

PROVOSTS' MANAGEMENT TECHNIQUES AS DETERMINANTS OF STAFF JOB PERFORMANCE IN PUBLIC COLLEGES OF EDUCATION IN CROSS RIVER STATE, NIGERIA

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Abstract

This study investigated provosts' management techniques as determinants of staff job performance in Public Colleges of Education in Cross River State, Nigeria. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey research design. The population was made up of 2,142 staff (906 academic staff and 1,236 Non-academic Staff) from two colleges of education in Cross Rivers State. The sample size was 294 respondents representing 14% of 2,142 staff. The study employed multistage sampling procedure. The instrument used for data collection was a structured questionnaire titled "Provost Management Techniques as Determinants of Staff Job Performance Questionnaire (PMTDSJPQ)". The instrument was validated by three experts from Benue State University, Makurdi and Joseph Sarwuan Tarka University, Makurdi. The instrument was trial tested on 50 respondents in the College of Education, Katsina-Ala, Benue State which yielded the cronbach alpha reliability coefficient of 0.85. Mean and Standard Deviation were used to answer the research questions. The two null hypotheses were tested using chi-square of goodness-of-fit at 0.05 level of significance. The study revealed that provosts' management techniques such as capacity development programmes and physical facilities to a high extent are significant determinants of staff job performance in colleges of education. Based on the findings of the study, it was recommended among others that provosts in colleges of education should provide adequate training capacity development programmes such as seminars, workshops, conferences for staff to enhance staff job performance. State government and Tertiary Education Trust Fund (TETFund) should equip the colleges with state of the arts facilities such as staff offices, laboratories, tables, chairs, library facilities such as journals, textbooks and index to enhance their job performance.

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

Introduction

In most countries of the world, education is considered as key that opens the door for such countries to achieve greatness in all sectors of the economy. Each level of education has specific objectives that are expected to be achieved by it. The achievement of these objectives however depends largely on staff job performance. One could assert that it is how well staff are carrying out their assigned duties and responsibilities that such educational institutions are able to achieve theory set aims and objectives. Kiamo (2012) claims that staff in institutions of learning in developed countries are enjoying more favorable work conditions than those in developing countries especially in Africa. Kiamo further asserts that factors such as inter-ethnic crises, leadership of schools, motivation and favoritism stand as a clog in the wheel of performance of staff. Relatedly, Okonta (2012) avers that staffs in higher institutions in Nigeria over the years have been working under terrible conditions that impede their job performance. Okonta further asserts that staffs in College of Education lack basic work facilities such as offices, residential accommodation, means of transportation, security and motivation and these factors have affected their job performance in the colleges. Emphasizing the importance of staff job performance in achievement of set goals and objectives, Ndok (2013), submit that the human resources of any organization (college of education) is considered as a strategic means of achieving the set goals and objectives of such organizations. Ndok further stresses that staff need to be well catered for such that they would be able to carry out their assigned duties and responsibilities effectively and efficiently. Taking a queue from Ndok one could probably say that the way or manner provosts utilize the management techniques at their disposal would make or mar staff job performance in their institutions.

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 school goals and objectives (Olademeeji, 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. Effective job performance of academic staff which is mainly teaching and research, counselling, disciplinary actions and supervision of students depend largely on how the provost are applying the right techniques in managing the staff for optimal performance. The non-teaching staff are also not left out in this regard. These staffs are responsible for activities such as payment of salaries, registration of student into new academic semesters, keeping of all records and dissemination of information among others (Ogunsaya, 2013). It is pertinent to mention that staff of Colleges of Education would only be able to carry out these duties when the requirements for their job performance such as training, infrastructure, recruitment of the right personnel, partnership with the private sector, staff discipline and a good leadership are put in place.

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 (Ekpo, 2011). 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 staff of College of Education in Cross River State seem

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 of Education seem to have failed to produce people according to the expected standards (Ogunsaya, 2013).

Furthermore, it is of importance to note that the achievement of set objectives for which colleges of education were established to achieve is linked to the manipulative abilities of provosts in the utilization of the management techniques towards realizing the objectives for which the College of Education were established. The objectives of the teacher education as offered in the college of education as enshrined in the National Policy on Education (2013: 43) include:

1. Produce highly motivated, conscientious and efficient classroom teachers for all levels of education system;
2. Further encourage the spirit of enquiring and creativity
3. Help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals.
4. Provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and
5. Enhance teachers' commitment to the teaching profession.

From the above enormous objectives of College of Education, it is expedient to stress that provosts who are the leaders of these institutions cannot allow events or things to happen by chance. A carefully mapped out strategies have to be employed such that these objectives could be achieved. And the strategy seems to be the management techniques they employ in dealing with staff of these Colleges of Education to impact on their job performance.

Techniques are essentially, ways of doing things or methods of accomplishing a given task in all fields of human endeavour, they are very important. Management techniques are the various methods, tools and strategies adopted and applied by managers in order to solve management or management related problems (Okon, 2013). Staff management techniques vary from one organization to another. Akumba (2012) asserts that management techniques are adopted by organizations from time to time depending on the task at hand which such organization intends to accomplish or other prevailing factors. Atu (2012) maintains that management techniques simply refer to long term planning that is carefully designed by top management officers of organizations in order to achieve organizational goals. In the same vein, Akpan (2013) avers that they are modalities mapped out by management of organizations in order to stimulate or reinforce staff for higher performance.

Techniques such as capacity development programmes and provision of required physical facilities are techniques that seem to contribute significantly in enhancing staff performance. These administrators therefore need to systematically design and intentionally follow these strategies or techniques to a logical conclusion for attainment of set targets and objectives (Price, 2011). And these strategies include Staff capacity development programmes and the provision of infrastructure.

Staff capacity development programmes generally are the various means by which all the categories of staff working in an organization, be it education, are encouraged to improve their capabilities and be more effective in their area of assignment. According to Obioma (2012), staff development is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities of functions for which he/she is hired. Akurama (2013) adds that staff development deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy. It is a process designed to improve job understanding, promote more goals for career growth, this implies that staff of Colleges of Education could only reach the peak of the performance of their jobs if they are adequately trained and retrained in their various tasks in the institutions. Staff development therefore seems to be a significant determinant of staff job performance therefore trained staff need adequate infrastructure to function efficiently.

Provision of infrastructural facilities is equally a management technique that could be adopted as a determinant of staff job performance. According to Agbe (2016), the condition of facilities in a learning environment determines academic staff performances as well as students. Ayodele (2010) asserts that a positive relationship exists between availability of facilities and academic staff job performance. There is enough evidence that the inadequacy of infrastructural facilities particularly buildings have led to unproductive learning environment in Nigerian colleges of education (Tuma, 2013). Similarly, Chama (2013) avers that school facilities were the most potent determinants of staff job performance and students' achievement in colleges of education. This therefore, implies that provosts' management techniques are critical in enhancing staff job performance. It is against this background that this study seeks to investigate provosts' management techniques as determinants of staff job performance in Colleges of Education in Cross River State Nigeria.

Statement of the Problem

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. Infrastructure make staff comfortable to carry out their assigned responsibilities. The correct application of these management techniques seems to be 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 development programmes and physical facilities, are determinants of staff job performance in public Colleges of Education in cross River State, Nigeria.

Purpose of the Study

The purpose of this study was to investigate provosts' management techniques as determinants of staff job performance in public Colleges of Education in Cross River State, Nigeria. Specifically, the study sought to:

1. Determine extent capacity development programmes determine staff job performance in public Colleges of Education in Cross River State, Nigeria.
2. Ascertain extent physical facilities determine staff job performance in Public Colleges of Education.

Research Questions

The following research questions guided the study:

1. to what extent does capacity development programme determine staff job performance in Public Colleges of Education in Cross River State, Nigeria?
2. to what extent do physical facilities determine staff job performance in Public Colleges of Education?

Hypotheses

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

1. Capacity development programmes do not significantly determine staff job performance in Public Colleges of Education in Cross River State, Nigeria.
2. Physical facilities do not significantly determine staff job performance in Public Colleges of Education.

Research Method

This study adopted descriptive survey design. According to Emaikwu (2013), descriptive survey design is one in which a group of people or items are studied in their natural setting by collecting, analyzing and interpreting data from people considered to be a representative sample of the entire population. The population of the study was made up of 2,142 staff (906 academic staff and 1,236 Non-academic Staff) from two Colleges of Education in Cross Rivers State (Registry Departments of Colleges of Education, 2020). The study sample size was 294 respondents representing 14% of the 2,142 staff in the two Colleges of Education. Two hundred and ninety four copies of the instrument were administered to the respondents by the researcher with the aid of two research assistants who were chosen in the two colleges of education. The instrument used for data collection was a self-structured questionnaire developed by the researcher titled "Provosts' Management Techniques as Determinants of Staff Job Performance Questionnaire (PMTDSJPQ)". The questionnaire was structured into two sections A and B. Section A contains the general instructions for the questionnaire, while section B elicited information on the two (2) clusters. Cluster A: contains items 1-5 which bordered on capacity development programmes and staff performance; Cluster B contained items 6-10 which bordered on physical facilities and staff job performance. Mean scores and Standard Deviation were used to answer the research questions. The decision rule was based on the criterion that any mean score of 2.50 above was considered high extent and below 2.50 was considered low extent. The two null hypotheses were tested using chi-square at 0.05 level of significance.

Results and Findings

Research Question 1: To what extent does capacity development programmes technique determine staff job performance in public Colleges of Education in Cross River State, Nigeria?

The result of research question one is presented in table one.

Table 1:

Mean Scores and Standard Deviations of Respondents on the Extent of Capacity Development Programmes Technique as a Determinant of Staff Job Performance in Public Colleges of Education in Cross River State, Nigeria

S/N	Item Description	N	VHE	HE	LE	VLE	\bar{X}	σ	Decision
1	Staff who are send on training to acquire masters degree perform better in their assigned task.	294	62	153	38	41	2.80	0.93	HE
2	In college of education, staff who receive on the job training acquire new skills which tends to effective accomplishment of responsibilities.	294	54	170	32	38	2.82	0.88	HE
3	Workshops do increase staff ability to develop problem solving skills.	294	58	165	29	42	2.81	0.91	HE
4	Through seminars, staff knowledge increases and this helps them to discharge their duties.	294	157	58	48	31	3.16	1.05	HE
5	Staff who attend conferences become more abreast of the innovations in their areas of work which enhance efficiency.	294	64	160	37	33	2.87	0.88	HE
Cluster Mean/Std							2.89	0.93	HE

Source: *Field Survey, 2022*

Table 1 shows the mean ratings of items 1-5 as 2.80, 2.82, 2.81, 3.16 and 2.87 with corresponding Standard Deviations of 0.83, 0.88, 0.91, 1.05 and 0.88 respectively. All the items are above the criterion mean of 2.50. This shows that to a high extent staff who are send on training to acquire master degree with new skills perform better and accomplish task efficiently. They also affirmed that workshops do increase staff ability to develop problem solving skills and when they attend conferences, they become more abreast of the

innovations in their areas of work which enhance efficiency. The cluster mean of 2.89 with corresponding Standard Deviation of 0.93 is above the criterion mean of 2.50. This means that to a high extent capacity development programmes technique is a determinant of staff job performance in public Colleges of Education in Cross River State, Nigeria.

Research Question 2: To what extent does physical facilities technique determine staff job performance in public Colleges of Education?

The result of research question two is presented in table two.

Table 2:
Mean Scores and Standard Deviations of Respondents on the Extent of Physical Facilities Technique as Determinant of Staff Job Performance in Public Colleges of Education

S/N	Item Description	N	VHE	HE	LE	VLE	\bar{X}	σ	Decision
6	In my college, our provost has provided enough staff offices which enable us to sit comfortably and attend to students.	294	64	145	31	54	2.74	0.10	HE
7	Provost has provided us with staff quarters which alleviate the problem of accommodation and this enhances our attendance to lecture.	294	16	67	160	51	2.16	0.77	LE
8	Sharing of tables in offices do not make staff leave their offices before official closing time.	294	59	6	170	59	2.22	0.99	LE
9	Power supply in the offices enables staff to have access internet services and this enhances their research work.	294	93	120	55	26	2.95	0.93	HE
10	Stable water supply in the offices improves their sanitary conditions which tend to curtail staff truancy during school hours.	294	88	151	46	9	3.08	0.76	HE

Cluster Mean/Std **2.63 0.71 HE**

Source: *Field Survey, 2022*

Table 2 reveals the mean ratings of items 6-10 as 2.74, 2.16, 2.22, 2.95 and 3.08 with corresponding Standard Deviations of 1.00, 0.77, 0.99, 0.93 and 0.76 respectively. Some items are above the criterion mean of 2.50, while items 7 and 8 are rated below 2.50. The implication is that the respondents' affirmed that to high extent in their Colleges of Education, provosts have provided enough staff offices which enable them to sit comfortably and attend to students. They also affirmed that to a high extent power supply in the offices enables staff to have access to internet services and this enhances their research work and stable water supply in the offices improves their sanitary conditions which tend to curtail staff truancy during school hours. The respondents however, affirms that to a low extent provosts have provided them with staff quarters which alleviate the problem of accommodation and this affects their attendance to lecture and sharing of tables in offices makes staff leave their offices before official closing time. The cluster mean of 2.63 with corresponding Standard Deviation of 0.71 is above the criterion mean of 2.50. This means that to a high extent physical facilities technique is a determinant of staff job performance in public Colleges of Education.

Hypothesis 1: Capacity development programmes technique does not significantly determine staff job performance in public Colleges of Education in Cross River State, Nigeria.

The test result of this hypothesis is presented in table 7.

Table 1:
Chi-square Test on Extent of Capacity Development Programmes Technique as a Determinant of Staff Job Performance in Public Colleges of Education

	VHE	HE	LE	VLE	Total	Df	Sig. Level	X ²	P. Value	Decision
Observed	79	141	37	37	294	3	0.05	119.31 ^a	0.00	Ho Rejected.
Expected	73.5	73.5	73.5	73.5						
	5	5	5							

Table 7 shows that chi-square=119.31^a, df=3, P=0.00. P<0.05, with this result, the null hypothesis which states that capacity development programmes technique do not significantly determine staff job performance in public colleges of education in Cross River State, Nigeria is therefore rejected. This shows that capacity development programmes technique is a significant determinant of staff job performance in public Colleges of Education in Cross River State, Nigeria.

Hypothesis 2: Physical facilities technique does not significantly determine staff job performance in public Colleges of Education.

The test result of this hypothesis is presented in table 15.

Table 2:

Chi-square Test on Extent of Physical Facilities Technique as a Determinant of Staff Job Performance in Public Colleges of Education

	VHE	HE	LE	VLE	Total	Df	Sig. Level	χ^2	P. Value	Decision
Observed	64	98	9	40	294	3	0.05	100.53 ^a	0.00	Ho Rejected.
Expected	73.5	73.5	73.5	73.5						

Table 8 shows that chi-square=100.53^a, df=3, P=0.00. P<0.05, with this result, the null hypothesis which states that physical facilities technique does not significantly determine staff job performance in public Colleges of Education is therefore rejected. This implies that physical facilities technique is a significant determinants of staff job performance in public Colleges of Education.

Discussion of Findings

Based on the analysis of the data and the results obtained, the discussion of the findings is organized around the two research questions and the two null hypotheses.

The first finding revealed that capacity development programmes technique is a positive significant determinant of staff job performance in public Colleges of Education in Cross River State, Nigeria. This study discovered that staff who are sent on training to acquire masters degree perform better in their assigned tasks. In College of Education, staff who receive on the job training acquire new skills which aid in effective accomplishment of responsibilities. This is because workshops and seminars increase staff ability to develop problem solving skills, staff knowledge increases and these help them to discharge their duties effective. Also staff who attend conferences become more abreast of the innovations in their areas of work which enhance efficiency. This result agrees with the finding of Audu (2011) who found that training of school principals were lacking greatly and this has affected their administrative effectiveness. The study also discovered that the objectives of teachers training were promotion and the improvement of teachers' performance. The study also reported that training contributed minimally to teachers' performance in the district. Ndok (2010) also found that training of primary school teachers was lacking greatly and this has affected the performance of the teachers. The study further showed that some teachers who received one form of training or another were very effective in their lesson delivery. This result agrees with the finding of Ameh (2011) who reported that in-service training was paramount in improving staff job performance in the library. The study also reported that most of the staff were not abreast with new library operations due to the absence of in-service training. The implication of this finding is that when staff are developed through programmes like capacity building, attending workshops and seminars provide staff with opportunities to acquire new knowledge and new ideas to carry out their jobs effectively and efficiently.

The second finding indicates that physical facilities technique is a positive significant determinant of staff job performance in public Colleges of Education. This study found that in many colleges of education provosts have provided enough staff offices which enable them to sit comfortably and attend to students. Provosts have provided staff quarters which alleviate the problem of accommodation and this enhances their attendance to lectures. The study also discovered that sharing of tables in offices do make staff leave their offices before official closing time. Power supply in the offices enables staff to have access to internet services and this enhances their research work. Stable water supply in the offices improves their sanitary conditions which tend to curtail staff truancy during school hours. This result is supported by the finding of Onah (2012) who found that school facilities have a compelling impact on teachers' job performance; this means that teachers who are in schools with adequate facilities perform better than those in schools with inadequate facilities. This result is supported by the finding of Atidoga (2017) who found that provision of staffrooms, sporting facilities, classrooms, libraries and school laboratories have significant influence on teachers' job performance in secondary schools. This result also agrees with the findings of Ogbonna, Grace and Nnanna (2012) who found that laboratory facilities were inadequate and, in some cases, not available in the study area. The implication of this finding is that when provosts provide physical facilities such as tables, chairs, offices, staff accommodations, libraries and among other facilities will go a long way to help staff perform their duties.

Conclusion

The success of any educational institution depends on the management techniques employed by the authorities. 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. Based on the findings of the study, it is apt to conclude that provost management techniques such as capacity development programmes and physical facilities to a high extent are significant determinants of staff job performance in colleges of education.

Recommendations

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

1. Provosts in Colleges of Education should provide adequate training capacity development programmes such as seminars, workshops, conferences for staff to enhance staff job performance. This will provide staff with new knowledge in performing their job and update their skills.
2. State government and Tertiary Education Trust Fund (TETFund) should equip the colleges with state of the arts facilities such as staff offices, laboratories tables, chairs, library facilities such as journals, textbooks and index. These facilities would serve as resource centres for staff especially lecturers where they will achieve their lectures objectives through active students experiment and improvisation (ASEI) and plan, do, see and improvement (ASEI/PDSI) strategies.

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