

An Analysis of Job Performance Among Academic Staff of Federal Polytechnic Offa, Kwara State

Sikirat Abiodun Raji

Department of Educational Foundations, Federal College of Education, Zaria, Nigeria

Doi:10.5901/mjss.2012.v3n13p67

Abstract

This paper conducted a study on Assessment of Job Performance among academic staff of Federal Polytechnic Offa, Kwara State. Two research questions and hypotheses each were formulated for this study involving a random sample of two hundred (200) respondents' from a total population of five hundred and seventy-three (573). Structured questionnaire was the research instrument employed for data collection. It was however, analyzed using Pearson product moment co-efficient of correlation (PPMC) statistical procedure. The study reveals a number of findings among which were; condition of service are essential to effective job performance and it also recommended that management boards should review condition of service of academic staff favourably with enabling working situations.

Keywords: Assessment , Job Performance, Academic staff ,Federal and Kwara State

Introduction

Teachers are the hub of any educational system. The school plant, cash, working tools, well designed curriculum and good leadership are all essentials but the most crucial element is the rate the teachers' are charged with the task of effecting desirable changes in the learners as potential future leaders of this country. FRN (2004) asserted that no educational system may rise above the quality of its teachers. The quality of school productivity will be meaningless if attitude of academic staff in this institution is neglected.

Productivity could be enhanced when academic staff feels gratified to see their students' progress academically in their studies. The Federal Government of Nigeria had invested huge amount of its budgeting allocation on capital and recurrent expenditure to this educational institutions aimed at creating a conducive teaching and learning atmosphere both for teachers' and students' respectively. In spite of this, such revenues cannot cope with the enormous challenges leading to inadequate school plant facilities and poor conduct of research among other responsibilities.

Job performance as defined by (Steers, 1999) is an act or process of getting the work or task done by an individual as demanded by an organization. School heads in the various institutions performed their duties differently. Their performance is determined by the circumstances they find themselves. It is possible to see schools' where teachers' enjoyed friendly relations with one another and with the school head as well. It is also possible to find a situation where the school head had established good staff - student relations. In other schools, where the head is highly directive and not sensitive to the views of teachers' or students, the atmosphere might be unfriendly and uncooperative (Maina, 2003)

The reviewed literatures on the key variables of job performance aimed at assessing the academic pursuit of the students. The theoretical framework dealt with the origin of human relations and behavioural science theories. In defining the concept, Steers (1999) viewed Job satisfaction has a conduct-pipe to job performance in either formal or informal organization. Employee turn-over, motivation, organization size and job enrichment are likely factors that can marred the success or otherwise of the performance of an organization. It is worthy of note that job performance amongst the academic staff could be ascertained through students' academic records, accessibility and usability of teaching materials, working conditions and conditions of service. Civil service rules governed the conduct of both academic and non-academic staff of either State or Federal civil service. It is not however different except in terms of financial benefits in some areas (Federal Civil Service Manual. 1987). Timothy (1991) was of the opinion that academic staff that are at the centre-stage in this case need to have a conducive classroom environment, cordial teacher-students relation and apply suitable teaching methods if truly improved academic performances-are being targeted at. According to Safurat (1987) as cited in Akpan (2003), Lecturers' desire more time, more interaction with their colleagues, better professional development opportunities, improved support services, better students, improved media and instructional materials in order to enhance job performance.

Statement of the Problem

The alarming rate of students' failure in Federal Polytechnic, Offa, Kwara State is becoming worrisome to all stakeholders. Regrettably, academic staff is being pointed accusing fingers on. This is because highly productive job performances by this group are sine-qua non to satisfying academic performance of the students. It appears other problems included are industrial action, absenteeism, lack of commitment from lecturers and students alike, poor working conditions, occupational mobility among a number of other factors.

Purpose of the Study

The main objectives of this study were to:

1. Find out if there exists any significant relationship between students' academic performance and job performance of their lecturers.
2. Identify how leadership styles of departmental heads promote effective job performance of lecturers in Federal Polytechnic, Offa.

Significance of the Study

This research becomes necessary as the outcomes could be a guide to the school planners and administrators to be able to identify the extent of the Job Performance among academic staff. The findings of this study would help to guide the policy makers and educational managers those things that need to be put in place to make teaching and learning attractive.

Research Questions

The following questions were formulated to guide the study.

1. To what extent does students' academic performance encourage job performance of their lecturers' in Federal Polytechnic Offa, Kwara State?
2. To what extent does leadership style influence job performance among lecturers' and departmental heads' in Federal Polytechnic Offa, Kwara State?

Research Hypotheses

The study formulated the following null-hypotheses:

Ho₁: There is no significant relationship between students' academic performance and job performance of lecturers.

Ho₂: There is no significant relationship between the type of leadership styles of management and lecturers' job performance.

Research Methodology

The study centered on academic staff of Federal Polytechnic, Offa, Kwara State with a total population put at Five Hundred and Seventy-Three (573) cut across six schools. These are Engineering, General Studies, Environmental Studies, Business and Management Studies, Communication and Information technology and finally Applied Science and Technology. Sample of 200 respondents were randomly selected using a descriptive survey type. A structured questionnaire tagged 'Academic staff job performance questionnaire' (ASJPQ) was employed in line with modified Likert 5-point rating scale. The data was analyzed using Pearson Product Moment Coefficient of correlation (PPMC) at 0.05 level of significance. The use of research assistants was further employed in the administration of research instruments. The table1 provides tabular discussion of sampled respondents according to schools.

Table1: Sample for the study

S/N	School	Sample No. of Males	Sampled No. of Females	Total Sampled
1.	Applied Science and Technology	42	21	63
2.	Business and Management Studies	22	07	27
3.	Communication and Information technology	10	09	19
4.	Engineering technology	17	05	22
5.	General Studies	11	19	320
	Total	129	61	200

Instrument for Data Collection

The instrument used for data collection was academic staff job performance questionnaire (ASJPQ). The instrument was divided into two sections. Sections A and B using the Likert-type five point rating, scales as Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD) and Undecided

(U). Section A was to elicit information on respondents' bio-data and section B contained respondents' opinion of students' performance, leadership style and job performance.

Results

Research Question 1: To what extent does students' academic performance enhance job performance of lecturers in Federal Polytechnic, Offa.

Table 2: Opinion of Academic Staff on the Students' Academic and Job Performance.

Item S/N Statements		Responses							
		Agreed		Undecided		Disagreed		Total	
		F	%	F	%	F	%	F	%
1.	Academic achievement of students in my class during examination provides satisfaction to the job.	135	77.6	13	7.5	26	14.9	174	100
2.	Supply of teaching and learning equipment to my school encourages lecturers' to engage students in practical.	114	66.7	26	15.2	31	18.1	171	100
3.	Lecturers feel satisfied when students' comprehend what they have learnt in class.	78	44.6	15	8.5	82	46.9	175	100
4.	Students who indulge in examination malpractice put the lecturer in bad light.	114	65.5	36	20.7	24	13.8	174	100
5.	Promotions are guaranteed when students excel in their semester examination.	76	43.9	35	20.3	62	35.8	173	100

From table 2, 77.6% of the responses' agreed that academic achievement of students in classes provides satisfaction to the job while only 13.8 % disagreed that students who indulge in examination malpractice put the lecture in bad light.

Research Question 2: To what extent does leadership style influence job performance among lecturers' and departmental heads in Federal Polytechnic, Offa Kwara State.

Table 3: Opinion of Academic Staff on Leadership Style of Departmental Heads Job Performance

Item S/N Statements		Responses							
		Agreed		Undecided		Disagreed		Total	
		F	%	F	%	F	%	F	%
1.	The head of my department is autocratic and rigid in decision making.	99	57.2	30	17.3	44	25.5	173	100

2.	The freewill to operate and initiate policies is a welcome development outside my department.	117	66.9	33	18.8	25	14.3	175	100
3.	My boss in the department intimate the staff in line with what is expected of them as set out in this plan.	104	62.3	14	8.4	49	29.3	167	100
4.	Staffers in my department are accorded the same recognition and respect to work and in productivity.	103	60.6	21	12.4	46	27.0	170	100
5.	My head of department places high premium on his/her subordinates as his network.	132	76.7	22	12.8	18	10.5	172	100
6.	Human relations between the staff and boss are cordial and ultimate to educational goals.	67	38.9	29	16.9	76	44.2	172	100

From table 3 , 76.7% of the responses' agreed that their head of departments places high premium on their subordinates while only 38.9 % agreed that human relations between the staff and boss are cordial and ultimate to educational goals.

Hypotheses Testing

Ho₁: There is no significant relationship between students' academic performance of students' and lecturer's job motivation in Federal Polytechnic Offa, Kwara State.

Table 4: Correlation on Students Academic Performance and Job Performance of Lecturers. (N197)

Variable	x	d	r	d	p
Students academic	18.6023	.57	.490	76	.000
Job performance	17.5000	.48			

T-Critical=1.96

P<0.05

With the observed r-value of 0.490 which is lower than the critical value of 1.90 and observed significant level (P) of 0.000 is lower, than the accepted level of 0.05 (P<0.05). The hypothesis is therefore rejected because there is significant correlation between academic performance of students' and job motivation of lecturers.

Ho₂: There is no significant relationship between the leadership style of departmental heads and job performance of lecturers.

Table 5: Correlation between Leadership Style of Departmental Heads' and Job Performance of Lecturers'. (N =197).

Variable	x	sd	r	d	p
Leadership style	17.89	.44	0.464	71	.000
Job performance	17.50	.48			

T-Critical=1.96

P<0.05

From the above, the observed r-value of 0.464 which is lower than the critical value of 1.96 and observed significant level (P) of 0.000 is higher than the accepted level of 0.05 ($P > 0.05$). The null hypothesis is hereby rejected since there exist significant correlation between the leadership style of departmental heads and job performance of lecturers.

Discussions

It is evident from table 1 above that available statistics showed increase in the number of respondents' to the variables, as this is likely to enhance high academic achievement of the students'. Sunda, (1994) argue in support of this assertion that job performance is the product of improved staff motivation. The null hypothesis 4 analyzed in the study also gave a strong backings to the outcome of research question analyzed above.

From the table 3, the analysis of this research question agreed that management leadership style could better result to improved job performance if not too rigid but targeted at achieving a purposeful goal.

Conclusion

The study has shown a positive and significant relationship between students' academic performance and job performance of lecturers. In addition, it can be concluded that correlation exist between leadership style among lecturers in the study area.

Recommendations

Based on the findings, the following recommendations are made.

1. That adequate provision of teaching materials is essential for teaching and research. Any factors such as poor record keeping and bureaucratic process involved in disbursement of funds allocated that will slow down the provisions of these items should be promptly addressed.
2. Management should work with the, relevant labour bodies in the institution to appraise working conditions internally and see how such can help increase student's academic achievement.
3. Preferred leadership style of the various levels of the institutions' authorities in relation to job performance of the lecturers should be investigated.

References

- Afolabi M. (1993). *Introduction to Research for writing proposals, projects and Thesis*, Zaria Alpha Publishers.
- Aluwong, S.W. (1984). Teacher Job Satisfaction and Dissatisfaction: A Survey Report in *The Journal of Teacher Education*, NCCE, Vol. 3, No. 1-2, p. 51-56.
- Anne, A. (1968). *Context of Psychological Testing*: New York, Macmillan Publishers Coy.
- Aziz, A.A: Ahmad S.H; Bakar F.A, & Rodwell S. (1991). *Improving the Quality of Education*. A Case Study of Curriculum Innovation in Malaysia, London, Marborough House.
- Balogun, A (2001). "The Effects of Secondary School Teachers' Job Satisfaction on the Students Academic Achievement in Kogi State of Nigeria". An unpublished M.ED These, Ahmadu Bello University, Zaria.
- Federal Republic of Nigeria, (2004). The National Policy on Education. Lagos: NERDC Press.
- Safurat S.A. (1987). "Causes and Correlations of Job Satisfaction among Business Teachers in Tertiary Institutions in Nigeria". An unpublished P.hd Thesis, Ahmadu Bello University, Zaria.
- Steers, R.M. (1999). *Introduction to Organizational Behaviour*, New York, Harper Collins.
- Belasco, J.A & Aluto J.A (1972). Decisional "Participation and Teacher Satisfaction" *Educational Administration Quarterly*, 8 pp 44-58.
- Bolorunduro O.M. (1998). "Laboratory facilities and Students' Performance in Chemistry: A Study of Selected Schools in Oranmiyan Local Government Area, Osun State in Zaria Journal of Educational Studies, F.C.E, Zaria, Vol.2, p.33-35.
- Brayfield, A. H. & Crockett W.H. (1980). "Employee Attitudes and Employee Performance", *Psychological Bulletin*, 52, pp 396-424.
- Bretts, P.W. (1986). *Office Management*, London, House and Stoughton Blake, R.R. and Mouton, J.S. (1964). *The Managerial Grid*, Texas, Prentice – Hall.
- Denga, J.D.J. (1986). Examination Cheating Behaviour Among Nigerian Secondary School Youth: Implications for Counseling in Education and Development NERC, July, Vol.3(2) p.204-208.
- Eyre, E.C. (1989). *Office Administration*, London, Macmillan Education Limited.
- Eze, T.S. & Ezeani, P.M. "Examination Malpractice: Implication for Teacher Education", NCCE Proceedings of the National Conference of NCE Teachers Educators in Nigeria, at Kano; p.20-21.
- Farrant, J.S. (1980). *Principles and Practice of Education*, England, Longman Group, UK
- Fafunwa, B. (1996). June, 29 Brain Drain in Tertiary Institutions. *Weekend Vanguard*.
- Fwangle, S.M. (1977). "Major Reasons for Examination Malpractices Among College Students with Particular Reference to College of Education Gindiri" in *Journal of Education*, Federal College of Education, Pankshin, P.115-118.
- Halpin, A.W. (1966). *The Leader Behaviour of School Superintendents*, Ohio, McGraw-Hill.
- Herzberg, F. (1966). *Work and the Nature of Man*: Washington, World
- Herzberg, F; Mausner B; & Synderman, B, (1959). in Vroom V.H. and Deci, E.L ed (1970). *Management and Motivation*, London, Penguin.
- Hoy, W.K. & Miskel, C.G. (1982): *Education Administration, Theory, Research and Practice*, New York Random House.
- Hodgetts, R.M. (1990). *Facet and Overall Satisfaction at Work*, Chicago, The Dryden Press.
- Igunnu, A.A. (1977). "Resource Allocation at the Institutional Level for Teaching and Research Functions in Nigeria, in Zaria Journal of Education Studies, FCE, Zaria, Vol.2. No.1 p.44-47.
- Jiboyewa, D.A. (1977). "School Climate and Academic Achievements in Selected Secondary Schools in Bauchi State" in *Dougirel Journal of Education*, Vol. 1, p.54.
- Koontz et al. (1980). *Management Japan*, McGraw-Hill
- March J.G. & Simon H.A. (1980). *Organizations*, New York, Wiley.
- Nworgu B.G (1991). *Educational Research*: Owerri Wisdom Publisher Limited.
- Okorie, N.C. (1992). Reactions to Herzberg's Motivator-Hygiene Factors. A Study of Teachers Work Values; in *The Nigerian Teacher Today*; A Journal of Teacher Education, Kaduna, NCCE, Vol.2, p. 103-113.
- Owens, R.G. (1970). *Organizational Behaviour in Schools*, New Jersey: Prentice Hall.
- Ozigi, A. (1981). *Education in Northern Nigeria*; London, Goerge and Unwin Ltd.

- Peretomode, V.F; (1991). Educational Administration, Lagos, Joja Press Ltd.
- Salawu, A.S. (1987). "Causes and Correlations of Job Satisfaction among Business Education Teachers in Tertiary Institutions in Nigeria". An Unpublished M.Ed Thesis, Ahmadu Bello University, Zaria.
- Sergionvanni T. (1967). "Factors which Affect Satisfaction and Dissatisfaction of Teachers". *Journal of Education Administration* Vol.5, p.66-67.
- Tanimu, I. (1992). "Policy Implementation in the Educational System": A Case Study of Textbook Policy in Kaduna State: School of Education Seminar Presentation, FCE Zaria.
- Vroom V.H. & Deci E.L (ed) (1970). *Management and Motivation*: London, Penguin.
- Vroom V.H (1990). "Industrial Social Psychology" in G. Lindzey and E. Aronson (ed), *The Handbook of Social Psychology*, Vol. 5 p.10, London, Addison-Wesley.