Chapter One

Introduction

1.1 Background to the Study

Increasing performance and demanding employees to perform at the maximum level have always been a major concern for all organizations. As a result, many organizations spend a substantial amount of money on human resources, assuming that their performance will eventually improve for both the organization and its employees. Academic administrators in Colleges of Education are responsible for a variety of functions in addition to teaching students in the classroom; these responsibilities differ from those associated with academic research. Aside from their academic responsibilities, which are the primary focus of the academic staff of Colleges of Education, they also perform administrative duties. These and other services are all attempts at development and are part of academic administrators' responsibilities in Nigerian public Colleges of Education .

Performance is sometimes characterized as the extent of accomplishment or the degree to which objectives have been fulfilled. It explains the advancement achieved regarding objectives and the effectiveness of executed activities. Performance is frequently evaluated in terms of efficiency (executing tasks correctly) and effectiveness (executing the appropriate tasks). Effectiveness measures the extent of goal attainment, whereas efficiency measures the resources utilized to achieve that level of success. Performance refers to the behaviour exhibited by an employee inside the organisation. Performance could be defined as the execution of tasks and activities assessed against established goals and criteria which influences both individual and organisational success in terms of effectiveness and attainment.

A staff member's job performance is assessed during a performance evaluation. Job performance encompasses the collection of employee behaviours that deliver expected value to organizations, whether positive or negative. These actions are categorized into three

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primary types: task performance, contextual performance, and counterproductive behaviour. Research indicates the existence of three performance types: task performance, citizenship performance, and notably, counterproductive performance. Task performances, referred to as "in-role" performance, are results of work achievements that further organisational objectives. In-role performance pertains to the work behaviours mandated by the job descriptions of employees. Job performance refers to an employee's ability to execute the tasks for which they are compensated. It is a crucial determinant of an organization's performance and outcome. It is a phrase employed to describe the ability with which an employee executes their job-related duties. Job performance is defined as the degree to which academic administrators in public Colleges of Education in South-west Nigeria accomplish many responsibilities, including teaching, research, administrative tasks, and community involvement[1].

Job performance among employees has become a major problem for managers across all kinds of organizations. As a result, it describes the extent to which employees may carry out their responsibilities in a way that advances the goals of the establishment they work for. Job performance is a person's mental and physical contribution to their work. Therefore, increasing employee contributions at work is essential to achieving optimal resource usage. It could be understood as actions, performance, or specific choices or directives from a superior or mandated by a job. This suggests that all job performance must adhere to the rules set forth for completing such jobs[2].

The efficacy of job performance constitutes a fundamental element within any organization. This serves as a measure of institutional achievement, fundamentally reliant on the contributions of each individual employee. Job performance is esteemed by employees as it influences determinations regarding bonuses, promotions, and terminations; conversely, managers regard it as instrumental in guiding the organization toward its objectives.

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Furthermore, job performance encompasses the actions exhibited by the staff member. The behaviour can be evaluated based on its contribution to the overall success of the organization. The definitions indicate that job performance is intrinsically linked to an employee's capacity to fulfill assigned duties and the manner in which these completed tasks advance the overarching objectives of the organization. Furthermore, the efficacy of job performance is intrinsically connected to work outcomes, encompassing both the volume and caliber of tasks accomplished, alongside job-relevant behaviors that facilitate the attainment of performance objectives[3].Should employees execute their duties as intended, the organization may achieve its objectives, as the accomplishments of organizations stem from the collective contributions of individual performance; thus, the efficacy of staff members is paramount within an organization. The performance of both the organization and its employees remains suboptimal, influenced by internal elements such as control systems, the work environment, and employee quality[4].

The effectiveness of academic administrators is primarily dependent on their job performance, which is typically defined as the tasks assigned to them for execution. This study focuses on the responsibilities assigned to academic administrators in public Colleges of Education to be executed within a specified timeframe. This encompasses teaching competency, community services, administrative responsibilities, research and publication activities, assessment of tests and examinations, supervision, and participation in conferences. This study categorizes all responsibilities into four main areas: research, teaching competency, administrative duties, and community services.

The performance and survival of a college of education largely depend on the ability of its staff members to excel, thereby enhancing overall staff job performance, even while engaged in administrative responsibilities[5].

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To attain the stated goals and objectives of Colleges of Education, the management of higher education institutions typically employs qualified individuals to effectively fulfill diverse roles within these institutions. Public colleges consist of both academic and non-academic personnel. The academic administrators are supposed to collaborate harmoniously with the non-academic staff to achieve the educational aims and objectives successfully and efficiently[5].

One of the most crucial human resources in public Colleges of Education is academic-administrators. The commitment and feelings towards their statutory work (teaching, research, community services and administrative duties) may have direct influence on the institutional performance[6]. For example, if the staffs are happy, they will be highly motivated to perform to the best of their ability to achieve the goals of the institution. Therefore, to achieve institutional goals, the Public College of Education needs to encourage her staffs than the job requires which could lead to higher job performance[6].

Staff members are considered integral members in the daily operations that contribute to the organization's achievement of its goals and objectives. The most important factor that contributes to the organization should be given due consideration. The staff members are considered a crucial element of an organization, with the success or failure of the organization hinging on individual job performance, which can significantly impact overall organisational performance, either positively or negatively[7]. In discussions regarding job performance, the success or failure of an educational institution is determined by the quality and caliber of its employees, as well as the support and resources the organization offers for the development of its employees. Academic-administrators 'job performance is crucial to the success of any Colleges of Education regardless of whether the institution is big or small and this can be measured in terms of teaching competency, research, community services and administrative roles[6].

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The educational sector relies on the effective performance of its personnel, as the quality of the educational process is contingent upon the job performance of academic administrators. Consequently, the effective job performance of academic administrators is crucial for the enhancement of the educational system as a whole. To sustain high job performance and ensure the Academic-administrator's reliability to the institution, management offers opportunities to serve as an administrator inside the College. Nonetheless, challenges pertaining to the administrative responsibilities of academic personnel persist intermittently. Every organization employs both academic and non-academic staff. Academic-administrators are required to do administrative duties alongside their regular academic responsibilities, all aimed at fulfilling the institution's overarching objective. What factors contribute to the great performance of academic administrators despite their administrative responsibilities? Teaching, research, community service, and administrative duties are indicators of academic- administrators' job performance[7].

Historically, the government, as the primary employer within the College of Education, implemented various strategies to address the issue of subpar job performance among the academic-administrators of this educational institution. The government has, on multiple occasions, increased the salaries of workers in Nigerian public Colleges of Education . Additionally, the retirement age for academic staff members has been raised to sixty-five years. Nonetheless, the challenge of inadequate job performance continues to be a concern within the Colleges of Education in Nigeria[8].

The job performance of academic-administrators within the Colleges of Education system is a critical issue that requires government attention. For example, the emphasis on achieving high job performance, particularly within the Nigerian Public Colleges of Education , has grown significantly. This heightened focus has led to the creation of the National Productivity Centre under the Federal Ministry of Employment, Labour and

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Productivity. Institutions dedicated to education encounter challenges that motivate staff to engage in productive and high-quality work aimed at fulfilling their established goals and objectives. The outcome of this initiative is heavily reliant on the Colleges' capacity to cultivate and enhance their personnel into a proficient, capable, and skilled workforce that is both able and eager to strive towards achieving organisational goals[9].

Factors contributing to the low job performance of academic administrators in Colleges of Education likely include both organisational and demographic factors. Perceived organisational factors include the work environment, leadership, communication, training and the reward system. Similarly, demographic factors encompass age, gender, educational qualifications, work experience, and job status. This necessitates an examination of the factors contributing to low job performance, specifically identifying two independent variables: organisational and demographic factors, as noted in the literature. Understanding the extent to which these variables influence the job performance of academic administrators in Colleges of Education in South-West Nigeria is crucial[10].

One of the foremost issues confronting contemporary management across all organizations, including Colleges of Education , is the establishment of a conducive work environment that motivates employees to consistently do their best in pursuit of organisation goals and objectives. An optimal working environment fosters a sense of belonging among employees and enhances their commitment to the organization. The nature of the work environment in which employees function significantly influences the success of the organisation. A conducive working environment promotes employee well-being, so enabling them to fully engage in their responsibilities, which can lead to enhanced job performance. The working environment is another topic in this discussion. Empirical evidence and observations have underscored the significance of a supportive work environment in achieving high employee performance at Public Colleges of Education.The workplace

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environment encompasses the whole of interactions between employees and employers, as well as the physical setting in which they function. It encompasses the work environment, corporate culture, interpersonal relationships with colleagues and supervisors, facilities and equipment, along with chances for personal development[11].

An optimal working environment provides enjoyable experiences for employees and facilitates the realization of their capabilities and conduct. In light of increasing stakeholder pressure, firms must prioritize labor conditions. This is due to the fact that work conditions have become a harmful factor in enhancing the energy levels at which individuals operate in every workplace. Additionally, the increasing governmental pressure for improved working conditions has led employees to also seek enhanced work environments to do their duties effectively. Enhancing employee performance can be achieved by creating conducive working environment, fostering advanced staff capabilities, and ensuring effective leadership. An optimal work environment is crucial for ensuring employee productivity and mitigating undue stress, which can affect job performance[12].

Moreover, factors that may seem to enhance employee job performance include training. This might influence the job performance of academic-administrators in executing academic and administrative functions in the Public Colleges of Education particularly in South-west Nigeria. It can be understood as a purposeful activity undertaken by educational institutions to familiarize their employees with contemporary techniques for teaching, research, academic delivery, and administrative duties. Training is a strategy employed by educational institutions, particularly public Colleges of Education to eliminate discrepancies between current performance and anticipated future performance. Training can be compared to equipping academic administrators to provide quality services aimed at achieving optimal achievement in Public Colleges of Education overall[13].

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Training serves as a crucial instrument for the organization to enhance the performance of all staff members, contributing to overall growth and success. Proper training will enhance an employee's effectiveness and productivity. Organizations can enhance the quality of their current employees through the implementation of effective training programs. Training plays a crucial role in enhancing employee performance while also providing motivation and inspiration. It emphasizes the significance of their roles and equips them with the skills they require to succeed in their positions[14].

The significance of recognition in the daily functions of academic administrators in public Colleges of Education is crucial, particularly regarding acknowledgment for a job well executed. Incentives are recognized as a significant factor that motivates an individual to demonstrate strong dedication to their work and achieve elevated levels of productivity. Rewards can take the form of incentives such as enhanced salaries, transportation benefits, complimentary or subsidized healthcare services, timely and consistent salary payments, car or housing loans, and comprehensive insurance plans. It is widely recognized that enhancing human performance typically involves boosting motivation through rewards. However, when these rewards are absent, employees often demonstrate their dissatisfaction through diminished performance and a lack of commitment to their roles. The primary purpose of the reward system designed to facilitate the achievement of organisational goals and objectives in Public Colleges of Education has not been effective, resulting in subpar job performance among academic administrators[15].

Studies in personnel psychology have investigated the influence of organisational leadership styles on the job performance of employees in the education sector. The choice of leadership styles in organizations, particularly in public Colleges of Education is influenced by the environmental situation, the socio-cultural beliefs of the administrator and the groups they lead, as well as the self-perception and behaviour of both the executive and the group[16].

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Leadership styles manifest in attitudes and behaviors, which are the result of intricate interplay between individual cognition and emotion. The success of institutions is contingent upon the performance of staff and leadership. The employees' courageous efforts, devotion, and efficiency in achieving the targeted objectives exemplify many leadership styles[17].

Organisational communication significantly influences job performance within every organization. Insufficient communication within an organization may lead to issues among staffs. In any organization, communication is evaluated based on its efficacy and efficiency; so, speed, reach, extensive access, and impact are essential. The methods of organisational communication are currently accelerating access to human knowledge and environmental understanding[18]. Within any organization, the dynamics of interpersonal interactions that facilitate the exchange of information among employees, colleagues, and senior management can profoundly impact various psychological outcomes related to job performance, including job satisfaction, organisational commitment, and intentions to leave the organization. It is inconceivable for any member of an educational institution to function in complete solitude, as daily interactions with customers, colleagues, and management are essential. In Public Colleges of Education, the academic administrators regularly engage in discourse with management, non-teaching personnel, colleagues, students, and the broader community. These interactions allow for the acquisition of insight and understanding regarding the backgrounds, experiences, attitudes, and behaviours of others[19].

Organisational communication may take on a formal or informal nature based on the specific circumstances. Formal communication adheres to the established structure or hierarchy of the organization and can flow in downward, upward, and crosswise directions. Informal communication, conversely, is rooted in the social relationships that develop among employees within any organization. In the long term, these two categories of organisational

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communication are crucial and should be effectively managed to promote organisational success[20].

Demographic characteristics, including age, gender, educational qualifications, work experience, and employment status, significantly influence the job performance of academic administrators in public Colleges of Education in South-West, Nigeria[21]. Some experts contend that there is an inverse relationship between age and employee work performance, whereas others dispute this claim. This study examines the extent to which age influences the job performance of academic administrators in public Colleges of Education[22]. The Federal Government has approved an extension of the retirement age for academic administrators in Nigeria, raising it from 65 to 70 years in universities and from 60 to 65 years in polytechnics and Colleges of Education. Some experts contend that the revised retirement age will influence the job performance of academic administrators[23].

Age denotes the chronological development of personnel within an organization. It governs both an individual's life experiences and the constraints of their physical power in doing a specific task. In academic discourse regarding age, the categorization of young and old may be deemed objective, as educational institutions frequently prioritize the recruitment of younger individuals who are likely to remain in the department longer than their older counterparts. Nonetheless, seasoned academics are also regarded throughout the recruitment process due to the extensive academic expertise they have acquired over the years, aimed at cultivating such icons among the younger generation[24]. Nonetheless, age serves as a significant variable among lecturers; however, the impact of age on the performance of academic administrators may not be readily ascertainable. The influence of age may affect both the caliber and extent of academic performance. Based on this premise, the influence of age on the job performance of academic administrators warrants additional empirical exploration[25].

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Educational qualifications constitute a crucial determinant of job performance. Educational qualification denotes a requirement that renders an individual appropriate for a specific task or role. It encompasses the competencies and capabilities necessary for instructing pupils and facilitating the learning process. An employee with a strong educational background is likely to outperform a counterpart with a lower degree of education. Some experts concur that academic personnel with lower educational qualifications work less effectively than their counterparts with higher educational qualifications[26].

Gender is a variable in this study that can influence the job performance of academic administrators. The distinct roles of men and women may lead to unique performances, though not inherently greater ones. Consequently, men and women possess unique demands, abilities, skills, and experiences. Gender analysis examines the differing requirements of men and women. It facilitates the strategic utilization of their respective knowledge and skills by both men and women. The concept of gender encompasses expectations on the characteristics, abilities, and anticipated behaviors of men and women that delineate their femininity and masculinity. It has been observed that at all selected colleges under examination, males predominantly lecture and participate in other associated academic activities[27].Notwithstanding the minor distinctions that may suggest a male advantage in academic pursuits, it is evident that women are increasingly asserting their presence by assuming leadership positions within departments, faculties, and administrative spheres. The increasing presence of women in the highest positions, alongside their male counterparts, signifies a notable enhancement in their performance relative to previous eras. The influence of work experience on the job performance of employees is of paramount importance[28]. It was also posited that practical experience could invigorate and enhance employees, propelling them towards elevated job performance. It fosters within the employee a

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constructive disposition towards the objectives of the organization. It has been noted by certain scholars that various academic tasks are delegated to individuals in administrative roles who possess minimal or no relevant experience. Professional experience plays a crucial role in sustaining and safeguarding the workforce of any organization, particularly in educational institutions, while also fostering continuity and stability within these entities[29].

The performance of employees can also be assessed based on their job status within an organisational context. The job status indicates an employee's position within the organization. The job status was categorized into the upper and lower cadres accordingly. There are compelling indications that job status has a direct correlation with job performance. It has come to light that certain academic administrators were incorrectly positioned in their roles, leading to suboptimal job performance. The realization of organisational sustainability and viability is thought to occur when each employee, as well as academic administrators in public colleges, is appropriately positioned[29].

The considerable relevance of organisational and demographic factors is to enhance the job performance of academic administrators, facilitating their improvement, development, and effectiveness in their selected careers encompassing teaching, research, community service, and administrative responsibilities. The previously mentioned indices of organisational factors (work environment, leadership, communication, training, and reward systems) alongside demographic factors (gender, age, educational qualifications, job status, and work experience) are anticipated to exert a positive influence on the job performance of academic administrators (teaching, research, community services, and administrative activities) through the appropriate application of these organisational and demographic elements. Nevertheless, despite the considerable emphasis placed on organisational a demographic factors by the academic administrators, there seems to be no substantial enhancement in their job performance. In light of this context, the study aimed to examine

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organisational and demographic factors as determinants of academic- administrators' job performance in public Colleges of Education located in South-West Nigeria.

1.2 Statement of the Problem

The problem of staff job performance in Nigerian tertiary institutions, particularly public Colleges of Education, is critical as observed by the researcher, and requires immediate attention, particularly the quality of service offered, which reflects on the country's institutional structures. In recent years, stakeholders in the education sector appear to have complained bitterly about the job performance of academic administrators at public Colleges of Education . These groups of staffs do not perform their statutory duties/jobs at these institutes of higher learning as expected. Academic administrators, who were trained and expected to produce a host of cherished values such as honesty, integrity, fairness, responsibility, resourcefulness, creativity, and productivity, appear to be lacking in punctuality, consistency, time management, and communication skills. Academic administrators at public Colleges of Education are identified to perform below expectations. This is despite the governments' and management's resources and efforts to reverse the trend. Given the importance of academic- administrators in the educational system, this is an unprecedented cause for concern. Significant shortcomings on the part of this set of employees include inefficiency, lateness, and neglect of duty, all of which contribute to low job performance. There must have been causes contributing to low job performance among academic administrators at public Colleges of Education . Currently, little or no research has been conducted on the impact of organisational and demographic factors such as work environment, training, leadership styles, organisational communication, reward system, age, educational qualification, gender, work experience, and job status on academic administrators' job performance in public Colleges of Education in South-west Nigeria. Meanwhile, the majority of job performance research has concentrated on job design,

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psychological characteristics, and organisational indices among non-teaching staff in educational institutions. Organisational and demographic factors have been independently identified as having influence on Academic-Administrators' job performance. However, it is unclear if these elements work together. As a result, this study investigated the combined influence of organisational factors (work environment, leadership style, organisational communication, training, and reward system) and demographic factors (gender, age, educational qualification, work experience, and job status) on academic-administrator job performance in public Colleges of Education in South-west Nigeria.

1.3 Aim and Objectives of the Study

The study aimed at examining organisational variables (work environment, leadership styles, organisational communication, training, and reward system,) and demographic factors (age, educational qualification, gender, work experience and job status) as determinants of academic- administrator's job performance in public Colleges of Education, South- west, Nigeria.

Specifically, the study would achieve the following;

i. identify the level of academic-administrators' job performance in public Colleges of Education , South-West , Nigeria
ii. determining the joint and relative contributions of Organisational and Demographic factors on academic- administrators 'job performance in public Colleges of Education in South-West Nigeria
iii. investigate the joint and relative contributions of organisational factors on academic-administrator' job performance in Public Colleges of Education in South-West Nigeria.
iv. examine the joint and relative contributions of demographic factors on academic-administrators' job performance in public Colleges of Education .

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v. examine the difference in academic-administrators' job performances based on gender

vi. investigate the difference in academic –administrators' job performances based on work experience.

1.4 Research Question

The following research question was raised to pilot this study:

i. What is the level of academic-administrators' job performance in public Colleges of Education ?

1.5 Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significant.

$H_0$1: There will be no significant joint and relative contributions of Organisational and Demographic factors on academic- administrators 'job performance in public Colleges of Education in South west, Nigeria.

$H_0$2 There will be no significant joint and relative contributions of Organisational factors to the prediction of academic- administrators 'job performance in public Colleges of Education in South-west, Nigeria

$H_0$3: There will be no significant joint and relative contributions of demographic factors on academic- administrators' job performance in public Colleges of Education

$H_0$4 There will be no significant difference in academic administrators 'job performance based on gender.

$H_0$5: There will be no significant difference in academic- administrators 'job performances based on work experience.

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1.6 Significance of the Study

The results of the study would provide valuable insights for government officials, policy makers, academic personnel, college of education administrators, and stakeholders within the nation's institutions of higher learning. This study aims to provide valuable insights for college management regarding the impact of organisational and demographic factors on academic administrators' job performance. This will act as a crucial insight for the government to ensure the provision of essential facilities that will improve the job performance of academic administrators in Colleges of Education . This study aims to provide valuable insights for educational administrators, encouraging them to consider different leadership styles that may enhance the job performance of academic administrators in public Colleges of Education in Nigeria.

The investigation would enhance the current understanding of organisational and demographic elements, especially in relation to the job performance of academic administrators. This would serve as a valuable resource and reference for both aspiring and established scholars regarding the complexities associated with organisational and demographic factors. The study holds considerable importance for the policymakers of public Colleges of Education .It would be beneficial for those in positions of authority to customize and organize their policies to improve and support the job performance of academic administrators in Colleges of Education . Furthermore, the findings will serve as a revelation to acknowledge the responsibilities of each academic administrator.

The findings of this study would provide valuable insights for administrators in Colleges of Education regarding effective time management and skill utilization, ultimately leading to improved productivity in both teaching and administrative responsibilities within the institution. This study aims to provide insights for administrators regarding the necessity of overseeing the post-training performance of their staff. Understanding the suitable

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leadership style for administrative roles would greatly benefit college administrators. Understanding the appropriate rewards system would assist the administrators in enhancing their job performance. In a similar vein, the results of the study would provide valuable insights for stakeholders, offering rationale to support government and college administrators in their endeavors to enhance and elevate the job performance of academic administrators within Colleges of Education across all levels.

1.7 Scope of the Study

The study focuses on the academic administrators of public Colleges of Education located in the South-West region of Nigeria. Public Colleges of Education play a crucial role in the realm of education and the teaching profession. This study examining the organisational and demographic elements that influence the job performance of academic administrators in public Colleges of Education located in South-West Nigeria. This research will examine various organisational factors, including the work environment, leadership style, organisational communication, training, and reward systems. Additionally, it will consider demographic factors such as age, gender, educational qualifications, job status, and work experience, alongside the job performance of academic administrators in public Colleges of Education in South-West Nigeria, focusing on teaching, research, community services, and administrative activities.

1.8 Limitation of the Study

Despite its importance, this study has drawbacks. First, the study only examined public colleges in South-West, Nigeria, which may limit its applicability to private colleges or other regions. The study used self-reported surveys, which may have introduced social desirability bias because respondents may have given positive rather than accurate work performance assessments. Cross-sectional research does not account for organisational and demographic changes over time, which was another disadvantage. Organisational and

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demographic characteristics were studied, but government policies, economic conditions, and institutional culture were not. Finally, even with valid and reliable study instruments, data collecting and processing errors could have affected the results. To further understand academic administrators' job performance, future study should use a longitudinal method and include other educational institutions.

1.9 Operational Definition of Terms

This study used certain terms which are unique in application. The following words and concepts were operationally defined the way the researcher intends to use them in the study.

Academic-administrators: These are academic staffs who are employed in the Public College of Education to manage, provide instructional and administrative leadership which could be as a result of academic qualifications, competences and experiences. These categories of staffs are Deputy Provost, Deans, Heads of departments (HOD), and Directors of academic programme.

Academic-administrators' Job Performance: It denotes how well academic-administrators perform his or her job-related duties. It is the ability of academic-administrators to perform the statutory job efficiently and effectively for the attainment of the institutions' set goals. In this study, academic-administrators' job performance comprises task performance which are research, teaching, community services and administrative duties.

Organisational Factors: As used in this study, these are factors that every organization must put in place in order to achieve optimum job performance from its staff. For the purpose of this study, organisational factors are factors that may facilitate quick realization of organisational goals, these include, Work environment, leadership styles, training, organisational communication and reward system.

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Work Environment: This refers to the physical and social surroundings of Public Colleges of Education in South-west. For this study, it refers to the physical conditions that exist in Public Colleges of Education in South-west, Nigeria.

Leadership Style: This is refers to the way a leader guides, motivates, and manages their group. Different leadership styles can range from being very directive and controlling to more collaborative and supportive. These are concerned with the Autocratic, Democratic, Transformational, Laissez-Faire, Instructional Leadership styles of people at the helm of affairs in public Colleges of Education .

Organisational Communication: This refers to the degree to which information about job is transmitted in Colleges of Education . For this study, it shows the way in which the academic -administrators in Public Colleges of Education relate while performing their duties.

Training: This is the medium through which academic -administrators acquire more skills to sustain optimum Academic-administrator' job performance in Public Colleges of Education in South-west, Nigeria.

Reward System: This consists of an organisation integrated policies, processes and practices for rewarding its employees in relation to their contributions. For this study, this refers to the motivational strategies (tangible and non-tangible reward or monetary and non-monetary) employed by public Colleges of Education to sustain optimum academic-administrators' job performance.

Demographic factors: These are personal factors of the academic-administrator in Public College of Education which include individual age, gender, education qualification, job status, work experience.

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Age: This denotes the chronological development of personnel within an organisation. It is the number of year's academic administrators has lived or existed in public Colleges of Education in South–west, Nigeria.

Gender: This is relating to either male or female. For this study, it refers to responsibilities and roles of male academic-administrators in relation to female academic-administrators in public Colleges of Education , South-west, Nigeria.

Educational Qualification: These are academic qualifications obtained by academic-administrators that make them suitable for the position in public Colleges of Education , South-west, Nigeria.

Job Status: This is the job designation of academic- administrators in public Colleges of Education in South-west, Nigeria. These are Deputy Provost, Deans, HODs, and Directors of academic programmes in public Colleges of Education .

Work Experience: This is the knowledge and skill that an employee has gained while discharging his or her duty. For this study, it is the number of years, skills; knowledge academic –administrators has acquired in public Colleges of Education before occupying the current position as Deputy Provost, Deans, Heads of departments (HOD), and Directors of academic programme.

Research: This is the process of systematically investigating a subject or topic to discover new information, validate existing knowledge, or solve a specific problem. This is one of the responsibilities expected to carry out by the academic-administrators in public Colleges of Education

Teaching competency: This is the act of imparting knowledge, skills, and values to others, usually in an educational setting like a school or university. It is one of the duties of the academic-administrators in public Colleges of Education to imparting knowledge, skills, and values to students

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Communities Services: This is refers to voluntary or organized activities that aim to support and improve the well-being of individuals and groups within a community. For this purpose, these are services rendered by academic-administrators outside the college community which form part of their duty in public Colleges of Education , south –west, Nigeria.

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Chapter Two
Literature Review

2.0 This chapter reviewed the related literature on the study under the following sub-headings.

2.1 Conceptual Review

2.1.1 Concept of Academic Administrators

2.1.2 Concept of Job Performance

2.1.3 Concept of Academic Administrators Job Performance

2.1.4 Concept of Organisation

2.1.5 Concept of Leadership

2.1.6 Concept of Training

2.1.7 Concept of Communication

2.1. 8 Concept of Work Environment

2.1.9 Concept of Reward System

2.1.10 Concept of Research

2.1.11 Concept of Teaching competence

2.1.12 Concept of Organisational Factors

2.1.13 Concept of Demographic Factors

2.2 Theoretical Framework

2.2.1 Victor Harold Vroom Expectancy Theory

2.2.2 Theodore Schultz and Gary Becker Human Capital Theory (HCT)

2.2.3 Elton Mayor Human Relations Theory

2.3 Review of Empirical Studies

2.3.1 Organisational Factors and Job Performance

2.3.2 Work Environment and Job Performance

2.3.3 Leadership Styles and Job Performance

2.3.4 Organisational Communication and Job Performance

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2.3.5 Training and Job Performance

2.4.6 Reward System and Job Performance

2.3.7 Demographic Factors and Job Performance

2.3.8 Gender and Job Performance

2.3.9 Age and Job Performance

2.3.10 Educational Qualification and Job Performance

2.3.11 Work Experience and Job Performance

2.3.12 Job Status and Job Performance

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

2.6 Endnotes

2.1 Conceptual Review

2.1.1 Concept of Academic Administrators

Academic administrators play a crucial role in the effective management of educational institutions, focusing primarily on the operational and administrative functions of universities and colleges. Their responsibilities are distinct from those of the academic faculty; however, certain individuals may hold dual positions. Academic administrators are individuals tasked with overseeing the operations and management of educational institutions, such as universities, colleges, and schools. Their responsibilities may vary depending on the institution's level, but their primary obligation is to ensure that the academic environment promotes learning and research. Academic administrators include various positions such as deans, heads of departments, deputy provosts, and presidents. The staff consistently works behind the scenes to manage the coordination and strategic organization that allow the school to function effectively and achieve its educational goals[1].

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An important function of academic administrators is to provide guidance and direction in the development and implementation of academic policy. Their role is to set policies that preserve the institution's academic standards, ensuring that the curriculum is relevant and difficult, and that both students and faculty are supported in their educational endeavors. Typically, this entails working with faculty, student representatives, and other stakeholders to develop policies that are consistent with the institution's vision and objectives. Academic administrators must stay up to date on educational trends and alter rules to meet changing demands[2].

An academic administrator's responsibilities include effective fiscal management. Administrators are typically responsible for allocating resources to various departments and ensuring that the institution remains within its financial restrictions. This includes making decisions about how to allocate financial resources for academic programs, research projects, and infrastructural improvements. To effectively manage a budget, one must have a solid understanding of both the organisation's financial situation and its strategic goals. Academic administrators must strike a careful balance between the expectations of many stakeholders, while ensuring the efficient and effective use of financial resources[3].

In addition to their responsibilities in policy and budgetary matters, academic administrators play a critical role in personnel management. They regularly take part in hiring, evaluating, and promoting faculty and staff. This includes recruiting and choosing qualified individuals, providing support for their professional development, and ensuring that staff and professors are meeting the needs of the organization. Administrators can also mediate conflicts and foster a positive work atmosphere, all of which are essential to the organization's general operation[2,3].

Academic administrators are tasked with overseeing external relations and promoting community involvement. They often serve as the institution's representatives in interactions

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with external stakeholders, such as government entities, accrediting bodies, alumni, and benefactors. This involves advocating for the institution's interests, securing funding, and forming partnerships that enhance the institution's standing and resources. It is essential for academic administrators to engage with the broader community to ensure that the institution remains relevant and responsive to societal needs. In this manner, they enhance the link between the institution and the broader community, ensuring that the educational goals of the institution are supported by strong external partnerships[3].

Academic administrators play a variety of roles in educational institutions, and their responsibilities can be seen from a number of perspectives, highlighting both their accomplishments and the challenges they face. By supervising resource management, enforcing policies, and upholding academic standards, they play a vital part in guaranteeing the effective operation of academic institutions. This method emphasizes how important administrators are to an organization since they provide the framework for both the operational and intellectual facets. Their labor allows scholars and students to focus on research, teaching, and learning[4].

From a different viewpoint, academic administrators are seen as strategic leaders who guide the institution through complex challenges, including developments in educational technology, shifts in student demographics, and increasing labor demands. Their role involves setting broad goals and developing strategies to achieve them, often in collaboration with educators and other stakeholders. This approach highlights the proactive aspect of their role, requiring them to anticipate future trends and strategically position the institution to adapt and thrive in a rapidly changing educational landscape. The decisions made can significantly influence the institution's path and success over time[5].

There is a critical perspective regarding the role of academic administrators, particularly in the context of the rising influence of managerialism in higher education.

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Critics argue that the expansion of administrative positions has led to an overly bureaucratic environment, marked by an increasing centralization of decision-making authority and potential constraints on academic freedom. This viewpoint suggests that the growing number of administrative roles may lead to inefficiencies and a focus on metrics and financial outcomes, potentially undermining educational quality and faculty independence. Consequently, the duties of administrators may be viewed as potentially at odds with the core academic mission of institutions[5].

Another important perspective explores the relationship between academic leaders and faculty members. While administrators are essential in supporting the academic mission, tensions may arise when their goals and priorities differ from those of the faculty. Administrators often focus on securing the financial health and growth of the institution, while faculty members tend to emphasize upholding academic integrity and providing a high standard of education. This dynamic can lead to tensions, particularly when faculty perceive that administrative decisions are compromising academic values or priorities. Understanding and navigating these conflicts is an essential aspect of an administrator's role[6].

Additionally, the role of academic administrators can be examined through the lens of student experience. Administrators play a vital role in shaping the policies and programs that directly influence students' academic experiences. They impact various elements of education, from curriculum design to the delivery of support services for students, thereby playing an essential role in ensuring that students receive a well-rounded and effective education. Nonetheless, students might critically evaluate their choices if they feel their needs are inadequately met or if administrative policies seem out of touch with the actual challenges encountered by students. This perspective highlights the importance of leaders fostering a robust relationship with students and swiftly responding to their concerns[6].

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Academic administrators occupy various roles within educational institutions, ranging from primary schools to higher education establishments. Their duties involve a diverse array of activities, such as guiding, strategically organizing, and overseeing academic initiatives, faculty, and learners. These responsibilities require a deep understanding of educational practices, policy development, and the ability to manage complex organisational structures across different levels. In primary and secondary education, the academic leadership usually includes principals, vice-principals, and heads of departments. The individuals in these roles are typically responsible for implementing the curriculum, ensuring compliance with educational standards, and managing the daily functions of the school. School leaders play a crucial role in shaping the educational environment by setting academic benchmarks, fostering a supportive school culture, and facilitating the professional development of educators. Their efforts significantly influence student success and enhance the overall educational experience[6,7].

In the context of higher education, academic administrators hold various roles, such as deans, provosts, and academic directors. These professions require a high level of expertise in specific academic fields, as well as a deep understanding of the broader educational landscape. University administrators undertake strategic planning, allocate finances, recruit faculty, and develop academic policies. They must balance the demands of thorough academic standards with the needs of a diverse student body, all while navigating the complexities of higher education management. Their actions have a profound influence on the direction of academic programs, research initiatives, and the reputation of the institution[7].

At the highest echelon, including university presidents or chancellors, academic administrators bear the paramount responsibility for the institution's vision and strategic goals. They engage in close collaboration with boards of trustees, governmental agencies, and other stakeholders to get funding, advocate for educational goals, and ensure the institution's

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sustainability. These leaders must possess exceptional communication skills, a robust ability to foresee future trends, and the capability to inspire and oversee extensive academic groups[7].

2.1.2 Concept of Job Performance

Researchers have approached the concept of job performance from various viewpoints. Certain academics have framed it as a singularly dimensional notion. Job performance is frequently regarded as a simplistic concept, even though numerous theories and empirical studies indicate its inherently multifaceted nature. Nonetheless, some perceive it as a construct with multiple dimensions. A significant number of scholars have observed that job performance possesses an inherently multidimensional nature. Job performance is fundamentally a multifaceted construct. A considerable number of scholars have expressed a similar perspective. Some perceive it as a broad concept that can be applied universally across various professions, whereas others regard it as a construct that is specific to particular job roles. Furthermore, certain previous researchers examine the actions of employees in the workplace, while others focus on the outcomes of those behaviors[8].

Job performance relates to the effective and skillful fulfillment of the responsibilities and obligations associated with a person's role within an organization. Employers utilize this metric to evaluate an employee's performance and their ability to fulfill the demands of their position. Job performance encompasses various components, such as the quality of work generated, the effectiveness of task execution, compliance with deadlines, and the ability to collaborate effectively with peers. Improved job performance is often linked to increased productivity, customer satisfaction, and the overall success of the organization[9].

The skill set and competencies of an employee are pivotal elements that influence job performance. These include both concrete abilities, such as technical knowledge or particular skills required to perform a task, and abstract competencies, such as proficient communication, teamwork, and critical analysis. An individual who demonstrates a

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significant alignment between their competencies and the demands of their role is more inclined to achieve exceptional performance outcomes. Continuous education and personal growth are vital for sustaining and elevating job performance, as they enable individuals to remain informed about industry developments and refines their competencies[9].

The drive to achieve is a fundamental factor influencing job performance. Employees who exhibit a high level of motivation are often more engaged, dedicated, and inclined to invest additional effort in their tasks. Motivation arises from a multitude of sources, encompassing intrinsic elements such as personal satisfaction, passion for the endeavor, and a sense of achievement, alongside extrinsic factors like financial incentives, recognition, and opportunities for professional advancement. Employers have the capacity to enhance job performance by establishing an engaging workplace that cultivates excitement and dedication[10].

The work environment significantly impacts job performance. An employee's job performance can be enhanced by a conducive work environment, characterized by supportive management, robust interpersonal relationships, adequate resources, and a healthy work-life balance. A toxic or unpleasant work environment can hinder performance, leading to issues such as burnout, absenteeism, and elevated staff turnover rates. It is vital to furnish personnel with the requisite tools, support, and conditions to sustain elevated levels of job performance. Job performance is closely linked to organisational culture and leadership within a corporation. An organization with a strong culture that emphasizes performance, recognizes achievements, and sets clear goals and expectations can inspire individuals to thrive in their tasks. Leadership is essential in shaping job performance by creating the organisational environment, offering guidance, and providing feedback. Leaders who demonstrate attributes such as inspiration, motivation, and encouragement towards their teams are more likely to have enhanced work performance across their organization[11].

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Models of Job Performance

Job performance models explain and predict employee performance. These theories acknowledge that job performance is complex and influenced by many human and organisational factors. Different sorts of these models emphasize different performance aspects.

Campbell's Model of Job Performance is famous. In this paradigm, job performance is divided into task performance, contextual performance, and counterproductive work behaviors. Task performance is how well employees accomplish technical core tasks. Contextual performance includes helping others and volunteering for extra labor, but counterproductive work practices lower performance. Campbell's concept emphasizes the relevance of ability and motivation in defining these performance aspects, stating that employees must have the abilities and be willing to use them effectively[12].

The Behavioral Approach to Performance is another well-known framework that emphasizes observable behaviors over results. Behaviorally anchored rating scales (BARS), which identify and employ particular actions that reflect varying performance levels as benchmarks, are frequently used to operationalize this approach. This method works especially well in occupations like service-oriented or creative roles where results are hard to quantify directly. Since habits are simpler to monitor and change than outcomes, which might be impacted by outside forces outside an employee's control, it highlights the need of managerial coaching and feedback in improving performance[13].

The Input-Process-Output (IPO) Model provides an alternative viewpoint by highlighting the processes that contribute to performance outcomes. This model posits that performance is not merely an outcome; rather, it emerges from a series of activities or processes. Resources, including knowledge, skills, and abilities, undergo transformation through various processes like decision-making, communication, and problem-solving,

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resulting in tangible outputs that reflect actual performance. This model emphasizes the significance of comprehending and enhancing the methods that individuals employ to complete their responsibilities. It proves to be especially beneficial in collaborative environments, where outcomes frequently stem from the dynamics between team participants[13].

Finally, the Job Demands-Resources (JD-R) Model suggests that job performance is shaped by the interplay between job demands and available resources. Job demands refer to elements of a position that necessitate ongoing physical or mental exertion, leading to specific physiological and psychological expenses. Conversely, job resources refer to elements within the work environment that facilitate the attainment of professional objectives, alleviate job-related pressures, or promote individual growth and advancement. The JD-R model suggests that when there are adequate job resources to fulfill job demands, employees tend to exhibit better performance. Nonetheless, when the demands exceed the available resources, it may result in stress and burnout, which can adversely affect performance.[10,11]. Each of these models provides a distinct perspective for comprehending and improving job performance. The discussion highlights various elements, including the influence of motivation and ability, the relevance of observable behaviors, the importance of processes, and the equilibrium between demands and resources, showcasing the intricate and multifaceted character of job performance within organisational contexts[14].

2.1.3 Academic administrator's Job Performance

The job performance of academic administrators is a frequently utilized construct within the field of industrial and organisational psychology. This pertains to the manner in which employees execute their duties within different organizations. It is defined as the extent to which daily operations are conducted in the workplace. Job performance is defined as the manner in which employees execute their work responsibilities. Similarly, the job

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performance of academic administrators is defined as the cumulative expected value to the institution derived from the specific behavioral episodes executed by an individual over a designated timeframe within the Colleges of Education . Numerous studies indicate that the job performance of academic administrators is complex. The job performance of academic administrators is a critical metric that correlates with organisational outcomes and the overall success of the institution[15].

The performance of an academic administrator is characterized by their exhibited behavior or actions undertaken in their role. The work performance of an academic administrator is assessed based on its contribution to organisational effectiveness. It was regarded as the conduct and results that academics engage in or produce, which are associated with and contribute to organisational objectives. This perspective clearly indicates that the job performance of an academic administrator is correlated with the degree to which an employee can complete assigned tasks and how these completed tasks contribute to the achievement of organisational objectives. The job performance of an academic administrator is not a singular entity but a multifaceted construct comprising various types of behavior. The work performance of academic administrators has long been seen as a singular construct. He also identified two categories of job performance: task performance and contextual performance[16].

1. **Task Performance** – This encompasses activities conducted to support and uphold the technical aspects of an organization, including supervision and planning. Task performance refers to an individual's execution of the fundamental responsibilities that may be formally outlined in their job description. It delineates the mandatory conduct of an individual. This pertains to actions that directly facilitate the creation of products or services. Certain researchers established indicators of task performance that served as the foundation for the task performance metrics in the current study.

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The indicators encompass: task completion, work volume, work quality, job competencies, job knowledge, maintaining current knowledge, accuracy and neatness in work, planning and organization, administrators', decision-making, problem-solving, oral and written communication, and resource monitoring and control[16].

2. **Contextual Performance** – This pertains to unprompted actions by an employee that contribute to and improve the workplace atmosphere. This may encompass the capacity to identify necessary tasks beyond one's formal work description, along with the dissemination of good attitudes among bosses, colleagues, and patrons. Contextual performance enhances organisational effectiveness by influencing the psychological, social, and organisational work environment, encompassing factors that impact individuals or augment their preparedness to engage in valuable behaviors and actions that affect the organization's tangible resources. Furthermore, the development of contextual performance indicators utilized as the foundation for contextual performance measures in this study encompasses: extra tasks, effort, initiative, enthusiasm, attention to duty, resourcefulness, industriousness, persistence, motivation, dedication, proactivity, creativity, cooperation and assistance, politeness, effective communication, interpersonal relations, and organisational commitment[16].

Distinguishing Task and Contextual Performance

Research indicates that task performance and contextual performance generally associate with distinct predictors. Job experience accounts for a significant portion of the variation in task performance; however, its correlation with contextual performance is notably less pronounced. While there is clear evidence highlighting the uniqueness of task and contextual performance, it is important to acknowledge that these two dimensions are not completely independent of one another. This is not particularly unexpected, given that both factors significantly influence overall performance metrics and that some degree of common

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method variance is unavoidable in most performance assessments. The authors conclude that task performance and contextual performance are related yet distinct concepts, both of which should be taken into account when seeking to understand employee, group, or organisational performance[16].

2.1.4 Concept of Organisation

The term 'organisation' encompasses numerous definitions. An organization can be characterized as a social structure that aims to achieve collective objectives, regulates its own performance, and possesses a boundary that distinguishes it from its external environment. An organization is defined as a collective of individuals from diverse backgrounds who are united by a common goal or purpose, distinct from their individual identities. It is characterized as the collaboration of two or more individuals in a coordinated effort to attain collective outcomes. It is further defined as "an arrangement of individuals or groups into a coherent whole, with complex or functional interrelations." Age refers to the duration of existence of an individual or object, typically quantified in years. If an individual was born 20 years ago, their current age is 20 years. Organizations are social entities characterized by relationships and a system of overall administrators'. They are goal-directed, deliberately structured activity systems with identifiable boundaries[17].

It was disclosed that organizations consist of individuals both men and women who execute designated responsibilities to ensure the seamless operation of the entity. The overall output and performance of the organization are thus the shared responsibility of all individuals engaged within it. The personnel within the organization, along with their optimal and proficient engagement, will significantly enhance the growth and advancement of the organization. The collective commitment of individuals to offer their utmost to the organization will undoubtedly dictate its success[9]. It was emphasized that a balance must be established between management and employees, encouraging dialogue with management

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regarding decisions that impact their roles and responsibilities. This typically fosters a harmonious alignment between individual aspirations and the overarching goals of the organization over time. In the pursuit of fostering the growth and development of an organization, it is imperative that the following factors are sufficiently addressed. For any organisation to be successful there is a strong necessity for such as organisation to develop its physical, administrative, social, psychological and medical environment to cater for the challenges of the modern-day administrators'. Since management is the act of getting things done through others, it is very expedient for the managements of colleges' education in Nigeria to build a productive work environment[18].

The organisational environment encompasses factors that can exert influence. This can be elucidated using SWOT and PESTEL analyses. SWOT represents Strengths, Weaknesses, Opportunities, and Threats. PESTEL is an acronym representing Political, Economic, Social, Technological, and Legal factors. An organization exists within a broader context. It operates within the broader context of the environment. Environmental factors are categorized into two primary components. The internal and external environments are categorized into specific and general environments. The organisational environment dictates the manner and degree of role delegation, power distribution, responsibility management, and coordination, as well as the flow of information across management tiers. The structure is wholly contingent upon the organization's objectives and the strategy selected to attain them[19].

To foster optimal productivity among employees across all organizations, including schools of education, it is essential for managers to create a work environment that enhances employee interaction, health, task performance, and the overall achievement of organisational objectives. The work environment is a crucial determinant of employee engagement and safety in all organisational contexts[20]. The work environment must be both accommodating

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and dynamic to enhance employee job satisfaction and encourage their welfare and performance. The manager must possess the expertise to optimize the workplace environment for the effective job performance of employees.

2.1.5 Concept of Leadership

Leadership has been interpreted differently by various authors. Leadership is characterized as a reciprocal process wherein individuals possessing distinct objectives and ideals, along with varied economic, political, and other resources, mobilize others within a competitive and conflicting context to achieve goals that may be either independent or collectively shared. Leadership is understood as a process whereby individuals within a group are empowered to collaborate effectively towards a common objective or vision, leading to change, institutional transformation, and improved quality of life. Leadership is the ability to effectively motivate individuals to willingly and enthusiastically work together to achieve shared objectives. This concept can be understood as encompassing not only a willingness to work but also enthusiasm and confidence. Leadership is the process of influencing individuals to direct their actions toward achieving specific objectives. It is viewed as a mechanism through which an individual exerts control over others, inspiring, motivating, and guiding their actions to achieve group objectives[21].

The earlier definitions depict leadership as a methodical framework for fostering compliance through the strategic use of influence as a means to achieve organisational goals. The process entails the distribution of duties and the effective implementation of principles to achieve organisational goals. The leadership concepts articulated above are particularly appropriate for organizations, as they encapsulate the fundamental objective of these entities: to achieve goals through the art of persuasion among individuals. It is essential for an organisation's leadership to have the capacity to influence its members, inspiring them to willingly strive towards the attainment of shared goals. Furthermore, the organization ought

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to develop a framework that empowers employees to effectively pursue both their individual aspirations and the overarching objectives of the corporation. Consequently, the emphasis is placed on encouraging individuals to cultivate not only a readiness to engage in their tasks but also a profound passion and confidence in their endeavors[22].

Notwithstanding the variations in the previously discussed viewpoints on leadership, the provided definitions can be employed to extract three essential conclusions. Leadership constitutes a fluid process necessitating the active engagement of individuals. It constitutes a continuous endeavor within an organization. Moreover, it encompasses the engagement of subordinates who are influenced by the leader through their willing collaboration. The paramount aim of leadership is to effectively achieve established goals. Organisational leadership encompasses the ability to guide and shape the actions of employees in order to effectively achieve the objectives of an organisation. It entails persuading employees to modify their conduct[23].

Leadership represents a multifaceted and dynamic concept that is crucial to human endeavors, as it drives advancement and fosters shared achievement. Leadership fundamentally involves the ability to exert influence and offer direction to individuals or groups to attain a common goal or objective. It transcends mere authority, encompassing a complex interplay of traits, behaviors, and competencies that inspire others to take action. Effective leaders embody a distinct and inspiring vision that motivates and uplifts those around them, coupled with the skill to articulate that vision in a way that resonates profoundly with others. Leadership transcends formal roles of authority; it can emerge from any stratum within an organization or society. Indeed, the most impactful leaders are those who guide from within, harnessing their influence to foster positive change and inspire those around them. Leadership fundamentally revolves around the notion of service, as leaders strive to enable and empower individuals to realize their fullest potential. The concept of

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servant leadership encapsulates the principle of placing the needs of followers above personal interests, thus demonstrating a profound dedication to the ethos of service[24].

Leaders adapt and persevere when faced with challenges. Genuine leaders see challenges as opportunities for growth and learning. They bravely take calculated risks and make difficult decisions based on their morals and values. Leaders also encourage accountability and responsibility, encouraging people to take charge and contribute to the success. Integrity and authenticity underpin good leadership. Leaders lead by example and follow ethical standards in all their activities. Trust is essential to leadership, and transparency and reliability build it. Honest and ethical leaders build trust in their teams, enabling open communication and cooperation[24].

Leadership requires exhibiting empathy and comprehension, as leaders attempt to connect with others on a human level and recognize their unique perspectives and life experiences. Compassionate leaders use active listening, demonstrate empathy, and foster a culture of inclusivity and belonging. Leaders can tailor their approach to support their followers' growth and development by understanding their needs and wants. Leadership is a collaborative effort that involves the combined knowledge and talents of a diverse group of people. Leaders value diversity and inclusion because diverse teams are more creative, flexible, and resilient to obstacles. They create inclusive cultures that encourage a sense of value and respect for all people, regardless of their background or identity[25].

Furthermore, leadership is an ongoing process of information acquisition and self-improvement, as leaders strive to develop their skills and expand their comprehension. They actively seek feedback from others, reflect on their experiences, and readily embrace new challenges as significant possibilities for personal growth. Effective leaders are those that perpetually seek information and skills, exhibit curiosity, adaptability, and openness to novel concepts, especially in the face of change. In summary, leadership is a multifaceted concept

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that involves inspiring, empowering, and guiding individuals towards a shared vision or goal. Effective leaders exemplify leadership via their behaviors, prioritize the needs of their followers, and foster an atmosphere of trust, collaboration, and continuous improvement. They exhibit traits such as integrity, empathy, and resilience in the face of adversity[19]. Furthermore, they modify their approaches to suit the particular situations and individuals involved. Leadership fundamentally involves exerting a positive influence on the world and producing a lasting legacy that inspires others to follow suit. Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement in an organisation. It involves a force that initiates action in people and leader. It could also be described as the ability to get things done with the assistance and cooperation of people within the college system[25].

The significance of leadership within an organization cannot be overstated. This is due to the fact that leadership encompasses the comprehensive approach through which a manager shapes the behaviors of their subordinates. Initially, it encompasses the dissemination of directives that are unequivocal, comprehensive, and aligned with the competencies of the workforce to execute. Secondly, it suggests an ongoing educational endeavor wherein subordinates receive guidance to empower them to execute specific tasks within the current context. Thirdly, it inherently encompasses the drive of employees to fulfill the anticipations set forth by the manager. Fourthly, it entails upholding discipline and acknowledging those who execute their responsibilities effectively. In essence, leading represents the culmination of a manager's efforts to inspire action in others, following the completion of all necessary preparations. Considering the aforementioned points, one might articulate the concept of leadership style in various manners. This pertains to the fundamental requirements of the leader that drive their actions. This represents the embodiment of the prevailing pattern of behavioral dispositions exhibited by a leader. It represents a mechanism

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by which an individual or collective exerts influence over others to achieve shared objectives[26].

The primary responsibility of college of education management is to establish an environment that enables non-teaching staff to perform their duties effectively. Supporting this statement, it was noted that non-teaching staff in Colleges of Education sought greater involvement in decision-making processes. The management's relationship with employees significantly influences their job performance levels[26].

How a leader guides followers, puts ideas into action, and motivates them is known as their leadership style. It includes all of the employees' actions, both conscious and unconscious, from their point of view. One definition of leadership is "the art and science of getting other people to do what you want them to do," with "management" referring especially to the power to assign tasks to lower-level employees. Managers that are skilled in lifting their subordinates' spirits are better able to inspire them to give their all, work together, and complete assignments on time. There are primarily three ways to lead: authoritarian, laissez-faire, and democratic. These methods of leadership are based on the premises of "X and Y" in McGregor's theory. Charismatic, transactional, transformational, visionary, and culture-based leadership are the five pillars upon which modern theories of leadership rest. The following is a synopsis of the many leadership styles that have been covered thus far, along with an evaluation of their relative efficacy and the impact they may have on a group[27].

Autocratic Leadership: This pertains to a leadership approach characterized by a singular authority vested in the leader for decision-making processes. Autocracy asserts that human nature is fundamentally flawed, characterized by malevolence, weakness, a reluctance to engage in effort, an absence of self-regulation, and restricted intellectual capacity. Therefore, it is essential to direct, educate, motivate, and persuade them to fulfill their responsibilities. The autocratic figure provides direction, formulates regulations, and insists on compliance.

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They demonstrate compelling and affirmative characteristics, showcasing leadership through their ability to dispense rewards and impose sanctions. The drawback of autocratic leadership lies in the frustration experienced by subordinates, which is largely attributed to the undervaluation of their contributions, ideas, and needs. Moreover, the achievement of optimal production is contingent upon the presence of capable leaders; their absence will inevitably lead to a decline in productivity. Consequently, subordinates adhere to directives without inquiry and without the benefit of elucidation. Nonetheless, this leadership strategy may demonstrate efficacy when engaging unskilled labor or in high-stress situations that necessitate swift decision-making, provided that the advantages surpass the disadvantages[27].

Laissez-Faire Leadership: This is alternatively referred to as "free-rein". This approach to leadership empowers individuals to determine their own paths and define their responsibilities. The leader judiciously employs his authority, if necessary, thereby affording subordinates a considerable level of independence in their endeavors. These leaders depend significantly on their subordinates to define their objectives and devise the means to achieve them, relying on their own initiatives. The leader provides guidance and resources to subordinates, enabling them to devise strategies and ultimately arrive at decisions. The leader subsequently supervises the tasks and responds to any questions posed by the subordinates. This approach to leadership can prove to be exceptionally effective when team members possess a wealth of knowledge and expertise. Seasoned subordinates often ascend to leadership roles and readily embrace responsibility. Typically, the laissez-faire leadership approach results in diminished productivity relative to alternative leadership styles[28].

Democratic Leadership: This leadership style encourages subordinates to participate in decision-making. Democratic leaders guide members in decision-making to improve group functioning. This style supports everyone in the group, demonstrating inclusivity. Group members discuss, reflect, and contribute to decision-making and communication. Leadership

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responsibilities are shared. Democratic leaders give objective criticism and praise. Performances are usually excellent. Innovative ideas and changes are made. This situation allows the leader to make final decisions while encouraging everyone to brainstorm and discuss. This method works well when quality is valued over quantity. Effective communication is key for this leadership. Thus, subordinates must be able to clearly communicate their ideas and views to the boss to ensure a complete understanding. To be effective subordinates, they must comprehend the organization's details. Uninformed subordinates cannot provide useful advice or suggestions[28].

Bureaucratic Leadership: Bureaucracy represents a formalized and systematic approach to organization and management, designed to ensure maximum efficiency and effectiveness. Bureaucratic leadership is characterized by leaders who meticulously follow regulations and utilize their positional authority to shape outcomes. Bureaucratic leadership can be characterized as a style in which the leader rigorously follows predetermined procedures and policies. In instances where the book fails to offer adequate coverage, the leader shall seek counsel from a higher authority. The leader demonstrates traits more akin to those of a "police officer" than to those of a genuine leader. They guarantee adherence to the established regulations. This approach proves advantageous in contexts where personnel partake in monotonous activities, necessitate an understanding of particular standards or protocols, manage hazardous or sensitive machinery that demands adherence to precise procedures, participate in safety or security training, or deal with monetary transactions as part of their responsibilities. Subordinates must adhere to the directives issued by the leader; as such compliance is a function of the authority inherent in their role. This approach to leadership proves beneficial in high-stakes professions where safety is paramount and rigorous compliance with standards is essential to ensure accuracy[28].

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Charismatic Leadership: This leadership style really showcases what success looks like when it's fueled by certain traits. Charismatic leaders have a strong and engaging vision, along with a magnetic personality that motivates and encourages their followers to bring that vision to life. So, this kind of leadership has always been really valued over time. Charismatic leadership really helps create a space where creativity and innovation can thrive, and it often acts as a powerful motivator for people. With some really inspiring leaders at the helm, the members of the organization are more than ready to jump on board. Looks like this turned out pretty well! But there's an important point to consider that might lessen the value of charismatic leaders: their tendency to leave. Once it leaves, an organization might feel a bit lost and without direction. The struggle can go on for a while since charismatic leaders usually don't focus on grooming successors. Their leadership really hinges on the strength of their personality. Charismatic leadership often stands out among other strong personalities and can be tough to develop. When you get rid of competition, you end up with a lot of happy followers, but not many potential leaders around[28].

Transactional Leadership: Transactional leaders, characterized by their pragmatic approach to leadership, consistently seek to provide incentives in return for loyalty and support. This situation can lead to various results, including a favorable performance review, a salary raise, a promotion, new responsibilities, or a preferred change in job duties. The challenge presented by transactional leaders' lies within their expectations. The transactional leadership style is defined by a mutual exchange of rewards and performance expectations between employees and management. Transactional leaders fulfill employee expectations by offering rewards upon the attainment of their objectives[28].

Transformational Leadership: Transformational leadership focuses on nurturing development and responding to the needs of followers. Transformational leadership elevates the motivation, morale, and performance of followers by forging a link between their

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personal identity and that of the project, as well as the collective identity of the organization. It entails embodying a paradigm of inspiration and motivation for followers, urging them to embrace greater accountability for their endeavors, while also discerning their strengths and weaknesses to allocate tasks that optimize their performance. Transformational leaders emphasize the elevation of employees' value systems, motivation, and ethical principles, alongside the development of their talents. It fundamentally aids individuals in achieving their goals within the organisational framework; it inspires them to engage in open communication and to embrace innovative and improved approaches and changes in their environment[28].

Nonetheless, the execution of any of these approaches is predominantly shaped by a multitude of factors, such as the character of the articulated objective, the proficiency of subordinates or employees, and the timeline for reaching the desired outcomes, among other considerations. Autocratic leadership possesses the authority to require employees to don protective gear during particular tasks, in contrast to laissez-faire leadership, which lacks the same degree of oversight to impose such a mandate. Furthermore, democratic leadership enables leaders to attain a deeper understanding and cultivate a more profound commitment from their subordinates in contrast to autocratic leadership.

2.1.6 Concept of Training

The notion of training is subject to definitional pluralism. This has undergone multiple interpretations. Training is defined as the process of providing instruction and practice to an individual to achieve an acceptable standard of behavior, efficiency, or physical condition, as stated in the Oxford Advanced Learner's Dictionary of Current English. The central premise of this definition is that the trainer engages in two fundamental activities: teaching and providing the recipient with an opportunity to apply the knowledge acquired. From this effort, the trainer can evaluate the effectiveness of his pedagogical function[29].

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Training is the targeted acquisition of skills organized by an entity to enhance the achievement of organisational objectives by the trainee post-employment. Training can be defined as the process of enhancing an employee's knowledge and skills to enable effective work performance. However, perceiving training in this manner confines its essence to knowledge and competence. This definition, however, advances beyond the previous ones by addressing the methods of imparting knowledge and skills, as well as certain factors that influence the training process[29].

Training is seen as a job-specific form of learning that occurs under varied sponsorships over a designated duration, focused on a particular occupation. The aforementioned authority perceives training as the process through which an individual acquires certain abilities to execute a given task. Training and development are essential processes aimed at enhancing employee performance inside the organization. To establish proficient committees, it is essential to enhance employees' pertinent expertise and cognitive abilities[30].

Furthermore, the inadequacy of employee training within the organization diminishes overall performance, as organizations rely on individuals possessing the appropriate skills, attitudes, and competencies to achieve their objectives efficiently. Both the public and private sectors are undergoing a notable deterioration in service performance. This has experienced restricted investment in human capital development and a significant departure of available skills, exacerbating the severe skills deficit in those industries. Furthermore, the sector is deficient in intermediate craft skills, which might be addressed with substantial investment in human capital and practical experience, facilitating the swift enhancement of artisan, interpersonal, and analytical abilities. In this context, similar to many private sector organizations, the organization suffers from inadequate service delivery, as personnel fail to execute their responsibilities to the anticipated standards[30]. Employers frequently neglect to

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regard their employees' sentiments concerning skills development. The institutional organization is purportedly structured in a manner akin to military management, likely due to the fact that armies represent the largest and arguably the oldest human organizations. This identifies some reasons why firms require their employees to perpetually acquire new skills.

Capital improvement: Organizations often allocate substantial financial resources towards the enhancement of their plants and equipment, while comparatively minimal investment is directed towards the development of their human capital. Academic administrators represent a valuable resource for the institution; however, employers often prioritize the attainment of deadlines and profit maximization over the development of employees' skills. This oversight may ultimately hinder employee performance. While the organization continues to demonstrate commendable performance, it is imperative to also emphasize the dedication, commitment, and loyalty of its employees. Without continuous training, the optimal utilization of modern equipment by employees will not be achieved[31].

Employees' improvement: Employees that consistently enhance their professional skills will likewise augment their output. Enhancing employee abilities influences both the workplace and the external environment. It fosters the comprehensive personal growth of each individual and the socio-economic advancement of the nation; hence, satisfied employees tend to be productive, while more productive employees experience more happiness[31].

Change adaptation: The workforce's level of competence will make it easier for the entire company to adjust to changes in the demand for its goods and services both domestically and internationally. Developing the abilities of the African workforce and boosting levels of investment in education and training in the labor market are two goals of the abilities Development Act 97 of 1998, yet employees may be difficult to adjust to change due to the uncertainties involved[31].

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Why Is Employee Development Important?

Employee development is often perceived as intrusive, all-day group training sessions. Regrettably, this undesirable method of employee development contrasts sharply with the ideal experience and perception of such development for employees. Employee development can take various forms, including training, assessment, educational programs, and feedback. If implemented effectively, training may significantly enhance employee performance, fostering growth for both the individual and the organization[32].

Employee Development: a Self-Fulfilling Prophecy: A significant element in enhancing employees' skills and capabilities is the corporate emphasis on individual improvement, whether personally or as a contributor to the organisation. The focus provided by an organization, along with heightened expectations after the training opportunity, might result in a self-fulfilling prophesy of improved employee performance. Employees that receive consistent, scheduled feedback and training, along with heightened expectations, demonstrate a greater level of productivity[32].

Employee Development Decreases Operational Costs: Workers should be able to do more with the help of training that is tailored to their specific needs and the objectives of their company. Considering the favorable impacts of training on employee performance, organizations should view staff development as a strategic investment in enhancing the workers' strengths. Organizations can reap enormous benefits from development plans that incorporate "train-the-trainer" training, which teaches employees how to teach others a certain ability. Employees can be trained in a variety of ways, including how to improve their own performance on the job or how to become future supervisors. Employees who take on the role of trainers may also be more committed to staying put, which could lead to lower turnover rates[32].

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Benefits of Employee Development

In addition to supporting the organization, employees may acknowledge that various employee development initiatives offer them significant benefits. Employee development programs, including certification, education reimbursement, and basic job skills training, represent costs to the organization that can be viewed as benefits to the employee. Employee awareness can contribute to increased organisational loyalty and improved job satisfaction. Training and development opportunities that enhance employees' resumes are significant components of compensation plans[33].

Employee Development Limits Organisational Liability

Most human resource professionals concur that mitigating organisational liability during employee training is a crucial component of employee development. Some occupations necessitate training and certification for a person to effectively fulfill the essential job requirements associated with that role. Accurate documenting of employee development before to or during task completion not only facilitates training progression but also mitigates responsibility in instances of human error by employees. An instance illustrating the utility of documented employee training is when a stockroom employee is designated as a forklift operator[33]. The organization is obligated to provide the employee with comprehensive training to ensure proficiency in operating the equipment in compliance with relevant laws and regulations. While employee training documentation is unlikely to fully shield an employer from legal responsibilities, it might potentially mitigate legal expenses and reputational harm for the organization[34].

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Factors affecting training

Feedback is a crucial component for the effective acquisition of skills. Training can occur mentally, wherein employees mentally rehearse scenarios to ensure adequate preparation. Accurate information dissemination during the initial learning phases is essential; if errors are not identified early, employees may face significant disadvantages when these mistakes are later recognized. Prolonged application of incorrect skills may result in their persistence. The significance of practice in skill acquisition is paramount, considering the extensive time employees dedicate to refining the skills pertinent to their roles. The primary objective of job training is to equip employees with the requisite knowledge and skills for proficient performance in their respective fields[35].There are a number of factors on the job that prevent transfer of learning. These include the following:

If learners perceive no value in applying new skills, believe that no rewards will result from such application, or do not value the rewards; the transfer of learning from the classroom to the job will not take place.

When individuals possess limited or no flexibility to alter their actions due to stringent control over job tasks, the application of training becomes impossible unless these controls are loosened.

If a learner's supervisor opposes training, the probability of the learner applying newly acquired skills diminishes significantly. Supervisors significantly impact subordinate behavior due to their authority over rewards and punishments. If a trainee returns to the project field and encounters skepticism from colleagues towards new ideas, the training will not be effectively conveyed[35]. Enumerates other factors that affect training, these are explained below:

Funding for Employee Training: Insufficient funding remains a significant issue. The demand for resources to facilitate employee training and development is on the rise; however,

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the availability of funding may be limited. Funding for training and development is often among the initial expenditures to be cut during periods of financial constraints[36].

Less Job Security: Employees in the private sector, as well as employees overall, experience diminished job security compared to earlier periods. It is frequently observed that individuals may anticipate engaging with various employers and potentially pursuing multiple careers throughout their professional lives. Considering this concept and the current landscape, employees will consistently seek out employers that offer opportunities for the development of transferable skills[37].

Limited Opportunities for Development: The organisational structure of the majority of organizations is flat. This implies that there isn't much opportunity for advancement. Organizations and employees alike must accept the notion that job satisfaction can be achieved in ways other than advancing in one's career. Making things difficult for workers in their existing roles or similar roles is an option[38].

Impact of training on Organisational Performance

Employee development, alongside training, is a critical factor in the formation of employee human capital, which influences the long-term productivity of employee behaviour. Training focuses on the employee's present role, whereas development equips the employee for future job demands. Effective training programs enable management to sustain a workforce capable of adequately replacing employees who depart the company or transition to different roles. This facilitates employee adaptation to emerging technologies and guarantees the availability of sufficient human resources for expansion into new domains. This outlines the effects of training and development on organisational performance. Enhanced organisational quality success. Minimization of task failures and defects, Minimization of employee turnover requires minimal supervision and demonstrates the capacity for advancement[39].

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2.1.7 Concept of Communication

Communication is central to our daily existence, from the minute we awaken in the morning until we succumb to slumber at night; we are perpetually engaged in the act of communication. Human beings inherently reside in social groups, where individuals interact to comprehend their environment, generate novel ideas, resolve issues, and enhance mutual understanding, ultimately leading to an improvement in their lifestyles[41]. Consequently, individuals frequently share ideas and information that may enhance their wellbeing. The communication processes within an organization can be analyzed concerning its operational dynamics. Organizations exist to fulfill specific functions, necessitating that communication is confined to enhancing the effective execution of these functions. It has been noted that transitioning from a disorganized state to an organized one necessitates the imposition of constraints and restrictions to minimize diffuse and arbitrary communication channels, thereby facilitating the achievement of organisational objectives[40]. Consequently, the inherent characteristics of organized systems necessitate the choosing of channels and the communication act. The method utilized by organizations to enforce rules and limitations while establishing suitable communication channels to achieve organisational objectives. The functional interconnectivity within the organisational structure promotes effective communication both internally and externally among its components. Consequently, management researchers have conceptualized formal organisational communication as encompassing three dimensions: downward, upward, and horizontal or lateral[41].

2.1. 8 Concept of Work Environment

The work environment refers to the location where an individual performs their duties, encompassing the surroundings and conditions that influence their professional experience. The context involves the social and professional setting in which an individual is

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expected to engage with various individuals. The workplace environment plays a crucial role in influencing employee performance and productivity. This study seeks to deliver essential insights into the workplace factors that impact employee performance. Establishing a work environment that fosters employee productivity is crucial for enhancing profitability within the organization and its associated businesses. The workplace becomes a fundamental component of the work itself. Organizations need to transcend their conventional functions to foster a workplace where employees find fulfillment in their tasks, take pride in their contributions, and are able to realize their full potential[42].

The relationship between employees and their workplace environment constitutes the concept of "workplace environment". The environment consists of the physical space, immediate surroundings, professional relationships, culture, resources, behavioral norms, and the workplace itself. Each of these factors influences how employees perform their duties. The quality of the workplace environment significantly influences employee performance, subsequently affecting the competitiveness of the organization. Creating an appealing, pleasant, satisfying, and inspiring workplace for employees is essential for effective management of the work environment. This will foster a sense of purpose and pride in the employees' work. Employees tend to experience satisfaction when their surrounding environment, both emotional and physical, aligns with their responsibilities. The degree to which employees engage with their immediate workplace environment influences their error rates, creativity, productivity, collaboration, absenteeism, and ultimately, their retention[43].

The physical work environment encompasses the workspace, ventilation, lighting, acoustics of the office, and access to natural light. The physical work environment plays a significant role in both functionality and aesthetics; the interior design and ambiance of the office enhance employee capabilities and drive increased productivity. Furthermore, the temperature and comfort level significantly influence employees' health. The configuration of

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employees' workstations within an office setting encourages a limited scope of thinking. The arrangement of the workspace significantly impacts the manner in which employees perform their tasks. The physical workplace influences employee interactions, task completion, and overall organisational management[44].

The psychosocial working environment encompasses workplace interactions, individual work dynamics and their impact on employees, organisational conditions, and the prevailing organisational culture. Furthermore, it encompasses the interplay between environmental factors and organisational contexts, the nature of tasks and their content, individual effort, working conditions, and the attributes of both the employee and their family members. The working environment, role consistency, and social support from managers exemplify the components of the psychosocial environment[45].

The policies environment encompasses organisational human resources policies and employment requirements for staff, which arise from industrial tools and agreements established with workers and unions. Work-life balance refers to the allocation of time between professional responsibilities and other aspects of an individual's life. Maintaining a healthy work-life balance reduces stress and safeguards against workplace burnout. Employees with an improved work-life balance exhibit greater commitment to their employers, enhanced job satisfaction, increased success in goal attainment, and higher levels of family happiness. Work-life balance reduces absenteeism and tardiness, enhances performance, and diminishes turnover rates. Employees spend a substantial portion of their lives at work, which significantly impacts their performance capacity. An enhanced physical work environment will increase productivity by improving staff performance. A respectful work environment that encourages staff involvement and cultivates a high-performance culture conducive to innovation is beneficial for business[46].

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Components of a Work Environment

The work environment comprises several essential components that affect employee productivity, job satisfaction, and overall workplace morale. A critical element is the physical workspace, encompassing office layout, lighting, noise levels, and ergonomic furniture. A well-structured workspace featuring ergonomic seating, sufficient lighting, and effective ventilation can improve employee well-being and productivity. Open office environments promote collaboration, whereas private offices or quiet zones facilitate concentration on tasks requiring intense focus[47]. Another critical component is organisational culture, which delineates the values, norms, and behaviours prevalent within an organization. A positive culture promotes teamwork, inclusivity, and employee motivation. Leadership significantly influences culture by establishing expectations and fostering a supportive work environment. Organizations that emphasize respect, communication, and employee development foster an engaging and productive environment. Work-life balance constitutes a critical element of a healthy work environment. Organizations offering flexible work arrangements, manageable workloads, and wellness programs facilitate employees' effective management of personal and professional responsibilities. Excessive workloads can result in employee burnout, reduced productivity, and increased job dissatisfaction, whereas a balanced approach fosters greater engagement and retention[48].

Technology and resources serve as fundamental components of efficiency in contemporary work environments. Organizations that invest in modern software and advanced digital platforms facilitate more efficient employee performance. Cloud-based applications facilitate collaboration, document sharing, and real-time project updates, thereby minimizing delays and miscommunications. The emergence of artificial intelligence and automation facilitates the streamlining of routine tasks, including data entry, customer inquiries, and report generation, thereby allowing employees to concentrate on more strategic

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and creative dimensions of their positions. This enhances productivity and job satisfaction by minimizing repetitive manual tasks[49].

Effective communication technologies are essential for sustaining a seamless workflow, particularly in an age where remote and hybrid work patterns are prevalent. Platforms like Slack, Microsoft Teams, and Zoom enable instantaneous messaging, video conferencing, and file sharing, so guaranteeing teams remain interconnected irrespective of their geographical locations. Lucid and timely communication mitigates misconceptions, expedites decision-making, and enhances team collaboration. Moreover, organizations that adopt customer relationship management (CRM) and enterprise resource planning (ERP) systems can optimize internal operations, enhancing the experiences of both employees and customers[50].

A dependable IT infrastructure is essential for enabling employees to operate without unwarranted interruptions. Suboptimal networks, recurrent system failures, or antiquated technology might induce annoyance and diminish productivity. Investing in high-speed internet, secure cloud storage, and comprehensive cybersecurity measures safeguards both company and employee data, mitigating the risk of cyber threats and downtime. Consistent maintenance and updates of hardware and software mitigate technological difficulties that could impede workflow. In addition to supplying technology, firms must emphasize adequate training and support to enable employees to utilize the available tools efficiently. New software and systems frequently have a learning curve, and in the absence of sufficient training, personnel may encounter difficulties in adaptation, resulting in inefficiency. Organizations that provide workshops, onboarding programs, and ongoing learning opportunities enable employees to remain abreast of technological changes, hence enhancing their confidence and proficiency in utilizing digital tools[51].

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2.1.9 Concept of Reward System

The employee is pivotal in ascertaining the success or failure of any formal company. The capacity of a company to recruit, retains, and appropriately compensate talented and qualified individuals may depend on the reward systems established inside the organization. An employee's propensity to retain their position is significantly affected by the organization's reward provisions. To maintain optimal employee satisfaction and retention, firms must investigate many effective strategies for rewarding employees to attain the required results. Research indicates that employee job satisfaction and retention are influenced by the reward packages provided by organizations. Organizations with objectives to attain necessitate content and fulfilled personnel inside their workforce. A primary responsibility in human resources management is reward management[52].

A reward is an incentive provided as a benefit, advantage, or acknowledgment intended to motivate personnel to excel in their performance. Organizations can utilize diverse strategies to incentivize their staff. Numerous reward schemes predominantly depend on monetary incentives to motivate employees, encompassing annual or periodic bonuses, employee appreciation awards, and supplementary incentives. Alternatively, non-financial benefits may manifest as letters recognizing performance, public performance reviews, improvements in working conditions, and broadened job descriptions via job rotation. Reward is often defined as the comprehensive array of financial and non-financial compensations or overall remuneration offered to an employee in return for their labor or services rendered[52]. A reward system is defined as a mix of rules, processes, and practices that an organization employs to recompense people according to their performance, abilities, competencies, and market value. It functions as a methodical strategy to encourage and strengthen the preferred behaviors, actions, or performances. A reward system is an essential tool utilized by management to channel employees' motivation towards desired objectives,

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including increased productivity and improved organisational performance. These systems are commonly utilized in various settings, including professional situations, educational institutions, and personal development programs. The principal aims of a reward system are to motivate individuals, increase productivity, improve engagement, and achieve designated outcomes. It typically involves providing a reward or positive reinforcement upon the demonstration of the desired behavior. It may emerge in diverse forms, including tangible objects, privileges, verbal commendation, or recognition. It is extensively utilized in several situations, including parenting, education, workplace management, and personal growth. Incentive systems can efficiently inspire personnel to achieve certain objectives, complete assignments, or fulfill designated criteria or expectations. A well-structured reward system can be a crucial instrument for encouraging positive behaviours and achieving desired outcomes in various settings. The reward system is an effective mechanism for incentivizing and acknowledging individual contributions and accomplishments. By meticulously devising and executing a reward system that is equitable, transparent, and congruent with institutional or educational objectives, organizations can improve performance, happiness, and overall success[53].

Components of Reward System

Components of a reward system include:

1. Clear Objectives: The desired behaviours or outcomes that will be rewarded should be clearly defined and communicated.
2. Selection of Rewards: Rewards should be meaningful and desirable to the individuals participating in the system. They can be tailored to fit the context and the preferences of the recipients.
3. Consistency: Rewards should be given consistently when the desired behaviour is demonstrated, reinforcing the association between the behavior and the reward.

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4. Fairness and Transparency: The reward system should be perceived as fair and transparent to maintain motivation and trust among participants.
5. Adjustment and Evaluation: Periodic evaluation of the reward system's effectiveness is important. It may be necessary to adjust the system based on feedback and changing circumstances to ensure its continued effectiveness.
6. Encouragement of Intrinsic Motivation: While external rewards can be effective in the short term, fostering intrinsic motivation where individuals are motivated by internal factors such as enjoyment, satisfaction, or personal grow this often considered a more sustainable approach in the long term[53].

Types of Reward Systems

Organizations can devise several types of reward schemes. Reward systems can be classified into intrinsic and extrinsic categories. An intrinsic reward system encompasses components inherent to the job that the individual finds pleasurable upon successfully accomplishing a task or attaining their objectives. In contrast, extrinsic rewards originate from external sources and are tangible, acknowledging the efforts of an employee. Extrinsic rewards include elements external to job responsibilities, such as remuneration, working conditions, benefits, job security, promotions, employment contracts, salary, incentives, bonuses, and the entire work environment. There exist multiple types of reward systems[54].

1. Intrinsic reward is an outcome that offers an employee personal satisfaction from effectively executing their job. This reward pertains to the employee's internal gratification for optimal performance, encompassing feelings of pleasure, professional development, and personal achievement. Organizations typically confer this reward when an employee excels in their role.

2. Extrinsic reward: this reward is typically monetary and physical. An extrinsic reward provided by managers to employees is directly correlated with job performance, as the

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majority of employees seek time off, advancement, and recognition. Monetary incentives serve as the most effective means of employee motivation, addressing individual expectations to sustain engagement. However, this motivational approach is typically transient and necessitates continual reinforcement to maintain employee motivation and performance. Through a reward system, an organization affirms employees' perceptions of their value and recognizes their contributions to the company's advancement.

3. Financial reward direct monetary rewards are financial rewards that include giving cash compensation to employees for their direct completion of work or for their increased efforts wages and salaries commission incentives etc. are the best examples of financial rewards.

4. Non-financial reward Indirect monetary rewards are the non-financial rewards which consists of the items of financial value which the organization gives to the employees which does not include cash medical insurance subsidized canteen Life Insurance interest free loans subsidized transport free uniforms some examples of non-financial rewards.

5. Performance based reward: this record is associated with employees' job performance the reward of employees will be greater for good performance and the poor performance will be awarded according the employees who perform above the predetermined level of output will be paid additionally.

6. Wages and Salary: Wages are what is paid to employees who are not permanently employed and typically pertains to hourly rates of pay (the more hours worked, the greater the pay), while salary is what is paid to people that are permanently employed and this is at a fixed weekly, monthly, or annual rate of pay.

7. Status with reference to an organization, status refers to the position in the hierarchy of the organisational chart. The levels of authority, responsibility, recognition, salary, perks, determine the status of an employee in the organization. A person at the top level management has more authority, responsibility, recognition and salary and vice-versa. Status

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satisfies the self-esteem and psychological needs of an individual and in turn, motivates him to work hard.

8. Organisational Climate Organisational climates refer to the environmental characteristics of an organization that are perceived by its employees about the organization and have a major influence on their behaviour. Each organization has a different organisational climate that distinguishes it from other organizations. Some of the factors that influence the organisational climate of an enterprise are organisational structure, individual responsibility, rewards, risk and risk taking, warmth and support and tolerance and conflict. When the organisational climate is positive employees tend to be more motivated.

9. Career Advancement Opportunity: It is very important for an organization to have an appropriate skill development program and a sound promotion policy for its employees which works as a booster for them to perform well and get promoted. Every employee desires growth in an organization and when he gets promotion as an appreciation of his work he is motivated to work better.

10. Job Enrichment: It refers to the designing of jobs in such a way that it involves a higher level of knowledge and skill, a variety of work content, more autonomy and responsibility of employees, meaningful work experience and more opportunities of growth. When the job is interesting, it serves as a source of motivation.

Implementing an Effective Reward System

1. Clear Criteria: Establish clear, measurable criteria for what behaviors and achievements will be rewarded.
2. Fairness and Consistency: Ensure the reward system is perceived as fair and consistently applied to avoid favoritism or bias.
3. Alignment with Goals: Align rewards with organisational or personal goals to reinforce the desired outcomes.

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4. Timely Rewards: Provide rewards promptly after the desired behavior or achievement to reinforce the connection.
5. Variety and Personalization: Offer a variety of rewards to cater to different preferences and ensure that rewards are meaningful to the recipients.

Benefits of Reward Systems

Effective reward systems in organizations can boost employee motivation, engagement, and performance, leading to increased productivity, improved retention, and a stronger establishment culture. There is a range of benefits to introducing a reward system in an organisation.

1. They may act as a source of inspiration: Implementing a reward system can enhance employee motivation and promote collective efforts toward the organization's goals. The rewards and recognition afforded by a reward system can motivate employees to engage in diligent work. Employees are more inclined to perform their duties efficiently to benefit from the reward system if they recognize that the company appreciates their contributions.
2. They can aid recruitment: Using an incentive system when hiring new employees might assist draw in top talent. There are several strategies to attract new hires if you wish to stand out from the competition. Benefits like competitive pay rates, generous yearly leave, corporate pensions, and incentive programmes might assist entice prospects to join your organization rather than a rival.
3. They can reduce employee turnover**:** High turnover can be costly for businesses, as when an employee leaves, the organisation might have to find a suitable replacement. This process often incurs costs relating to recruitment and training that can total more than the cost of implementing a reward scheme. Employees that feel their work is

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being recognised by the organisation are less likely to leave for a competing organisation that may offer more opportunities for reward and recognition.

4. They can increase productivity**:** With increased staff morale, high-quality staff and lower levels of turnover, productivity can ultimately increase. If a target driven reward scheme is being introduced, employees may have to reach certain work thresholds so they can benefit from the scheme. This can motivate staff to provide a higher output of work. As staff feel that their efforts are being recognised, the quality of work being produced can also increase as employees may take more pride in the work that they complete.
5. Increased Motivation: Rewards can boost motivation and encourage continued effort and improvement.
6. Enhanced Performance: Properly designed reward systems can lead to higher levels of performance and productivity.
7. Retention and Loyalty: Employees or students who feel recognized and valued are more likely to remain loyal and committed.
8. Positive Culture: Reward systems can help foster a positive and supportive culture in workplaces or educational settings.

Challenges of a Reward System

An organisational reward system is meticulously crafted to inspire employees through the acknowledgment of their performance and contributions. Contemporary organizations are presently confronted with various challenges regarding employee turnover, which arise from inadequate management of the employee rewards system. Incentives significantly contribute to enhancing the performance of employees within an organization. The establishment and upkeep of an effective reward system within an organization encounters various complexities, such as guaranteeing equity, aligning incentives with performance metrics, adapting to

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evolving requirements, and addressing perceptions of fairness, all while navigating financial limitations and potential adverse effects. Nonetheless, the execution and sustenance of a robust reward system present a myriad of challenges[54]:

1. Fairness and Perceived Inequity

   Employees may feel that rewards are not distributed fairly.

   Differences in perception can lead to dissatisfaction and decreased motivation.

   Example: If two employees perform similar tasks but one receives a higher bonus, it may create resentment.

2. Subjective Evaluation Criteria

- If the reward system is based on subjective assessments rather than clear performance metrics, favoritism may arise.
- Employees may feel that personal biases impact who gets rewarded.
- Example: A manager might reward employees they personally like rather than those who actually perform better.

3. Budget Constraints

- Organizations often struggle to allocate sufficient funds for rewards.
- A limited budget may lead to lower-than-expected incentives, reducing motivation.
- Example: A company promises high bonuses but later reduces them due to financial issues.

4. One-Size-Fits-All Approach

- Employees have different motivations; some prefer monetary rewards, while others value recognition or career growth.
- A standardized system may not cater to diverse needs.
- Example: An older employee may value pension benefits, while a younger employee prefers salary bonuses.

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5. Short-Term Focus

- Some reward systems prioritize short-term achievements over long-term contributions.
- Employees might chase immediate rewards rather than focusing on sustainable growth.
- Example: A sales team may push for high sales in one quarter but compromise on customer relationships.

6. Lack of Transparency

- If employees do not understand how rewards are determined, they may feel demotivated.
- Transparency builds trust and encourages employees to work towards clear goals.
- Example: A company announces performance-based bonuses but does not explain the evaluation process.

7. Resistance to Change

- Employees may resist new reward systems if they feel it disrupts their expectations.
- Managers may also find it difficult to adapt to new evaluation and distribution methods.
- Example: A company switches from annual bonuses to monthly incentives, and employees struggle to adjust.

8. Encouraging the Wrong Behavior

- Poorly designed reward systems may lead to unethical practices or unhealthy competition.
- Employees might prioritize rewards over teamwork or integrity.
- Example: A commission-based system may encourage salespeople to mislead customers to close deals.

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9. Difficulty in Measuring Performance Accurately

- Some roles are difficult to quantify in terms of performance, making it hard to set clear reward criteria.
- Example: Measuring the impact of HR or customer service teams compared to sales teams.

10. Employee Demotivation if Expectations Are Not Met

- If employees expect a reward and don't receive it, it can have a negative effect.
- Example: An employee works extra hours expecting a raise but gets overlooked.

2.1.10 Concept of Research

Investigation is a systematic and organized effort to explore a specific question, problem, or event, aimed at uncovering new insights or validating existing information. Data is meticulously gathered, examined, and understood, frequently under the direction of a hypothesis or research inquiry. The essential essence of inquiry lies in its ability to provide evidence-driven insights that can influence theory, practice, and policy. This tool is crucial across various fields, including the sciences, social sciences, and humanities, enabling the expansion of understanding in diverse domains[55].

The core of investigation is rooted in a natural inquisitiveness and the desire to tackle challenges or explore unknown realms. Investigators begin by identifying a gap in existing knowledge or a practical problem that requires focus. The initial stage holds significant importance, as it sets the direction and scope of the entire investigative process. Once a research topic or hypothesis has been established, the next step involves designing a study that effectively tackles the question or evaluates the hypothesis. This design involves the meticulous choice of a suitable methodology, whether qualitative, quantitative, or mixed methods, along with the identification of data collection strategies that align with the research objectives[56].

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The gathering of data is a crucial aspect of the investigative process, involving the collection of information from various sources, including experiments, surveys, observations, or archival data. The collected data must maintain integrity and reliability, as these factors directly impact the validity of the findings. It is essential to exercise great care and attention to detail to ensure that data gathering procedures are thorough and unbiased, as any bias could potentially undermine the validity of the study's results. In studies involving human or animal subjects, the significance of ethical considerations cannot be overstated. Adhering to rigorous ethical standards is essential to protect the rights and welfare of participants[57].

The phases of data analysis and interpretation are essential, as they transform raw data into meaningful insights. This method often involves conducting statistical analysis for quantitative studies or employing thematic analysis for qualitative investigations. It is essential to employ appropriate analytical methodologies to obtain precise conclusions from the data. Interpreting findings requires analytical reasoning and the ability to connect the results to the original research question or hypothesis. This phase involves evaluating whether the study hypothesis is supported, as well as understanding the broader implications of the results in relation to existing literature and practical applications[58].

The dissemination of research findings is a crucial component of the research process. Findings are disseminated to the wider population through publications, presentations, and reports. The dissemination of research findings is crucial for advancing knowledge, as it allows others to access information from the studies, replicate investigations, or builds upon the results in future efforts. The process of inquiry is essential for societal progress, as it fosters innovation, informs decision-making, and leads to advancements in fields like healthcare, technology, education, and public policy[57].

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2.1.11 Concept of Teaching Competency

Teaching involves a multifaceted and comprehensive approach that goes beyond merely conveying information from one person to another. Teaching is fundamentally an artistic endeavor that intentionally engages students in ways that spark curiosity, foster analytical thinking, and facilitate meaningful learning experiences. A proficient educator goes beyond merely imparting knowledge; they cultivate an environment where students feel valued, motivated, and encouraged to explore their own ideas. This necessitates a deep understanding of the material and the diverse needs of learners, enabling the educator to tailor their methods to enhance each individual's potential[58].

Furthermore, instruction entails a significant ethical responsibility. It requires a commitment to equity, ensuring that each student, regardless of their backgrounds or abilities, has the chance to gain the knowledge and skills essential for achievement. This involves acknowledging the various social, cultural, and psychological factors that influence learning and applying inclusive approaches that address different learning styles and needs. Effective teaching requires continuous self-reflection and professional development, as educators must regularly adapt to new educational paradigms, advancements in technology, and the evolving needs of their students[59].

Moreover, the essence of teaching lies in the connections that are formed. The interactions between educators and learners form the essential foundation of the educational experience. Trust, respect, and empathy play vital roles in creating a safe and supportive learning environment, serving as the cornerstone of these relationships. The ability of an educator to forge a personal bond with learners can significantly impact their academic success and emotional well-being. By fostering positive relationships, educators can enhance students' enthusiasm for learning, extending beyond the confines of the classroom and influencing their everyday lives[59].

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Moreover, the profession of teaching is complex and impactful, requiring a blend of knowledge, empathy, creativity, and dedication. It is not just about conveying information; it is about shaping the intellect and ethical values of future generations. Educators play a crucial role in guiding students to develop into informed, responsible, and compassionate members of society. Educators have the capacity to impact not only the scholarly success of their pupils but also their overall personal development[60].

2.1.11 Concept of Demographic Factors

Demography refers to the examination of the various social standings of individuals within the social and economic landscape. This involves aspects such as occupation and income, levels of educational attainment, and the structure or size of the family. Additionally, demography involves examining the size, structure, and distribution of human populations. Demographics represent measurable traits of a specific population at a certain moment in time. The examination focused on the dynamics of a population, encompassing aspects such as birth rates, mortality, and the prevalence of diseases within a specific community. Contemporary demographic analysis is not solely focused on population metrics; it also incorporates a temporal aspect. Demographic variables or factors are recognized as the socio-economic characteristics of sales force personnel, including age, educational qualification, sex, marital status, and years of service[61].

According to this premise, demographics were identified as variables including education, gender, marital status, and years of service. Many experts expressed that demographic variables are personal factors encompassing age, gender, educational level, tenure or work experience, job level, and monthly salary. Numerous studies in the literature often incorporate demographic variables, such as age, gender, race/ethnicity, education, residential location, socio-economic status (SES), income, employment status, religion,

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marital status, ownership of assets (like home, car, pet, etc.), language, mobility, population size, and family size[62].

In the current investigation, demographic variables are described as measurable personal attributes. The quantifiable characteristics encompassed elements such as age, gender, education, job position or designation, and years of work experience. Nonetheless, while the literature is replete with studies concerning demographic variables, there exists a scarcity of research exploring the correlation between these variables and the job performance of academic administrators. Demographic factors pertain to the individual characteristics of employees within a specific organization. It was disclosed that each organization functioned under the tenet of individuality, emphasizing that every worker possesses distinct characteristics[63].

Work Experience: Work experience encompasses the knowledge and skills acquired by an employee while fulfilling their responsibilities within a specific organization over a designated period. As posited by Quinones, it may be viewed as the apex of contextually driven occurrences that one perceives. This definition clearly distinguishes between knowledge obtained through formal education and the execution of job-related tasks. In the realm of employment, experience signifies the gathering of specialized knowledge derived from engagement, practice, and the observation of the responsibilities and tasks linked to a particular role. While the notion of experience is relatively straightforward to grasp, recent investigations into its measurement reveal that it is profoundly complex. Consequently, although extensive research has employed terms like job tenure, organisational tenure, and seniority interchangeably to denote work experience, there is compelling evidence suggesting that these concepts differ significantly based on the level of specification, including task job, work-group, and measurement[64].

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The theory of human capital posits that individuals invest in their own experiences, thereby augmenting their capabilities and subsequently impacting their job performance[44]. The principles of learning theory further validated that practical job experience contributes positively to job performance. Nonetheless, both viewpoints indicated that job performance evolves over time as individuals gain experience in their roles. As professional experience fosters the development of pertinent knowledge, skills, and abilities, one can anticipate an enhancement in performance. According to this principle, performance models suggest that job experience positively influences job performance. It is asserted that professional experience shapes job knowledge and task proficiency, which subsequently impacts job performance[65].

Age: The age of an academic employee continues to be a recognized factor that influences job performance. Within any organization, the passage of time reveals the evolution of an individual, which in turn may influence the trajectory of performance over time. Nonetheless, there exist two predominant perspectives regarding the correlation between age and performance in academic positions. A particular intellectual framework previously posited that age and job performance exhibited an inverse correlation; however, a subsequent school of thought asserted that a direct relationship exists between age and job performance. One theoretical rationale for the relationship is the decremented theory of aging, which posits that advancing age leads to a decline in various abilities, including speed, strength, motor coordination, and overall physical capacity[66].

A model was developed indicating a singular negative effect of age-related factors on various cognitive variables. Multiple studies have demonstrated the adverse impact of aging on the job performance of academic administrators in higher education institutions. Age is associated with declines in performance on tests of learning, memory, reasoning, spatial abilities, and psychomotor speed. Furthermore, research indicates that aging can influence

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others' perceptions and subsequent treatment of an individual. It suggests that older employees face harsher evaluations compared to younger workers, who receive fewer training and networking opportunities. Consequently, even if an individual's performance-related characteristics remain unchanged, other employees may meet their expectations for changes in academic job performance by limiting opportunities for performance or development, or by providing lower evaluations. Despite theoretical frameworks suggesting that aging may affect performance, and empirical studies indicating an impact of aging on performance-related constructs, research on the relationship between age and performance has produced inconsistent results[67].

The aforementioned postulation reflects the second school of thought that asserts a direct relationship between age and job performance. Performance is likely to remain stable at older age levels, as job experience may offset any negative impacts associated with aging. The argument that aging is often linked to job performance is supported by the notion that as employees age, their job performance tends to improve[67].

Job Status: This factor denotes an employee's position within the workplace hierarchy. The job position was categorized into upper and lower cadres, respectively. In a typical college of education in Nigeria, two significant factors influence the employment status of an individual. The initial factor is the educational qualification, while the subsequent factor is the duration of service of an employee within the institution. It is noteworthy that the job position of a specific employee is not fixed. With few exceptions, when an individual commits a serious offense in the workplace, there should be a progression from one level to the next. An employee who contributes significantly to their organization typically experiences swift advancement in their career. Evidence suggests a direct correlation between job status and academic job performance[68]. It was also disclosed that the realization of organisational sustainability and viability hinges upon the appropriate positioning of each

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employee. He emphasizes that the likelihood of achieving superior job performance from the senior staff is unequivocally greater than that of the junior staff. This revelation suggests that individuals in higher positions often exhibit a greater commitment to the goals and objectives of the organization[69].

Educational Qualification

Education is often characterized as the mechanism through which knowledge, skills, norms, and values are conveyed to individuals, enabling them to integrate into and be embraced by society. Furthermore, it pertains to the entirety of actions aimed at bringing about constructive and enduring transformations in human conduct. Defining education as the process of transforming an individual socially, morally, and intellectually is equally significant, as it enhances their relevance to the achievement of societal goals and objectives. Nevertheless, the concept of workers' education pertains to the educational initiatives designed to enhance the character and social effectiveness of workers, thereby enabling them to contribute meaningfully within their respective organizations[70].

The educational attainment of the workforce significantly influences their effectiveness and efficiency within the workplace. In acknowledging this reality at the recruitment stage, every organization underscores the educational qualifications it seeks in prospective employees. It was posited that the objective of African education should be the cultivation of a superior generation of Africans, adept in fulfilling their professional, social, civic, religious, and domestic responsibilities, maximizing their life experiences while contributing significantly to society. Education manifests through various stages, including pre-primary, primary, secondary, and post-secondary enrolments. Conversely, development activities frequently present themselves as university enrolments aimed at top executives[71].

Human capital theory solely highlights the enhancement of worker productivity and efficiency through the augmentation of cognitive skills within the workforce via education.

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Proponents regard human capital as the reservoir of economically valuable human capacities, resulting from inherent abilities and investments in human resources. The provision of formal education is regarded as a valuable investment in human capital, which proponents of the theory deem as equally or even more beneficial than investment in physical capital. It is based on the concept that instructions requiring logical or analytical reasoning, or imparting technical and specialized knowledge, enhance the marginal productivity of workers in high-skill professional roles. Moreover, it is posited that the provision of education enhances the stock of human capital within society, hence contributing to an improvement in national productivity and economic growth[2].

2.2 Theoretical Framework

2.2.1 Expectancy Theory by Victor Vroom

Expectancy Theory was formulated by Victor Vroom in 1964, asserts that individuals are driven to take action based on the anticipated results of their behaviours. The proposition posits that motivation arises from three fundamental elements: expectancy, instrumentality, and valence. Expectancy denotes the conviction that an individual's exertion will culminate in the expected performance, whereas instrumentality encompasses the understanding that standard performance will result in specific outcomes or rewards. Valence denotes the significance that individuals attribute to expected rewards or outcomes. Vroom's theory emphasizes that motivation extends beyond mere rewards; it is fundamentally influenced by an individual's conviction that their efforts will lead to the attainment of desired results[53].

Vroom's Expectancy Theory is extensively applied in organisational contexts to comprehend the intricacies of employee motivation and behaviour. It underscores the necessity for employees to recognize a distinct connection between their exertion, performance, and the subsequent rewards. Managers can implement this theory by guaranteeing that employees possess the necessary resources and support for success

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(expectancy), that rewards are directly correlated with performance (instrumentality), and that these rewards hold significant value for the employees (valence). The theory serves as a crucial foundation for the examination of workplace motivation and has found application across diverse industries and organisational settings. The expectancy theory of motivation posits that individuals are driven to act in manners that yield outcomes they deem desirable and valuable. A fundamental assumption of this theory is that individuals evaluate various behavioral options based on their perceptions (expectancies) regarding the likelihood that a specific behavior will result in the desired outcome. In the realm of employment relations, interactions such as compensation for services provided transpire between employers, who offer rewards and recognition, and employees, who serve as the providers of those services[53].

It was suggested that there exists a subtle connection among expectancy, effort, productivity, and reward. Expectancy theory underscores the importance for organizations to align rewards with performance, ensuring that the rewards offered are both merited and desired by the recipients. The Expectancy Theory, formulated by Victor Vroom, holds significant importance in comprehending the job performance of academic administrators within public Colleges of Education . The proposition posits that individuals are driven to engage in their professional responsibilities when they hold the belief that their efforts will culminate in favourable results. Within the realm of academic-administrators', this explains the belief that dedicating oneself to teaching, research, administrative duties, and student involvement will yield benefits such as promotions, acknowledgment, or advancement in one's career. When educators perceive that their diligent efforts will yield concrete advantages, their drive to excel is likely to enhance, thereby elevating overall job performance[53].

Furthermore, the theory stresses the significance of harmonizing staff expectations with the main objectives of the institution. When academic- administrators recognize that

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their efforts will be acknowledged and rewarded by their institutions, they are more motivated to remain committed and involved. Nonetheless, should employees perceive that their contributions will go unacknowledged or unrewarded; it could result in a decline in commitment, reduced job satisfaction, and a reduction in overall performance. Consequently, it is imperative for public Colleges of Education to establish reward systems and advancement opportunities that are transparent, attainable, and in harmony with the professional goals of their academic administrators in order to improve overall performance.

The theory holds significance for the study as it will encourage academic-administrators to strive for excellence in their respective roles. It is essential for management to acknowledge the contributions made by academic administrators, as this recognition can significantly enhance their performance through appropriate rewards and professional development like training. Any academic- administrator who enhances their qualifications, for instance, ought to be assigned to a position commensurate with their new credentials. It is imperative for management to align rewards with performance metrics, ensuring that the incentives offered are both merited and desired by the academic administrators, thereby enhancing their job performance.

2.2.2 Human Capital Theory (HCT)

Human Capital Theory (HCT) was propounded in the 1960s and has become an important way to look at how education, skills, and economic productivity are connected. The theory, mainly put forward by economists Theodore Schultz and Gary Becker, proposes that putting resources into education, training, and personal growth increases a person's economic worth, similar to how investing in physical capital boosts business productivity[54]. In his 1961 paper, Investment in Human Capital, Schultz pointed out that human skills are really important for economic growth. He argued that education is just as crucial as machinery or infrastructure when it comes to boosting output. Becker elaborated on this concept in his

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1964 book Human Capital: A Theoretical and Empirical Analysis, where he looked into how education, work experience, and professional training influence earnings and job performance. Their work helped us understand how people and communities gain from putting resources into developing human skills and abilities[55].

HCT suggests that putting money into human capital can result in better job opportunities, increased salaries, and enhanced economic results for individuals and communities. The theory indicates that countries with a better-educated workforce usually see more economic growth since skilled workers help drive innovation, improve efficiency, and adapt to new technologies. Employers also gain from bringing on well-educated and trained workers who boost productivity and competitiveness. When looking at the bigger picture, it's clear that governments focusing on education and workforce development can lead to more vibrant economies, lower unemployment rates, and lasting prosperity. By viewing education and skill acquisition as investments instead of just costs, HCT makes a strong case for policies that support lifelong learning, vocational training, and professional development as essential factors for economic success[56].

Even though Human Capital Theory is really influential, it has been criticized for making things too simple when it comes to what actually leads to economic success. Some researchers suggest that it focuses too heavily on personal accountability and overlooks broader systemic problems like social inequality, discrimination, and the structures of the labor market. Some people argue that not everyone has the same access to education and training opportunities, and that thing like wealth distribution and biases in institutions can really limit economic mobility. Some people also argue that HCT misses out on the significance of social capital, which includes relationships, networks, and social structures that can impact economic results. Even with these critiques, HCT is still a key theory in labor economics, influencing education policies, workforce strategies, and economic planning

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around the globe. This highlights how crucial it is to invest in people's potential to drive economic growth and social development[57].

Human Capital Theory (HCT) is really important to this research work because it highlights how education, skills, and training can improve job performance. In public Colleges of Education in South West Nigeria, HCT helps us understand how different organisational and demographic factors affect the ability of academic administrators to carry out important tasks like teaching, research, administrative duties, and community service. The theory indicates that when organizations put resources into training, reward systems, and good communication, employees gain the skills they need to boost productivity. A workplace that encourages ongoing learning and career growth fits perfectly with HCT's main idea that investing in people results in improved performance and the growth of the institution. Additionally, a leadership approach that promotes mentorship, motivation, and career growth can enhance the effectiveness and job performance of administrators, leading to better results for the institution.

Also, the demographic traits of academic administrators—like gender, age, qualifications, experience, and job status—can affect how well they can use their knowledge and skills in their positions. HCT indicates that people who have more education and experience tend to be more productive since they have gained knowledge through formal studies and practical work experience. For instance, those in academic administration who have advanced degrees or a lot of professional experience might be more prepared to take on research tasks, manage administrative responsibilities, and handle teaching assignments. However, differences in access to training and career development opportunities, influenced by demographic factors, might impact overall performance levels. By looking at demographic factors in the HCT context, the study can examine how variations in education and professional experience affect job performance among academic administrators.

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Additionally, factors within the organization, like leadership, communication, and reward systems, are really important for getting the most out of human capital potential. HCT states that when employees are motivated and given the right resources, they tend to perform better and enhance their skills. A good reward system that recognizes performance with promotions, financial incentives, or chances for career growth can really boost productivity and commitment to the job. Good communication in the organization helps academic administrators grasp the institutional goals and collaborate effectively to reach them. Additionally, ongoing training programs can help close skill gaps and ensure that academic administrators stay informed about the best practices in teaching, research, and management. The thesis shows that using HCT can highlight how supportive organisational practices and personal investments in human capital contribute to better job performance in public Colleges of Education in South West Nigeria.

2.2.3 Human Relations Theory - Elton Mayor and Mary parker Follet

Human Relations Theory was developed by Elton Mayo's in the 1930s in response to Taylorism's mechanistic methodology, which was mainly concerned with task performance and efficiency. The significance of social elements in the workplace was highlighted by Mayo's work, especially his well-known Hawthorne Studies carried out at the Western Electric Company. According to his research, worker employment rose as a result of social dynamics and attention paid to them, in addition to favorable physical conditions and financial incentives. Mayo came to the conclusion that employees are driven by a variety of social requirements, such as acceptance, a feeling of community, and job satisfaction, in addition to financial incentives. This thesis emphasized how important management is in creating a happy work environment and how managers' care for employees' well-being may increase output and job satisfaction[58].

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Furthermore, by highlighting the human elements of organizations, a Mayo contemporary made an important contribution to Human Relations Theory. According to Follett, companies ought to be seen as social systems in which people are essential components. She popularized the concept of "power with" as opposed to "power over," promoting an integrative and cooperative management style in which managers and employees work together as a team rather than in a hierarchical structure. Follett also highlighted the value of conflict resolution and viewed disagreement as a chance for mutual understanding and communication to lead to positive development. Her work, which emphasized the value of interpersonal interactions and group decision-making within businesses, established the groundwork for contemporary ideas like workplace democracy and participatory management. The combined theories of Mayo and Follett changed the emphasis from inflexible, mechanical management theories to more human-centered strategies that acknowledge the intricate social interactions that exist within businesses[58].

The Human Relations Theory articulated by Elton Mayo and Mary Parker Follett, holds significant relevance to the research topic "Organisational and Demographic Factors as Determinants of Academic-Administrators' Job Performance in Public Colleges of Education ," as it emphasizes the critical role of social and human elements in determining job performance. Mayo's research elucidates the influence of social dynamics, employee recognition, and job satisfaction, indicating that organisational elements such as management approaches and interpersonal relationships can profoundly impact the performance of academic administrators. Follett's focus on collaborative management and conflict resolution resonates with the notion that organisational frameworks and leadership strategies, when customized to the requirements and characteristics of academic administrators, can significantly improve their efficacy and job satisfaction. Grasping these human-centered

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elements is essential for crafting interventions that enhance job performance within educational institutions[67].

The Human Relations Theory posits that alongside identifying optimal technological approaches to enhance productivity, it is advantageous for management to take into account the human factors within the organisation. The human relations theory was articulated by Mary. The theory addressed the complexities faced by individuals within organizations, including issues related to welfare, motivation, and retirement benefits. It ultimately posited that these challenges can be mitigated through enhanced cooperation among employees. From this foundation, she formulated four organisational principles, each emphasizing the importance of coordination: coordination through direct engagement with the relevant individuals, coordination at the initial stages, coordination as the interdependent relationship among all factors within a situation, and coordination as an ongoing process. The central premise of human relations theory posits that the human element plays a crucial role in the attainment of organisational objectives[68]. The advocate of this theory posits that employees will perform more effectively if their individual well-being is acknowledged and prioritized. The theory of human relations is pertinent to the current study as it underscores the necessity for management within organizations, particularly public Colleges of Education , to prioritize the welfare of employees—both academic and administrative[69]. This emphasis is crucial for ensuring that individuals are motivated to perform optimally in their assigned tasks. This theory has the potential to enhance the job performance of academic administrators in public Colleges of Education located in the South-West ern region of Nigeria by:

1. Encouraging positive work environment that can boost academic-administrators job performance

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2 Recognizing and rewarding academic-administrators by acknowledging and rewarding their contributions and achievement to boost their morale and job performance

3 Providing opportunities for growth and development through training.

2.3 Review of Empirical Study

2.3.1 Organisational Factors and Academic-administrators' Job Performance

Organisational factors are internal components that affect individual and team behavior, performance, and outcomes. These influences include culture, the shared values, beliefs, and norms that drive organisational behaviour and relationships; Structure: The hierarchy of jobs, responsibilities, and communication routes; The style, direction, and decisions of managers and leaders; Communication: Information, feedback, and dialogue between employees, teams, and departments; Resource allocation and availability: Financial, technological, and human; Policies and procedures: Workflow and decision-making rules, guidelines, and SOPs; Training and development: Employee learning and growth possibilities; Employee safety, well-being, and job satisfaction are affected by the work environment. Tech and infrastructure: Hardware, software, and systems that support workflow and operations Employee engagement and motivation: Employee commitment, excitement, and motivation. Employee performance, job happiness, and organisational effectiveness can be affected by these factors. According to this study, organisational characteristics include work environment, leadership styles, organisational communication, and training and reward systems[1].

2.3.1.1 Work Environment and Job Performance

Numerous empirical studies have been conducted in the past regarding the relationship between the work environment and job performance. The relationship between work environments and job performance of academic administrators in selected universities in South Western Nigeria was examined. A total of one thousand five hundred (1,500)

respondents were selected from eight (8) universities to form the sample of the study. The selection of respondents was conducted utilizing a combination of multi-stage, stratified, purposive, and simple random sampling techniques. Two instruments were utilized to gather pertinent information from the respondents. The collected data were analyzed through frequency counts, percentages, and Pearson Product Moment Correlation. The research indicated a notable correlation between the work environment and the performance of the teaching staff at the selected universities. The study concluded that the physical, social, administrative, medical, and psychological work environments should be optimized to enable workers to reach their full potential[71].

A further examination was conducted to discover the correlation between the work environment and the job attitudes of employees within a service-oriented organization located in Ilorin, the capital of Kwara State, Nigeria. The statistical approach employed a questionnaire to gather primary data from one hundred and twenty (120) respondents within the work organization. Four hypotheses were examined employing the chi-square statistical method. The discovery indicated a notable correlation between the work environment and the attitudes of respondents towards their jobs. The work environment was identified as both socially and physically demanding, resulting in certain adverse behaviors among the employees, including absenteeism, diminished commitment, and apathy. The research ultimately determined that given the significance of environmental factors in fostering a positive job attitude, management within organizations should implement initiatives such as financial incentives, enhanced communication, and effective leadership styles[72].

A further examination explored the impact of the work environment on the job performance of the teaching staff at various federal universities in Nigeria. The research employed a descriptive survey design. A method of simple random sampling was employed to choose four federal universities located in the south-west region of Nigeria. Three

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rigorously validated instruments were employed to elicit data from the respondents. The data collected were subjected to analysis through descriptive statistics and multiple regression techniques, adhering to a significance level of 0.05. The results indicated a positive correlation between the work environment and the job performance of the participants. In light of the findings, it is advisable for university management to enhance the work environment by prioritizing the improvement of physical facilities, information services, motivation, authority-staff relationships, participation in decision-making, and staff development. Such measures are essential for fostering improved job performance among the teaching staff[73].

The investigation into the work environment and teachers' job performance in certain schools in Oyo State demonstrated a significant correlation between the work environment and teachers' job performance in the chosen secondary schools. The study utilized a proportional to size stratified sampling technique to select two thousand (2000) respondents for the administrators' of three validated instruments. It concluded that teachers' performance is limited by the quality of the work environment provided by their employers, recommending the provision of sufficient facilities in social premises to enhance teachers' job performance[74].

A study was conducted on the effect of the work environment on employee performance in public middle-level TIVET institutions in Kenya. The investigation utilized a descriptive research design. The sample size consisted of three hundred and fifteen (315) individuals, including administrators, heads of department, and teaching staff. A structured questionnaire featuring Likert Scale questions was employed to gather data from the participants. An interview was conducted with the administrators and department heads as well. The study utilized personality trait theory, which posits that personality factors influence job performance within a workplace setting. The findings revealed a notable

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correlation between the work environment and job performance. Nonetheless, the findings indicated a lack of proper job descriptions for the majority of teaching staff, and the distribution of available working tools and materials was inadequately managed in most institutions. Furthermore, the safety and health of employees in the workplace had not been sufficiently addressed. The findings suggest that certain institutions must prioritize enhancing working conditions to foster a more conducive environment for employee performance[75].

An investigation was conducted to examine the influence of the perceived work environment on employees' job behavior and organisational effectiveness. The investigation that distributed questionnaires to three hundred and sixty (360) selected technical supervisors and operating core personnel indicated that those who viewed their work environment as adequate and favorable achieved significantly higher scores in job satisfaction, performance, and perceived organisational effectiveness. The two components of the work environment were also identified as having a significant impact on employees' job behavior and their perception of organisational effectiveness. Regression analyses indicated that within the different elements of the work environment, factors such as working conditions, welfare provisions, interpersonal relations, and trust and support significantly influenced employees' job behavior and had a greater effect on organisational effectiveness. The findings indicated that the psycho-social environment in the workplace has a greater influence on employees' job behavior and organisational effectiveness compared to the physical environment[76].

An examination explores the influence of job attributes and workplace conditions on performance outcomes. A total of 154 employees across 18 teams at a medium-sized metal company in Turkey took part in the study. Seven criteria for task performance and sixteen for contextual performance were utilized to assess employee performance. The findings indicated significant correlations between employee performance, job grade, and environmental

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conditions. Suboptimal workplace conditions, including physical demands, environmental factors, and potential hazards, led to a decline in employee performance[77].

An analysis of the impact of the working environment on the performance of reproductive and child health care providers in Tarime district. An exploratory cross-sectional study was carried out across twelve health facilities within the district. A total of one hospital, three health centres, and eight dispensaries participated in the study. The data were gathered through the use of both closed and open-ended questionnaires. The primary variables in the questionnaire included socio-demographic characteristics such as sex, age, marital status, and education level, as well as factors like the availability of drugs, office building space, presence of privacy, and availability of medical supplies. A total of 30 health providers and 147 clients participated in the interviews. The data analysis was conducted utilizing SPSS version 15.0. The findings indicated that the elements of the working environment significantly influenced the job performance of health providers in the reproductive and child health unit[78].

2.3.3 Leadership Styles and Job Performance

An examination explores the leadership styles and the job performance of Business Educators in senior secondary schools located in Rivers State, Nigeria. The study population included all two hundred and eighty-eight (288) secondary schools within the state. Data for the study was collected using two instruments. The collected data underwent analysis through frequency counts, percentages, a correlation matrix, and t-tests. The study established that democratic leadership styles were the most prevalent among leaders of senior secondary schools in the state. The job performance of teachers was observed to be superior in schools with an autocratic leadership style compared to those led by a laissez-faire approach. The study, however, suggested that leaders should adopt a blend of autocratic and democratic styles to improve job performance among teachers[79].

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A comprehensive investigation was carried out on the leadership styles of principals and the job performance of teachers and supportive staff in senior secondary schools located in Delta State, Nigeria. The study population included all 358 senior secondary schools in the state, from which a sample of one hundred and twenty (120) respondents was chosen using a simple random sampling technique. Data collection involved the use of three instruments: the Principals' Leadership Style Questionnaire (PLSQ), the Teachers' Job Performance Questionnaire (TJPQ), and the Supportive Staff Job Performance Questionnaire (SSJPQ). The collected data underwent analysis through frequencies, percentages, ANOVA, and regression statistics. The findings indicate that autocratic leadership styles were the predominant type among principals of senior secondary schools in Delta State, with laissez-faire following in popularity, and democratic leadership styles ranking last. The analysis revealed that job performance was subpar for both categories of staff across the three leadership variables. Notably, the supportive staff demonstrated the greatest job performance when operating under laissez-faire principles, while their performance was at its lowest under autocratic principles. Nonetheless, the job performance of teachers was at its peak under democratic principles and at its lowest under autocratic principals. The job performance of staff demonstrated a more significant correlation with democratic leadership styles compared to both autocratic and laissez-faire leadership styles. The findings suggest that school leaders should embrace democratic leadership approaches to improve staff job performance, thereby enhancing administrative efficiency and student academic outcomes[80].

This study examines the relationship between leadership styles, employees' job capabilities, and self-concepts as predictors of job performance among teaching staff in federal universities located in South-Western Nigeria. A multi-stage sampling procedure was utilized to randomly select two thousand (2000) teaching staff from three randomly chosen federal universities in the South-Western region of Nigeria. Data was collected from the

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participants using three validated instruments. Four questions were posed and addressed, while three null hypotheses were established and evaluated at a significance level of 0.05, resulting in their outright rejection. The analysis of the collected data involved the use of percentage distribution, charts, Pearson Product Moment Correlation, and Multiple Regression techniques. The results indicated that leadership style emerged as the most significant predictor of job performance, with workers' ability and self-concept following closely behind[81].

An investigation was conducted to examine the impact of various leadership styles on the performance of small-scale enterprises within the Ikosi-Ketu council development area of Lagos State, Nigeria. The relevance of transformational and transactional leadership styles was examined. The study examined charisma, inspirational motivation, intellectual stimulation, individual consideration, extra effort, and satisfaction. The behaviors associated with transactional leadership and performance metrics included contingent rewards, management by exception, effort, productivity, and commitment. The investigation utilized a survey design and implemented an evaluative quantitative analysis approach. The analysis utilized primary data collected via a structured Multifactor Leadership Questionnaire (MLQ) administered to respondents. Responses to research statements were systematically scaled and transformed into quantitative data using a coding manual specifically designed for the study. This approach facilitated the segmentation of data responses into dependent and independent variables, focusing on leadership behavior and related performance metrics. Various leadership styles within organizations were defined, analyzed, and assessed through multiple regression techniques. The findings indicated that transaction leadership styles had a significant positive impact on performance, whereas transformational leadership styles exhibited a positive yet insignificant effect on performance. The investigation into leadership styles revealed that transactional leadership was more effective in enhancing performance

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within small enterprises compared to transformational leadership. Consequently, it is advised that small enterprises adopt transactional leadership styles, incorporating strategies for transitioning to transformational leadership as they evolve, expand, and mature[82].

A study was conducted on the relationship between leadership styles and employee performance in the real estate registration organization of Tehran province, utilizing a descriptive correlation method. The study population consisted of 1,000 entries from Tehran real estate registrations. The Cochran method was employed to ascertain the sample size, resulting in a calculated sample number of 277. The study employed simple random sampling. The data collection instruments comprised two surveys assessing leadership styles and employee performance. The hypothesis was tested using the correlation method with SPS software. The findings indicated that development-oriented and pragmatic leadership positively influenced employee performance, whereas non-interfering leadership styles had a detrimental effect [83].

2.3.4 Organisational Communication and Job Performance

A study examines the impact of interpersonal communication on the job commitment of secondary school teachers in Kogi State, Nigeria. A survey investigation was conducted utilizing a structured questionnaire to gather data from a sample of four hundred (400) respondents selected from a population of 4,890 teachers employed by the Kogi State Teaching Services Commission. The research included descriptive statistics, including frequency counts, percentages, means, and standard deviations. Inferential analyses were conducted using multiple regression analysis. Substantial evidence was identified suggesting the presence of statistically significant relationships between interpersonal communication and job commitment. Interpersonal communication is connected with all three categories of commitment: normative, continuation, and affective. The study indicated that engagement in the workplace, mutual respect for feelings and aspirations, and the sharing of pertinent

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information at individual discretion, while prioritizing trust in relationships and communication with parents, were significant predictors of teachers' equitable performance[84].

A separate study explored the connections between organisational communication, effective supervision, and job performance among teaching staff in Nigerian universities, while also investigating potential differences in the ratings of these variables between federal and state employees. The study utilized Pearson Product Moment Correlation, t-test, and regression model for data analysis, revealing no significant difference in organisational community and job performance among teaching staff in federal and state universities. Nonetheless, variations were observed in the effectiveness of supervision and the performance of job duties. The implications of the findings were examined, accompanied by proposed recommendations[85].

This argument pertains to examining the correlation between efficient communication and employee work performance at manufacturing enterprises in Lagos. The researcher employed purposive sampling to pick one hundred and fifty (150) respondents, all of whom were employees of designated manufacturing enterprises in Lagos State. The data were analyzed via SPSS. The analysis revealed a strong positive correlation between effective communication and employees' job performance in the sampled manufacturing organizations. The productivity r-value for employees is 0.276 at a significance level of 0.10. Consequently, proficient communication resulted in elevated job performance. Furthermore, the results from the study and linear regression model indicated that 60 percent of the variability in employees' job performance was explained by the variables in this model. The study recommended that good communication be developed between employers and employees to enhance productivity and job performance inside manufacturing organizations[86].

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2.3.5 Training and Job Performance

Employee training should be conducted regularly to enhance staff knowledge and abilities, ensuring ongoing competitiveness and productivity inside the organization. For an organization to attain a competitive advantage, every employee in each area must excel in performance. Training is a crucial factor in enhancing individual performance, with the intention of equipping personnel to meet the organization's future requirements at both expert and management levels, hence facilitating the achievement of the organization's goals[87].

A survey carried out by the United Kingdom Local Government Pay and Workforce in 2006 revealed that approximately 87% of all authorities faced challenges in attracting individuals with professional skills. Specific details revealed that 72% of councils identified gaps in organisational development and change management, 61% in business process improvement, and 60% in performance management. These skills were essential for the government's continuous modernization agenda[88].

A recent assessment by the Organisation for Economic Cooperation and Development indicated that the skills deficit has been recognized as a significant obstacle to economic expansion and employment generation in South Africa. India is witnessing swift industrial growth, necessitating an increase in skilled labor to enhance its reputation as a quality destination rather than merely a low-cost option. This is examined in relation to particular recruitment practices, training, and skill development present in both domestic and multinational enterprises[89].

Contemporary technology utilized in the labor market needs comprehensive training. In Hong Kong, the internet may jeopardize conventional business practices. Concerns exist in Hong Kong regarding a potential deficiency of skills to support the rapidly expanding technology sector within the local labor market. An appropriate provision of training for the management will resolve this issue. Investment in training in Hong Kong is a critical concern.

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Research indicates that certain organizations exhibit hesitance to spend in training, potentially attributable to the issue of job-hopping stemming from frustrations related to inadequate performance[90].

An enormous amount of training is required to guarantee that China's industry and commerce keeps developing, which is one of the HR challenges the country is facing. In response, the government is pushing for the establishment of a system to train and educate managers. Training and development are anticipated to continue to be ongoing considerations in light of the tremendous growth of China's industry and trade[83]. Company-sponsored training equips employees with specialized skills pertinent to their specific roles rather than comprehensive occupational competencies. In Kenya, the majority of financial institutions recruit employees from various fields of specialization to work in the banking or microfinance sectors. Comprehensive training should be conducted. Nevertheless, minimal or no action is undertaken. Since 1996, the UK government has released National Employees Skills Surveys that assess, among other factors, the skills gaps and shortages seen in the UK. Scholars have long highlighted the connection between skill development and national productivity. At the organisational level, compelling evidence indicates that investment in training and development yields significant benefits for companies[91].

Training holds significant importance as it equips individuals with skills that are most effectively cultivated through structured guidance. In Kenya, a significant number of employees recruited by Micro Finances are recent graduates who have focused their studies on Education or other disciplines that do not directly pertain to business. Training is essential in MFIs as many staff members need to rapidly develop various skills to meet demands, which cannot be gained solely through experience. To ensure the staff can effectively fulfill their responsibilities, it is essential to provide training that equips them with the critical skills and knowledge in this area, as mishandling could lead to legal complications. Induction

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training for new staff includes essential skills in Information Technology, presentation, problem-solving, and communication[92].

A study examined the role of staff training as a motivating factor in enhancing job performance among personnel at the branch libraries of the University of Maiduguri. The research focused on assessing the correlation between employee training initiatives and their job performance outcomes. The research utilized a survey method that included forty-seven staff members, comprising professional, Para-professional, and non-professional roles across fifteen branch libraries. The complete population of 47 staff members was included in the study, eliminating the need for sampling. A questionnaire served as the sole research instrument for data collection. The demographic variables of respondents were analyzed in the data. The Pearson Product Moment Correlation (PPMC) was utilized to evaluate the four formulated hypotheses, while Multiple Regression Analysis was applied to assess one null hypothesis regarding the joint relationships between the staff development program and job performance at a significance level of 0.05. The tested hypotheses indicated that formal education did not improve the job performance of staff. Conversely, participation in seminars, conferences, and workshops has improved the job performance of employees. With the enhancement of staff training and development programs, there was a notable improvement in job performance among employees. The study concluded that a significant relationship exists between staff training and job performance. It is recommended that university management create additional opportunities for staff training and development programs to enhance job performance[93].

A study was conducted to examine the relationship between staff training and the job performance of teaching staff at Emmanuel Alayande College of Education, Erelu, Oyo. The research employed two validated questionnaires to gather information from five hundred (500) randomly selected teaching staff of the institution. Three research questions were

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addressed, and five hypotheses were evaluated at a significance level of 0.05. The study employed Pearson Product Moment Correlation and Multiple Regression Analysis as its analytical methods. The findings indicated a collaborative impact of training programs on the job performance of the participants. The findings indicated a significant relationship between staff training and job performance. The study thus emphasized that management should prioritize staff training programs as a critical focus[94].

An investigation explored the connection between training and performance in the context of the Kenya Women Finance Trust in the Eastern Nyanza region of Kenya. The questionnaires were utilized to gather data. The analysis of qualitative data involved the processes of editing, coding, and organizing the information into pertinent themes. The analysis employed descriptive statistics to examine the data. The investigation revealed that the three training variables examined were crucial in influencing employee performance. The study also established that training significantly impacted performance, with attitude, job satisfaction, and service delivery receiving equal emphasis. The findings align with contemporary experts who advocate for training aimed at fostering positive workplace attitudes, enhancing efficiency and effectiveness in service delivery, and boosting employee job satisfaction[95].

A study investigated the correlation between on-the-job training and employee performance within courier companies in Dar es Salaam, Tanzania. The methodology employed was a correlation survey, utilizing questionnaires as the primary research instrument. A sample population comprising 150 employees was selected, with respondents randomly chosen and sampled from each courier organization. Half of the total workforce in each organization was accounted for. The empirical observations indicated that various job training programs were implemented at DHL and FedEx. The training programs were primarily implemented in response to the overarching requirements of the organization or as

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a result of the routine transformations occurring within the company. The performance level was assessed in relation to established standards, and the key performance indicators were predominantly utilized. Simultaneously, it was discovered that performance was significantly influenced by the training provided to employees. It can be asserted with confidence that a significant correlation exists between on-the-job training and employee performance at DHL and FedEx. The comprehensive analysis revealed a significant correlation between employees' job performance and the training received while on the job[96].

2.3.6 Reward System and job Performance

A comprehensive investigation into the correlation between rewards and job performance within the public schools of Ghana was conducted utilizing a case study methodology. Data was meticulously gathered and analyzed through descriptive statistics. Pearson Product Dynamics The significance of the relationship between rewards and performance was assessed through correlation analysis. The findings demonstrated a thorough evaluation of job performance and established a noteworthy correlation between teachers' rewards and their performance outcomes. Additional motivational elements, including job design and talent management, played a significant role in the elevated performance of the educators. This study suggests that school administrators's should implement supplementary reward programs, such as complimentary lunches and advantageous loans, to enhance teacher performance[97].

In a similar vein, an examination of the correlation between reward systems and the job performance of employees in various manufacturing companies located in Lagos was conducted. A total of one thousand five hundred participants were randomly selected from the manufacturing companies involved in the study. Two validated questionnaires were utilized to gather information from the respondents. The gathered data underwent analysis through correlation techniques and descriptive statistical methodologies. The research

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demonstrated a notable influence of reward systems on the job performance of employees within manufacturing firms. The research further revealed that financial incentives serve as the primary determinant of enhanced job performance. It is advised that company management should strive to broaden their reward policies in order to foster greater productivity among their employees[98].

A comprehensive investigation was undertaken to explore the correlation between motivational strategies and job performance. The research utilized a descriptive survey design and employed two validated questionnaires to gather data from a sample of two thousand employees within the communication industries in South Africa. The study generated and addressed three research questions. Four hypotheses were subjected to rigorous testing at a significance level of 0.05. The research indicated a noteworthy correlation between motivational strategies and job performance. The strategies collectively forecasted the job performance of the employees in the sample. The research, however, indicated that the leadership within the communication sector ought to enhance its motivational approaches to encourage employees towards elevated job performance[99].

An investigation was conducted to explore the role of reward systems in influencing employee performance within Lagos State. The research rigorously analyzed the data gathered from chosen secondary schools within the state to establish a connection between the employee reward system and job performance. The descriptive survey research design was utilized as a method for the study. A total of two hundred questionnaires were systematically distributed to ten selected public schools within the state. The hypotheses were meticulously formulated and rigorously tested at a 95 percent confidence level utilizing the statistical package for social science (SPSS). The findings indicated a notable correlation between job allowances, performance, and in-service training, as well as their impact on employee performance. The study thus advocated for the implementation of appropriate

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remuneration, including allowances for housing, health, and hazard transfer, as well as the engagement of teachers in decision-making processes. Additionally, it suggested the establishment of a salary scale for teachers that aligns with other professions, to be instituted by employers in public schools, with the aim of enhancing productivity and performance levels[100].

A study conducted an investigation into the influence of reward and recognition programs on employee motivation and satisfaction. The research design employed was exploratory in nature. The sample selected for the study comprised 80 employees from the Unilever companies, with a questionnaire employed as the data collection instrument. Pearson Product Moment correlation was employed to examine the data in order to ascertain the extent of the relationship between reward, satisfaction, and motivation. The primary discovery revealed a constructive correlation between rewards and both job satisfaction and motivation. The elements influencing satisfaction were determined to be payment at 86%, promotion at 74%, work conditions at 61%, and personal factors at 37%. The analysis indicated a favorable correlation between reward and employee satisfaction. The researchers suggested that additional investigations could be conducted regarding the influence of reward and recognition on motivation and satisfaction across various demographic groups, including sex, race, and disability[101].

A study was performed on incentive systems in the healthcare and geriatric care sectors. The study examined the design of reward systems in health and geriatric care and their impact on the quality of care provided. The thesis sought to enhance understanding of reward systems in health and geriatric care, focusing on their design and impact on the quality of care in these fields. The technique employed a qualitative approach, conducting interviews with a sample of six leaders from both private and governmental organizations. Two leaders were employed in geriatric care, while four were engaged in health care. The

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theoretical framework was grounded in scientific literature regarding motivation and reward systems. Additionally, material especially addressing pay circumstances in the healthcare and public sectors was utilized. Findings indicated that income was a significant component of the reward system; however, additional incentives such as bonuses and shares were perceived to foster a pleasurable work environment. Results indicated that the circumstances for implementing reward systems in the public sector were constrained by insufficient resources and the intricate nature of extensive organisational structures with entrenched traditions. This requires reevaluation to effectively implement well-structured reward systems like to those in private care organizations. The researcher advocated conducting additional studies to compare reward systems and examine their influence on organizations in contrast to those that do not implement such systems[102].

A Research was examined on incentives inspiring several generations at Volvo Car Corporation. The thesis focused on a case study of Volvo Car Corporation in Gothenburg. The empirical data was derived from twenty interviews conducted with corporate managers. Significant findings indicated that demanding work and non-monetary incentives motivated managers, but bonuses and shares were rather motivating. The titles lacked any inspiring quality. Nonetheless, prospects for advancement were inspiring for both generations. It was determined that generational disparities were present. Both generations regarded salary as significant and non-monetary benefits as highly important. The authors advocated for additional research on incentive systems and their influence on several pertinent factors such as sexual behavior, life stage, and employment position[103].

A study conducted online surveyed 1,913 full-time employees, requesting them to rank 14 potential performance incentives according to their preferences. The performance incentives encompassed both extrinsic rewards, including cash bonuses, gift cards, award points, and travel awards, and intrinsic rewards, such as increased freedom and autonomy at

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work, the opportunity to select engaging projects, and the assignment of mentoring roles for other employees. Cash bonuses were identified as the most preferred incentive by 74% of respondents surveyed. Ninety percent (89%) identified cash bonuses as one of their top three preferences. The study primarily investigated the impact of cash bonuses on employee attitudes and various business outcomes. The findings indicated that providing a cash bonus alone had minimal effect on performance, even though cash bonuses were the preferred reward for most individuals. Although cash bonuses were the preferred reward for 75% of respondents and ranked among the top three rewards for 90%, individuals who received only a cash bonus exhibited marginally higher satisfaction compared to those who received no reward. Moreover, providing solely cash bonuses appeared to have minimal effect on company performance, both regarding enhanced customer service and increased profitability. The aforementioned studies have examined the concept of rewards within organizations and its correlation with factors including employee motivation, performance, satisfaction, and the quality of work produced. The studies indicated that reward has a positive effect. Different rewards appeared to exert varying effects on employee attitude, satisfaction, and performance[104].

2.3.7 Demographic Factors and Job Performance

Demographic factors are often recognized as significant elements linked to employee job performance. Demographics involve the analysis of human populations concerning various factors such as size, density, location, age, gender, race, occupation, and additional statistics. Key considerations include personnel factors or demographic characteristics, such as age, gender, marital status, educational qualifications, and similar attributes. This term is utilized to denote the examination of measurable subsets within a defined population, which serves to characterize that population at a particular moment in time. It is essential to analyze

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these factors, as they may influence the job performance of academic administrators in public Colleges of Education in South-West, Nigeria[105].

Studies examine demographic variables, including age, gender, race, and education, influence on job performance. The analysis revealed a moderate relationship between demographic variables such as age, job rank, job qualification, and years of experience with the overall job performance of academic administrators in Colleges of Education . The connection between the job performance of academic administrators and the demographic characteristics of college members in public higher education institutions within developing countries reveals that factors like job position and age do affect job performance levels. However, variables such as academic qualification, gender, marital status, and length of employment do not show any statistically significant influence. The findings indicate that demographic factors, including current job status, marital status, age, and salary, significantly influence the respondents' level of job performance[106].

Very little research has been documented in the literature regarding the relationship between age and the job performance of academic administrators. Older sales people in a US retail services organisation had shown a greater responsiveness to monetary incentives and performance feedback, while younger sales representatives demonstrated the opposite tendency towards recognition. Reports indicate that financial incentives did not enhance employee performance among the age range at multicultural, profit-oriented higher education institutions in emerging nations. In examining the correlation between age and performance, it was noted that the average age of the workforce is rising, with a growing proportion of middle-aged and fewer older employees across various occupations[107].

The predominant age range of individuals employed in academic institutions is observed to be between 20 and 39 years. Researchers have also focused on various age-related factors influencing job performance, including cognitive abilities. Variations in

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cognitive abilities across different age groups are likely to influence productivity levels, as they represent a significant factor in determining educational and professional success. examined the correlation between various personal attributes, including educational background, professional experience, and cognitive capabilities, and their impact on the performance of academic administrators. Research indicates that assessments of cognitive capacity serve as superior predictors of job performance for academic administrators compared to other observable traits. Research indicates that cognitive capabilities assessed during early development significantly influence income levels in adulthood, even when accounting for socioeconomic factors. The relationship between age and job performance has been a subject of inquiry, yet its intricacies remain ambiguous. Research indicates that there is no substantial correlation between age and job performance. Research findings indicate that the job performance of university faculty members in Uganda reveals age as a significant factor influencing teaching performance, with older workers demonstrating a higher likelihood of job satisfaction compared to their younger counterparts. In a similar vein, research has shown that job performance tends to improve with age[108].

A research inquiry revealed a challenge faced by researchers examining sex differences and performance within organisational contexts. The challenge of evaluating the performance of men and women engaged in identical roles arises from the gender-based segregation in the distribution of work responsibilities. It is posited that women possessed capabilities comparable to those of men, provided they received equivalent opportunities for exposure. Men were perceived as possessing greater power than women, with commendable performance often regarded as a trait associated with masculinity. The explanation could lie in the career choices that women have made. She deduced that, in the majority of instances, women participated in various forms of labor that predominantly necessitate social and interpersonal competencies. Nevertheless, it is asserted that technology has enhanced

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women's engagement in both the private and public domains. Currently, women engage in competition with men across nearly all sectors of employment, including those traditionally viewed as male-dominated, such as fields related to science, technology, and mathematics. However, earlier studies indicated that women remained underrepresented in these areas. The imbalanced male-female ratios in certain professions create challenges for numerous women in establishing effective interactions with their male counterparts[109].

The analysis of existing studies indicates that gender does not hold statistical significance regarding overall job performance. Engaged in research in Uganda and discovered that gender does not affect the job performance of university faculty members. It has been observed that female faculty tend to exhibit lower job performance in comparison to their male counterparts within the academic environment. Conversely, it has been observed that female academic staff members exhibit a higher level of satisfaction compared to their male counterparts. Faculty members in relation to their job performance; he posited that the job performance levels among male faculty members were significantly inferior to those of their female counterparts. At the university, female faculty members exhibited a higher level of job satisfaction compared to their male counterparts. It was observed that, in comparison to their male counterparts, female academic staff exhibited a lower level of satisfaction[110].

A study has revealed a consistent pattern of subpar performance among employees in public organizations in Nigeria, with a particular emphasis on Cross River State, over the years. The phenomenon is intensified by alterations in demographic factors. Prior research has predominantly concentrated on the evaluation of staff performance, commitment, and job involvement, while comparatively neglecting the impact of demographic characteristics—such as age, gender, marital status, work experience, and educational attainment—on employee performance. The study utilized an ex-post facto survey design, structured around five research questions and corresponding hypotheses. A total of 1,068 respondents were

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meticulously chosen to serve as a representative sample of the entire population of public servants in Cross River State. The study comprised a total of 584 male participants and 484 female participants. Two validated instruments, specifically the Demographic Characteristics and Workers' Performance scales, were employed to collect data for the study. The reliability coefficient of 0.86 was derived through the test-retest method and analyzed using Pearson Product Moment Correlation. The analysis of the data was conducted employing percentage counts, weighted means, and Analysis of Variance statistics. The findings indicated that demographic characteristics play a substantial role in shaping the performance of employees within the public service sector. The findings of the study suggest that, while various factors may influence worker performance, as noted by numerous scholars, it is equally evident that demographic characteristics also play a significant role in shaping performance outcomes. Therefore, it is essential to take into account the individual traits of employees when seeking to inspire them towards enhanced performance. This research may serve as a valuable tool for governmental bodies and human resource professionals in assessing employee performance. Education can be perceived as both a process and a product[44].

In the current landscape of fierce global competition, it is imperative for any organization to ensure the presence of skilled, capable, and driven personnel to thrive. This research investigated the influence of individual demographic attributes on job satisfaction among academic personnel in tertiary institutions owned by the state of Osun, Nigeria. A multistage sampling procedure was employed, incorporating both stratified random sampling and simple random sampling techniques, to select a total of three hundred and sixty-three (363) respondents from the three categories of state-owned tertiary institutions. A structured questionnaire was employed to gather data from the respondents. The Ordinary Least Square Method was employed to ascertain the influence of demographic characteristics on job satisfaction, while the mean score was calculated to categorize the level of satisfaction into

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Outstanding, Manageable, and Below Expectation. The findings indicated that socio-demographic variables served as significant joint predictors of job satisfaction. The socio-demographic variables collectively explained 27.6% of the variance in job satisfaction. The research findings indicate that demographic factors collectively exert a considerable impact on job satisfaction. The research further confirmed that tenure, rank, and educational attainment served as independent predictors of job satisfaction, whereas age, gender, and marital status did not function as independent predictors of job satisfaction. It has been suggested that the administrators' of tertiary institutions ought to consider the recruitment of younger lecturers who possess the necessary academic qualifications, regardless of their marital status or gender[47].

An investigation explores the impact of demographic factors on the performance of educators in Senior Secondary Schools located in Rivers State. The study employs a descriptive survey research design. The study's population comprises 7,425 educators from 268 government-owned senior secondary schools across the 23 Local Government Areas of Rivers State. The determination of a sample comprising 380 respondents, specifically educators, was achieved through the application of the Taro Yamane Formula. A research instrument named "Demographic Variables and Teachers Job Performance in Senior Secondary Schools in Rivers State," exhibiting a coefficient reliability of 0.87, was employed to gather data for the study. The study was guided by the formulation of two research questions and corresponding null hypotheses. Upon careful examination of the gathered data, the study revealed that educators predominantly expressed disagreement regarding the impact of marital status on their job performance, as well as the influence of salary on their professional efficacy. In light of the findings, the study advocates for the employment of counselors within the school system to assist teachers in managing psychological and domestic challenges. This support would enable educators to prevent their personal issues

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from adversely affecting their academic responsibilities. Furthermore, it is imperative that the government implements bonuses and allowances, alongside a comprehensive pension plan and social welfare benefits, to incentivize educators to enhance their performance[48].

An investigation was conducted to examine how the personal and professional demographic characteristics of teachers influence students' academic performance in English. To achieve this aim, a sample of 37 English secondary teachers and 400 students in the District of Plaridel, Schools Division Office of Bulacan was utilized during the academic year 2018-2019. The study employed a descriptive-correlational method, utilizing a researcher-developed questionnaire as the main technique for data collection. The findings from the regression analysis indicate that the eight personal demographic characteristics and the four professional demographic characteristics influence students' academic performance in English to varying degrees, as evidenced by the non-zero coefficients. The analysis of variance results for the regression of personal and professional demographic characteristics on students' academic performance indicated an F-value of .955 with a p-value of .490, alongside an F-value of 1.197 with a p-value of .331. Given that the probability linked to the F-value exceeds alpha (0.05), we must retain the null hypothesis. This indicates that none of the personal and professional demographic characteristics have a significant impact on students' academic performance in English. Conclusions were formulated and suggestions were presented[35].

An investigation was carried out regarding the levels of job satisfaction experienced by personnel within police organizations. Research has indicated that diminished job satisfaction can lead to a lack of organisational commitment, subpar job performance, and increased absenteeism. The satisfaction derived from one's occupation is influenced by various demographic elements and the attributes of the surrounding work environment. The examination of survey data from 6,041 police officers reveals that, although demographic

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factors and job characteristics play a role in job satisfaction, it is the organisational characteristics that exert the most significant influence. The research elucidates the parallels and distinctions in organisational dynamics that influence job satisfaction within police organizations in India and beyond, emphasizing the significance of the theory across diverse nations and cultures[42].

The research examined the perceived impact of specific demographic factors of administrators on the management of public secondary schools in Rivers State. The study was directed by three research questions and accompanied by three corresponding hypotheses. A descriptive survey research design was employed. The study encompassed a total population of 8,662 individuals, comprising 268 principals, 268 vice-principals in administrators', and 8,126 teachers, all drawn from the 268 public senior secondary schools located in Rivers State. The study comprised a sample of 693 respondents, including 200 principals, 68 vice principals, and 425 teachers, which accounts for 8% of the overall population under investigation. The study employed a stratified proportionate random sampling technique to determine the sample size. A meticulously designed instrument named: "Influence of Demographic Variables of Administrators on School Management Questionnaire," constructed on a validated summated four-point rating scale of agreement, was employed for data collection. The validity of the instrument, both in terms of face and content, was assessed by two expert judges specializing in Educational Management and Measurement and Evaluation at Rivers State University, Port Harcourt. The internal consistency of the instrument was assessed using Cronbach Alpha, resulting in reliability coefficients of 0.97, 0.91, and 0.83 for the three clusters of the instrument. The mean score served as the basis for addressing the research questions, while the z-test statistic was employed to evaluate the null hypotheses at a significance level of 0.05. The findings indicate that the academic qualifications, years of professional experience, and gender of administrators significantly

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impact the management of public secondary schools in Rivers State, as perceived by both administrators and teachers. The findings additionally indicated that there exists no notable disparity in the perceptions held by administrators and teachers regarding the degree to which academic qualifications, years of professional experience, and the gender of administrators impact the management of public secondary schools in Rivers State. It has been suggested, among various perspectives that advanced academic qualifications in education ought to serve as the standard for the selection of school administrators to ensure the effective management of public secondary schools. Furthermore, the process of appointing administrators in these institutions should be devoid of any gender bias[38].

2.3.8 Gender and Job Performance

A study examining sex differences in job performance primarily focuses on performance evaluations through ratings and rankings conducted by supervisors or managers. Job performance ratings are susceptible to evaluation bias, particularly when assessing male and female workers. Such ratings may be affected by sex stereotyping and negative perceptions regarding women's job-related competencies[111].A meta-analysis of research on gender and job performance indicates that women generally score slightly higher in overall job performance, although some studies find women outperforming men, while others find the opposite depending on the context or particular job type (such as male-dominated occupations). Nonetheless, there are notable gender disparities in performance reviews and promotion prospects, with male employees occasionally given preference, indicating that variables other than performance alone, such opportunity and prejudice, affect results.

A study was conducted to examine the relationship between the performance perspectives of male and female job incumbents in a dual security service. The research, which involved employees of a security company located in the South-Eastern United States, revealed that gender did not significantly influence the prediction of job performance[112].

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The investigation into locus of control and self-esteem as factors influencing research productivity and performance among university lecturers indicated that there were no significant differences in research productivity between male and female lecturers based on these variables. A study revealed that women encountered a range of challenges when entering specific roles in task-oriented organizations. They encounter challenges in developing and sustaining mentor-protégé relationships, in creating formal communication channels, and in asserting equality in their daily lives[113]. This study examined the influence of gender on job performance among nonteaching staff of Chukwuemeka Odumegwu Ojukwu University, Anambra state. The study adopted a descriptive survey research design. The study was guided by two hypotheses. A total of 240 non-teaching staff were randomly selected using accidental sampling technique. A standardized questionnaire consisting of socio-demographic factors and job performance scale were used for data collection. The data collected were statistically analyzed using 2-way analysis of variance and t-test for independent at 0.05 level of significance. The result also indicated that gender significantly influence job performance of staff. The outcome of the study further revealed that age and gender jointly and significantly influence job performance of staff in the study area. In view of the findings of the study, the study concluded that demographic characteristics significantly influence job performance of staff and findings were discussed in the light of the available literature. The study recommends that age and gender should be part of the policy of the entire organization as to have a significant influence on job performance of workers.

A study examining the relationship between job performance, career commitment, and self-efficacy in relation to police job performance, conducted with 200 officers in Ibadan metropolis, found no significant difference in the job performance of male and female officers. The study examining the perceptions of job performance among police officers, focusing on the relationship between gender and self-assessment of qualifications, involved

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217 participants. The findings indicated that both male and female officers viewed themselves as equally capable of fulfilling the necessary tasks in law enforcement, encompassing areas such as administrators' and supervision. The study indicated that male and female police officers performed equally well in their roles, showing no significant differences in job performance, capabilities, or administrative skills, even when accounting for education levels and years of experience[114].

Sales personnel turnover is significant, prompting researchers to investigate variables that influence the relationship between job satisfaction and the intention to leave a current sales position. Research on male and female employees indicates that sex may influence variations in job attitudes, job satisfaction, and intent to leave. Various studies have demonstrated that employees with differing levels of job performance, satisfaction, and intent-to-leave depart from their positions for distinct reasons. This study utilized a sample of 138 salespersons from various companies to investigate the moderating effects of sex and performance on the relationship between job satisfaction and intent to leave. The study indicated that both male and female salespersons are likely to exit their current positions due to dissatisfaction with various job aspects. Additionally, it corroborated prior research suggesting that high and low performing salespeople may depart for distinct reasons[115].

A study revealed that variations in sex and job roles significantly impacted performance outcomes. Nonetheless, the findings also indicate that women demonstrated equal capability to men when provided with comparable exposure. The likely explanation for these findings may stem from the practice of recruiting federal civil servants in Nigeria based on uniform criteria, resulting in employees encountering comparable job experiences regardless of their religion, gender, or ethnic backgrounds. Employees are primarily assigned to duties based on their qualifications, job experience, and competencies rather than gender[116].

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2.3.9 Age and Job Performance

A limited number of studies have been conducted regarding age and sex differences in job performance. Job performance can be evaluated through objective measures, utilizing data obtained from production records, as well as through performance ratings provided by managers, supervisors, or peers. Research examining the correlation between age and job performance through production record data is limited, primarily due to the methodological and practical challenges associated with this type of study. Additionally, obtaining a sufficient sample size of workers in the older age brackets for valid comparisons with younger employees has proven difficult, as labor force participation rates for individuals in their late 50s and early 60s have significantly decreased over the last fifty years, particularly among men[117].

Most reviews generally concluded that the effect of age on job performance is minimal. The meta-analysis revealed a small positive correlation between age and job performance measures, whereas a subsequent study suggested that age and job performance were largely unrelated. An inverted U-shaped relationship between age and job performance has frequently been observed for skilled and semi-skilled manual and technical jobs, with peak performance occurring in the late 30s or early 40s. Studies have indicated a correlation between age and job performance among sales personnel and publication output among research scientists, although the age at which performance peaks differs across research domains[56].

A study indicated that age was not a predictor of job performance among private school teachers in Ibadan. An investigation into the job performance of employees in selected schools within the Ibadan North Local Government Area indicated that age did not have a significant impact on job performance. However, other studies contradicted the findings57. This study demonstrated a significant correlation between age and job performance among

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workers in an organisational context. As workers age in their roles, their performance tends to decline until they eventually retire or are retired from their positions. Age plays a crucial role in predicting the job performance of workers[58].

Recent investigations have revealed varying outcomes across distinct demographics (male and female) concerning the correlation between age and job performance. At the organisational level, it is imperative for management to regulate the conduct, demographics, and actions of the personnel to guarantee an adequate standard of performance. Managerial control systems serve as mechanisms for assessing progress to ascertain whether the organization's objectives are being met. The research investigated the correlation between age and performance assessments for individuals newly employed in entry-level roles within public accounting firms. The study revealed an inverse correlation between age and assessments of job performance[45].

The investigation into the relationship between career commitment and self-efficacy as factors influencing police job performance, conducted with a sample of 200 officers in the Ibadan metropolis, indicated that age did not present a significant variance in the job performance of the employees. The performance of employees often exhibits a notable correlation with their tenure in the workplace, as age profoundly impacts the nature of the job and the requisite experience necessary to execute specific tasks within the organization[116].

2.3.10 Educational Qualification and Job Performance

The level of educational attainment represents a significant demographic variable that may influence the job performance of academic personnel, as has been noted. The findings in the literature may occasionally exhibit inconsistencies; it seems there are notable disparities between employees' job performance and their educational attainment. A study reveals that investing in education serves as a means for young individuals to attain knowledge and skills. It is posited that an elevated level of qualification correlates with enhanced job performance.

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Consequently, the level of educational attainment is correlated with the job performance of academic staff[25].

A study conducted an investigation into the job performance of academic staff within Colleges of Education in Nigeria. The research revealed that educational qualifications play a crucial role in determining job performance. This indicates a noteworthy correlation between the level of education attained and the job performance exhibited by academic personnel. In light of the evident bias against individuals deemed physically unattractive in various employment-related contexts, it has been posited that the interplay between educational attainment and physical appeal warrants a more rigorous examination than it has previously garnered within the realm of organisational research. Furthermore, various scholars have posited that while educational attainment may not serve as the paramount determinant in personnel decisions, it could emerge as the critical factor when decision-makers confront challenging choices among job applicants or incumbents with comparable qualifications[118].

A study on social cognition indicated that individuals first classify a target person based on observable physical characteristics such as race, sex, attractiveness, and age. Upon categorization, the expectations linked to that category are triggered, leading to an assessment of the target individual based on these established category-based expectations. Implicit personality theory and the lack of fit model both posit that attractiveness triggers stereotype-driven expectations, leading to evaluations of individuals based on these preconceived notions. When individuals form impressions of others, they generally depend on two sources of information: an understanding of the target's category membership and specific details regarding their individuating characteristics. This has led to a concentrated effort in impression formation research to assess how these two types of information influence the final impressions of targets. Two models, the continuum model and the dual process model,

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have been instrumental in directing research on this topic. Both models concurred that perceivers initially classified a target based on easily observable physical cues. Nonetheless, the dual process model indicates that perceivers select between two distinct processing modes: category-based and person-based. Individuals who perceive others employ person-based strategies when they are motivated to focus on the target, whereas they opt for category-based strategies when the target holds minimal interest[39].

2.3.11 Work Experience and Job Performance

Although there is a correlation between years of experience and job performance, numerous scholarly studies have demonstrated that the duration of experience serves as a noteworthy predictor of the job performance of academic staff. Research has demonstrated that the professional experience of staff positively impacts their publication productivity. It was observed that the formative years of experience can serve as a foundation for accumulating professional or subject matter expertise, necessitating a profound interest and extensive reading to foster the development of research skills or specialized knowledge, as well as to nurture the practice of writing for publication. Furthermore, the duration of employment in a given role often enhances job performance due to familiarity with the tasks and environment. The influence of work experience on job performance manifests either directly or indirectly, with a reported mean correlation ranging from 0.09 to 0.18 between experience and job performance. He also noted that an increase in educational attainment corresponded with enhanced job performance. The research sought to evaluate the influence of the working environment on the performance of employees at the Institute of Finance Management in the Dares Salaam Region. This study employed a descriptive research design. The respondents for the study were selected using a simple random sampling technique. The participants in this study comprised fifty individuals, divided equally into twenty-five senior staff members and twenty-five junior staff members. Data collection was conducted utilizing

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structured questionnaires. The findings of the study suggest that the organisational working environment significantly influences the members, according to the respondents' perspectives. The research further indicated that employees are likely to enhance their performance if the issues identified are addressed by management. The issues at hand include the adaptability of the working environment, distractions caused by ambient noise, the dynamics of the supervisor-subordinate relationship, the availability of job aids, the implementation of performance feedback, and the enhancement of work incentives within the organization to effectively motivate employees in their roles[119].

The conceptual development of the work experience construct was advanced by establishing a framework that delineates two dimensions along which measures of work experience may differ. The parameters of measurement mode—namely amount, time, and type alongside the degree of specificity, which encompasses task, job, and organisational levels, culminated in nine distinct categories for assessing work experience. The efficacy of the conceptual framework was evaluated through a meta-analytic review of the prevailing literature on work experience, utilizing the dimensions within the framework as possible moderators of the relationship between experience and performance. The findings from the meta-analysis (N= 25,911; K= 44) indicated an estimated population correlation of 27 between experience and performance, following adjustments for sampling error and criterion unreliability. Furthermore, the findings indicated that the quantity ($M\hat{\rho}$= .43) and task-level ($M\hat{\rho}$= .41) assessments of work experience exhibited the strongest correlations with indicators of job performance. Furthermore, work experience exhibited the strongest correlations with hard measures of job performance, such as work samples, in comparison to soft measures, like ratings, with values of $M\hat{\rho}$= .39 and $M\hat{\rho}$= .24, respectively. The implications and potential avenues for future inquiry are thoroughly examined.

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This article provides a quantitative summary of the relationship between job experience and job performance, drawing from a comprehensive sample of 16,058 individuals. The relationship between job experience and job performance was observed to be influenced by two factors: the duration of experience and the complexity of the job. The most significant correlations were observed in populations characterized by minimal average job experience and in roles that impose limited cognitive demands on workers. The findings seem to align with the causal framework of job performance put forth by Schmidt, Hunter, and Outer Bridge. A further investigation elucidates the impact of professional experience on the instructional efficacy of lecturers at Pamulang University. The employed research design is quantitative, utilizing a descriptive methodology. The employed analytical approach is multiple linear regression analysis, utilizing a sample size of 150, with the sampling technique being proportionate random sampling. Moreover, the investigation encompasses a comprehensive examination of various analytical stages, including the descriptive analysis of questionnaires, validity assessments, reliability evaluations, linear regression analysis, correlation coefficient calculations, partial testing (t test), simultaneous testing, and determination assessments. The results of the regression analysis indicate that job satisfaction exerts a significant positive influence on performance, with a coefficient of 0.557, a t-value of 6.751, and a significance level of 0.000, which is less than the threshold of 0.05. The influence of work experience on performance is notable, with a correlation coefficient of 0.451, a t-value of 5.467, and a significance level of 0.000, which is less than the threshold of 0.05. The concurrent analysis demonstrated that job satisfaction and work experience exert a positive and significant influence on performance value, yielding a F statistic of 72.201, a significance value of 0.000, and a determination coefficient of 0.744. Job satisfaction and work experience account for 74.4% of performance, leaving 25.6% attributable to other variables[120].

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2.3.12 Job Status and Job Performance

A study was conducted to examine the interplay between sex, age, and job status in relation to the job performance of personnel within the Nigeria Police Force. A cross-sectional survey design was employed, involving three hundred and fifty (n=350) police personnel, comprising 200 males and 150 females, who were purposively selected to participate in the study. A total of one hundred (100) respondents were part of the officer cadre, whereas two hundred and fifty (250) belonged to the non-officer cadre. A meticulously designed questionnaire was employed for the purpose of data collection. Three hypotheses were formulated based on a thorough examination of pertinent literature and subsequently evaluated through the application of a t-test for independence. The findings indicated that there was no notable disparity in the job performance between the junior and senior staff members. The study thus reached the conclusion that the authorities of the Nigeria Police Force should actively engage in regular promotional exercises to improve the productivity levels of their personnel[121].

This study investigates the various dimensions and factors associated with the job performance of employees in public sector organizations throughout northern India. The study sample consisted of 400 public sector employees chosen from the health, education, banking, and manufacturing sectors. The investigation employed a quantitative approach. The participants provided self-assessments of their performance through a structured questionnaire. Statistical techniques such as mean, one-way analysis of variance (ANOVA), and independent-sample t-test were employed, with data analysis conducted using SPSS (Statistical Package for the Social Sciences). Although the majority of employees express satisfaction with their job performance, the overall performance levels remain relatively low. The findings highlight task and contextual performance as significantly valued aspects of

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employee job performance. The analysis of variance demonstrates that age and years of experience have a significant impact on employee performance in the workplace. The findings of this study will enhance our comprehension of the factors influencing job performance and will inform better managerial practices that contribute to employee performance[122].

Individuals who perceive themselves as valued and respected within their professional roles are more inclined to attain job satisfaction and exhibit enhanced performance. When individuals experience satisfaction in their roles, they typically cultivate a positive disposition towards their work, derive enjoyment from their responsibilities, and experience a profound sense of accomplishment. The sense of satisfaction is intricately linked to job engagement; those who are engaged exhibit enthusiasm, motivation, and a profound dedication to their work. On the other hand, insufficient job accomplishment may result in diminished morale, reduced performance, increased employee turnover, and a decline in engagement. The primary objective of this research was to investigate the influence of employees' job status on job execution and performance outcomes. The research was characterized by a quantitative and explanatory approach, involving a cross-sectional survey of 92 nonacademic staff members who had been employed at federal polytechnic Bauchi for a decade. Proportionate stratified sampling was utilized, and structured questionnaires were personally administered to the chosen participants. Nevertheless, the data that was gathered underwent analysis through IBM SPSS software version 2.5. In a similar vein, regression analyses of the variables namely, employees' job status, job satisfaction, and job performance indicate that employees' job status exerts a positive and significant influence on both job satisfaction and job performance. The study thus concludes that employees' job status exerts a positive and significant influence on their job performance. It is advisable for organizations to endeavor to cultivate an inclusive and supportive work environment that enhances the job performance of

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employees across all levels of employment. Achieving this objective necessitates the establishment of transparent communication, acknowledgment of accomplishments, the provision of growth opportunities, and the cultivation of positive relationships. Furthermore, it is imperative to recognize and reward employees for their contributions, delineate clear career trajectories, and promote open dialogue and collaboration to enhance job satisfaction[123].

Globalization, the reform of public sectors, and the sustainable development of human resource management compel scholars and practitioners to focus significantly on employees' job satisfaction for sustainable and socially responsible organisational development. However, limited information exists regarding the job satisfaction of knowledge workers, particularly within the public sector. This research examines the evaluation of job performance levels and the determinants of job performance among public knowledge employees in Bangladesh. The structure and substance of the paper are derived from the empirical analysis of data collected from 64 respondents across 7 agricultural and livestock research institutions under the Ministry of Local Government, Ministry of Agriculture, Ministry of Fisheries and Livestock, and 4 affiliated universities in Bangladesh. Factor analysis, reliability assessment, descriptive statistics, correlations, regression, and ANOVA were employed to evaluate the relationships among variables. The primary conclusion is that the job happiness of public knowledge professionals is greatly influenced by work motivation and equitable treatment[124].

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2.4 Conceptual Model

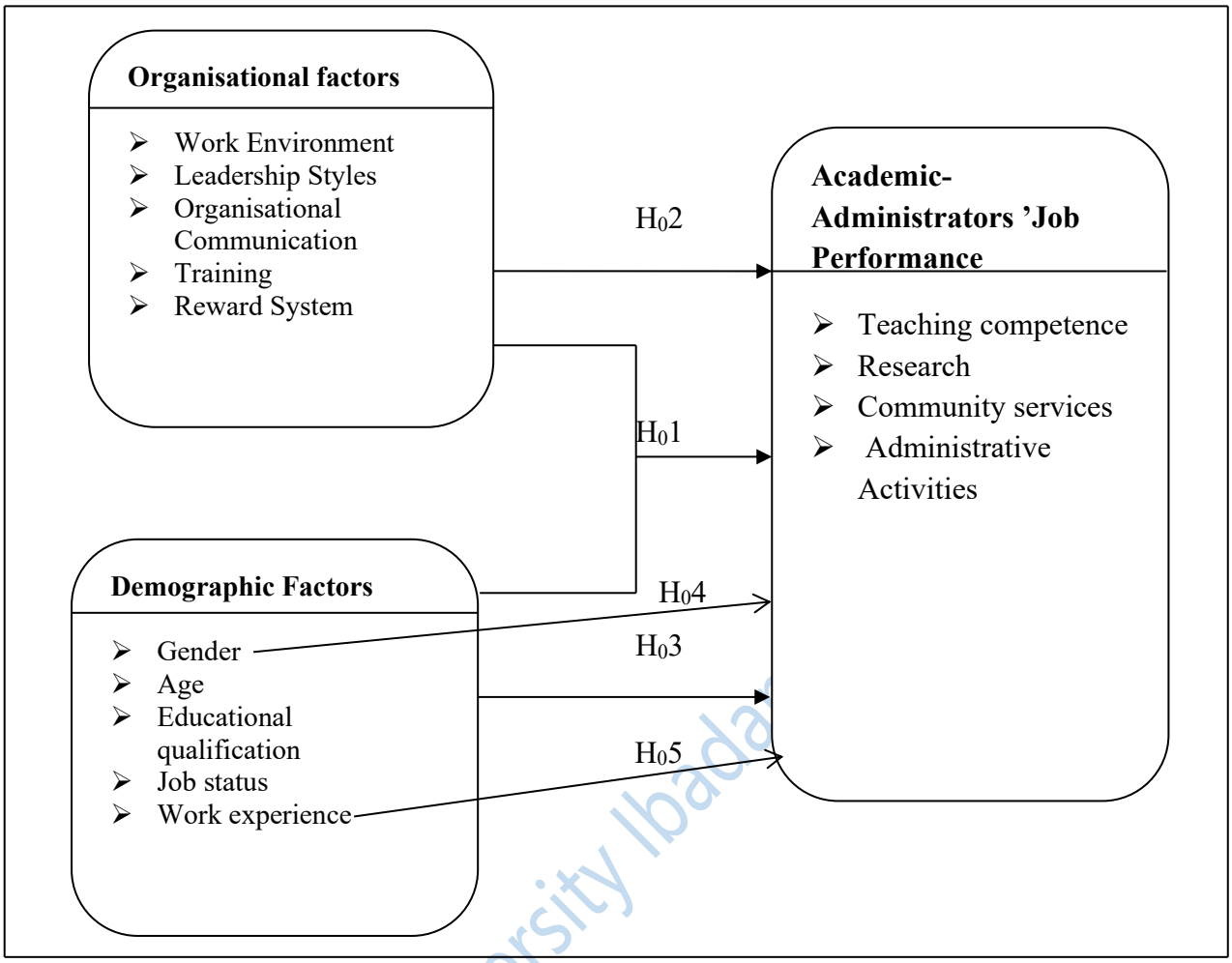


Figure 2.1: Conceptual Model for organisational, variables demographic factors, and Academic Administrator's Job Performance.

Source: Researcher's concept (2024)

The conceptual model functions as a guiding structure for the study, illustrating the connections between the independent variables and the dependent variable under investigation. The illustration takes on a spiral configuration, signifying that job performance is significantly influenced by one of the two independent variables, whether in a positive or negative manner. This suggests that any alteration in the independent variables will markedly affect the job performance of academic administrators in public Colleges of Education in South-west Nigeria.

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2.5 Summary of Gap in Literature Reviewed

This chapter offers a comprehensive overview of the existing research related to the factors under scrutiny in the current study. This composition delves into the intricate concept of job performance, encompassing various dimensions of an organization, including the work environment, leadership approaches, organisational communication, training initiatives, and reward mechanisms. Moreover, it explores demographic factors including gender, age, marital status, educational background, employment status, and professional experience, all of which may influence the job performance of academic administrators. Furthermore, the chapter elucidates the unique facets of job performance that hold significance for academic administrators, encompassing their capacity to teach effectively, generate research, interact with the community, and exhibit administrative proficiency.

The literature review meticulously explores the conceptual, theoretical, and empirical frameworks pertinent to the objectives of the study. This study builds upon earlier research by examining the impact of organisational and demographic factors on job performance, with a particular focus on Colleges of Education in South West Nigeria. The study offers valuable perspectives pertinent to the unique circumstances of this particular geographical area, which may differ from conclusions drawn in other regions. This investigation aims to fill a significant void in existing research by exploring how various organisational and demographic elements affect the job performance of academic administrators within public Colleges of Education located in the South-West region of Nigeria.

This chapter fundamentally lays the groundwork for the empirical investigation by synthesizing pertinent material and articulating the rationale for the study. By meticulously analyzing previous research and pinpointing gaps in understanding, it lays the groundwork for the forthcoming empirical inquiry. This research aims to deepen both theoretical comprehension and practical insights regarding the elements that affect job performance

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within educational institutions, specifically targeting academic administrators in public Colleges of Education in the South-West ern region of Nigeria. Moreover, through the embrace of a localized perspective, this study seeks to provide evidence-based recommendations designed to tackle the various challenges and opportunities faced by academic administrators within this specific domain.

This chapter additionally offers a comprehensive examination of the existing literature concerning the variables integrated into this study. The text examines the notion of job performance, alongside various organisational variables such as the work environment, leadership, communication, training, and reward systems. It also considers demographic factors including gender, age, educational qualifications, job status, and work experience, as well as the job performance of academic administrators in areas like teaching, research, community service, and administrative duties. The study also reviewed the conceptual, theoretical, and empirical aspects. While numerous scholars from various nations have explored the influence of organisational and demographic factors on the job performance of academic staff within institutions, there remains a notable gap in the investigation of the interplay between these combined variables and the performance of academic administrators. Additional demographic variables, such as work experience and marital status, among others, have not been comprehensively addressed. Furthermore, there is limited discourse regarding the impact of organisational factors on the job performance of academic administrators. This research, however, broadened its scope to encompass Colleges of Education in the South West region of Nigeria. This study aims to investigate the extent to which organisational and demographic factors influence the job performance of academic administrators in public Colleges of Education located in the South-West ern region of Nigeria. This study aims to address the existing gaps.

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Chapter Three

Methodology

This chapter contains the specific research methods and techniques to be explored in this study. Specifically, it is focused on the research design, population of the study, sample and sampling technique, instrument for data collection, validity of the instrument, reliability of the instrument, methods of data collection, and methods of data analysis

3.1 Research Design

This study adopted descriptive survey research design. Descriptive survey research 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 design is useful for this study because it allows the researcher to describe the characteristics of the population under study without manipulation of the variables. It also allows researchers to gather information about the current status of variables or conditions. The design is suitable because the study only collected data on the existing phenomena and practices of the organisational and demographic factors as determinants of Academic-Administrators' job performance in public Colleges of Education in South-west, Nigeria[1, 2].

3.2 Population of the Study

The target population for this study comprises three hundred and twenty nine (329) Academic-Administrators (Deputy Provost, Deans, HODs, and Directors of Academic Programmes) in public Colleges of Education in South-west, Nigeria. There are Nine (9) Public Colleges of Education. Four for State while five are Federal. These are better illustrated under;

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Table 3.2: Total Population of Public Colleges of Education in South-West, Nigeria (9)

S/N	Name of the Institutions	Total number AcademicAdministrators
1	College of Education, Ikere-Ekiti, Ekiti state	30
2	Adeyemi College of education, Owo,Ondo State	32
3	Federal College of Education (Technical) Akoka, Lagos State	36
4	Federal College of Education, Osiele, Ogun State	35
5	Sikiru Adetona College of Education, Science and Technology, Omu,Ogun State.	35
6	Federal College of Education, Iwo, Osun State	30
7	College of Education, Ila-Orangun, Osun state	35
8	Oyo State College of Education, Lanlate, Oyo State.	36
9	Federal College of Education (Special) Oyo, Oyo State.	60
	Grand Total	**329**

Source: Field work, 2025

3.3 Sample and Sampling Techniques

This study sampled three hundred and twenty nine (329) Academic Administrators in Public Colleges of Education, South-west, Nigeria. The total enumeration sampling technique was used to select academic-administrators from all the nine (9) public Colleges of Education in South-West, Nigeria. The South-West Zone comprises six states with Nine Public Colleges of Education State and Federal Colleges. The target respondents for the study are all the academic administrators (Deputy Provost, Deans, HODs, and Directors of Academic Programmes) of Public Colleges of Education are shown on the Table 3.2.

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Table 3.2: Sampled Public Colleges of Education

S/N	Public Colleges of Education	Owner	Deans	Dept/Hods	Directors	Total number Academic-Administrators
1	College of Education, Ikere-Ekiti, Ekiti state	Federal	5	19	6	30
2	Adeyemi College of Education, Owo, Ondo State	Federal	6	20	6	32
3	Federal College of Education (Technical), Akoka, Lagos State	Federal	6	25	5	36
4	Federal College of Education, Osiele, Ogun State	Federal	6	23	6	35
5	Sikiru Adetona College of Education, Science and Technology,omu-ijebu Ogun State.	State	5	24	6	35
6	Federal College of Education, Iwo, Osun State	Federal	5	19	6	30
7	College of Education, Ila-Orangun, Osun state	State	5	25	5	35
8	Oyo State College of Education, Lanlate, Oyo state	State	7	24	5	36
9	Federal College of Education (Special) Oyo, Oyo State.	Federal	8	44	8	60
	Total					**329**

Source: Field work, 2025

The table shows the number of Academic-administrators used in each public Colleges of Education in South-west, Nigeria. The numbers of Academic-administrators in each public Colleges of Education are varied due to their peculiarities in terms number of the schools, courses, departments, directorates in each College. Each Colleges of Education offers a variety of academic programmes through its different schools and departments also have different number of directorates. The combination of the number of Provost, Deans, HOD's, and Directors of the academic Programmes makeup the number of academic-administrators

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of each Colleges of Education selected for the study. This is clearly indicated in the table above.

3.4 Description of the Research Instrument

The researcher employed two instruments to elicit response from Academic-administrators in Nine (9) public Colleges of Education , South-west, Nigeria. Two self-developed instruments are

i Organisational and Demographic Factors Questionnaire (ODFQ)

ii Academic Administrators Job Performance Questionnaire (AAJPQ)

3.4.1: Organisational and Demographic Factors Questionnaire (ODFQ)

The instrument is designed to elicit responses from Academic-administrators in Nine (9) public Colleges of Education , South-west, Nigeria. The instrument is divided into three sections. Section A of ODFQ is designed for bio-data information of the respondents such as: name of institution, gender, academic qualification, age, years of work experience, marital status. Section B contains items on Organisational Factors independents variable one which is divided into 5 sub-scales and it is formatted on a 4-point likert type with responses ranging from strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1

Items on work environment have (8) items, reward system has (5) items, leadership styles has (6) items, training has (5) items and organisation communication has (6) items, Section C contains 25 items on demographic factors, it is divided into age, gender, educational qualification, work experience and job status. It is formatted on a 4-point likert type rating scale with responses ranging from strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1

3.4.2 Academic Administrators Job Performance Questionnaire (AAJPQ)

The instrument is designed to elicit responses from Academic-administrators in Nine (9) public Colleges of Education , South-west, Nigeria. The instrument is divided into

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sections A and B. Section A contains bio-data information of the respondents such as: name of institution, gender, academic qualification, age, years of work experience, marital status. Section B contains items on academic-administrators' job performance indicators which to be measured from point of view of the academic-administrators with responses of Very High, High, Low, Very Low and ranked 4,3,2 and1 respectively. This instrument contains thirty-five (35) question items of dependent indices which include Research, Teaching, Community Services and Administrative Activities

3.5 Validity of the Instruments

The validity of the instrument was carried out through face and content validity. Here, the accuracy and truth of the data and findings produced were ascertained. The instruments were subjected to pre-testing to establish its validity. The instrument is valid if the items on the questionnaire covered all the variables to be measured in the study. Relevant and accurate items (questions) were generated on all the elements for measuring the variables in the study. The instruments were given to my supervisor and other experts in the field of Educational Management for scrutiny. The researcher makes corrections to the instruments in line with the supervisor's observations together with other experts in the field of Educational Management.

3.6 Reliability of the Instruments

The reliability of the instrument was determined through a pilot study. Nine five (95) Academic–administrators in one of the Public Colleges of Education from Kwara State which is outside the study population were given the questionnaire to pilot the study. These were; Organisational and Demographic Factors Questionnaire ODFQ (α=0.87) and the Academic-Administrators' Job Performance Research Questionnaire AAJPRQ (α=0.78). The instruments' validity was confirmed via face and content validity assessments, and the

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Cronbach's alpha reliability test produced a coefficient of 0.87 and 0.78, signifying an acceptable reliability level.

3.7 Administration of Research Instrument

The researcher collected a signed letter of consent from the Head of Department, Educational Management, Lead City University to seek the consent of the participants before administering the instruments. The instruments were administered personally by the researcher and also with the help of four (4) trained research assistants. These research assistants were trained on how to properly administer the instruments. The instruments were collected from the participants after they had responded to them. However, from the total three hundred and twenty nine (329) Questionnaire administered to academic-administrators of nine public Colleges of Education , South-west, Nigeria, three hundred and twelve (312) Questionnaire were retrieved and considered valid

3.8 Method of Data Collection

The research instruments were administered to three hundred and twenty nine (329) respondents through the help of Five (5) research assistants. The Organisational and Demographic factors Questionnaire (ODFQ) and Academic Administrators Job Performance Research Questionnaire (AAJPRQ) were administered to the Academic Administrators in public Colleges of Education , South west, Nigeria.

3.9 Method of Data Analysis

The data collected was analysed using appropriate statistical tools. These are descriptive and inferential statistics. Descriptive statistics of frequency count was used to describe socio-demographic background of the participants, mean and standard deviation was used to analyze research question one while inferential statistics of Multiple Regression Analyses was used to analyze hypotheses one, two and three. T-test was used to test

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hypotheses four while Analyses Of Variance (ANOVA) was used to test hypothesis five. The hypotheses were tested at 0.05 level of significance.

3.10 Ethical Approval

Ethical approval to carry out the study was obtained from the relevant authorities' right from the Head of Department of art & Social Science, Lead City University, Ibadan, as well as Management in the selected Colleges of Education in the three selected Federal Colleges of Education .

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Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter presents results of the analyses and discussion of findings. The results and discussion of findings are presented based on demographic characteristics of the participants, and hypotheses as follow:

4.1 Demographic Data Analysis

The below are the socio-demographic characteristics of the participants.

Table 4.1: Questionnaire Return Rate

Total Number Questionnaire Distributed	Total Number Questionnaire Retrieved	Percentage Retrieved Questionnaire
329	312	95%

Source: Field Survey, 2025

Table 4.2: Distribution of the Participants by Gender

Gender	Frequency	Percent	Cumulative Percent
Female	180	57.7	57.7
Male	132	42.3	100.0
Total	312	100.0	

Source: Field Survey, 2025

Table 4.2 reveals that 180 (57.7%) of the participants were females, while 132 (42.3%) were males. This means that most of the participants were females.

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Table 4.3: Distribution of the Participants by Marital Status

Marital Status	Frequency	Percent	Cumulative Percent
Single	20	6.4	6.4
Married	272	87.2	93.6
Divorced	20	6.4	100.0
Total	312	100.0	

Source: Field Survey, 2025

Table 4.3 reveals that 272 individuals, accounting for 87.2% of the respondents, are married, while 20 individuals, representing 6.4%, are divorced, and the remaining 20 individuals, also 6.4%, are single. The majority of respondents are in a marital union.

Table 4.4: Distribution of the Participants by their Academic Qualification

Qualification	Frequency	Percent	Cumulative Percent
BSc/BEd.	40	12.8	12.8
Master	152	48.7	61.5
PhD.	120	38.5	100.0
Total	312	100.0	

Source: Field Survey, 2025

The table indicates that 120 (38.5%) of the participants hold a PhD as their highest level of education, 152 (48.7%) possess a Master's degree, while the remaining 40 (12.8%) are holders of a BSc./BEd. The predominant level of educational attainment among the respondents is a master's degree. The minimum educational attainment among the respondents is a Bachelor's degree in their respective fields.

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Table 4.5: Distribution of the Participants According to their Age-Range

Age Range	Frequency	Percent	Cumulative Percent
Below 35	80	25.6	25.6
36-45 years	100	32.1	57.7
46-55years	60	19.2	76.9
56 and above	72	23.1	100.0
Total	312	100.0	

Source: Field Survey, 2025

Table 4.5 shows that 100(32.1%) of the respondents are between the age range 35-45 years, 80(25.6%) of the respondents are below 35 years old, 72(23.1%) of the respondents are 56 years and above while 60(19.2%) are between the age group 46-55 years.

Table 4.6: Distribution of the Participants According to their Years of Work Experience

Work Experience	Frequency	Percent	Cumulative Percent
1-10 years	70	22.4	22.4
11-20years	100	32.1	54.5
21-30years	110	35.3	89.7
Above 30 years	32	10.3	100.0
Total	312	100.0	

Source: Field Survey, 2025

Table 4.6 reveals that 110 (35.3%) of the respondents have 21-30 years' work experience, 100 (32.1%) of the respondents have 11-20 years' work experience, 70(22.4%) of the respondents has 1-10 years' work experience while the remaining 32(10.3%) of the

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respondents have above 30years work experience. Majority of the respondents are those with 21-30years work experience.

Table 4.7: Distribution of the Participants According to their Job Status

Job Status	Frequency	Percent	Cumulative Percent
Senior Lecturer	190	60.9	60.9
Principal Lecturer	100	32.1	92.9
Chief Lecturer	22	7.1	100.0
Total	312	100.0	

Source: Field Survey, 2025

Table 4.7 shows that 190 (60.9%) of the respondents were senior lecturers, 100(32.1%) of the respondents are principal lecturers and the remaining 22(7.1%) of the respondents are chief lecturers. Majority of the respondents are senior academic-administrators.

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Table 4.8: Descriptive Statistics Showing the Mean and Standard Deviation of Organisational Factors Based on Work Environment

Work Environment	SA	A	D	SD	Mean	Std. Deviation	Remarks
Adequate facilities are provided	100 (32.1%)	23 (7.4%)	100 (32.1%)	89 (28.5%)	2.43	1.209	*low state*
The office is suitable to perform administrative task	70 (22.4%)	50 (16.0%)	122 (39.1%)	70 (22.4%)	2.38	1.067	*low state*
College compound is attractive and encourage staff to perform well	60 (19.2%)	50 (16.0%)	102 (32.7%)	100 (32.1%)	2.22	1.097	*low state*
Dependable health and insurance schemes are enjoyed by staff	80 (25.6%)	42 (13.5%)	153 (49.0%)	37 (11.9%)	2.53	1.001	*high state*
The climate of the institution makes it suitable to perform	60 (19.2%)	45 (14.4%)	150 (48.1%)	57 (18.3%)	2.35	0.990	*low state*
Well-furnished officers are provided	73 (23.4%)	27 (8.7%)	160 (51.3%)	52 (16.7%)	2.39	1.021	*low state*
Adequate internet facilities are made available	66 (21.2%)	44 (14.1%)	90 (28.8%)	112 (35.9%)	2.21	1.144	*low state*
Adequate toilet facilities are made available	120 (38.5%)	40 (12.8%)	100 (32.1%)	52 (16.7%)	2.73	1.142	*high state*
Grand mean =2.405							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Fieldwork 2025

Table 4.8 indicates that the organizational and demographic factors related to the work environment show that the provided facilities (Mean = 2.43) are only low state, suggesting a necessity to boost performance. Furthermore, it is considered that the office may not be particularly conducive for carrying out administrative tasks (Mean = 2.38). The office environment was viewed by staff as not entirely conducive to effective administrative work.

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The college compound is perceived as unappealing and does not effectively encourage staff to excel (Mean = 2.22): The aesthetic qualities of the college grounds are viewed as insufficient and do not play a significant role in enhancing staff job performance. Staff benefit from reliable health and insurance schemes (Mean = 2.53): Staff members report a moderate level of satisfaction with health and insurance schemes; however, there is potential for enhancements that could further elevate morale. The environment of the institution is regarded as moderately high for performance (Mean = 2.35): The institutional climate is seen as somewhat supportive, yet it falls short of being fully optimized for productivity. The offices are well-furnished in a low state (Mean = 2.39), indicating that there is potential for further improvements to enhance the work environment. The provision of internet facilities is insufficient (Mean = 2.21): This lack of adequate internet access may impede effective communication and research endeavors. The availability of adequate toilet facilities is reflected in a mean score of 2.73, suggesting that these facilities are rated more favorably, indicating a superior provision in comparison to other factors. The overall mean of (2.405) indicates that satisfaction with the work environment is on the low state. The average scores suggest that although toilet facilities are fairly sufficient, there is a pressing need for enhancements in internet access, office furnishings, and the overall institutional atmosphere to create a more conducive and effective work environment.

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Table 4.9: Descriptive Statistics Showing the Mean and Standard Deviation of Organisational Factors Based on Reward System

Reward System	SA	A	D	SD	Mean	Std. Deviation	Remarks
Regular Payment of Salary	60 (19.2%)	27 (8.7%)	175 (56.1%)	37 (16.0%)	2.31	0.960	*low state*
Provision of enough financial incentive for staff	72 (23.1%)	30 (9.6%)	185 (59.3%)	25 (8.0%)	2.48	0.935	*low state*
Provision of incentives for research work	65 (20.8%)	37 (11.9%)	165 (52.9%)	45 (14.4%)	2.39	0.973	*low state*
Regular motivation of hard work	80 (25.6%)	50 (16.0%)	120 (38.5%)	62 (19.9%)	2.47	1.079	*low state*
Timely payment of staff pension scheme	50 (16.0%)	30 (9.6%)	180 (57.7%)	52 (16.7%)	2.25	0.919	*low state*
Grand mean= 2.38							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.9 indicates that the availability of sufficient financial incentives for staff (Mean = 2.48) is perceived to be on the low state, indicating potential areas for enhancement to more effectively acknowledge staff contributions. The provision of incentives for research work, with a mean of 2.39, appears to be constrained, potentially hindering academic productivity and innovation. The regular motivation for hard work, with a mean of 2.47, indicates a low state level of implementation, as it is not consistently applied. The perception of the timely payment of the staff pension scheme, with a mean of 2.25, indicates a significant concern regarding its timeliness, which could adversely affect the long-term financial security of employees. The grand mean reflects a low level of satisfaction with the reward system, indicating that enhancements in financial and motivational incentives are necessary. The average scores are on the low state, indicating a lack of satisfaction with critical aspects of

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the reward system, such as pension schemes and salary payments. Overall, the organisational and demographic factors related to the reward system show that the regular payment of salary (Mean = 2.31) is viewed as irregular, potentially leading to adverse effects on motivation and financial stability Attaining a mean of 3.0 or above would suggest a more efficient and satisfactory reward system, leading to enhanced staff morale and performance.

Table 4.10: Descriptive Statistics Showing the Mean and Standard Deviation of Organisational Factors Based on Leadership Styles

Leadership Items	SA	A	D	SD	Mean	Std. Deviation	Remarks
The leader involves other staff in decision making	32 (10.3%)	50 (16.0%)	130 (41.7%)	100 (32.1%)	2.04	0.944	*low state*
The leader autocratically gives instruction to staff	42 (13.5%)	30 (9.6%)	140 (144.9%)	100 (32.1%)	2.04	0.978	*low state*
The leaders do allow subordinates to take decisions on their own	40 (12.8%)	22 (7.1%)	210 (67.3%)	40 (12.8%)	2.20	0.821	*low state*
The leader supervises staff directly	30 (9.6%)	22 (7.1%)	160 (51.3%)	100 (32.1%)	1.94	0.880	*low state*
The leader discusses proposed actions/tasks with subordinates and take decisions together with them	50 (16.0%)	38 (12.2%)	152 (48.7%)	72 (23.1%)	2.21	0.976	*low state*
The leader overlooks all staff deeds	50 (16.0%)	30 (9.6%)	170 (54.2%)	62 (20.2%)	2.21	0.946	*low state*
Grand mean = 2.11							***low state***

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.10 illustrates that the prevalence of leaders issuing instructions to staff in an autocratic manner (Mean = 2.04) indicates a tendency towards limited collaboration. The leader permits subordinates to make independent decisions (Mean = 2.20): Subordinates often face restrictions on making independent decisions, potentially stifling initiative and creativity.

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The leader's direct supervision of staff occurs infrequently, with a mean score of 1.94, suggesting a potential deficiency in monitoring and guidance practices. The leaders infrequently engage in discussions regarding proposed actions or tasks with their subordinates, opting instead to make decisions collectively (Mean = 2.21): The scope for collaborative decision-making between leaders and subordinates is constrained. The leader monitors the actions of all staff members (Mean = 2.21). Staff activities are subject to moderate oversight; however, this oversight may not be consistently applied. The overall analysis indicates that leadership styles are primarily autocratic, characterized by minimal collaboration and restricted involvement in decision-making processes. The organisational and demographic factors related to leadership style reveal that leaders who engage other staff in decision-making (Mean = 2.04) are uncommon, suggesting a decline in participative leadership. The scores are markedly lower suggesting that the leadership practices in place are not effective. Organizations can create a more inclusive and productive work environment by implementing participatory leadership approaches, empowering subordinates, and improving communication between leaders and staff.

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Table 4.11: Descriptive Statistics Showing the Mean and Standard Deviation of Organisational Factors Based on Training Programme

Training programme	SA	A	D	SD	Mean	Std. Deviation	Remarks
Capacity Building programme for the academic administrators	100 (32.1%)	30 (9.6%)	140 (44.9%)	42 (13.5%)	2.60	1.074	*high state*
Encouragements by sharing knowledge e.g. Publications	40 (12.8%)	22 (7.1%)	190 (60.9%)	60 (19.2%)	2.13	0.872	*low state*
Regular Provision of Study leaves for academic administrators	70 (22.4%)	40 (12.8%)	160 (51.3%)	42 (13.5%)	2.44	0.984	*low state*
Encouragement of self-development activities like conferences	54 (17.3%)	50 (16.0%)	108 (34.6%)	100 (32.1%)	2.19	1.069	*low state*
Establishment of career development programme	71 (22.8%)	41 (13.1%)	120 (38.5%)	80 (25.6%)	2.33	1.092	*low state*
Regular attendance of conferences seminar and workshop	52 (16.7%)	40 (12.8%)	170 (54.5%)	50 (16.0%)	2.30	0.931	*low state*
Grand mean = 2.33							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.11 reveals that organisational and demographic factors related to the training programme through the Capacity-building programme for academic administrators have a mean score of 2.60, suggesting a high state of availability. However, there exists potential for further development to adequately equip academic administrators. The sharing of knowledge through publications, with a mean score of 2.13, is minimal and could potentially impede academic growth and collaboration. The availability of study leaves for academic administrators is present on the low state (Mean = 2.44), yet it lacks the consistency necessary to effectively support professional development. The encouragement of self-development activities, such as conferences (Mean = 2.19), is infrequent, resulting in limited

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opportunities for individuals to engage with new knowledge and practices. The availability of career development programmes, with a mean score of 2.33, indicates a low presence; however, there is potential for enhancement to facilitate improved career growth. The frequency of attending conferences, seminars, and workshops (Mean = 2.30) indicates a low state level of participation, yet there is a lack of consistent encouragement for such involvement. The grand mean reflects a moderate availability of training programmes, indicating that existing efforts may not be adequate for achieving optimal professional growth and capacity development. The average score indicates a necessity for more organized and regular training programs, study leave options, and promotion of self-development initiatives to enhance job performance and career progression.

Table 4.12: Descriptive Statistics Showing the Mean and Standard Deviation of Organisational Factors Based on Organization Communication

Organization communication enhanced in the institution	SA	A	D	SD	Mean	Std. Deviation	Remarks
Internet facilities to exchange information	100 (32.1%)	40 (12.8%)	140 (44.9%)	32 (10.3%)	2.67	1.035	*High state*
Direct communication like memo	70 (22.4%)	30 (9.6%)	150 (48.1%)	62 (19.9%)	2.35	1.037	*low state*
Resolving conflicts among staff amicably	50 (16.0%)	20 (6.4%)	172 (55.1%)	70 (22.4%)	2.16	0.952	*low state*
Provision of sufficient information for staff to operate	32 (10.3%)	40 (12.8%)	160 (44.9%)	80 (32.1%)	2.01	0.928	*low state*
Appropriate communication channel	40 (12.8%)	60 (19.2%)	162 (51.9%)	50 (16.0%)	2.29	0.886	*low state*
Ambiguous language and communication	30 (25.6%)	40 (12.8%)	160 (51.3%)	32 (10.3%)	2.54	0.985	*High state*
Grand mean					**2.34**		*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

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Table 4.12 indicates that organisational and demographic factors related to organisational communication within the institution show that the availability of internet facilities for information exchange (Mean = 2.67) is on the high state, suggesting that while communication is supported, there is potential for enhancement. Direct communication methods such as memos, with a mean score of 2.35, are utilized to a certain extent; however, there is a clear need for improved integration to enhance the effectiveness of information dissemination. The practice of resolving conflicts among staff amicably, with a mean score of 2.16, is observed to be minimal, potentially obstructing the establishment of a harmonious work environment. The mean score of 2.01 for the provision of sufficient information for staff to operate suggests that communication practices are inadequate, which may hinder efficient operations. The communication channels in place (Mean = 2.29) exhibit a degree of structure, yet their effectiveness remains inadequate. The level of ambiguous language and communication, with a mean of 2.54, indicates a moderately high prevalence that could lead to potential misunderstandings. The grand mean reflects a moderate level of organisational communication effectiveness, which does not meet the acceptable standard for clarity and efficiency in communication. The scores indicate that there are substantial areas for enhancement within communication systems, especially regarding conflict resolution, clarity of information, and the overall communication structure. A benchmark of 3.0 or higher is advisable to facilitate effective and transparent communication throughout the organization.

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Table 4.13: Descriptive Statistics Showing the Mean and Standard Deviation of Demographic Factors Based on Age in Institutions

Demographic Factors Based on Age in Institutions	SA	A	D	SD	Mean	Std. Deviation	Remarks
Aged Academic-Administrators' performs better	80 (20.6%)	30 (9.6%)	102 (32.7%)	100 (32.1%)	2.1	1.168	*low state*
Young academic administrators are inexperienced	70 (22.4%)	32 (10.3)	140 (44.9%)	70 (22.4%)	2.33	1.059	*low state*
Young academic administrators do have high work loads	60 (19.2%)	40 (12.8%)	172 (55.1%)	40 (12.8%)	2.38	0.938	*low state*
Appointment of Dean, HOD, Director, committee chairman is based on age	64 (20.5%)	44 (14.1%)	184 (59.0%)	20 (6.4%)	2.49	0.889	*low state*
Supervision unit activities by academic administrator is based on age	50 (16.0%0	52 (16.7%)	150 (48.1%)	70 (22.4%)	2.29	0.957	*low state*
Grand mean = 2.36							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.13 illustrates that the organisational and demographic factors related to age suggest that older academic administrators perform on a low state (Mean = 2.29), although this observation is not strongly emphasized. Young academic administrators exhibit a lack of experience, as indicated by a mean score of 2.33. A prevalent view exists regarding the inexperience of younger administrators. Young academic administrators experience significant workloads (Mean = 2.38), as they are frequently tasked with substantial responsibilities, which may impact their overall efficiency. The appointment of the Dean, HOD, Director, and committee chairman is determined by age, with a mean value of 2.49.

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Age seems to have a moderate influence on leadership appointments, although this is not conclusive. The oversight of unit activities by academic administrators, as determined by age (Mean = 2.29), has a low impact on supervision responsibilities. The grand mean suggests that age moderately influences job roles, leadership appointments, and task assignments within the organization as it is on a low state. The scores suggest that the organization does not completely emphasize merit-based appointments and responsibilities. A benchmark of 3.0 or higher indicates a more equitable framework in which competence, rather than age, determines job roles and responsibilities.

Table 4.14: Descriptive Statistics Showing the Mean and Standard Deviation of Demographic Factors Based on Gender in Institutions

	SA	A	D	SD	Mean	Std. Deviation	Remarks
Female academic administrators are performing effectively	62 (19.9%)	80 (25.6%)	120 (38.5%)	50 (16.0%)	2.49	0.985	*low state*
Male academic-administrators are more committed to their Job	50 (16.0%)	42 (13.5%)	150 (48.1%)	70 (22.4%)	2.23	0.975	*low state*
Male academic-administrators are preferred to female	60 (19.2%)	50 (16.0%)	152 (48.7%)	50 (16.0%)	2.38	0.972	*low state*
Maternity leave mostly affects female academic-administrator's job performance	60 (19.2%)	52 (16.7%)	170 (54.5%)	30 (9.6%)	2.46	0.910	*low state*
Educational qualification of prospective academic administrator is top most priority	60 (19.2%)	40 (12.8%)	150 (48.1%)	62 (19.9%)	2.31	1.000	*low state*
Grand mean = 2.37							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

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Table 4.14 indicates that organisational and demographic factors related to gender suggest that the performance of female academic administrators (Mean = 2.49) is on the low state, as it is perceived that they perform effectively to a moderate extent. Concerning the dedication of male academic administrators to their roles (Mean = 2.23): Male academic administrators are perceived as somewhat more committed, yet not significantly differentiated. There is a preference for male academic administrators over female ones (Mean = 2.38): There is a moderate gender preference for male administrators over females. Maternity leave mostly affects female academic administrators' job performance (Mean = 2.46): Maternity leave is perceived as having a moderate impact on job performance among female administrators. The educational qualifications of potential academic administrators are given a moderate level of importance in the selection process, irrespective of gender (Mean = 2.31). The overall average reveals a moderate inclination towards gender-based perceptions in academic administrators', indicating a subtle preference for male administrators. The findings underscore the necessity for policies that are attuned to gender considerations, aimed at fostering equality and providing support for female administrators, especially concerning maternity leave. Reaching a benchmark of 3.0 or higher would suggest a more gender-inclusive environment characterized by balanced perceptions of job performance.

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Table 4.15: Descriptive Statistics Showing the Mean and Standard Deviation of Demographic Factors Based on Educational Qualification in Institutions

	SA	A	D	SD	Mean	Std. Deviation	Remarks
Academic-administrator are appointed based on their qualification	40 (12.8%)	50 (16.0%)	150 (48.1%)	72 (23.1%)	2.19	0.934	*low state*
Academic Administrator's job performance is based on their educational qualification	70 (22.4%)	50 (16.0%)	100 (32.1%)	92 (29.5%)	2.31	1.122	*low state*
Educational qualification is a determinant factor of decision making	80 (25.6%)	40 (12.8%)	130 (41.7%)	62 (19.9%)	2.44	1.077	*low state*
Academic administrator with the highest educational qualification performs better	70 (22.4%)	50 (16.0%)	140 (44.9%)	52 (16.7%)	2.44	1.016	*low state*
Educational qualification of perspective academic administrator is most priority	50 (16.0%)	62 (19.9%)	163 (52.2%)	37 (11.9%)	2.40	0.895	*low state*
Grand Mean					**2.36**		*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.15 indicates that organisational and demographic factors related to educational qualifications show that the appointment of academic administrators based on their qualifications (Mean = 2.19) is only moderately influenced by these qualifications, implying that other factors may have a more substantial impact. Furthermore, the job performance of academic administrators is influenced by their educational qualifications, with a mean score of 2.31 indicating a moderate impact on performance evaluations. Regarding educational qualification as a determining factor in decision-making (Mean = 2.44), it was observed that the educational qualifications of administrators moderately influenced decisions. The data

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indicates that there is a moderate perception regarding the performance of academic administrators with the highest educational qualifications, as reflected in a mean score of 2.44. The educational qualifications of prospective academic administrators hold significant importance (Mean = 2.40): These qualifications are assigned a moderate level of priority in the recruitment and appointment process. The overall average indicates that educational qualifications are taken into account to a moderate extent in relation to appointments, decision-making, and job performance. The scores suggest a possible inefficiency in leveraging educational qualifications to impact administrative decisions and appointments. To achieve a satisfactory standard (benchmark of 3.0 or higher), the organization must prioritize educational qualifications as a key element in its recruitment and decision-making processes.

Table 4.16: Descriptive Statistics of Items of Demographic Factors Based On Experience

	SA	A	D	SD	Mean	Std. Deviation	Remarks
Recruitment of academic-administrator is based on administrative experience	85 (27.2%)	35 (11.2%)	166 (53.2%)	26 (8.3%)	2.57	0.979	*low state*
Senior academic-administrator perform better administratively based on their experience	50 (16.0%)	50 (16.0%)	172 (55.1%)	40 (12.8%)	2.35	0.899	*low state*
Academic administrator's job performance declines based on the years' experience	55 (17.6%)	42 (13.5%)	175 (56.1%)	40 (12.8%)	2.36	0.917	*low state*
The older academic-administrator exhibit a higher level of experience	70 (22.4%)	80 (25.6%)	100 (32.1%)	62 (19.9%)	2.51	1.049	*High state*

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Academic-administrator experience is based on number of publications possessed	80 (25.6%)	60 (19.2%)	100 (32.1%)	72 (23.1%)	2.47	1.108	*low state*
Grand mean = 2.45							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.16 indicates that organisational and demographic factors, particularly those related to administrative experience (Mean = 2.57), moderately influence recruitment decisions for academic administrators, albeit with some inconsistency. It is observed that senior academic administrators with greater experience (Mean=2.35) are seen as having a moderate impact on enhancing administrative performance. The job performance of academic administrators appears to decline with increasing years of experience, as indicated by a mean score of 2.36, suggesting a moderate perception of this trend. Older academic administrators demonstrate a greater level of experience, with a mean score of 2.51, indicating that they are viewed as having moderately higher levels of experience. The experience of academic administrators, as indicated by the number of publications held (Mean = 2.47), serves as a moderately significant criterion for evaluating an administrator's experience. The grand mean suggests that experience holds a moderate level of importance in the contexts of recruitment, performance evaluation, and administrative roles. The scores indicate that although experience is acknowledged, its complete potential is not fully utilized in recruitment and performance evaluations. Attaining a benchmark of 3.0 or above would suggest a greater focus on experience as a critical factor influencing job performance and leadership positions.

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Table 4.17: Descriptive Statistics of Items of Demographic Factors Based on Task

	SA	A	D	SD	Mean	Std. Deviation	Remarks
Academic-administrator task is too cumbersome	100 32.1%	50 16.0%	100 32.1%	62 19.9%	2.60	1.132	*high state*
Academic-administrator are given more tasking duties	120 38.5%	40 12.8%	100 32.1%	52 16.7%	2.73	1.142	*high state*
Both junior and senior academic-administrator perform duties at the same level	70, 22.4%	40, 12.8%	140, 44.9%	62, 19.9%	2.38	1.042	*low state*
Academic-administrator are saddled with many responsibilities	60, 19.2%	40, 12.8%	150, 48.1%	62, 19.9%	2.31	1.000	*low state*
Academic-administrators are treated with honour	50, 16.0%	100, 32.1%	100, 32.1%	62, 19.9%	2.44	0.984	*low state*
Grand Mean = 2.49							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.17 delineates the organisational and demographic elements pertinent to the tasks allocated to academic administrators. The average score for "Academic-administrator task is too cumbersome" (Mean=2.60) suggests that administrators regard their workload as fairly burdensome. The statement "Academic-administrators are assigned more demanding duties" has the highest mean of 2.73, indicating that they encounter frequent and challenging duties. The assertion "Both junior and senior academic administrators perform duties at the same level" has a mean of 2.38, indicating a low sense of equitable workload distribution among levels. The statement "Academic administrators are burdened with numerous responsibilities" has a mean of 2.31, underscoring the idea that administrators are considerably overwhelmed. The statement "Academic administrators are treated with honor" has a mean score of 2.44,

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indicating a low state degree of recognition and respect. The overall grand mean indicates that academic administrators regard their workload as moderately difficult, yet not excessively burdensome. The scores persistently fall short of an acceptable threshold, signifying potential for enhancement in task allocation and support mechanisms. The results underscore the necessity for improved workload management and task allocating to avert burnout among university administrators. Institutions ought to establish systematic work allocation, furnish administrative assistance, and guarantee equitable distribution of duties among junior and senior administrators. Furthermore, initiatives should be implemented to elevate the acknowledgment and esteem granted to administrators in order to improve morale and job performance.

Table 4.18: Descriptive Statistics of Items of Academic-Administrators' Job Performance Based on Research

	SA	A	D	SD	Mean	Std. Deviation	Remarks
Papers published in local journal by the academic-administrators	60, 19.2%	50, 16.0%	150, 48.1%	52, 16.7%	2.38	.978	*low state*
Papers published in international journal by the academic-administrators	69, 22.1%	41, 13.1%	152, 48.7%	50, 16.0%	2.41	1.004	*low state*
Books published in my department by the academic-administrator	82, 26.3%	40, 12.8%	138, 44.2%	52, 16.7%	2.49	1.055	*low state*
Journal articles in the last one year accepted for publication by the academic-administrators	50, 16.0%	20, 6.4%	150, 48.1%	92, 29.5%	2.09	0.998	*low state*
Attendance in seminars and workshops by the academic-administrators	55, 17.6%	45, 14.4%	162, 51.9%	50, 16.0%	2.34	0.948	*low state*

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Scientific peer-reviewed bulletin authored by the academic administrators	47, 15.1%	37, 11.9%	158, 50.6%	70, 22.4%	2.20	0.954	*low state*
Number of students that complete their dissertation/research projects within the stipulated time	60, 19.2%	40, 12.8%	57, 18.3%	155, 49.7%	2.02	1.183	*low state*
Participation in conferences by the academic-administrators	50, 16.0%	50, 16.0%	160, 51.3%	52, 16.7%	2.31	0.934	*low state*
Organization of in-service training by the academic-administrators in my department	60, 19.2%	32, 10.3%	170, 54.5%	50, 16.0%	2.33	0.963	*low state*
Grand Mean = 2.29							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.18 shows information regarding the job performance of academic administrators', specifically in relation to research activities. The mean of 2.38 for papers published in local journals by academic administrators suggests a moderate frequency of local journal publications. Papers published in international journals by academic administrators have an average of 2.41, indicating that involvement in international publications is marginally greater than in local ones, yet remains comparatively low. The mean number of books published by academic administrators in the department is 2.49, which is the highest value in the table, suggesting a moderate level of publishing activity. The mean number of journal articles accepted for publication by academic administrators in the last year is 2.09, which is the lowest figure in the table, indicating a relatively low level of recent research productivity. The average attendance of academic administrators in seminars and workshops is 2.34, indicating a low level of engagement in academic events. Scientific peer-reviewed bulletins produced by academic administrators show a mean score of 2.20, suggesting a low level of engagement with these publications. The average number of students finishing their

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dissertation or research projects on time is 2.02, indicating recognition that completing student research within the designated timeframe poses difficulties. The mean participation rate of academic-administrators in conferences is 2.31, indicating a moderate level of engagement in such events. The mean score for the organization of in-service training by academic administrators in the department is 2.33, indicating a moderate level of training efforts within the department. The overall grand mean suggests that the research performance of academic administrators falls short of an optimal level. The average values indicate a level of engagement in research-related activities that can be considered moderate; however, the scores fall short of reaching a satisfactory benchmark. The results indicate a necessity for institutions to improve their research support systems. This may involve enhancing incentives for journal publications, streamlining participation in conferences, and promoting in-service training programs. Furthermore, it is essential to formulate strategies that assist students in the timely completion of their research projects.

Table 4.19: Descriptive Statistics of Items of Academic-Administrators' Job Performance Based on Teaching

	SA	A	D	SD	Mean	Std. Deviation	Remarks
Academic-administrators punctuality to class with lesson plan	50, 16.0%	40, 12.8%	170, 54.5%	52, 16.7%	2.28	0.927	*low state*
Ability to cover syllabus within specified period	80, 25.6%	20, 6.4%	150, 48.1%	62, 19.9%	2.38	1.072	*low state*
Availability of instructional resources during the class	62, 19.9%	48, 15.4%	142, 45.5%	60, 19.2%	2.36	1.008	*low state*
Class management during delivery of lesson	40, 12.8%	52, 16.7%	160, 51.3%	60, 19.2%	2.23	0.906	*low state*
Rate of communication with the students	73, 23.4%	47, 15.1%	150, 48.1%	42, 13.5%	2.48	0.995	*low state*

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Poor results of students at the end of each semester	50, 16.0%	52, 16.7%	130, 41.7%	80, 25.6%	2.23	1.007	*low state*
Good results of students at the end of each semester	57, 18.3%	23, 7.4%	192, 61.5%	40, 12.8%	2.31	.916	*low state*
Participation in students 'subjects supervision	70, 22.4%	30, 9.6%	142, 45.5%	70, 22.4%	2.32	1.058	*low state*
Grand Mean = 2.34							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.19: Calculation of Job Performance in Academic-Administrators' with a Focus on Teaching. The punctuality of academic administrators in attending classes with a lesson plan has an average score of 2.28, suggesting that while punctuality and lesson planning are somewhat present, there is significant room for enhancement. The mean for the ability to cover the syllabus within the specified period is 2.38, indicating that while syllabus coverage is adequate; it falls short of being optimal. The mean availability of instructional resources during the class is 2.36, indicating a moderate level of access to teaching materials. The mean score for class management during lesson delivery is 2.23, suggesting that administrators recognize certain difficulties in effectively managing their classes. The mean rate of communication with students is 2.48, the highest in this table. This suggests that while communication is comparatively better, it remains below the ideal level. The average results of students at the conclusion of each semester stand at 2.23, suggesting that student performance is viewed as below expectations. The average results of students at the end of each semester stand at 2.31, indicating that student success rates are moderate, with potential for enhancement. The average participation in supervising student projects is 2.32, indicating a low degree of engagement in directing student research and academic initiatives. The overall average indicates that the teaching performance of academic administrators is low, falling short of the acceptable benchmark set. This highlights specific areas that require

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enhancement, especially regarding punctuality, syllabus completion, available instructional resources, classroom management, and student participation. The findings emphasize the necessity for institutions to enhance instructional resources, promote punctuality, and refine strategies for syllabus completion. Furthermore, improving communication and mentorship can significantly enhance student engagement, which in turn may lead to better academic performance overall. Enhancing teaching effectiveness can be achieved by increasing participation in student project supervision and class management training. Institutions ought to aim for a mean of no less than 3.0 to indicate a more robust standard of teaching performance.

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Table 4.20: Descriptive Statistics of Items of Academic-Administrators' Job Performance Based on Community Service in College

	SA	A	D	SD	Mean	Std. Deviation	Remarks
Involvement in extra-mural services of academic-administrator	100, 32.1%	50, 16.0%	100, 32.1%	62, 19.9%	2.60	1.132	
Academic administrators involvement in consultancy services	70, 22.4%	42, 13.5%	150, 48.1%	50, 16.0%	2.42	1.008	
Investment in community development programme by the academic –administrators	100, 32.1%	30, 9.6%	150, 48.1%	32, 10.3%	2.63	1.040	*low state*
Creation of products for industries by the academic-administrators	70, 22.4%	40, 12.8%	150, 48.1%	52, 16.7%	2.41	1.014	*low state*
Participation in community events as academic-administrators	80, 25.6%	40, 12.8%	140, 44.9%	52, 16.7%	2.47	1.048	*low state*
Involvement of academic-administrators in training, sensitization and mobilization services to the community	51, 16.3%	51, 16.3%	150, 48.1%	60, 19.2%	2.30	0.961	*low state*
Involvement of the academic-administrator in promoting the civil duties of the community	50, 16.0%	32, 10.3%	170, 54.5%	60, 19.2%	2.23	0.941	*low state*
Involvement of the academic-administrators in collaboration with communities and stakeholders	50, 16.0%	42, 13.5%	180, 57.7%	40, 12.8%	2.33	0.894	*low state*
Grand Mean = 2.12							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.20 Academic-Administrators' Job Performance Evaluated Through Community Service. Academic administrators' participation in extra-mural services is 2.60, reflecting a moderate level of engagement in outreach activities. The mean involvement of academic administrators in consultant services is 2.42, indicating minimal engagement in consultancy-

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related activities. The mean investment in community development programs by academic administrators is 2.63, the highest in this table, indicating a moderate commitment to community initiatives. The mean contribution of college administrators to industry-related breakthroughs through product creation is 2.41, indicating marginal impact. Academic-administrators participation in community activities averages 2.47, this signified moderate commitment in public activities. The participation of academic administrators in training, sensitization, and community mobilization services has a mean score of 2.30, indicating minimal involvement in community awareness programs. The participation of academic-administrators in fostering community civic responsibilities has an average score of 2.23, indicating limited involvement in civic-related activities. The participation of academic administrators in engagement with communities and stakeholders has an average score of 2.33, suggesting that partnerships with external stakeholders are only weakly developed. The grand mean indicates that academic administrators' participation in community service is moderate yet remains below an acceptable threshold. Although investment in community development projects is comparatively substantial, participation in consultancy, training, and civic responsibilities is minimal. The findings suggest that academic institutions should promote and enhance participation in community service. This can be accomplished through organized collaborations with industry and stakeholders, enhanced funding for consultant services, and greater engagement in civic responsibilities and training initiatives. Improving these elements would assist institutions in strengthening community connections and amplifying their societal influence.

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Table 4.21: Descriptive Statistics of Items of Academic-Administrators' job performance Based on Administrative Duties in the college

	SA	A	D	SD	Mean	Std. Deviation	Remarks
Academic- administrators active involvement in quest for additional funding opportunities for academic unit	45, 14.4%	65, 20.8%	150, 48.1%	52, 16.7%	2.33	0.920	*low state*
Academic-administrators participation in regular review and update of strategic plan to align with current needs.	72, 23.1%	40, 12.8%	140, 44.9%	60, 19.2%	2.40	1.044	*low state*
Involvement of academic-administrators in other academic programme	70, 22.4%	50, 16.0%	150, 48.1%	42, 13.5%	2.47	0.985	*low state*
Academic-administrators active partaking in ensuring that students needs and concerns are address promptly	43, 13.8%	47, 15.1%	147, 47.1%	75, 24.0%	2.19	0.954	*low state*
Academic-administrator supports in extracurricular compliance with accreditation standards and regulatory requirements	50, 16.0%	50, 16.0%	150, 48.1%	62, 19.9%	2.28	0.961	*low state*
Academic-administrator supports extracurricular activities that contribute to student development.	80, 25.6%	40, 12.8%	160, 51.3%	32, 10.3%	2.54	0.985	*low state*
Academic-administrator supports school in their teaching, research and service roles.	61, 19.6%	69, 22.1%	100, 32.1%	82, 26.3%	2.35	1.071	*low state*
Academic-administrators active role in maintaining open effective communication channels with school and staff	60, 19.2%	40, 12.8%	162, 51.9%	50, 16.0%	2.35	0.968	*low state*

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Academic-Administrators active listening consideration of the opinions and suggestion of others	70, 22.4%	30, 9.6%	150, 48.1%	62, 19.9%	2.35	1.037	*low state*
Academic-administrators involvement in fostering a positive and inclusive work environment	71, 22.8%	29, 9.3%	162, 51.9%	50, 16.0%	2.39	1.008	*low state*
Grand Mean = 2.13							*low state*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.21 Evaluate the Academic-Administrators' Job Performance in Relation to Administrative Responsibilities. The mean score of 2.33 reflects a moderate level of engagement by academic administrators in securing additional funding opportunities for academic units, suggesting that their involvement in financial resource mobilization is insufficient. The mean score of 2.40 for academic-administrators' participation in the regular review and update of strategic plans indicates that their involvement in planning occurs occasionally, rather than at an ideal level. The mean involvement of academic administrators in additional academic programs is 2.47, indicating a moderate level of participation beyond their primary duties. The involvement of academic administrators in addressing students' needs and concerns is reflected in a mean score of 2.19, the lowest in this table, suggesting a need for enhancement in student support services. The mean support from academic administrators for extracurricular compliance with accreditation standards and regulatory requirements is 2.28, indicating a moderate level of involvement in ensuring institutional compliance. The mean support from academic administrators for extracurricular activities that foster student development is 2.54, the highest value in this table, indicating a greater level of engagement in activities beyond the classroom. The mean support provided by academic administrators for schools in their teaching, research, and service roles is 2.35, indicating a moderate level of assistance that falls short of adequately addressing core

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academic functions. The mean score of 2.35 reflects the moderate yet inconsistent nature of communication practices among academic administrators in their efforts to maintain open and effective channels with schools and staff. The mean score of 2.35 for academic administrators' active listening and consideration of others' opinions and suggestions indicates a significant opportunity for enhancing inclusivity in the decision-making process.

The involvement of academic administrators in promoting a positive and inclusive work environment has a mean score of 2.39, indicating a moderate level of effort that presents opportunities for improvement in workplace inclusivity. The overall average suggests that the performance of academic administrators in their administrative responsibilities is moderate, falling short of the satisfactory threshold of 3.0 on a 5-point scale. There is a moderate level of engagement in strategic planning, funding opportunities, and extracurricular activities; however, student support, compliance efforts, and communication are identified as areas needing enhancement. The findings indicate that institutions ought to optimize administrative efficiency through the enhancement of student support systems, the fortification of communication channels, and the elevation of participation in accreditation and compliance initiatives. Furthermore, it is essential for academic administrators to adopt a more proactive approach in obtaining funding and formulating strategic plans.

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4.2 Research Question

This section analyses the research question that guides the study thus:

Research Question One: What is the Level of Academic-Administrators' Job Performance in Public Colleges of Education?

Table 4.22: Descriptive Statistics Showing the Mean and Standard Deviation of the Level of Academic-Administrators' Job Performance in Public Colleges of Education ?

	Mean	Std. Deviation	Remark
Academic-Administrators' job performance based on Research	2.29	1.002	*Low State*
Academic-Administrators' job performance based on Teaching	2.32	.986	*Low State*
Academic-Administrators' job performance based on Community Service in my college	2.42	1.005	*Low State*
Academic-Administrators' job performance based on Administrative Duties in the college	2.36	.993	*Low State*
Grand Mean: 2.35			*Low State*

Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state

Source: Field work, 2025

Table 4.22 indicates that the average score for academic administrators' job performance, derived from research, is 2.29, accompanied by a standard deviation of 1.002. This suggests that, generally, the performance of academic- administrators in research is comparatively low, with certain discrepancies in individual responses. The average score for teaching is 2.32, accompanied by a standard deviation of 0.986. This indicates that the overall job performance of academic administrators in teaching is marginally superior to that in research, yet remains within a comparable range of performance. The average score for community service is 2.42, accompanied by a standard deviation of 1.005. This suggests that academic-administrators exhibit marginal superior performance in community service compared to research and teaching, yet their overall performance continues to fall within the same

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evaluative category that is, low state. The Average score for administrative duties in the college is 2.36, accompanied by a standard deviation of 0.993. This indicates a correlation between administrators' effectiveness in managing administrative duties and their performance in teaching and research. The grand mean, reflecting the overall level of job performance among academic- administrators across all areas, is calculated to be 2.35. The specified threshold indicates that a mean value ranging from 1.500 to 2.499 is classified under the "Low State" category. The grand mean of 2.35, situated within this range, suggests that the overall job performance of academic-administrators in public Colleges of Education is characterized by a low level. This indicates that there are opportunities for improvement in all calculated magnitudes of their roles.

4.3 Hypotheses

This section provides and explains the results of tested hypothesis.

$H_0$1: There will be no Significant Joint and Relative Contributions of Organisational and Demographic Factors on Academic- Administrators 'Job performance in public Colleges of Education in South West, Nigeria

Table 4.23a: Regression Analysis Showing the Joint Contributions of Organisational and Demographic Factors on Academic- Administrators 'Job Performance in Public Colleges of Education in South West, Nigeria

R=0.999

R^2=.998

Adj R^2= .998

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	191921.884	10	19192.188	17511.120	.000[b]
Residual	329.795	301	1.096		
Total	192251.679	311			

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Table 4.23a indicates a significant joint contribution of Organisational and Demographic factors on administrators' job performance in public Colleges of Education in South West, Nigeria ($F_{(10,301)}$ = 17516.478, R^2=0.998, p < 0.05). The analysis yielded a coefficient multiple regression of R=0.999 indicating that approximately 99.8% of the variance was explained by the independent variables. The organisational and demographic factors served as determinants of academic- administrators' job performance in public Colleges of Education in the South-West, Nigeria.

Table 4.24$_b$: Regression Analysis Showing the Relative Contributions of Organisational and Demographic Factors on Academic- Administrators 'Job Performance in Public Colleges of Education in South West, Nigeria

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	18.409	.415		44.372	.000
Work environment	.106	.069	.034	1.531	.127
Reward System	1.235	.104	.234	11.922	.000
Leadership Styles	-.376	.058	-.081	-6.528	.000
Training Programmes through	2.298	.092	.516	24.916	.000
Organisational communication	.582	.138	.130	4.205	.000
Gender	.136	.078	.019	1.758	.080
Age	-.469	.127	-.091	-3.705	.000
Qualification	.082	.138	.016	.594	.553
Experience	.678	.153	.125	4.438	.000
Job status	.490	.062	.101	7.940	.000

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Table 4.24$_b$ reveals work environment, reward system, leadership styles, training programmes, organisational communications, gender, age, qualification, experience, duties, the unstandardized weight(β), the standardized error of estimates (SEβ), the t-ratio and the level at which t-ratio was significant. As indicated in the table, work environment *(β=0.034, t= 1.537, p=0.127),* Gender *(β=0.019, t= 1.758, p=0.080)* and Qualification *(β=0.016, t= 0.594, p=0.553)* are not significant. While reward system *(β=0.234, t= 11.922, p=0.000)*, leadership styles *(β=-0.081, t= -6.528, p=0.000)* training programmes *(β=0.516, t= 24.916, p=0.000)*, organisational communication *(β=0.130, t= 4.205, p=0.000)*, age *(β=-0.091, t= -3.705, p=0.000)*, experience *(β=0.125, t= 4.438, p=0.000)* and job status *(β=0.101, t= 7.940, p=0.000)* relatively contributes to academic- administrators 'job performance in public Colleges of Education in South west, Nigeria. This implies that reward system, leadership styles, training programmes, organisational communication, age, experience and job status were relatively contributed to academic- administrators 'job performance in public Colleges of Education in South west, Nigeria.

$H_0$2 There is no Significant Joint and Relative Contributions of Organisational Factors on Academic- Administrators 'Job Performance in Public Colleges of Education in South-west, Nigeria

Table 4.25a: Regression Analysis Showing the Joint Contributions of Organisational Factors on Academic- Administrators 'Job Performance in Public Colleges of Education in South West, Nigeria

R=0.999

R^2=.998

Adj R^2= .998

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	191783.953	5	38356.791	25086.19	.000[b]
Residual	467.726	306	1.529		
Total	192251.679	311			

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Table 4.22a shows academic-administrators "job performance in public Colleges of Education in South west, Nigeria ($F_{(5,306)} = 25094.129$ $p< 0.05$).This shows a significant joint contributions of organisational factors on academic- administrators' job performance with R=0. 999 and R^2=0.998 the produced a coefficient multiple regression of R=0. 999; so, the independent variables accounted for roughly 99.8% of variation. The organisational factors determined academic- administrators' job performance in public Colleges of Education in South West, Nigeria.

Table 4.22$_b$: Regression Analysis Showing the Relative Contributions of Organisational factors on Academic- Administrators 'Job Performance in Public Colleges of Education in South west, Nigeria

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	19.538	.197		99.260	.000
Work environment	.309	.048	.101	6.456	.000
Reward System	1.330	.115	.252	11.572	.000
Leadership Styles	-.501	.054	-.108	-9.269	.000
Training Programmes	2.029	.095	.455	21.405	.000
Organisational communication	1.344	.125	.299	10.784	.000

Table 4.22$_b$ shows work environment, reward system, leadership styles, training programmes, organisational communications, the unstandardized weight(β), the standardized error of estimates (SEβ), the t-ratio and the level at which t-ratio was significant. As indicated in the table, work environment (β=0.101 t= 6.456, p=0.000), reward system (β=0.252, t= 11.572, p=0.000), leadership styles (β=-0.108, t= -9.269, p=0.000), training programmes (β=0.455, t= 21.405, p=0.000) and organisational communication (β=0.299, t= 10.784, p=0.000), relatively contributes to academic- administrators 'job performance in public Colleges of Education in South west, Nigeria. This implies that, there was relative contribution of work

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environment, reward system, leadership styles, training programmes and organisational communication on academic- administrators 'job performance in public Colleges of Education in South west, Nigeria.

$H_0$3: There will be no Significant Joint and Relative Contributions of Demographic Factors on Academic- Administrators' Job Performance in Public Colleges of Education

Table 4.23a: Regression Analysis Showing the Joint Contributions of Demographic Factors on Academic- Administrators 'Job Performance in Public Colleges of Education in South west, Nigeria

R=0.995

R^2=.990

Adj R^2= .989

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	190481.610	5	38096.322	6585.362	.000[b]
Residual	1770.069	306	5.785		
Total	192251.679	311			

Table 4.23a shows that there is a significant joint contributions of demographic factors on academic- administrators 'job performance in public Colleges of Education in South west, Nigeria ($F_{(5,306)}$ = 6585.886 *p= 0.000*). The result generated a coefficient multiple regression of R=0.995 and R^2= 0.991; implying that about 99.1% of variance was accounted for by the independent variables. The demographic factors jointly contribute and determine academic-administrators 'job performance in public Colleges of Education in South west, Nigeria.

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Table 4.23b: Regression Analysis Showing the Relative Contributions of Demographic Factors on academic- Administrators 'Job performance in Public Colleges of Education in South West, Nigeria

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	19.636	.835		23.521	.000
Gender	-.295	.151	-.042	-1.963	.051
Age	1.344	.261	.260	5.149	.000
Qualification	1.263	.218	.249	5.805	.000
Experience	2.913	.285	.537	10.218	.000
Job status	-.031	.130	-.006	-.236	.814

Table 4.23b presents gender, age, qualifications, experience, duties, unstandardized weight (β), and standardized error of estimates (SEβ), t-ratio, and the significance level of the t-ratio. The table indicates that job status (β=-0.006, t=-0.236, p=0.814) do not significantly contribute to gender (β=-0.42, t=-1.963, p=0.051), while age (β=0.260, t=5.149, p=0.000), experience (β=0.537, t=10.218, p=0.000), and qualification (β=0.249, t=5.805, p=0.000) significantly contributed to academic administrators' job performance in public Colleges of Education in South-West Nigeria. This indicates that demographic parameters such as gender, age, qualifications, and experience significantly influence job performance among academic administrators in public Colleges of Education in South-West, Nigeria.

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$H_0$4 There will be no Significant Difference in Academic Administrators 'Job performances based on gender.

Table 4.24a: T-Test Table Showing the Difference in Academic-Administrators' Job Performances based on Gender

F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
192.246	.000	16.310	310	.000	34.14444	2.09352	30.02514	38.26375
		18.113	260.703	.000	34.14444	1.88504	30.43260	37.85629

Table 4.24a shows that there is a significant difference in academic administrators job performance gender basis ($F_{(1,175)}$ =192.246, p=0.000, t=16.310). This implies that there is a significant difference in Academic-Administrators' job performance based on gender. The null hypothesis that there will be no significant difference in academic administrators 'job performance based on gender was therefore rejected.

Table 4.24$_b$: Estimated Means difference in Academic Administrators 'Job Performances Gender Basis

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	180	96.6444	22.51024	1.67781
Female	132	62.5000	9.87208	.85925

Table 4.24$_b$ reveals that male has higher mean ($\bar{x}$) scores of 96.6444 while the female has the mean ($\bar{x}$) scores of 62.5000. There is a mean difference of 34.144 which was significant and indicates that there is a significant mean difference in the Academic-Administrators' job performances on gender basis. Hence it could be concluded that male had a better job performance than females as academic administrators.

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$H_0$5: There will be no Significant Difference in Academic- Administrators 'Job Performances Based on Work Experience.

Table 4.25a ANOVA Analysis Showing the Difference in Academic- Administrators 'Job Performances Based on Work Experience

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	168901.283[a]	3	56300.428	742.623	.000
Intercept	1579902.080	1	1579902.080	20839.468	.000
Work experience	168901.283	3	56300.428	742.623	.000
Error	23350.396	308	75.813		
Total	2300320.000	312			
Corrected Total	192251.679	311			

a. R Squared = .879 (Adjusted R Squared = .877)

Table 4.25a indicates that there is a significant difference in academic- administrators 'job performances based on work experience ($F_{(3,308)}$ =742.623, p<0.05, η^2=0.879) with the probability level lesser than 0.05 level of significance at p=0.000. The partial Eta squared (0.879) shows that there is a significant difference in the academic-administrator job performance based on work experience with influence on 87.9% effect size of the respondents. The null hypothesis that there will be no significant difference in academic-administrators' job performances based on work experience was therefore rejected.

Table 4.25b: Estimated Marginal Means of Difference in Academic-Administrators 'Job Performances Based on Work Experience

Work Experience	Mean	Std. Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1-10 years	121.529	1.041	119.481	123.576
11-20years	81.990	.871	80.277	83.703
21-30years	67.018	.830	65.385	68.652
Above 30 years	49.000	1.539	45.971	52.029

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Table 4.25b reveals that based on the years of experience, those with 1-10 years' experience has the mean ($\bar{x}$) score of 121.529, those with 11-20years with mean ($\bar{x}$) score of 81.990, those with 21-30 years' work experience with mean score of 67.018 and those above 30 years with mean score of 49.00. This implies that the higher their years of experience, the lower their Academic-Administrators' job performance however; this could be as a result of higher number of respondents with little years of experience.

4.4 Discussion of Findings

Discussion of Findings

The findings from the research question indicate that the overall job performance of academic-administrators in public Colleges of Education is at a low level. The findings derived from the analysis of the indicators related to the dependent variable indicate that the mean score for the job performance of academic administrators is 2.29, accompanied by a standard deviation of 1.002. This suggests that, generally, the performance of academic-administrators in research tends to be on the lower side, with some differences observed in individual responses. The average score for teaching is 2.32, accompanied by a standard deviation of 0.986. This indicates that the overall job performance of academic-administrators in teaching is marginally superior to that in research, yet remains within the same general performance range. The average score for community service is 2.42, accompanied by a standard deviation of 1.005. This suggests that Academic-Administrators' exhibit marginally higher performance in community service compared to their research and teaching efforts, yet their overall performance continues to fall within the same evaluative category. The average score for administrative responsibilities within the college is 2.36, accompanied by a standard deviation of 0.993. This indicates that the effectiveness of administrators in managing their administrative duties aligns closely with their effectiveness in teaching and conducting studies. The overall mean, reflecting the collective job

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performance of academic administrators across various domains, is determined to be 2.35. The specified threshold indicates that a mean value ranging from 1.500 to 2.499 is classified under the "Low State" category. The grand mean of 2.35 is situated within this range. This indicates that there are opportunities for enhancement in all assessed dimensions of their responsibilities. The result aligns with earlier research regarding the job performance of academic staff in Colleges of Education in Nigeria. The results indicated that educational qualifications play a crucial role in determining job performance. This indicates a notable correlation between the educational attainment and job performance of academic personnel[1].

The survey indicated a greater percentage of female academic-administrators participating in the research than their male counterparts. This finding corresponds with recent literature highlighting the increasing participation of women in school administration. The majority of responders were married, corroborating research that indicates marital stability enhances administrative efficacy. A considerable proportion of participants were aged 36 to 45, possessing extensive job experience of 21 to 30 years. These findings highlight the significance of experience and maturity in administrative positions.

The results revealed moderate facility adequacy and a slightly inappropriate office atmosphere for administrative functions. Internet access was determined to be insufficient. Herzberg's Motivation-Hygiene theory emphasizes the necessity of a favorable work environment to enhance job happiness and productivity[2]. Recent studies underscore the significance of digital infrastructure in educational administration. Participants indicated discontent regarding the timely disbursement of salary and cash incentives for research activities. The prompt disbursement of pensions was identified as a domain for enhancement. Adams' Equity Theory underscores the necessity of equitable and prompt remuneration for fostering employee motivation and organisational allegiance. Recent research confirms the detrimental effect of insufficient financial compensation on job performance[3].

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The results indicated a mostly autocratic leadership style, characterized by minimal subordinate participation in decision-making. Participative leadership has demonstrated an improvement in employee engagement and effectiveness in the organization[4]. A transition to inclusive and collaborative leadership methodologies is advised. Capacity-building programs for academic administrators were reasonably accessible, whereas knowledge-sharing initiatives and self-development activities were scarce. Systematic and regular training programs are essential for improving job performance and fostering professional development. Recent studies urge for enhanced training opportunities to equip administrators with essential abilities[5].

The results suggest that the overall job performance of academic-administrators in public Colleges of Education is classified as Low State. This indicates that academic-administrators are not achieving optimal performance across these essential dimensions. Current studies in educational leadership and administration offer potential insights into this trend the analysis of research performance and academic productivity indicated that the average score for research performance reflected a comparatively low level of involvement in academic research. Some studies indicate that output in developing countries frequently faces obstacles due to insufficient funding, burdensome administrative tasks, and a deficiency in institutional backing. Moreover, findings indicate that academic leaders in numerous African higher education institutions face challenges in managing research alongside their administrative and teaching responsibilities, resulting in diminished research output[6]. The conclusion drawn is that in the absence of intentional strategies to improve research infrastructure and offer incentives, academic administrator will persist in their inadequate performance in this domain[7].

Furthermore, the assessment of their teaching performance and the allocation of workload correspond with findings that indicate a common occurrence of role conflict for

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academic administrators, who frequently navigate the demands of administrative tasks alongside their teaching obligations[8]. Investigations indicate that an overload of administrative duties restricts the time and energy educators can allocate to impactful teaching. Furthermore, a comparable study suggests that insufficient professional development opportunities also impact the effectiveness of academic administrators in teaching[9]. This reinforces the idea that a lack of adequate training and support systems plays a significant role in the subpar teaching performance noted in this study[10].

Although it was still in the Low State, the highest scores were obtained in the community service and institutional participation categories out of the four. Because academic institutions prioritize teaching and research, community engagement is frequently disregarded[11]. According to a study conducted in Africa, administrators and faculty personnel are not always given the incentives or resources necessary to participate in worthwhile community initiatives, even though community service is seen as a basic duty of higher education institutions. This may help to explain why community service is still low even though it is marginally better than other performance aspects[12].

A lack of efficiency in overseeing institutional activities was evident in administrative responsibilities and bureaucratic difficulties. Low performance in this area is attributed to bureaucratic red tape, inefficient leadership structures, and a lack of training for higher education administrators[13]. Furthermore, studies contend that professional development programs designed to give academic administrators the leadership and managerial skills they need are important due to the growing complexity of educational administrators[14]. Performance in this area is probably going to stay below ideal without such measures. Academic administrators in public institutes of education generally perform poorly, as seen by the grand mean falling within the Low State. This is consistent with other research showing that a lack of strategic leadership training, excessive workloads, and a lack of

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resources are problems for many academic administrators[15]. Policymakers and institutional leaders need to give capacity-building initiatives top priority, lessen the administrative workload for professors, and establish reward systems that promote research, good instruction, and community involvement in order to solve these problems. Their performance is likely to stay in the Low State in the absence of structural reforms, focused professional development, and improved institutional support, which will ultimately have an impact on the general standard of education and the efficacy of the institution.

The study's findings show that organisational and demographic characteristics have a major role in determining academic administrators' job performance in public Colleges of Education in South-West, Nigeria. This result is consistent with previous research that highlights how important institutional conditions and individual traits are influencing job performance in higher education settings. Academic- administrators' job performance was found to be significantly predicted by a number of organisational factors, including work environment, organisational communication, training programmes, leadership styles, and reward systems.

The significant positive contribution of the reward system supports findings, who emphasized that adequate financial and non-financial incentives enhance employees' motivation and productivity[16]. Similarly, a research study highlighted that an effective reward structure can increase job satisfaction, which translates to improved performance among academic administrators[17]. Leadership styles were found to have a negative impact on job performance, suggesting that certain leadership approaches might hinder administrators' effectiveness. This aligns with the study which found that authoritarian leadership negatively affects employee engagement and innovation in educational settings. Conversely, transformational leadership has been associated with better organisational performance, reinforcing the need for effective leadership models in public Colleges of Education [18]. The

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strong influence of training programs corroborates findings of individuals who argued that continuous professional development enhances employees' competency and effectiveness. Investment in training ensures that academic administrators remain up to date with policy changes, technological advancements, and innovative management strategies in higher education[19]. Organisational communication also plays a crucial role in predicting job performance. A recent literature asserts that open and transparent communication improves collaboration, reduces conflicts, and enhances efficiency in academic settings. Ineffective communication, on the other hand, has been linked to reduced motivation and misunderstandings among staff[20]. The significance of duties as a predictor of job performance supports the findings which argue that clearly defined roles and responsibilities lead to higher efficiency and job satisfaction. When duties are well-structured and distributed, administrators can perform optimally without unnecessary workload burdens[21].

The study also examined the impact of demographic variables on job performance. It was found that age had a negative contribution, indicating that older administrators may face challenges adapting to modern administrative demands. Study also found that younger employees are often more adaptable and receptive to new technologies and policies in educational administrators'[22]. Experience had a significant positive impact on job performance, which is consistent with the findings, who argue that experience enhances administrators' problem-solving abilities and efficiency. This suggests that more experienced administrators tend to perform better due to their accumulated knowledge and expertise[23].

However, work environment, gender, and qualification were found to be insignificant predictors. This contradicts some studies, such who found that a conducive work environment plays a significant role in enhancing productivity[24]. The insignificance of gender and qualification suggests that both male and female administrators, regardless of their educational background, perform at similar levels when given equal opportunities and

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resources. The findings of this study have several implications for policymakers and stakeholders in higher education. Given the significant impact of organisational factors, institutions must prioritize creating effective reward systems, leadership training, professional development programs, and communication channels to enhance administrators' productivity.

Additionally, age and experience must be considered in recruitment and training strategies to balance institutional knowledge with innovation. The study further reinforces the importance of a holistic approach to administrative performance enhancement, where both institutional policies and individual attributes are optimized to improve effectiveness in public Colleges of Education . Future research should explore longitudinal data to track changes in job performance over time, as well as qualitative insights into the lived experiences of academic administrators to deepen understanding of these dynamics[25].

Hypothesis one findings revealed there is a significant joint contribution of Organisational and Demographic factors on academic- administrators 'job performance in public Colleges of Education in South west, Nigeria ($F_{(10,301)}$ = 17516.478, R^2=0.998, p < 0.05). The analysis yielded a coefficient multiple regression of R=0.999 indicating that approximately 99.8% of the variance was explained by the independent variables. It also reveals that work environment *(β=0.034, t= 1.537, p=0.127),* Gender *(β=0.019, t= 1.758, p=0.080)* and Qualification *(β=0.016, t= 0.594, p=0.553)* are not significant. While reward system *(β=0.234, t= 11.922, p=0.000)*, leadership styles *(β=-0.081, t= -6.528, p=0.000)* training programmes *(β=0.516, t= 24.916, p=0.000)*, organisational communication *(β=0.130, t= 4.205, p=0.000)*, age *(β=-0.091, t= -3.705, p=0.000)*, experience *(β=0.125, t= 4.438, p=0.000)* and job status *(β=0.101, t= 7.940, p=0.000)* relatively contributes to academic- administrators 'job performance in public Colleges of Education in South west, Nigeria. Hypothesis two findings indicate that organisational factors play a crucial role in determining academic-administrators' job performance ($F_{(5,306)}$ = 25094.129 p< 0.05). The

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results reveal that a significant portion of job performance can be attributed to these factors, highlighting their importance in the work environment. I was recorded that work environment (β=0.101 t= 6.456, p=0.000), reward system (β=0.252, t= 11.572, p=0.000), leadership styles (β=-0.108, t= -9.269, p=0.000), training programmes (β=0.455, t= 21.405, p=0.000) and organisational communication (β=0.299, t= 10.784, p=0.000) are contributory factors. Among the key organisational factors, the work environment emerges as a significant determinant of job performance. A well-structured and supportive work environment enhances efficiency, productivity, and overall job satisfaction. Additionally, the reward system is identified as a crucial element, reinforcing the idea that recognition and incentives contribute to motivation and improved performance among academic administrators. Leadership styles also influence job performance, demonstrating that the approach adopted by leaders can either enhance or hinder effectiveness in the workplace. Training programs prove to be another vital component, emphasizing the importance of continuous professional development in improving skills and competencies. Furthermore, organisational communication is shown to be a significant predictor of job performance, underlining the necessity of clear and effective communication in fostering collaboration and efficiency within the institution.

The findings align with existing literature, which emphasizes that a positive organisational climate enhances job satisfaction and performance. Previous studies have established that reward systems play a vital role in employee motivation, reinforcing the importance of incentives in driving productivity. Research on leadership styles suggests that transformational leadership is more effective in boosting performance compared to transactional leadership. Literature on training and development highlights that continuous learning and skill enhancement contribute significantly to employee effectiveness[26, 27].

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Additionally, studies on organisational communication indicate that open and transparent communication channels improve decision-making and job performance. The study's findings align with existing literature on the impact of organisational factors on job performance in educational institutions. Research conducted in Kwara State Colleges of Education, Nigeria, indicates a significant positive correlation between organisational factors such as culture, climate, and performance appraisal systems and the job performance of non-teaching staff. This suggests that a well-defined organisational structure and supportive work environment enhance staff performance[26]. Further, a study focusing on private university libraries in South-South Nigeria found that organisational factors, including culture and commitment, are stronger correlates of job performance than psychological factors like motivation and self-esteem. This emphasizes the critical role of organisational elements in influencing employee performance within academic settings[27].

The findings of hypothesis three suggest that demographic factors play a significant role in determining the job performance of academic administrators within public Colleges of Education in South-West Nigeria ($F_{(5,306)}$ = 6585.886 *p= 0.000*). the result shows that job status (β=-0.006, t=-0.236, p=0.814) do not significantly contribute to gender (β=-0.42, t=-1.963, p=0.051), while age (β=0.260, t=5.149, p=0.000), experience (β=0.537, t=10.218, p=0.000), and qualification (β=0.249, t=5.805, p=0.000) significantly contributed to academic administrators' job performance in public Colleges of Education in South-West Nigeria. In particular, age, qualifications, and experience emerged as significant predictors of job performance, whereas gender and assigned duties did not demonstrate a notable influence. The findings are consistent with the established body of work in this area. A study indicated that demographic factors, such as age and educational background, are significant predictors of job performance among civil servants in South-West, Nigeria[28]. Their research indicates that employees with greater age and advanced educational qualifications often

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demonstrate superior job performance, aligning with the findings of the current study. In a similar vein, another observation indicated that demographic factors, including age, educational attainment, and professional experience, serve as significant predictors of employee performance within Nigeria's public service sector[29]. Their research underscores that individuals possessing greater experience and elevated levels of education tend to exhibit superior performance in their respective positions.

A study investigated the impact of demographic variables on job satisfaction among academic personnel in higher education institutions in Ogun State, Nigeria. Research indicates that variables such as age, gender, and educational attainment substantially impact job satisfaction, which subsequently affects job performance. This research substantiates the idea that demographic variables significantly influence job performance in educational environments[30]. A specific study examined the impact of demographic variables on work satisfaction and organisational commitment inside Nigerian public colleges. The research indicated that age and educational attainment are critical factors influencing employee job satisfaction and commitment, which are closely associated with job performance[31]. This substantiates the present study's conclusion that demographic characteristics, especially age and qualifications, are critical predictors of job performance among academic administrators. The convergence of this research highlights the significance of demographic considerations in evaluating and improving job performance within educational institutions. Understanding the influence of age, qualifications, and experience helps guide focused initiatives for recruiting, professional development, and performance management within academic administration.

The findings of hypothesis four indicate a significant difference in job performance between male and female academic- administrators in public Colleges of Education in South-West Nigeria, with male administrators indicating higher performance levels ($F_{(1,175)}$

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=192.246, p=0.000, t=16.310). This result is significant, particularly when compared to the current literature on gender and job performance in academic environments. In difference to the findings of the initial study, another investigation focused on administrative staff in South-West Nigerian universities revealed no significant difference in job performance between male and female staff[32]. This indicates that gender may not inherently affect job performance in academic administrative positions. A study investigated gender representation and job performance among academic staff at Obafemi Awolowo University, Ile-Ife, Nigeria. The study found no significant difference in perceived academic competency between male and female staff, suggesting comparable performance levels across genders[33]. Another study indicated ongoing gender inequality in leadership roles within Nigerian tertiary institutions, with a predominance of men in senior positions. The disparity in representation may lead to perceived differences in performance, as leadership opportunities and professional development tend to be more accessible to male staff[34]. The differences observed between the current study's findings and prior research may arise from several factors, such as organisational culture, resource accessibility, and support systems, which may affect male and female administrators in distinct ways. This highlights the necessity for additional research to investigate the fundamental causes of these disparities and to formulate strategies that enhance equity in job performance and professional advancement across all genders among academic administrators.

The findings of hypothesis five indicate that work experience has a significant influence on job performance among academic administrators in public Colleges of Education in South-West , Nigeria ($F_{(3,308)}$ =742.623, p<0.05, η^2=0.879). This is consistent with current research highlighting the influence of work experience on job performance within educational contexts. A study investigated the influence of work experience on work-related stress among academic administrators in Nigerian universities. The findings indicated

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that administrators with greater years of experience reported elevated levels of work stress, potentially impacting their job performance negatively. This indicates that although experience enhances expertise, it may also heighten exposure to stressors that can hinder performance[35]. Research examined the correlation between work experience and occupational stress in Nigerian graduate employees. The research indicated that employees possessing greater work experience demonstrated elevated levels of occupational stress, which may affect their job performance[36]. This highlights the intricate relationship among experience, stress, and performance in professional contexts. A study examining tertiary institutions in Bayelsa and Delta States, Nigeria, emphasized the beneficial aspects of work experience. The study indicated that seasoned administrators exhibited superior problem-solving abilities and a more profound comprehension of institutional dynamics, resulting in improved job performance[37]. This suggests that although experience may present specific stressors, it simultaneously provides administrators with the skills required for effective performance. The findings of the current study align with existing literature, indicating that work experience significantly influences job performance among academic administrators. Increased experience may elevate stress levels; however, it simultaneously cultivates skills and insights that improve performance. Institutions should implement support systems to alleviate stress and utilize the expertise of experienced administrators to enhance overall effectiveness.

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Chapter Five

Conclusion

5.1 Summary of Findings

This study examines the factors determining Academic-Administrators' job performance in public Colleges of Education in South-West , Nigeria. Job performance is crucial for institutional success, particularly public Colleges of Education , where academic-administrators play a key role in teaching, research, community service, and administration. The study employed a descriptive survey research design, targeting 329 academic-administrators across nine public Colleges of Education using a total enumeration sampling technique. A self-structured research instrument was used to collect data, and statistical analyses, including Multiple Regression, T-test, and ANOVA, were conducted at a 0.05 significance level to test one research question and five hypotheses. The findings of the study shows that Overall academic-administrators' job performance (teaching, research, community service, and administrative responsibilities) was low base on the mean and grand mean scores (2.29, 2.32, 2.42, 2.36 and grand mean of 2.35) obtained from analyses. The specified threshold indicates that a mean value ranging from 1.500 to 2.499 is classified under the "Low State" category. Also, There was joint and relative contributions of organisational and demographic factors on academic- administrators' job performance ($R^2 = 0.998$, $p < 0.05$). There was joint and relative contributions of organisational factors work environment (β=0.034 p=0.127), reward systems ($\beta = 0.234$, $p = 0.000$), leadership styles (β=-0.081, p=0.000), organisational communication (β=0.130, p=0.000), and training programmes ($\beta = 0.516$, $p = 0.000$) exerted the most significant influence. In the analysis of demographic factors, age ($\beta = 0.260$, $p = 0.000$) and experience ($\beta = 0.537$, $p = 0.000$) emerged as significant determinant of Academic-Administrators' job performance, while gender did not show significance ($p = 0.080$). The analysis revealed a notable disparity in job performance

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correlated with work experience (F (3,308) = 742.623, p < 0.05). Academic administrators who were male did significantly better than those who were female (34.144, p = 0.000). Those with 1–10 years of experience had the highest mean score (121.529), and the ANOVA findings showed a significant difference in job performance based on work experience ($F_{(3,308)} = 742.623$, $p < 0.05$).

5.2 Conclusion

In conclusion, this investigation established that the overall job performance of academic administrators in public Colleges of Education in South-West Nigeria is notably low across essential areas—research, teaching, community service, and administrative responsibilities. Academic-administrators' job performance was significantly determined by various organisational and demographic factors, with key determinants identified as work experience, leadership styles, training programmes, organisational communication, and reward systems. Demographic variables like age, qualifications and experience significantly determined Academic-Administrators' job performance as younger; less experienced academic administrators frequently outperform their older peers. There were clear differences in gender performance, as male academic administrators demonstrated superior job performance compared to their female counterparts.

5.3 Recommendations

Based on the findings the following recommendations are suggested: to enhance Academic-Administrators' job performance in public Colleges of Education in South-West Nigeria:

1. Prompt and reliable compensation systems, such as salary payments, research encouragements, and rewards like promotions should be developed in order to motivate and improve their job performance.

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2. Participatory and transformational leadership styles should be promoted and encouraged to mitigate the unfavorable influences of authoritarian leadership.
3. Management in public Colleges of Education should promote professional development in terms of seminars, training, capacity-building programmme, seminars and conferences to educate and acclimatized academic- administrators with current skills and knowledge.
4. Government should improve internet facilities, establish clear communication procedures for effective communication of academic- administrators in public Colleges of Education
5. Experienced academic-administrators in public Colleges of Education should educate younger employees and provide training to help them adjust to new administrative demands.
6. Gender-sensitive strategies are needed in public Colleges of Education to close the performance disparity between male and female academic- administrators and eradicate gender disparities.

5.4 Contribution to Knowledge

This research makes a notable contribution to the existing body of knowledge by rigorously investigating the interplay between organisational and demographic factors and their impact on the job performance of academic administrators within public Colleges of Education in South-West Nigeria-a context where such comprehensive analysis is notably limited. Through the identification of essential organisational variables, including leadership style, work environment, training, communication, and reward systems, in conjunction with demographic factors such as age, gender, educational qualifications, work experience, and job status, the study offers a thorough framework for comprehending and enhancing administrative performance within tertiary institutions. This comprehensive approach

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enriches academic discourse by addressing a significant void in existing literature, providing actionable insights for policymakers and institutional leaders aiming to improve staff performance, and establishing a pivotal reference point for subsequent research in the realms of educational management and human resource development.

5.5 Suggestion for Further Studies

Further research should examine how institutional factors like promotion criteria, task distribution, and resource allocation affect academic administrators' performance. This would illuminate structural variables that affect performance and suggest policy changes.

A comparison between public and private Colleges of Education could analyze organisational procedures, leadership styles, reward systems, and academic administrators' job performance. This would uncover cross-sector best practices that could improve administrative efficiency.

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Appendix I
Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria.
Organisational and Demographic Factors Questionnaire (ODFQ)

Dear Sir/Madam,

This survey instrument is designed to investigate organisational and demographic factors as determinants of academic-administrator's job performance in public Colleges of Education in South-West, Nigeria. The information given will be treated with absolute confidence for research purposes.

Your sincere response would be highly appreciated. Thanks for your anticipated co-operation.

Yours Faithfully,

The Researcher

Instruction

You are kindly required to carefully read through and respond to each statement and indicate your response opinion by ticking (√) appropriate option.

There are three sections that will be attend to by the respondents, section A contain the Bio-Data of the respondents. While section B-C, is expected to be tick by respondents for their kind opinion from the options available in Likert format of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D)

SECTION A (Bio-Data)

1. Title /Designation: ( ), Dr ( ), Mr. ( ), Mrs. ( )
2. Gender: Male ( ), Female ( )
3. Academic Qualification; Ph.d ( ),Masters( ), B.Sc/B.Ed( ), HND ( )
4. Age: Below 35yrs ( ), 36-45 years ( ), 46-55 years ( ) above 56 years ( )
5. Years of Work experience: 1-10 years ( ), 11-20 years ( ), 21-30 years ( ), above 30 ( )
6. Marital status: Single ( ) Married ( ) Divorced ( )

7 Job status: Chief lecturer ( ) Principal lecturer ( ) Senior lecturer

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SECTION B and C: Organisational and Demographic Factors Questionnaire (ODFQ).

Please, tick (√) any option that best describes your view about the items.

SA - Strongly Agree 4

A - Agree 3

D - Disagree 2

SD - Strongly Disagree 1

S/N	Work environment	SA	A	D	SD
1.	Adequate facilities are provided				
2.	The office is suitable to perform administrative task				
3.	College compound is attractive and encourage staff to perform well				
4.	Dependable health and insurance schemes are enjoyed by staff				
5.	The climate of the institution makes it suitable to perform				
6.	Well-furnished offices are provided				
7.	Adequate internet facilities are made available				
8	Adequate toilet facilities are made available				
	Reward systems				
9	Regular payment of salary				
10.	Provision of enough financial incentive for staff				
11	Provision of incentives for research work				
12	Regular motivation of hard work				
13.	Timely payment of staff pension scheme				
	Leadership styles				
14	The leader involves other staff in decisions making				
15	The leader autocratically gives instructions to staff				
16	The leaders do allow subordinates to take decisions on their own				
17	The leader supervises staff directly				
18	The leader discusses proposed actions/tasks with subordinates and take decisions together with them				
19	The leader overlooks all staff deeds				
	Training programmes through:				

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20	Capacity building programme for the academic-administrators.				
21	Encouragements by sharing knowledge e.g. publications				
22	Regular provision of study leaves for academic-administrators				
23	Encouragement of self-development activities like conferences				
24	Establishment of career advancement programmes				
25	Regular attendance of conferences, seminar, and workshop				
	Organisational communication is enhanced in my institution through:				
26	internet facilities to exchange information				
27	Direct communication like memo				
28	Resolving conflicts among staff amicably				
29	Provision of sufficient information for staff to operate				
30	Appropriate communication channel				
31	Ambiguous language and communication				

Section C(Demographic Factors)

	In my Institution				
1.	Aged academic-administrator staff performs better				
2.	Young academic-administrator are inexperienced				
3.	Young academic-administrators do have high work loads				
4.	Appointment of Dean, HOD, Director, committee chairman is based on age				
5.	Supervision of unit activities by academic-administrator is based on age				
	In my Institution				
6.	Female academic-administrators are performing effectively				
7.	Male academic-administrator are more committed to their job				
8.	Male academic-administrator are preferred to female				
9.	Maternity leave mostly affects female academic-administrator's job performance				
10.	Most tasking job is given to male academic-administrator				
	In my Institution				
11	Academic-administrator are appointed based on their qualification				
12	Academic-administrator's job Performance is based on their				

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	educational Qualification				
13	Educational qualification is a determinant factor of decision-making				
14	Academic-administrator with the highest educational qualification performs better.				
15	Educational qualification of prospective academic-administrator is top most priority				
	In my Institution				
16	Recruitment of academic-administrator is based on administrative experience				
17	Senior academic-administrator perform better administratively based on their experience				
18	Academic-administrator's Job performance declines based on the years' experience				
19	The older academic-administrator exhibit a higher level of experience				
20	Academic-administrator experience is based on number of publications possessed				
	In my Institution				
21	Academic-administrator task is too cumbersome				
22	Academic-administrator are given more tasking duties				
23	Both junior and senior academic-administrator perform duties at the same level				
24	Academic-administrator are saddled with many responsibilities				
25	Academic-administrators are treated with honour.				

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APPENDIX II

Department of Arts and Social Science Education, Faculty of Education.
Lead City University, Ibadan, Oyo State, Nigeria
Academic-Administrators Job Performance Questionnaire (AAJPQ)
(FOR ACADEMIC-ADMINISTRATORS ONLY)

Dear Sir/Ma,

This survey instrument is designed to investigate organisational and demographic factors as determinants of academic-administrator's job performance in public Colleges of Education in South-West, Nigeria. The information given will be treated with absolute confidence for research purposes. Your sincere response would be highly appreciated. Thanks for your anticipated co-operation.

Yours Faithfully,

The Researcher

Instruction

You are kindly required to carefully read through and respond to each statement and indicate your response opinion by ticking (√) appropriate option.

SECTION D: Academic-Administrators Job Performance Questionnaire (AAJPQ)

KEY:

VH - Very High (4)
H - High (3)
L - Low (2)
VL - Very Low (1)

SN	Research	VH	H	L	VL
1.	Papers published in local journal by the academic-administrators				
2.	Papers published in international journal by the academic-administrators				
3.	Books published in my department by the academic-administrators				
4.	Journal articles in the last one year accepted for publication by the academic-administrators				
5.	Attendance in seminars and workshops by the academic-administrators				
6.	Scientific peer-reviewed bulletin authored by the academic-administrators				

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7.	Number of students that complete their dissertation/research projects within the stipulated time				
8.	Participation in conferences by academic-administrators				
9.	Organisation of in-service training by the academic-administrators in my department				
	Teaching competency				
10	Academic-administrators punctuality to class with lesson plan				
11	Ability to cover syllabus within specified period				
12	Availability of instructional resources during the class				
13	Class management during delivery of lesson				
14	Rate of communication with the students				
15	Poor results of students at the end of each semester				
16	Good results of students at the end of each semester				
17	Participation in students 'projects supervision				
	Community services-in my college				
18	involvement in extra-mural services of Academic-administrators				
19	Academic-administrators involvement in consultancy services				
20	Investment in community development programme by the academic-administrators				
21	Creation of products for industries by the academic-administrators				
22	Participation in community events as academic-administrators				
23	Involvement of academic-administrators in training, sensitization and mobilization services to the community.				
24	Involvement of academic-administrators in promoting the civic duties of the community.				
25	Involvement of academic-administrators in collaboration with communities and stakeholders				

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	Administrative Duties-In My College				
26	Academic-administrators active involvement in quest for additional funding opportunities for the academic unit				
27	Academic-administrators participation in regular review and update of strategic plan to align with current needs.				
28	Involvement of academic-administrators in other academic programme				
29	Academic-administrators active partaking in ensuring that student needs and concerns are addressed promptly.				
30	Academic-administrator contribution in ensuring compliance with accreditation standards and regulatory requirements				
31	Academic-administrator supports in extracurricular activities that contribute to student development.				
32	Academic-administrator supports school in their teaching, research, and service roles.				
23	Academic-administrators active role in maintaining open and effective communication channels with school and staff.				
34	Academic-administrators active listening, consideration of the opinions and suggestions of others.				
35	Academic-administrators involvement in fostering a positive and inclusive work environment				

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Bio-data

A. Personal Data

	Full Name:	Kehinde David **ABIOYE**
1.	**E-mail:**	kehindeabioye@rocketmail.com
	Phone Number:	+2348038177616
	Date and Place of Birth:	28th December, 1981/ Ibadan
2.	**Nationality:**	Nigerian

B. Educational Background with Dates

❖ Lead City University, Ibadan, Nigeria	2022-
❖ Diploma in Management Information System(MIS)	2013
❖ University of Ibadan, Ibadan	2010 -2013
❖ Tai Solarin University of Education, Ijagun, Ijebu-Ode.	2005 -2009
❖ Federal College of Education (Special), Oyo	2001 -2005
❖ Community Grammar School, Ogunjana,Ibadan	2001
❖ Oba Akinbiyi High School II, Oremeji, Mokola, Ibadan	1993 -1999

C. Working Experience with Dates

❖ Vice Principal**,** Adex Comprehensive College, Lagos	1999
❖ Class Teacher, Good Success Private School, Oremeji, Mokola, Ibadan	2005
❖ English Teacher, Community Grammar School, Mokola, Ibadan	2006
❖ Class Teacher, Faith International School, Mabolaje, Oyo	2012
❖ Graduate Attaché, Federal College of Education (Special), Oyo.	2011 -2017

D. Award and Fellowships (if any):

E. Membership of Academic/Professional Bodies:

❖ Nigerian Association for Educational Administrators' and Planning	2019-Date
❖ Educational Sign Language Interpreters Association of Nigeria.	2019-Date
❖ Institute of Strategic Management, Nigeria (ISMN).	2011-Date
❖ Teachers Registration Council of Nigeria (Reg.No; OY/T/01153)	2018Date

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F. Publications:

Abioye, K. D. & Abioye, A. G. (2023). Parents and peers influence on academic achievement of secondary school students in Afijio Local Government of Oyo State.In J. K. Ayantayo R.O. Sanusi O.B. Jegede A.O.Adegbite& S.A. Ojediran (Eds).UNIFIERS.(746-753).

Oladejo, M. A., Abioye, K. D. and Bello, A. E. (2022). Strategic imperatives for managing digital natives by digital immigrants for quality students' engagement. In K. O. Usman, O. K. Omoniyi & A. O. AbdulSalaam (Eds.). *Language policy, An imperative for quality education in Nigeria* (pp.219-225).Perles Graphics and Publishing

Abioye, K. D. (2022). Influence of classroom management on academic performance of public
Secondary school students in Oyo metropolis. In M. A. Oladimeji, M. E. Odo, F. O. Adisa, S. A. Shittu, S. M. Oke, M. O. & M. O. AbdulRahmon (Eds.). *Trending issues in education* (pp.178-197). Holab Prints.

Ajayi, E. O**.** & Abioye, K. D. (2021). Entrepreneurship education: A catalyst for national development in Nigeria. In G. B. Olorode, B. A. Adebiyi & A. A. Ufford (Eds.). *Repositioning special education for achieving sustainable development goals during COVID-19 pandemic* (pp.378-390), Glory-Land Publishing Company.

G. Major Conferences Attended with Dates:

Sabitu, K.A. & Abioye, K. D. (2017, May 8 - 12). Importance of mathematics in recessed Economy. Biennial National Conference, School of Education, Federal College of Education (Special), Oyo. Oyo State, Nigeria.

Abioye, K. D. (2018, March 12 - 15). Managing educational facilities and students' enrolment in University of Ibadan.9th National Conference of Colleges of Education Academic Staff Union, South-west Zone, ondo, ondo state, Nigeria

Abioye, K. D. (2018, October 15 – 19). Impact of Information and Communication on effective teaching and learning of students with hearing impairment.30th Annual convention and International Conference of Federal College of Education (Special), Oyo, Oyo State, Nigeria.

Abioye, K. D. (2019, February 5 - 7). Education as an agent of sustainable development in Nigeria: Challenges and way forward.3rd Annual National Conference of School of Education, Tai Solarin College of Education, Omu-Ijebu,Ogun State,Nigeria

Abioye, K .D. (2019, May 6 - 10). Education and National development in Nigeria: Problems and way forward.10th National Conference of Colleges of Education Academic Staff Union (COEASU), South West zon**e,** Nigeria.

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H. Referees

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Signature Date

The University Compliance Certification

This is to certify that the thesis by Kehinde David ABIOYE with the matric number LCU/PG/004056 in the Department of Educational Management, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

_____ _____

Signature Date

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