Exploring the Relationship Between Job Status, Years of Experience, and Job Performance Among Metalwork Technology Education Lecturers in Colleges of Education (Technical) in North Central Nigeria

by

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Abstract
This study explored the relationship between job status, years of experience, and job performance among Metalwork Technology Education (MTE) lecturers in Colleges of Education (Technical) in North Central Nigeria. Utilizing a correlational survey design, data were collected through a structured questionnaire administered to MTE lecturers across 15 institutions in the region. The study aimed to determine whether years of experience and job status significantly relate to job performance among these lecturers. Descriptive and inferential statistical methods were employed to analyze the data. The findings revealed that years of experience (YOE) negatively correlates with job status and positively correlates with job performance, indicating that years of experience play a crucial role in job performance ($r = 0.225$, $p < 0.05$), thus more experience is associated with better job performance; while negatively correlating with job status ($r = -0.214$, $p < 0.05$), indicating that workers with more experience tend to be among the lower cadre. Hierarchical multiple regression analysis also confirmed the correlations, and buttress the importance of years of experience in job performance of MTE lecturers ($R^2 = 0.051$, $\beta = 0.224$, $p = 0.024$). These results suggest that since some lecturers are teaching while others conduct practical, the job status of a lecturer may have a more direct impact on their effectiveness and productivity than the length of time they have spent in the profession. Suggestions were made for educational policymakers and administrators to consider these dynamics in their efforts to improve the quality of technical education in the region.
Keywords: College of Education, Job Performance, Job status, Lecturers, Metalwork Technology Education, Years of experience

Introduction

Metalwork Technology Education (MTE) is an educational discipline focused on imparting knowledge and skills in relationto working with metals, including various metal fabrication and machining techniques. The primary goal of MTE is to equip students with a comprehensive understanding of metal properties, fabrication processes, and the use of metalworking tools and machinery relating to sheet metalwork, foundry, casting, drilling, boring, heat treatment, welding, lathe work, sheet rolling among others (Black, 2015; Fagge et al., 2020; National Board for Technical Education [NBTE], 2001).Thus MTE requires skill training acquired through informal or formal channels (Arikpo et al., 2022). Informal channels of skill acquisition include learning through apprenticeship, while the formal pathway to skill acquisition involves the school system, among which is the Colleges of Education (Technical).

Colleges of Education (Technical) in Nigeria are institutions that provide specialized teacher education and training programmes with a focus on technical and vocational subjects (Iruonagbe et al., 2015; Oga&Okpaga, 2021). These colleges play a crucial role in preparing students for teaching positions in technical and vocational education at the primary and secondary school levels (Iruonagbe et al., 2015). The livewire of teaching and learning in the institutions are the lecturers. Lecturers play critical roles in the education system by delivering lectures, conducting seminars,practical and guiding students through their academic studies. Collectively, lecturers are typically experts in their respective fields, holding advanced degrees

(such as bachelor's, master's or doctoral degrees) and often engaging in research and scholarly activities (Kusters et al., 2023). In the context of this study, colleges of education lecturers in MTE include teaching staff and technologists who are specifically focused on preparing pre-service teachers who will teach technical and vocational subjects related to metalwork. These lecturers are responsible for imparting both theoretical knowledge and practical skills in metalwork technology to their students. The lecturers design and deliver lectures, organize hands-on training sessions with laboratory and workshop instructors, and assess student performance (Chukwuemeka et al, 2023). Thus, the job performance of MTE lecturers would be judged according to the responsibilities given to them.

Job performance is the measure of how effectively an individual fulfills their job responsibilities, particularly in an educational setting. For lecturers, job performance encompasses various dimensions, including teaching quality, research output, student engagement, administrative duties, and professional development (Okolocha et al., 2021). High job performance is essential for the success of educational institutions, especially in colleges of education where the primary goal is to train future teachers. However, challenges such as inadequate infrastructure, insufficient compensation, and flawed promotion systems often hinder lecturers' job performance, leading to a decline in the quality of education provided (Onoyase, 2017). Amidst the avalanche of issues affecting the job performance of lecturers, job status and years of experience are among the critical factors that intersect withjob performance (Xie et al., 2021).

Job status, which typically includes a lecturer's rank, position, and corresponding responsibilities, can significantly influence the level of job performance. Higher job status often comes with increased responsibilitiessuch as administrative duties and mentoring of junior staff. It also provides greater autonomy and resources, potentially enhancing job performance. Years of experience, on the other hand, can play a dual role. Experienced lecturers may develop high tolerance at work and maintain job performance despite challenges (Wahyudi, 2018). Consequently, extensive knowledge and skills can lead to higher job performance as the lecturers become more proficient at navigating the complexities of their roles. However, it has been observed that if experience is not accompanied by recognition or advancement in job status among lecturers, it results in feelings of frustration and dissatisfaction, particularly if the lecturers conclude that their contributions are undervalued.

Literature has records of studies on the relationship between stress, leadership roles etc. and the job performance of lecturers (Banerjee & Mehta, 2016; Deebom et al., 2020; Ilonze, 2024) .But, little is known on the relationship between job status, years of experience, and job performance of lecturers, especially among MTE lecturers in Colleges of Education. Thus, this study explored the link between job status, years of experience, and job performance among MTE lecturers in Colleges of Education (Technical), North Central Nigeria.

Statement of the Problem

In an ideal educational setting, job status, years of experience, and job performance should be closely aligned to ensure that lecturers in Metalwork Technology Education (MTE) are adequately recognized, motivated, and equipped to deliver high-quality teaching and training. Ideally, lecturers with more years of experience should advance in job status, receive appropriate rewards, and demonstrate high levels of job performance due to accumulated expertise, professional development, and institutional support. This alignment is crucial for maintaining effective teaching, student mentorship, and curriculum development, ultimately leading to well-trained graduates ready for the metalworking industry. Additionally, a structured and

transparent promotion system should be in place to ensure that job status progression corresponds with years of experience and that lecturers are incentivized to maintain high job performance.

However, current observations indicate a disconnect between job status, years of experience, and job performance among MTE lecturers in Colleges of Education (Technical) in North Central Nigeria. Many experienced lecturers remain in lower job positions despite their years of service, while promotions are often influenced by factors beyond experience and performance. This stagnation can lead to frustration, low morale, and diminished job satisfaction, ultimately affecting the quality of education delivered to students. Furthermore, inadequate infrastructure, heavy workloads, and limited professional development opportunities further contribute to reduced job performance, making it difficult for lecturers to meet the demands of technical education effectively.

This misalignment creates a significant gap in understanding the relationship between job status, years of experience, and job performance in MTE. While experience should ideally translate into career progression and enhanced performance, the reality appears to differ, suggesting the presence of structural inefficiencies, unclear promotion criteria, and job dissatisfaction. If left unaddressed, this gap could negatively impact lecturer motivation, retention, and student outcomes. Therefore, this study seeks to investigate the relationship between job status, years of experience, and job performance, providing insights into how these factors interact and proposing recommendations to improve career progression, job satisfaction, and overall educational effectiveness in Colleges of Education (Technical).

Research Questions and Hypotheses

The following research questions and hypotheses guided the study.

Research Questions

1. What is the relationship between job status and years of experience among metalwork technology education lecturers in Colleges of Education (Technical) in North Central Nigeria?
2. What is the relationship between job statusand job performance among metalwork technology education lecturers in Colleges of Education (Technical) in North Central Nigeria?
3. What is the relationship between years of experience and job performance among metalwork technology education lecturers in Colleges of Education (Technical) in North Central Nigeria?

Hypotheses

1. Job status does not significantly relate to years of experienceamong metalwork technology education lecturers in Colleges of Education (Technical) in North Central Nigeria.
2. Job status does not significantly relate to job performance among metalwork technology education lecturers in Colleges of Education (Technical) in North Central Nigeria.
3. Years of experience does not significantly relate to job performance among metalwork technology education lecturers in Colleges of Education (Technical) in North Central Nigeria.

Methodology

A correlational survey research design was used for the study. Correlational survey research establishes the relationship between variables in a population or across two populations of the same characteristics (Leedy&Omrod, 2010). This is appropriate because the study sought the relationship between job status, years of experience and job performanceamong lecturers. This study was carried out in North Central, Nigeria, covering six states, (Benue, Kogi, Kwara, Nasarawa, Niger and Plateau) and the Federal Capital Territory (FCT). Within the North Central States of Nigeria, there are 15

colleges of education (technical) owned by the federal and state governments, including Federal College of Education Pankshin, Plateau State; Federal College of Education Okene, Kogi State; Federal College of Education Kotangora, Niger State; College of Education Oju, Benue state; College of Education, Lafiagi, Kwara State; and Kogi State College of Education Kaba. Studying the lecturers in Colleges of Education (Technical) in North Central Nigeria is vital as the educators are of paramount importance to the development of metalwork technology in the region. It is also necessary to add to the existing literature data and details from the North Central.

The population for the study was 111 respondents. These respondents comprisedof all the 76 Lecturers and 35 Technologists of Metalwork Technology Education in the 15 Colleges of Education in North Central, Nigeria. No sampling was done as the population was of a manageable size. Data collection was done using a structured questionnaire. The questionnaire has two parts – Part I and II. Part I elicits the demographic variables of Job status and years of experience. Respondents were asked to check the box that best explained their stance. Part II measures the job performance of lecturers using the Lecturers' Job Performance Scale developed by the researcher. The scale has 20 items that ascertained lecturers' performance in terms of teaching effectiveness, research output, administrative inputs and professional development. Respondents were asked to indicate how often the statements describe how they feel using a 5-point Likert scale ranging from *VO (Very Often)* = 5 to *N (Never)* = 1.

The instrument underwent a face-validation process by three experts, from the Department of Industrial Technical Education, University of Nigeria, Nsukka.The experts' corrections, amendments, and suggestions in the instrument were properly integrated into the final version of the instrument used for data collection beginning with reliability testing. The reliability of the instrument was established using 22 Metalwork Technology Education lecturers from three colleges of education in North-West Nigeria. The institutions were not part of the schools understudied but are believed to have equal exposure and peculiarities as the MTE lecturers in the region of this study. Cronbach alpha was used to test for the reliability. The reliability test yielded an alpha coefficient of 0.82, which is judged acceptable. Data collection was by direct contact and immediate retrieval upon completion. Data analysis was based on the 107 valid copies of the instrument filled and returned, representing a 96% return rate.

The data collected were analyzed using bivariate correlation with a specific focus on Pearson Product Moment Correlation (PPMC), and Hierarchical multiple regression. The data analysis was conducted using the Statistical Package for Social Science (SPSS Version 26). The Pearson correlation coefficient (r) is frequently employed to quantify the linear relationship between two variables. In this scale, a value of 1 indicates a perfect positive correlation, 0 signifies no correlation, and -1 represents a perfect negative correlation. The positive or negative sign of the coefficient indicates the direction of the relationship. Thus, Pearson Product Moment Correlation was used to answer the research questions, and regression analysis was used to test the null hypotheses at a 0.05 level of significance.

Results

The results of the analysis are shown below:

Table 1: Mean, Standard Deviation, and Pearson Product Moment Correlation of Metalwork Technology Education Lecturers' Years of Experience, Job Status, and Job Performance

Variables		Mean	SD	1	2	3	Sig.
1	JStatus	1.35	.48	1			S
2	YOE	2.56	1.08	-.214*	1		
3	L_JP`	3.97	.39	-.056	.225*	1	

Key: YOE = Years of Experience; Jstatus = Job Status;L_JP = Job Performance; SD = Standard Deviation; N = Number of respondents; r_{ppmc}= Pearson product moment correlation coefficient; S = Significant; NS = Not Significant; *Correlation is significant at 0.01

Data in Table 1 present the mean, standard deviation, and Pearson Product Moment Correlation (r_{ppmc}) for three variables: Job Status (JStatus), Years of Experience (YOE), and Job Performance (L_JP) for Metalwork Technology Education lecturers. Aside from the *Mean*and *SD* of the variables, Table 1 shows a significant negative correlation (-.214) between Job Status and Years of Experience (YOE), indicating that as years of experience increase, the likelihood of holding a certain job status decreases. This correlation is significant at the 0.01 level. Also, the significant negative correlation between job status and years of experience could suggest that those with longer tenure might occupy lower hierarchical positions or that promotions do not necessarily follow from increased experience alone.

The result in Table 1 reveals that a positive correlation (.225) exists between Years of Experience and Job Performance (L_JP), which is also statistically significant at the 0.01 level, suggesting that more experienced lecturers tend to have higher job performance.The significant positive relationship between years of experience and job performance is intuitive; as lecturers gain more experience, they tend to perform better, likely due to accumulated knowledge and refined skills. Table 1 further shows that the correlation between Job Status and Job Performance is weak and not significant (-.056), meaning no substantial relationship was found between these variables.The lack of a significant correlation between job status and job performance could imply that promotions or job titles within this specific group may not be strongly tied to how well an individual performs, or that other factors influence job performance beyond what is captured by job status.These results provide valuable insight into how experience and job status relate to performance, particularly within the Metalwork Technology Education lecturers in Colleges of Education (Technical) in North Central Nigeria.

Table 2: Summary of Hierarchical Multiple Regression Analysis of the Relationships Among MTE Lecturers' Job Status, Years of Experience and Job Performance

Model	R	R Square	Adjusted R Square	R Square Change	β	Sig.
1	.056[a]	.003	-.006	.39075	-.008	.569
2	.225[b]	.051	.033	.38311	.224	.024

a. Predictors: (Constant), JStatus

b. Predictors: (Constant), JStatus, YOE

Table 2 shows the summarized result of the hypotheses, indicating that job status (JStatus) and Years of Experience (YOE) together explain 5.1% of the variance in job

performance ($R^2 = 0.051$), with a statistically significant ($p = 0.024$). This suggests that years of experience adds meaningful predictive value to the relationship between job status and job performance. Judging from the coefficients in Table 2, job status has a weak but and non-statistically significant negative relationship with job performance ($\beta = -0.008$, $p = 0.569$). Contrarily, years of experience exhibits a weak but statistically significant positive relationship ($\beta = 0.224$, $p = 0.024$), implying that better job performance is associated with more years of experience, despite the negative association with job status.

In conclusion, hypothesis 1 was not accepted as job status significantly relates to years of experience; but, hypothesis 2 was accepted because job status does not significantly relate to job performance. Furthermore, hypothesis 3 was rejected as years of experience significantly relate to job performance; among metalwork technology education lecturers in Colleges of Education (Technical) in North Central Nigeria.

Discussion

The findings from this study reveal several key insights into the relationships between job status, years of experience, and job performance among Metalwork Technology Education lecturers in Colleges of Education (Technical) in North Central Nigeria.

First, the negative correlation suggests an inverse relationship between the years of experience a lecturer has and their job status, meaning lecturers with more experience are less likely to hold higher or perhaps more desirable job statuses. This result is counterintuitive because those with more experience are often expected to occupy higher roles or leadership positions. There is a possibility of non-linear career progression (Raduan& Na, 2020) – where some institutions may have rigid career paths andjob promotions or status improvements are not directly linked to years of experience but are based on other factors like advanced degrees, research output, or administrative roles.Raduan and Na (2020) laments the lack of models that connect expertise to professional development among teachers. There is also a salient ideation of stagnation or plateauing(Agu et. al., 2023) - where more experienced lecturers may find themselves in positions where they have reached a career plateau, either due to a lack of available promotions or personal choices (e.g., not pursuing leadership roles). Again, the differences in job roles – teaching and practical conducting lecturers – maycause the occurrence found in this study. This is evident in cases where lecturers with extensive experience may prefer to remain in teaching or research roles rather than move into administrative or higher-status positions. These suggestions may offer insight as to why job status does not necessarily increase with experience.

Secondly, a positive and statistically significant relationship between years of experience and job performance suggests that, as lecturers gain more experience, their performance improves. This aligns with traditional expectations that more experienced educators have refined their teaching methodologies, developed a deeper understanding of the curriculum, and accumulated practical skills that enhance job performance. Corroborating with the findings from Ishola et al., (2018), the presence of accumulated knowledge and skills supports the argument that with more experience, lecturers likely accumulate valuable teaching techniques, content knowledge, and problem-solving abilities that improve their overall effectiveness in the classroom or administrative duties. There is also confidence and professional growth – where experienced lecturers may also demonstrate greater confidence in their roles (Rushina&Kameneva, 2019), which can contribute to better job performance, especially in managing students' learning outcomes and administrative responsibilities. Moreover, as lecturers progress through their careers, they may build stronger professional networks, allowing for the exchange of ideas and resources that can enhance performance.

Thirdly, the findings of the study showed there is no significant correlation between job status and job performance. The absence of a significant correlation between job status and job performance implies that lecturers' performance levels are not strongly related to their formal job titles or status. In other words, higher job status does not necessarily equate to better job performance, and those in lower-status positions may still perform at a high level. It has been noticed that job status is not always tied to performance(Anyango et al., 2020). In some educational systems, job status may be more closely linked to administrative duties or tenure rather than direct measures of teaching effectiveness or other performance indicators.Performance could be influenced by factors beyond job status, such as personal motivation, departmental culture, access to resources, or professional development opportunities (Onoyase, 2017). Lecturers in lower-status roles might still excel due to their expertise, passion for teaching, or commitment to their students. Yet another possibility is that some high-performing lecturers may be underutilized in their current roles and are not necessarily in positions that reflect their performance level. This could indicate a misalignment between talent and job roles.

Implications and Suggestions

The findings provide important considerations for educational institutions, particularly in the following areas:

1. This finding suggests that institutions may need to examine their career advancement pathways to ensure that years of experience are valued and rewarded in a meaningful way. It may also be beneficial to investigate whether experienced lecturers are satisfied with their roles or if they are facing barriers to upward mobility. The inverse relationship between years of experience and job status highlights the need for more transparent and fair promotion policies. Lecturers should have a clear understanding of how they can advance in their careers, with experience playing an appropriate role.
2. This finding reinforces the importance of retaining experienced staff, as their contributions likely enhance the overall quality of education and student outcomes. Institutions may benefit from providing ongoing professional development to ensure that experienced lecturers continue to refine their skills and remain engaged in their roles. While job performance improves with experience, it's essential to maintain an environment where performance is nurtured through mentorship, training, and access to resources. Encouraging continuous professional development for experienced lecturers will likely have a positive impact on overall educational quality.
3. Institutions may need to consider revisiting their criteria for promotions or job status assignments. If performance is not a major factor in determining job status, then this could signal a need for better alignment between performance metrics and job role advancement. Additionally, recognizing and rewarding high-performing individuals at all job status levels may help to retain top talent.

Conclusion

In summary, the study provides valuable insights into the relationships between job status, experience, and performance. It challenges common assumptions, such as the idea that more experience always leads to higher status or that job status reflects performance. The findings encourage educational institutions to reevaluate how they assign job roles, reward performance, and promote career progression, ensuring that the expertise and

contributions of all lecturers are appropriately recognized and utilized.

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