

Management Technique and Academic Staff Job Performance in Federal Colleges of Education (Special), Oyo, Oyo State

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Abstract

This study investigated management techniques as determinants of academic staff job performance in Federal College of Education (Special), Oyo, Oyo State. Two hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study was made up of 501 academic Staff of Federal College of Education (Special), Oyo. Purposive sampling techniques were used to select 300 academic staff of the sampled institution. The instrument used for data collection was a self-structured questionnaire developed by the researcher titled “Management Techniques and Staff Job Performance Questionnaire (MTSJPO)”. Data were analyzed using Pearson product moment correlation (PPMC) for the two hypotheses formulated and tested at 0.05 level of significance. The study revealed that there was a low ($r = 0.195$ ($p < 0.05$)) positive relationship between training and workshop and academic staff job performance. Moreover, there exit a positive ($r = .200$ ($p < 0.05$)) significant relationship between physical facilities and academic staff job performance in federal college of education (Special), Oyo. Based on the findings of the study, it was recommended among others that management in colleges of education should provide adequate training capacity development programmes such as seminars, workshops, conferences for staff to enhance and provide physical facilities to facilitate academic staff job performance.

Key words: *Management Techniques, Academic Staff Job Performance, Capacity Development Programmes, Physical Facilities*

Introduction

Education has been recognized as powerful tool for the sound economic, social, political, and technological development of any nation, and quality education has conventionally been associated with strong teachers having a high degree of direct contact with learners. Education is paramount, particularly in a developing country like Nigeria and has increased because of the need to catch up with the advanced world in several areas, particularly in global competitiveness and best practices. In recognition of the importance of education, the Nigerian government has established a school system of different levels, ranging from primary to tertiary institutions, each with its aims and objectives. Each level of education has specific objectives that are expected to be achieved by it. All human agencies, especially those engaged in human capital development like colleges of education depend on the quality of employees employed by the institution. Ndok (2013), submit that the human resources of any organization (college of education) are considered as a strategic means of achieving the set goals and objectives of such organizations. The achievement of these objectives however depends largely on staff job performance. One could assert that it is how well staff is carrying out their assigned duties and responsibilities that such educational institutions are able to achieve the set aims and objectives. The importance of staff job performance in achieving the set goals and objective cannot be underestimated. Ndok (2013), further stresses that staff needs to be well catered for such that they would be able to carry out their assigned duties and responsibilities effectively and efficiently. Staff job performance according to Bimbo (2012) is goal achievement. It could also be defined as the ability to combine right behaviour skillfully towards the achievement of college goals and objectives (Olademeji, 2012). Staff job performance could also be viewed as the ability of staff (colleges of education) to carry out their assigned roles or functions in order to achieve the objectives of the organization. Captivating a cue from Ndok (2013), one could possibly say that the way or manner administrator in the colleges utilizes the management techniques at their disposal would make staff job performance in their institutions. Academic staff job performance which is mainly teaching and research, counselling, community development and supervision of students depend largely on how the provost are applying the right techniques in handling the staff for optimal performance. It is pertinent to mention that academic staff of College of Education would only be able to carry out these duties when the requirements for their job performance such as training, infrastructure, and recruitment of the right personnel, partnership with the private sector, staff discipline and a good leadership are put in place.

Additionally, it is crucial to mention that managements' ability to manipulate the use of management strategies to fulfill the goals for which colleges of education were founded is linked to the accomplishment of the goals that led to the establishment of the College of Education. According to the National Policy on Education (2013), the goals of teacher education at the college of education are to:

1. Create incredibly driven, diligent, and effective educators for all educational levels;
2. Promote the spirit of inquiry and creativity even more
3. Assist educators in assimilating into the community and society at large and strengthen their dedication to national objectives.
4. Give educators the professional and intellectual grounding necessary for their jobs and to help them adjust to changing circumstances; and

5. Strengthen educators' dedication to the teaching profession.

Given the lofty goals of the College of Education, it is important to emphasize that provosts, who serve as these institutions' heads, cannot let things happen by chance. It is necessary to use well-planned techniques in order to accomplish these goals. Additionally, the approach appears to be the management strategies that are employed to influence the job performance of these Colleges of Education's staffs.

In essence, techniques are ways of doing things or ways of completing a task, and they are crucial in all areas of human endeavour. According to Okon (2013), management techniques are the different approaches, instruments, and plans that managers use to address management-related issues. In order to achieve the organizational objectives, top management officers of organizations carefully design long-term planning, which Atu (2012) maintains simply refers to as management techniques. In a similar vein, Akpan (2013) states that management of organizations map out modalities that motivate or strengthen staff for improved performance. These findings assert that management techniques are adopted by organizations periodically depending on the task at hand which such organization intends to accomplish or other prevalent factors.

Management strategies that appear to have a major influence on improving staff job performance include capacity building initiatives and the supply of necessary physical facilities. Therefore, in order to achieve the goals and objectives that have been stated, these administrators must consciously and methodically develop and implement these strategies up to the end. These strategies can involve staff capacity development programmes and the provision of infrastructure.

Capacity building denotes initiatives aimed at enhancing staff skills, expertise and productivity levels through continuous training and development. Capacity building programme is imperative for sustaining service excellence and achieving strategic objectives. Capacity development is much more than supporting training programmes and the use of national expertise, these are necessary and on the rise, but it must include response and support strategies for accountable leadership, investments in long-term education and learning, strengthened public systems and voice mechanisms between citizen and state and institutional reform that ensures a responsive public and private sector that manages and delivers services to those who need them most.

Staff capacity development programmes encompass various strategies that encourage all types of personnel within an organization, including educational institutions, to enhance their skills and become more effective in their roles. As noted by Obioma (2012), staff development represents an effort by the organization to assist employees in gaining essential skills necessary for the efficient execution of their assigned duties. Additionally, Akurama (2013) points out that staff development involves activities that prepare employees to take on extra responsibilities and advance to significant positions within the organizational structure. This process aims to enhance job comprehension and foster aspirations for career advancement. This implies that staff of Colleges of Education could only reach the greatest of the performance of their jobs if they are adequately trained and retrained in their various tasks in the institutions. For the purpose of this study training and workshop are academic staff capacity development programmes. Staff development programmes are the various means by which all categories of staff are encouraged to improve their capabilities and be more effective in their job performances.

In Nigerian Colleges of Education, opportunities for staff development are provided mainly through short training courses such as conferences, seminars and workshops. Staff training and workshop is a programme that is designed to equip employees with the knowledge and skills that they need to perform their jobs and improve their performance. It often occurs when new staff joins an organization (also known as the onboarding process) but can also be part of a commitment to ongoing training and development that many organizations offer their employees. Staff training and workshop is a programme implemented by a manager or person of authority to provide specific staff members with the necessary skills and knowledge for their current role. It's often compulsory for some level of training to be offered to new members of staff as you prepare them for their role (Ogunode, Kasimu & Sambo, 2023).

According to Ogunode, Edinoh, Olatunde-Aiyedun, (2023), the objectives of school training and workshop include: to erupts teachers and school administrators with intellectual knowledge, manual skills and problem solving skills. Generally, training and workshop is meant to improve staff professional skills and knowledge. Training and workshop enables staff to gain the knowledge required to perform their duties while contributing to organizational development. These training and workshop programmes are designed to help staff learn different skill sets to perform their daily tasks efficiently, improve overall performance, develop efficiency in their job, and avoid violations of laws and regulations. Staff development programmes therefore seems to be a significant determinant of staff job performance therefore trained staff need adequate facilities to function efficiently.

The provisions of physical facilities are management strategy that can be considered as a factor influencing staff job performance. As noted by Agbe (2016), the state of facilities within a learning environment impacts both academic staff performance and student outcomes. Ayodele (2010) indicates that there is a positive correlation between the availability of facilities and the job performance of academic staff. There is substantial evidence that a lack of physical facilities, especially in terms of buildings, has resulted in an ineffective learning environment in Nigerian colleges of education (Tuma, 2013). Likewise, Chama (2013) argues that school facilities are the most significant factors affecting the academic staff job performance and the academic success of students in colleges of education.

Physical facilities such as classrooms, laboratories, workshops, libraries, office accommodation and recreational facilities are very germane for effectiveness to be achieved on the part of academic staff of Nigerian tertiary institutions (Asiyai, 2016). Material resources include current books and journals in the library, stationeries, computers, internet facilities, laboratory apparatus, and furniture among others. The state of these resources has direct influence on academic staff job performance (Emenike, 2013). The physical facilities seem to be deplorable in many Nigerian tertiary institutions such that no meaningful work can be done by academic staff in the system (Sule-Kano, 2017). Olaniyan (1997) shared the view that availability and functionality of physical, material, human resources and social amenities are prerequisite for effective job performance on the part of academic staff in colleges of education. This suggests that the management strategies employed by provosts play a vital role in improving staff job performance. In light of this, the present study aims to examine how provosts' management technique determines academic staff job performance in federal College of Education (Special), Oyo, Oyo State.

Statement of the Problem

In recent years, staff job performance has been a great concern to stake holders in education in Nigeria. Government, non-governmental organizations (NGOs), parents and examination bodies have expressed concern on the deteriorating academic performance of students probably due to a decline in the performance of staff. These stakeholders have expressed their dismay with the quality of teaching and learning that take place in the schools in spite of improved academic and professional qualifications of employees. The issues here are that staffs of federal College of Education(Special),Oyo, appear not to be living up to their expectations in the performance of their duties or the provosts are not applying the right techniques in managing the staff for optimal job performance. Stakeholders are still worried on whether provosts are actually effective in managing these Colleges of Education despite efforts made by the government to improve the system by training and retraining of provosts building of structure, networking provost offices to the world, Colleges is Education seem to have failed to produce people according to the expected standards. The achievement of set goals and objectives of institutions of learning such as Colleges of Education depends on a number of factors or ways. One of such ways seems to be the management techniques employed by the provosts. The rightful application of these management techniques appears to have a positive impact on staff acquisition of new knowledge and skills for optimal job performance. Physical facilities make staff comfortable to carry out their assigned responsibilities. The accurate application of these management techniques seems to be the key that opens the door to success in the Colleges of Education. The public outcry of staff of Colleges of Education on their work life seems to connote that all is not well. It appears that the provosts are not applying these management techniques as expected. This could be seen in the decline of staff job performance in the College of Education. The abysmal performance of staff is manifested in poor result of students, missing of examination scores, indiscipline among students and poor students out put on the field of work. Missing files, truancy, distorted information and effectiveness in execution of tasks have become prominent in the system. It is against this background that the researcher wanted to find out if management techniques such as staff capacity programme (training and workshop) and Infrastructure(physical facilities) as determinants of academic staff job performance in federal Colleges of Education (special), Oyo.

Purpose of the Study

The aim of this study was to investigate provosts' management techniques as determinants of academic staff job performance in Federal Colleges of Education (Special), Oyo , Nigeria. Specifically, the study sought to:

1. Examine the influence of training and workshop on academic staff job performance in Federal College of Education (Special), Oyo.
2. Determine the influence of physical facilities on academic staff job performance in Federal Colleges of Education (Special), Oyo.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Training and workshop do not have any relationship with academic staff job performance in Federal Colleges of Education (Special), Oyo.
2. There is no significant relationship between Physical facilities and academic staff job performance in Federal Colleges of Education (Special), Oyo.

Research Methodology

This study adopted descriptive survey research design. The population of the study was made up of 501 academic staff of Federal College of Education (Special), Oyo. The study sampled 300 respondents which were purposively selected. The instrument used for data collection was a self-structured questionnaire developed by the researcher titled “Provosts’ Management Techniques and Staff Job Performance Questionnaire (PMTSJ PQ)”. The questionnaire was structured into two sections A and B. The instrument was subjected to face and content validity by three experts in the Department of Educational Management. A test-retest method was used to determine the reliability of the instrument. Its reliability was ascertained in a pilot study carried out in a College of Education other than the sampled schools in the main study using Cronbach's Alpha that yielded 0.72, indicating that the instrument was reliable for data collection. Three hundred copies of the instrument were administered to the respondents by the researcher with the aid of research assistant who was chosen in the college. The respondents were given just one day to respond to the items, after which the researcher retrieved all completed copies of the questionnaire. All the copies of the questionnaire retrieved were used for data analysis. The information gathered from the field was collated and analyzed using Pearson's Product Moment Correlation (PPMC) to analyse hypotheses formulated at 0.05 level of significance.

Results

H₀₁: There is no significant relationship between Training and workshop and academic staff job performance in Federal College of Education (Special), Oyo.

Table1: Relationship between Training and workshop and academic staff job performance Correlations

		Training and workshop	academic staff job performance
Training and workshop	Pearson Correlation	1	.195**
	Sig. (2-tailed)		.000
	N	300	300
academic staff job performance	Pearson Correlation	.195**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.05 level (2-tailed).

The p value of 0.000 is significant at 0.05 level of significance with r value of 0.195 (p<0.05). This showed a low positive relationship between training and workshop and academic staff job performance. The null hypothesis is therefore rejected while the alternative hypothesis is accepted. The conclusion is that there is significant relationship between training and workshop and academic staff job performance in Federal College of Education (Special), Oyo, Oyo state

H₀₂: There is no significant relationship between physical facilities and academic staff job performance in Federal Colleges of Education (Special), Oyo

Table 2: Relationship between Physical facilities and academic staff job performance

		Correlations	
		Physical facilities	Academic staff job performance
Physical facilities	Pearson Correlation	1	.200
	Sig. (2-tailed)		.000
	N	300	300
Academic staff job performance	Pearson Correlation	.200	1
	Sig. (2-tailed)	.000	
	N	300	322

** . Correlation is significant at the 0.05 level (2-tailed).

The p value of .000 is significant at 0.05 level of significance with r value of .200 ($p < 0.05$). This showed a positive relationship between physical facilities and academic staff job performance. The null hypothesis is therefore rejected while the alternative hypothesis is accepted. The conclusion is that there is significant relationship between Physical facilities and academic staff job performance in Federal College of Education (Special), Oyo, Oyo State.

Discussion of Findings

The result from hypothesis one shows that p value of 0.000 is significant at 0.05 level of significance with r value of 0.195 ($p < 0.05$). This showed a low positive relationship between training and workshop and academic staff job performance. This result indicated that there is significant relationship between training and workshop and academic staff job performance in Federal College of Education (Special), Oyo, Oyo state. This result is corroborated with Ogunode, et al.(2023), they maintained that training and workshop programme are very critical for academic staff job performance in tertiary institutions and that lecturers training and workshop are programme that equips lecturers with techniques and modern pedagogy strategies that helps them to better connect with, manage, and teach their students in a manner which ensures that all students are learning and benefitting.

The result from hypothesis two revealed that p value of .000 is significant at 0.05 level of significance with r value of .200 ($p < 0.05$). This showed a positive relationship between Physical facilities and academic staff job performance. The null hypothesis is therefore rejected while the alternative hypothesis is accepted. This finding is in line with the findings of Ayodele (2010) who asserted that there is a positive correlation between the availability of facilities and the job performance of academic staff. Also Tuma(2013) mentioned that, inadequate physical facilities, especially in terms of buildings, has resulted in an ineffective learning environment in Nigerian colleges of education.

Conclusion

Based on the findings of the study, it was conclude that management techniques such as capacity development programmes in terms of training and workshop and physical facilities are

significant influence on academic staff job performance in federal college of education (Special), Oyo, Oyo state. The success of any educational institution depends on the management techniques employed by the management. When good techniques are employed in the management of institutions, staff of such institutions put in their best. Management techniques provide the basic tenants that lead to the achievement of the educational aims and objectives. Management techniques also stimulate and reinforce staff for higher performance.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The college management should ensure that adequate and available physical facilities need to be provided for students and lecturers so that the set goal of the college could be attained.
2. Academic staff should endeavour to improve on their level of job performance doing so would also have good impact on students 'academic performance.
3. At the Managerial level in Colleges of Education adequate training capacity development programmes such as seminars, workshops, conferences to enhance job performance should be provided to the staff. This would provide staff with new knowledge in performing their job and update their skills
4. Federal government and Tertiary Education Trust Fund (TETFund) should equip the colleges with physical facilities such as staff offices, laboratories tables, office chairs, and library facilities such as journals, textbooks and index. These facilities would serve as resource centers for staff to enhance and facilitate their job performance.

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