

**ORGANISATIONAL FACTORS AS PREDICTORS OF JOB PERFORMANCE OF NON-TEACHING STAFF IN COLLEGES OF EDUCATION IN SOUTHWESTERN NIGERIA**

**Moshood Oyagbile ADEDOKUN & Mayowa Tunde ADEKANMBI**

**Department of Educational Management**

**University of Ibadan, Ibadan**

**Abstract**

The problem of low job performance among non-teaching staff in Nigerian Colleges of Education (COE) has become a major concern to stakeholders. However, most studies on job performance focused on job design and demographic factors with little or no attention on the influence of organisational factors in COE. This study therefore, investigated Organisational factors as predictors of job performance of non-teaching staff in COE in Southwestern Nigeria. The descriptive survey design which is *'ex-post facto'* in nature was used. A total number of 10 public COE comprising four federal and six state COE were selected using stratified random sampling technique. Proportional to size sampling technique was used in selecting 1000 non-teaching (700 junior and 300 senior) staff from the COE. Two Research Questions were raised to guide the study. The Job Performance Scale was used to collect data. Data were analysed using inferential statistics. The job performance ( $3.26 \pm 0.28$ ) was rated moderate. The Organisational Factors jointly predicted job performance and contributed 37% to its variance. The relative contributions of the organisational factors to the variance of job performance were: OC ( $\beta = 1.57$ ;  $t = 1.66$ ); RS ( $\beta = 1.40$ ;  $t = 2.28$ ); TD ( $\beta = 0.91$ ;  $t = 1.91$ ); WE ( $\beta = 0.82$ ;  $t = 1.78$ ) and LS ( $\beta = 0.62$ ;  $t = 1.25$ ). The study recommended that constant training and development, good reward system, effective organisational communication, conducive work environment, and good leadership style should be worked on so as to improve the job performance of non-teaching staff in the Nigerian Colleges of Education.

**Keywords:** Work Environment, Leadership Style, Training and Development, Reward System, Organizational Communication, Job Performance

## **Background to the Study**

The performance of an organization, which certainly determines its survival, depends to a large extent on the productivity of its workforce. Corroborating this assertion, Ogunyebi (2014) stresses that, every organization resources both human and material are engaged to achieve its ultimate goal. However, labour is generally regarded as the most dynamic of all the factors that are often employed for the creation of wealth, having the potential to energise and serve as catalyst to all other resources. In any discourse on job performance, the success or failure of an educational institution is a function of the quality of the people working in the institution as well as what such institution provides for the survival of its employees. Makinde (2015) revealed that the only way by which an organization could get the best from its employees was to make them happy. Consequently upon this, there should be a cemented relationship between a particular institution and its work force so as to realize the short and long term objectives of the institution.

It is pertinent to note that a typical College of Education in Nigeria is primarily established to train teachers for the overall goal of nation building. In order to pursue this goal tenaciously, the managements of Colleges of Education usually recruit competent persons to perform the various tasks in these institutions of higher learning effectively. From every indication, a College of Education in Nigeria comprises the teaching and the non-teaching staff. The non-teaching staffs are supposed to work harmoniously with their counterparts (teaching staff) to deliver the goals and objectives of education at this level effectively and efficiently. These categories of staff include the bursars, clerical staff (Personal secretaries, typists and computer operators), librarians, security staff, cleaning staff, laboratory attendants and the likes (Wojuade, 2012).

In recent years, it seems that stakeholders in the education industry are complaining bitterly about the job performance of non-teaching staff in the Nigerian Colleges of Education. From the preliminary study conducted by Olanrewaju (2010), Adebisi (2013), and Aboderin (2016), it appears that these categories of staff are not performing their statutory jobs of this institution of higher learning as expected. The non-teaching staffs, who were trained and expected to produce a host of cherished values like honesty, integrity, fairness, responsibility, resourcefulness, creativity, and productivity are seemingly found wanting in the areas of punctuality, regularity,

time management, and communication skills. They apparently exhibit lackadaisical attitudes toward their official duties. Commenting on this ugly development, Adebisi (2013) said that there was an increasing gap between the management efforts and the non-teaching staff job performance. This is evident by poor quality of work, incessant lateness, and poor record keeping. All these perceived problems have negative effects on the quality of graduates produced into the labour market.

In the time past, the government, which happens to be the larger employer of workers in the Colleges of Education, had put some measures in place to overcome the challenges of low job performance of the non-teaching staff of these institutions of higher learning. Adeagbo (2012) revealed that the government on several occasions had upwardly reviewed the salary of the workers in the Nigerian Colleges of Education. Also, the retirement age had been increased to sixty years for the non-teaching members. Nevertheless, this problem still persists in the Colleges of Education in Nigeria.

Though many scholars had worked on the topic (Organisational Factors as Predictors of Job Performance of Non-Teaching Staff in Colleges of Education) however, the contradictions in their findings necessitate the need for this study. According to them, organizational factors like work environment, reward system and leadership styles serve as good predictors of employees' work performance. Akinyele (2007) and Golden (2012) stated that, organizational factors like work environment, reward system and leadership styles serve as good predictors of employees' work performance. They were of the view that conducive work environment, good reward system and democratic leadership styles usually promoted high productivity stressing that when they are not on ground, workers tend to register their displeasure through poor performance and non-commitment to their job. In addition, they opined that with the present global economic trend, most employers of labour had come to realize the position that for their organizations to compete favourably, the performance of their employees goes a long way in determining the success of the organization. Ayoola (2010) contradicted the stated submission. In his study which investigated the impact of personality factors on job performance, the scholar emphasized that organizational factors remained passive as far as workers' performance is concerned. Ajala (2012) revealed that work environment and reward systems could be regarded as the most important predictors of job performance. According to him, the remaining

organizational factors are secondary as far as job performance is concerned. Oyelami (2009), while investigating the factors that affect employees' job performance in Southwestern Nigeria, revealed that a number of factors significantly influenced workers' job performance in Southwestern Nigeria. These factors include; conducive work environment, motivational strategies, training opportunities, access to medical care and effective communication system. Contrary to the ranking of this study, he also ranked the identified factors in the following order - motivational strategies, conducive work environment, training opportunities, effective communication and access to medical care. Jimoh (2008), stressed that every employer should consider motivational strategies like regular and good remuneration, adequate promotion, recognition and bonuses as the most important variables that could be positively manipulated in order to enhance workers effectiveness and efficiency. According to him, the expectation of the workers towards the achievement of the organizational goals is strongly related to motivational factors.

Meanwhile, studies have established that job performance could be influenced by some factors like job design, marital status, sex, health status, educational qualification, work experience and age (Ajibade 2011, Aremu and Akinpelu 2009, Oladiti 2010, and Olawumi 2012. Also, Ogunyebi (2014) noted that there was a positive correlation between demographic factors and workers' job performance. Nevertheless, the studies above have failed to acknowledge the influence of organisational factors on job performance. Hence, this study investigated Work environment, leadership style and organisational communication as predictors of job performance among non-teaching staff in Colleges of Education in South western Nigeria.

### **Statement of the Problem**

The non-challant attitude often exhibited by the non- teaching staff in the course of discharging their primary assignments has been a major concern to stakeholders. Their services rather complementing those of their teaching staff counterparts have been found to be below expectation in some colleges of education. Meanwhile, most studies on job performance focused on job design and demographic factors with little or no attention on the influence of organisational factors on job performance in colleges of education in Nigeria. The poser remains

this: To what extent do organisational factors influence the job performance of non-teaching staff of the Nigerian colleges of education?. This study therefore investigated work environment, leadership style and organisational communication as predictors of job performance among non-teaching staff in Colleges of Education in Southwestern Nigeria.

### **Purpose of the Study**

This study broadly aim at investigating work environment, leadership style and organisational communication as predictors of job performance among non-teaching staff in Colleges of Education in Southwestern Nigeria. Specifically, its objectives are:

1. to determine the extent to which organisational factors (work environment, leadership styles, training and development, reward systems and organizational communication) predict the job performance of non-teaching staff in Colleges of Education in Southwester Nigeria.
2. to examine the relative contributions of organizational factors to job performance of non-teaching staff in Colleges of Education in Southwestern Nigeria.

### **Research Questions**

The following questions were raised and answered in this study.

3. To what extent will organisational factors (work environment, leadership styles, training and development, reward systems and organizational communication) predict the job performance of non-teaching staff in Colleges of Education in Southwester Nigeria?
4. What are the relative contributions of organizational factors to job performance of non-teaching staff in Colleges of Education in Southwestern Nigeria?

## **Methodology**

This section presents the entire procedure used in carrying out the study. It was discussed under the followings:

### **Research Design**

The descriptive survey research design of the '*ex-post facto* type' was adopted for this study. The design enabled the researcher to collect data from an on-going phenomenon and described in a systematic manner, the main features or facts about the entire population covered in the study. The design was suitable as it assisted the researcher in contextualizing the organizational factors influencing the job performance of non-teaching staff in colleges of education. The independent variables remain the organizational factors, while the independent variable is the non-teaching staff job performance.

### **Population of the Study**

The population for this study comprised the non-teaching staff of ten public colleges of education in southwester Nigeria. It covered four federal and six state colleges of education. The entire population from which the sample was drawn was 4617 (Source: Field report).

### **Sample and Sampling Technique**

A total number of 10 public Colleges of Education comprising four Federal and six State Colleges of Education in Southwestern Nigeria were selected using stratified random technique. Purposive sampling technique was also adopted in selecting 1,000 non-teachings (700 junior and 300 senior) out of 4617 staffs from the Colleges of Education.

### **Research Instrument**

The researchers used two instruments namely Organizational Factors Questionnaire (OFQ) and Job Performance Scale (JPS) to elicit response from the non-teaching staff of the ten selected

Colleges of Education in Southwestern Nigeria. The Organisational Factors Questionnaire (OFQ) was used to measure the various organizational factors that could predict the job performance of non-teaching staff in the selected Colleges of Education in Southwestern Nigeria. It comprises fifty two items. Items 1 - 7 cover the demographic information of the respondents, while the remaining items (8 - 52) cover the organizational factors. The respondents responded to the items using Four-point Likert Scale rated as follows: Strongly Agree (4); Agree (3); Disagree (2); and Strongly Disagree (1). The Job Performance Scale (JPS), which was adapted from Jimoh (2008) was designed in a four-rating scale ranging from Strongly Agree to Strongly Disagree. Each item attracted the following scores: Strongly Agree (4); Agree (3); Disagree (2); and Strongly Disagree (1). The non-teaching staffs responded to each item accordingly.

### **Validity of the Instrument**

The questionnaire draft was subjected to face and content validity by research experts in educational research and management in the University of Ibadan. All corrections were effected before the instruments were administered on the respondents.

### **Reliability of the Instrument**

In order to estimate the reliability coefficient of the instrument, the researcher used test-retest method. The instrument was administered on 50 non-teaching staff of the Kwara State College of Education, Oro. After an interval of two weeks, the exercise was repeated with the same respondents. The scores from the first and the second administrations were computed using Pearson Product Moment Correlation and the reliability of: Job Performance ( $r = 0.76$ ); Work Environment ( $r = 0.73$ ); Leadership Style ( $r = 0.79$ ); Training and Development ( $r = 0.75$ ); Reward System ( $r = 0.82$ ) and Organizational Communication ( $r = 0.73$ ) were obtained, which indicated that the instrument was reliable for use.

### **Method of Data Analysis**

The data collected were analysed using the inferential statistics of Multiple Regression Analysis to answer the questions. This helped the researcher determine the extent to which a combination of the independent variables will predict the dependent variable as well as the relative contributions of the independent variables to the variance in the dependent variable.

### **Results and Discussions**

The results from the analysed data are presented in this section. This was followed by the discussions of the results.

### **RESULTS**

**Research Question 1:** To what extent will organisational factors (work environment, leadership styles, training and development, reward systems and organizational communication) predict the job performance of non-teaching staff in Colleges of Education in Southwester Nigeria?



**Table 1:**

*Joint Prediction of the Organizational Factors to Job Performance*

R	.611				
R Square	.373				
Adjusted R Square	.370				
Std. Error of the Estimate	6.64441				
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	25028.794	5	5005.759	113.385	.000(a)
Residual	42073.183	953	44.148		
Total	67101.977	958			

Table 1 shows that there was joint prediction of organizational factors (work environment, reward system, leadership styles, training and development and organizational communication) on job performance among the non-teaching staff in colleges of education;  $R = 0.611$ ,  $P < .05$ . The Table further reveals that 37.0% ( $Adj. R^2 = 0.370$ ) of the variance in the job performance among the non-teaching staff in colleges of education were accountable for by the linear combination of the organizational factors. The ANOVA results from the regression analysis show that there was significant effect of the independent variables on the dependent variables;  $F(5, 953) = 113.385$ ,  $P < .05$ . This simply means that organizational factors serve as good predictors of job performance.

**Research Question 2:** What are the relative contributions of organizational factors to job performance of non-teaching staff in Colleges of Education in Southwestern Nigeria?

**Table 2:**

*Relative Contribution of the Organizational Factors to Job Performance*

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Std. Error	( $\beta$ ) Beta		
1 (Constant)	-34.026	3.425		-9.936	.000
Work environment	.458	.649	.100	.705	.481
Reward system	1.398	.612	.487	2.284	.023
Leadership style	.272	.789	.060	.345	.730
Training	.994	.521	.197	1.908	.057
Org. Comm.	1.566	.204	.335	7.666	.000

a. Dependent Variable: Job Performance

Table 2 reveals the relative contribution of the five organizational factors to the variance in job performance, expressed as beta weights. The standardized regression weights of work environment, reward system, leadership styles, training and development and organizational communication have positive relationship with the job performance among respondents. The positive value of the effects of work environment, reward system, leadership styles, training and development and organizational communication is actually determined by positive reinforcement of these five factors. Using the standardized regression coefficient to determine the relative contributions of the organizational factors to the explanation of the dependent variable, reward system ( $\beta = 0.49$ ;  $t = 2.28$ ,  $P < 0.05$ ) is the most potent contributor to the prediction followed by organizational communication ( $\beta = 0.34$ ;  $t = 7.67$ ,  $P < 0.05$ ) followed by

training and development ( $\beta = 0.20$ ,  $t = 1.91$ ,  $P < 0.05$ ) followed by work environment ( $\beta = 0.10$ ,  $t = 0.71$ ,  $P > 0.05$ ) and finally followed by leadership style ( $\beta = 0.06$ ,  $t = 0.35$ ,  $P > 0.05$ ).

### Discussion of Findings

On Research Question 1 which sought to investigate the extent to which organizational factors (work environment, leadership styles, training and development, reward system, and organizational communication) could predict the job performance of non-teaching staff in Colleges of Education in Southwestern Nigeria. Table showed that there was joint effect of the organizational factors on job performance among non-teaching staff in Colleges of Education. This fact was established by  $R = 0.6111$ ,  $P < 0.05$ . The Table further revealed that 37.0% (Adj.  $R^2 = 0.370$ ) of the variance in the job performance among non-teaching staff in Colleges of Education were accountable for by the linear combination of the organizational factors. The ANOVA results from the regression analysis showed that there was significant effect of the organizational factors on the dependent variable (job performance)  $F(5,953) = 113.385$ ,  $P < 0.05$ .

This result was earlier seemed to be established by Akinyele (2007) and Golden (2012). According to them, organizational factors like work environment, reward system and leadership styles serve as good predictors of employees' work performance. They were of the view that conducive work environment, good reward system and democratic leadership styles usually promoted high productivity stressing that when they are not on ground, workers tend to register their displeasure through poor performance and non-commitment to their job. In addition, they opined that with the present global economic trend, most employers of labour had come to realize the position that for their organizations to compete favourably, the performance of their employees goes a long way in determining the success of the organization. It is therefore imperative for the managements of Colleges of Education in Nigeria to be concerned with how to use organizational factors to enjoy optimum job performance from the non-teaching staff members.

On the other hand, the finding of Ayoola (2010) contradicted the submission of this study. In the study which investigated the impact of organizational factors on job performance, the scholar emphasized that organizational factors remained passive as far as workers' performance is concerned. He revealed that regardless of what an organization provided for the employees, human factors should be given adequate attention as each employee could not perform beyond its mental ability, emotional disposition, sociality and intellectual curiosity. He however identified the big five framework of personality traits that contribute immensely to either high or low level of job performance as follows: conscientiousness; extraversion; openness; agreeableness and neurotism. According to him, there is some evidence that personality and motivation are intricately tied with individual differences in learning styles, and it was recommended that employers should go beyond the current emphasis on organizational variables and include personality factors in improving workers' job performance.

Corroborating the finding above, Wojuade (2012) established that teacher personal characteristics should be given the uppermost priority while considering the factors influencing his or her job performance in the classroom. According to him, although conducive environment is a *sine qua non* to effectiveness and efficiency, teacher's cognitive ability, adequate mastery of the subject matter, methodology and classroom management surely determine the rate at which learning takes place.

Table 2 showed the relative contributions of the five organizational factors to job performance of the respondents. The partial correlation coefficients of work environment, reward systems, leadership styles, training and development and organizational communication had positive relationship with the job performance among respondents. The positive value of the effects of work environment, reward systems, leadership styles, training and development and organizational communication was obviously determined by positive reinforcement of the aforementioned variables. Using the standard regression coefficient to determine the relative contributions of the organizational factors to the explanation of the dependent variable, organizational communication ( $\beta = 0.34$ ,  $t = 7.67$ ,  $P < 0.05$ ) was the most potent contributor to the

prediction followed by reward system ( $\beta = 0.49$ ,  $t = 2.28$ ,  $P < 0.05$ ) followed by training and development ( $\beta = 0.20$ ,  $t = 1.91$ ,  $P < 0.05$ ) followed by work environment ( $\beta = 0.10$ ,  $t = 0.71$ ,  $P > 0.05$ ) and finally followed by leadership style ( $\beta = 0.06$ ,  $t = 0.35$ ,  $P > 0.05$ ). It could be inferred from the table that organizational communication was the most potent contributor to job performance, followed by reward systems, training and development while work environment and leadership styles had the least contribution.

This result is inconsistent with the finding of Ajala (2012). The finding revealed that work environment and reward systems could be regarded as the most important predictors of job performance. According to him, the remaining organizational factors are secondary as far as job performance is concerned. However, the earlier finding of Oyelami (2009) contradicted the outcome of this study. While investigating the factors that affect employees' job performance in Southwestern Nigeria, he revealed that a number of factors significantly influenced workers' job performance in Southwestern Nigeria. These factors include; conducive work environment, motivational strategies, training opportunities, access to medical care and effective communication system. Contrary to the ranking of this study, he also ranked the identified factors in the following order - motivational strategies, conducive work environment, training opportunities, effective communication and access to medical care. The implication of this revelation is that motivational strategies should be regarded as the most potent factor influencing the job performance of every employee and access to medical-care ranked last among the factors. This suggests that motivational strategies and conducive work environment are the major motivating factors in the south-west, Nigeria.

This suggestion is in line with Jimoh (2008) that stressed that every employer should consider motivational strategies like regular and good remuneration, adequate promotion, recognition and bonuses as the most important variables that could be positively manipulated in order to enhance workers effectiveness and efficiency. According to him, the expectation of the workers towards the achievement of the organizational goals is strongly related to motivational factors. He however recommended that every management could employ strategies like promotion,

pay, good condition of service and better reward system to sustain workers' optimum job performance.

### **Conclusion**

Based on the major findings of this study and the analyses carried out, the study concluded that organizational factors had significant influence in the prediction of job performance of non-teaching staff of colleges of education in Southwestern Nigeria. Therefore, in order to improve the job performance of these categories of staff members, the factors should be properly manipulated by the management of colleges of education in Nigeria.

### **Recommendations**

Based on the findings of this study, the following recommendations were proffered.

1. First and foremost, effective communication, which promotes social interaction and good rapport in colleges of education, should be embraced by management. This will serve as a critical motivational factor and a major player in improving the job performance of workers in all types of organization.
2. Also, a scheme that rewards employees who have demonstrated high level of commitment in the discharge of their responsibilities should be established to reinforce as well as mold the behaviour of others.
3. Furthermore, the Management of Colleges of Education should make the work environment conducive enough for the non-teaching staff in order to stimulate them into higher job performance. It is equally important that the managements of colleges of education in Nigeria should adopt ecclesiastic leadership styles of administration, in order to enhance the job performance of non-teaching staff. This will make the workers to strongly determine to give their best to the organization.

4. Finally, as part of the non-monetary reward, adequate capacity building programmes should be organized for the non-teaching staff at regular intervals so as to keep them abreast of contemporary issues in their profession.

References

- Aboderin, S. O. (2016). *Human resources development and utilization*. Thomas Nelson, Nigeria Limited.
- Adeagbo, B. A. (2012). *Communication theories*. Success publishers, Ring Road, Ibadan.
- Adebisi, S. A. (2013). *An evaluation of workers job performance in Colleges of Education*. Academic Press, 28 - 35.
- Ajala, E. M. (2012). The influence of workplace environment on workers' welfare performance and productivity. *The African Symposium*, 12 (1): 14 - 149.
- Ajibade, A. O. (2011). The structure of personality characteristics. *Behavioural Science*, 8:17 - 22.
- Akinyele, S. T. (2007). A critical assessment of environmental impact on workers productivity in Nigeria. *Research Journal on Business Management* 1 (1): 50 - 61.
- Aremu, B. & Akinpelu, J. A. (2009). Influence of demographic factors on job performance. *Journal of Business and Psychology*, Vol. 9 (7): 320 - 360.
- Ayoola, O. S. (2010). *Organizational Communication*. Excellent Publishers, Osogbo.
- Golden, S. M. (2012). *Organizational climate and job performance*. Harvard Business School. Division of Research
- Jimoh, A. M. (2008). *Situational judgement, emotional status, conscientiousness and demographic factors as predictors of job performance among university administrative workers in Southwestern Nigeria*. University of Ibadan, Unpublished Ph. D Thesis.
- Ogunyebi, L. A. (2014). *Personality attitude and leadership factors and job performance of employees in educational institutions*. Benin-City NAEP.
- Oladiti, A. O. (2010). *Educational management: Theory and Practice*, Lagos Greenland Publishers.



Olanrewaju, J. O. (2010). Leadership styles and organizational behaviour. *Journal of Organizational Behaviour*. 18: 201 – 2013.

Olawumi, K. B. (2012). Nexus between organizational behaviour and workers' job performance in education industry, *Human Performance*, 5 (1 – 2): 140 – 150.

Oyelami, O. K. (2009). *Handbook on Job Performance*. Tolu Ade Printing Press. Adekile, Ibadan.

Wojuade, I. A. (2012). The influence of personal factors on job performance of non-academic staff in Oyo State College of Education, Erelu, Oyo. *A. M. J. Edu*. 103 (2): 25 -36.