



EFFECTS OF LIFELONG LEARNING ON LECTURERS' JOB PERFORMANCE IN KEBBI STATE POLYTECHNIC DAKINGARI, KEBBI STATE NIGERIA.

BALOGUN Bamidele Bode¹, Aliyu Idris Marafa², Ahmed Mubarak Gulumbe³, Samaila Shehu Kalgo⁴

¹ Centre for Entrepreneurship Development, Kebbi State Polytechnic Dakingari, Kebbi State Nigeria.

balogunbode@gmail.com

08036050687

² Department of Business Administration, Kebbi State Polytechnic, Dakingari, Kebbi State Nigeria.

aliyuidrismarafa@gmail.com

08062988865

³ Department of Business Administration, Kebbi State Polytechnic, Dakingari, Kebbi State Nigeria.

ahmedmubarakg@gmail.com

08030478727

⁴ Department of Business Administration, Kebbi State Polytechnic, Dakingari, Kebbi State Nigeria.

kalgoshehusamaila@gmail.com

09017114717

ABSTRACT :

This study investigated effects of lifelong learning on lecturers' job performance in Kebbi state polytechnic, Dakingari, Kebbi state Nigeria. Three research objectives, three research questions and one hypothesis were raised to guide the conduct of the study. The study population consisted of 557 participants (female students) and the study take a sample of 234 out of 557 participants using Creswell (2012) table for determining sample size. The study employed convenience and simple random sampling techniques to carry out the study. The study used the following two (2) researcher-designed rating scale to collect data from the participants which include, Lifelong Learning Rating Scale(LLRS) and Lecturers Job Performance Rating Scale(LJRS) to collect data. The two questionnaires were validated by experts and professionals in educational management and policy studies, as well as, other experts in research methodology. The study conducted a trial testing of instrument using inter-Rater methods of reliability and it obtained 0.81 reliability indexes for Lifelong Learning Rating Scale (LLRS) and 0.73 reliability indexes for Lecturers Job Performance Rating Scale (LJRS) and this shows that the research instruments were found reliable for data collection. The study used descriptive statistics to answer research questions of the study, while independent T-test was used to test the hypothesis at 0.05 level of significance with the aid of Statistical Package for Social Science (SPSS) software 20.0 version. The study found that lifelong learning helps lecturers in building self-confidence and personal growth through continuous updating of knowledge, skills and concepts to enable them stay and adapt to the dynamic academic environment. The study concluded that It is essential for the government through ministry of education to motivate and encourage lecturers in Nigerian tertiary institutions to embrace lifelong learning in an attempt to provide quality education to students. The study recommended among others that lecturers in Nigerian tertiary institutions should be encouraged to embrace lifelong learning so as to assist them in building self-confidence and personal growth through continuous updating of knowledge, skills and concepts to enable them stay and adapt to the dynamic academic environment.

Key words: Lifelong Learning, Job Performance, Lecturers, Tertiary Institutions

Introduction

Education in any nation and to individuals within it is very important because education remains a valuable tool for fighting ignorance, disease, squalor and poverty. It is a means of raising enlightened citizenry who will help in bringing about prosperous nation (Bello & Ogunyemi, 2022).

Lifelong learning is not just a matter of one's professional growth and competencies; it is about the development of right mindset and skill of the lecturers for a successful career development and professional growth (Allen, Smith, Bird, Tenenbaum, Makun, & Cowie, 2024). Lifelong learning allows lecturers to stay updated with the latest development and trends in education. Lecturers in tertiary institutions play a pivotal role in shaping the minds of future generations, and therefore they must possess a vast reservoir of knowledge and honed skills. This expertise must be continually nurtured and expanded throughout their careers. Lecturers in tertiary institutions must engage in ongoing professional development to stay updated on curriculum developments, technology innovations and teaching approaches that respond to the students' evolving needs (Bello & Ogunyemi, 2022).

Lifelong learning expanded beyond classroom instruction, it would be meaningful opportunities for the lecturers to develop reflective, collaborative, adaptable teaching competencies and continuous professional growth which are essential in today's rapidly shifting educational landscape, equity and student-centered approaches are prioritize (Bello & Ogunyemi, 2022).

The rapid pace of globalization, technological advancement and evolving labor market demands lecturers in tertiary institutions to go beyond formal schooling and embrace lifelong learning as a continuous process (Adeyemi & Afolabi, 2021). Lifelong learning equips lecturers with adaptability, critical thinking and problem-solving abilities, ensuring they remain relevant and competitive in diverse career paths. It also fosters personal development, resilience and the capacity to respond effectively to new challenges and career development (Dave, 2022). On the other hand, lifelong learning consisted of personal journey and a professional process that depend greatly on the knowledge and competencies acquired through education and sustained by ongoing learning. This interplay ensures that lecturers in tertiary institutions are not only prepared for current job roles but are also positioned for future opportunities (Dave, 2022). Lifelong learning emphasizes lecturers' continuous updating of knowledge, skills and concepts throughout their career to adapt to educational environmental changes.

Lecturers' job performance involves the ability and capacity of lecturers to deliver quality instruction, effective management of classroom and foster meaningful students' engagement to achieve specific goals (Adebayo, Yusuf & Adekunle, 2023). Lifelong learning provides a great opportunity to lecturers in tertiary institutions to acquire the right type of skills, knowledge and experience that would enable them to perform task allocated to them effectively and efficiently with available resources to engage in day to day school activities within specified period and achieve educational goals (Akyol, Bayaran, & Yesiibas, 2018). Lifelong learning enhances lecturers' job performance, because it makes them to acquire personal knowledge beyond normal schooling and grow professionally and make them to be efficient in executing their daily task or duty within a given period. It is in view of the above background that this study deemed it necessary to investigate the effects of lifelong learning on lecturers' job performance in Kebbi state polytechnic Dakingari, Kebbi state Nigeria.

Statement of the Problem

Lifelong learning in Nigerian tertiary institutions has over the years besieged by so many challenges such as inadequate funding by the government, lack of conducive learning environment, inadequate supply of instructional materials, low accessibility to internet and technological facilities, inadequate provision of equipment and infrastructural facilities that have thwarted the development of lifelong learning among lecturers, despite its numerous prospects. A negative and unsupportive work environment may significantly deter lecturers' job performance and ultimately contribute to woeful educational outcome. In the light of these, the study is to investigate the effects of lifelong learning on lecturers' job performance in Kebbi state polytechnic, Dakingari Kebbi state Nigeria.

Objectives of the Study

The objectives of this study are to find out:

1. The extent of lifelong learning among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria.
2. The level of job performance among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria.
3. The effects of lifelong learning on lecturers' job performance in Kebbi state polytechnic Dakingari Kebbi state Nigeria.

Research Questions

This study was guided by the following research questions

1. What is the extent of lifelong learning among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria?
2. What is the level job performance among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria?
3. What are the effects of lifelong learning on lecturers' job performance in Kebbi state polytechnic Dakingari Kebbi state Nigeria?

Research Hypothesis

Based on research questions and objectives, the study formulated and tested the following hypotheses at 0.05 level of significance

1. **H₀₁:** There is no significant difference between lifelong learning and lecturers' job performance in Kebbi state polytechnic Dakingari Kebbi state Nigeria.

Theoretical Framework

This study is hinged on transformative learning theory that was propounded by Jack Mesirow in 1970. Transformative learning theory is a theoretical framework in lifelong education which emphasizes the process of making and reforming meaning in one's life. It recognizes the importance of critical reflection, where learners evaluate their assumptions and beliefs, leading to a deeper understanding of themselves and their experiences. The theory is particularly relevant in lifelong learning contexts, as it encourages individuals to interpret autonomous thinking and personal growth. Transformative

learning theory involves encouraging situations that challenge existing perspectives, prompting learners to critically assess their beliefs and engage in self-reflection. The process is characterized by ten-stages, including experiencing of disconcerting dilemma, self-examination and eventually taking action based on new insight. Effective transformative learning practices include promoting open discourse, encouraging diverse viewpoints, and facilitating environments where critical reflection can thrive. While the theory has garnered support, it has also faced criticism regarding its focus on individual transformation and the role of emotions in learning. Overall, transformative learning aims to empower individuals to adopt to change and become more responsible thinkers in a complex world.

Review of Related Empirical Studies

The study reviewed the literature of Mustapha (2019) who investigated the influence of lifelong learning on teachers' job performance in Borno state Nigeria. The study employed descriptive survey research design and the study population consisted of 1375 participants. The study takes a sample of 306 out of 1375 participants using Research Advisor (2006) table determining sample size. The sampling technique for the study includes convenience, purposive and simple random sampling techniques. The study used self-constructed research instrument (Questionnaire) to collect data which was tagged: Lifelong Learning and Teachers Job Performance Questionnaire (LLTJPQ). The research instrument was validated by experts in research methodology and 0.71 reliability index was obtained using Cronbach alpha. Descriptive statistics was used to answer the research questions, while hypotheses were tested using independent T-test at 0.05 level of significance. The results of the analysis indicated that lifelong learning was found positive and statistically significant and has great effect on the teachers' job performance. The study concluded that lifelong learning enables teachers to personally acquire skills, knowledge and experience that enhance their job performance in the classroom. The study recommended that conducive learning environment should be provided for the teachers to motivate them for personal growth and professional development.

The study also review the literature of Ibikunle (2020) who investigated the relationship between lectures' job performance and school effectiveness in state-owned tertiary institutions in south-west Nigeria. The study was guided by research questions, objectives and hypotheses. Survey research design was employed and the study population consisted of 1120 participants. The study takes a sample size of 291 out of 1120 participants using Research Advisor (2006) table for determining sample size. The study used purposive, proportionate and simple random sampling techniques. Questionnaire title: Lecturers' Job Performance and School Effectiveness Questionnaire (LJPSCQ) were used to collect data. The content validity of the research instrument was done by experts in educational measurement and evaluation and 0.68 reliability index was obtained using split-half. The study used Pearson Product Moment Correlational Coefficient (PPMC) to test the hypotheses, while descriptive statistics was used to answer the research questions. The results of the analysis revealed that there was significant relationship between lecturers' job performance and school effectiveness. The study recommended that adequate provision of teaching and learning facilities should be provided for the lecturers for self-motivated pursue of knowledge to enhance school effectiveness.

Methodology

The study adopted descriptive survey research of correlation type to probe the opinions of the participants regarding effects of lifelong learning on lecturers' job performance in state owned tertiary institutions in Kebbi state Nigeria. The study population consisted of 557 participants (female students) and the study take a sample of 234 out of 557 participants using Creswell (2012) table for determining sample size. The study employed convenience and simple random sampling techniques to carry out the study. The study used the following two (2) researcher-designed rating scales to collect data from the participants which include, Lifelong Learning Rating Scale (LLRS) and Lecturers Job Performance Rating Scale (LJRS) to collect data. The two questionnaires were validated by experts and professionals in educational management and policy studies, as well as, other experts in research methodology. The study conducted a trial testing of instrument using inter-Rater methods of reliability and it obtained 0.81 reliability index for Lifelong Learning Rating Scale (LLRS) and 0.73 reliability index for Lecturers Job Performance Rating Scale (LJRS) and this shows that the research instruments were found reliable for data collection. The study used descriptive statistics to answer research questions of the study, while independent T-test was used to test the hypothesis at 0.05 level of significance with the aid of Statistical Package for Social Science (SPSS) software 20.0 version.

Results

This section presented answer to research question using descriptive statistics such as tables and frequency, percentages, mean ($\bar{x}$) and rating.

Research Question One

1. **RQ1:** What is the extent of lifelong learning among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria?

The question was answered and presented in Table1

1. Table 1: Showing the extent of lifelong learning among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria.

S/N	Item Statements	Mean ($\bar{x}$)	SD	Remarks
1.	Lifelong learning assists lecturers to stay and remain relevant in a dynamic academic environment	3.62	0.33	Significant
2.	Lifelong learning helps lecturers in adapting to the needs of diverse learners.	3.69	0.28	Significant

3	Lifelong learning enables lecturers modeling teaching the value of learning for the students	3.68	0.23	Significant
4.	Lifelong learning enhancing lecturers teaching effectiveness.	3.69	0.36	Significant
5.	Lifelong learning helps lecturers in building self-confidence and personal growth.	3.68	0.27	Significant
Total Mean ($\bar{x}$)		3.67	0.29	Significant

Mean scale=2.50

- Table 1 presented the descriptive statistics (mean and standard deviation) about how lifelong learning has contributed to the enhancement of lecturers' personal growth and professional development in Kebbi state polytechnic Dakingari Kebbi state Nigeria.

It is evident from the table that the general opinions of the participants presented by the grand mean scores of 3.67 are greater than the scale mean scores of 2.50. This implies that lifelong learning helps lecturers in building self-confidence and personal growth through continuous updating of knowledge, skills and concepts to enable them stay and adapt to the dynamic academic environment.

Research Question Two

- RQ2:** What is the level job performance among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria?

The question was answered and presented in Table2

1. Table 2: Showing the level job performance among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria.

S/N	Item Statements	Mean ($\bar{x}$)	SD	Remarks
1.	Lifelong learning improves lecturers teaching efficiency to facilitate their job performance	3.62	0.33	Significant
2.	Lifelong learning enables lecturers regularly updating their knowledge and skills to enhance job performance.	3.69	0.28	Significant
3	Lifelong learning enables lecturers to growth personally and acquire skills for better job performance	3.68	0.23	Significant
4.	Lifelong learning ensures provision of quality training and development for the lecturers for better job performance	3.69	0.36	Significant
5.	Lifelong learning ensures lecturers engage in frequent updating their knowledge and skills for better job performance.	3.68	0.27	Significant
Total Mean ($\bar{x}$)		3.67	0.29	Significant

Mean scale=2.50

- Table 2 presented the descriptive statistics (mean and standard deviation) level job performance among lecturers in Kebbi state polytechnic Dakingari Kebbi state Nigeria.

It is evident from the table that the general opinions of the participants presented by the grand mean scores of 3.67 are greater than the scale mean scores of 2.50. This implies that lifelong learning ensures provision of quality training and development for the lecturers so as to enable them to frequently updating their knowledge and skills for better job performance.

Hypothesis Testing

- H₀₁:** There is no significant difference between lifelong learning and lecturers' job performance in Kebbi state polytechnic Dakingari Kebbi state Nigeria.

This hypothesis was tested by subjecting the lifelong learning and lecturers' job performance scores to a t-test analysis as shown in Table 3.

1. Table3: Showing differences in lifelong learning and lecturers' job performance in Kebbi state polytechnic Dakingari Kebbi state Nigeria.

Variables	N	Mean	Std. Deviation	t-Cal	p-Value	Decision
Lifelong Learning	234	20.36	3.642	3.074	.002	H ₀ Rejected
Lecturers' Job performance	234	19.59	2.838			

Source: Field Survey2026

Table 3 presented scores for lifelong learning ($M = 20.36$, $SD = 3.642$) and for lecturers' job performance ($M = 19.59$, $SD = 2.838$), $t(299) = 3.074$, $p = .002$. This indicates that there was difference between lifelong learning and lecturers' job performance in Kebbi state polytechnic Dakingari Kebbi state Nigeria, because the p -value is less than the 0.05 level of significance. Therefore, H_0 which states that there is no significant difference between lifelong learning and lecturers' job performance was rejected. This means that lifelong learning has significantly contributed to the lecturers' personal growth and professional development for better job performance. This is because constant and continuous lecturers' job performance through frequently updating their knowledge and skills make them to stay and remain relevant in dynamic academic environment.

Summary of the Major findings

Based on the results of the analysis, the following are the summary of the major findings

1. The study found that lifelong learning helps lecturers in building self-confidence and personal growth through continuous updating of knowledge, skills and concepts to enable them stay and adapt to the dynamic academic environment.
2. The study also found that lifelong learning ensures provision of quality training and development for the lecturers so as to enable them engage in frequently updating their knowledge and skills for better job performance.
3. Lifelong learning was found to be statistically significant predictor of lecturers' job performance. This is because it has significantly contributed to the lecturers' personal growth and professional development for better job performance.

Discussion of Findings

This section furthers explain and buttress summary of the major findings with scholarly works for better understanding.

First finding indicated that lifelong learning helps lecturers in building self-confidence and personal growth through continuous updating of knowledge, skills and concepts to enable them stay and adapt to the dynamic academic environment. This finding corroborated with Akpnr (2019) who found that lifelong learning assists lecturers to stay and remain relevant in a dynamic academic environment. The finding is also in tandem with Dave (2022) who found that lifelong learning allows lecturers in tertiary institutions to stay updated with the latest developments and trends in education.

Second finding indicated that lifelong learning ensures provision of quality training and development for the lecturers so as to enable them engage in frequently updating their knowledge and skills for better job performance. The finding is in consonance with Adebayo, Yusuf and Adekunle (2023) who found that lifelong learning enables lecturers regularly updating their knowledge and skills to enhance job performance. The finding also concurred with Ibikunle (2020) who found that lifelong learning fosters lecturers' personal development, resilience and the capacity to respond effectively to new challenges.

Third finding indicated that lifelong learning was found to be statistically significant predictor of lecturers' job performance. This is because it has significantly contributed to the lecturers' personal growth and professional development for better job performance. The finding agreed with Mustapha (2019) who found that lifelong learning was positive and statistically significant to the teachers' job performance. The finding is also in consonance with Bello and Ogunyemi (2022) who found that lifelong learning adequately prepares lecturers for their job and positioned them for future opportunities

Conclusion

It is essential for the government through the Tertiary Education Trust Fund (TETFUND) and both the federal and state ministry of education to motivate and encourage lecturers in Nigerian tertiary institutions to embrace lifelong learning in an attempt to provide quality education to students. This will make them to regularly updating their knowledge and skills for personal growth and professional development to successfully do the tasks allocated to them within the standard restriction of reasonable resources available to achieve the objectives of the institutions.

Recommendations

Based on findings and conclusions of this study, the following have been recommended;

1. Lecturers in Nigerian tertiary institutions should be encouraged to embrace lifelong learning so as to assist them in building self-confidence and personal growth through continuous updating of knowledge, skills and concepts to enable them stay and adapt to the dynamic academic environment.
2. There is need for the lecturers in Nigerian tertiary institutions to embrace lifelong learning in order to ensure provision of quality training and development so as to enable them engage in frequent updating their knowledge and skills for better job performance.
3. The management of tertiary institutions should create enabling learning environment to support lifelong learning to enhance lecturers' personal growth and professional development for better job performance.

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