 2.73, 2.85, 2.61, 2.77, 2.94, 2.79, 3.00 and 2.91 respectively with the corresponding standard deviations of 0.95, 0.92, 0.96, 0.95, 0.96, 0.94, 0.93 and 0.92 and mean scores for M.Ed lecturers are: 2.71, 2.86, 2.56, 2.83, 2.88, 2.83, 2.98, and 2.88 respectively with a standard deviation of 0.96, 0.92, 0.90, 0.94, 0.97, 0.88, 0.86 and 0.96. All the mean scores are above the criterion mean of 2.50 with the weighted mean scores of 2.72, 2.86, 2.57, 2.80, 2.91, 2.81, 2.99 and 2.90, the Ph.D and M.Ed lecturers accepted all the items that both of them participate in school activities at the tertiary level.

Discussion of Findings

The findings of the study reveal amongst others that lecturers with higher degrees though not sufficiently motivated, still perform effectively at the tertiary institutions in Delta State.

Data analysis in research question one shows that both the Ph.D and M.Ed lecturers are committed to their duties as lecturers. They prepare lectures, go to class, give and mark assignments/tests. This finding is contrary to that of Donell (2020) which stated that the low returns to education received by over-schooled lecturers serve as a disincentive for the teachers, resulting in poor job

performance. Secondly, Straight, (2019) findings is in line with research question one stating that hard work or commitment to duties is not predicated on the level of education. Lecturers with higher degrees, though not sufficiently motivated, still perform effectively at the tertiary institutions in Delta State.

Research question two shows that in the mean responses, the Ph.D and M.Ed lecturers participate highly in school activities. This findings is in not line with Battu et al's (2020) study who stated that teachers with higher degrees are not getting adequate returns to their education thus lowering their morale, hence affects their participation in school activities that are not directly related to teaching.

Conclusion

Based on the findings of the study, the following conclusions were drawn: over- schooled lecturers at the three tertiary institutions in Delta State are committed to lecturing; they are further committed to school activities outside lecturing. In order for the goals of tertiary education to be effectively achieved, the National University Commission (NUC) 2014, made the Doctor of Philosophy (PhD) degree the minimum teaching qualification for academic staff in Nigerian universities.

The action of the NUC appears as if qualification is the only determinant of effective job performance of academic staff in tertiary institutions. However, the study examined tertiary over-schooling and lecturers job performance in Nigeria with reference to tertiary institutions in Delta State. The study noted that job performance of lecturers in tertiary institutions in Nigeria appears to be a product of their qualifications and their driving force (motivation) which could be intrinsic or extrinsic.

Recommendations

Premised on the findings, the following recommendations were made:

- i. Lecturers with higher degrees at the tertiary level should be encouraged to put in their best.
- ii. Lecturers should be given better incentives to justify their higher educational status and serve as an encouragement for other lecturers.
- iii. The government should ensure that salaries and allowances of lecturers are paid regularly in order to motivate lecturers towards greater job performance.
- iv. Management of tertiary institutions should promote the qualified lecturers as at when due in order to motivate them in their job performance.

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