

**Work Indices and Environmental Factors as Predictors of Academic Staff's Job
Performance in Colleges of Education in Southwest, Nigeria**

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**Being a PhD Thesis Submitted to the Department of Arts & Social Science
Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy
Degree (PhD) in Educational Management**

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2023

Certification

This is to certify that **Abidemi Omotayo OLADEJI** with the matriculation number **LCU/PG/001575** carried out this research work titled: **'Work Indices and Environmental Factors as Predictors of Job Performance of Academic Staff in Colleges of Education, Southwest Nigeria'** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Educational Management and that this has not been previously submitted.

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Dedication

This work is dedicated to Almighty God for His source of courage, knowledge, health and strength to carry out a thesis of this magnitude.

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Acknowledgement

I want to sincerely appreciate the university librarian at Lead City University, Ibadan for providing me with the needed resources that I used to complete this work. I also want to appreciate the Department of Arts and Social Science Education, Faculty of Education, Lead City University for the opportunity given to me to gain new knowledge and insight in the field of educational management. My sincere gratitude goes to Professor Senimetu Ileuma, who is my supervisor and also the Head, Department of Arts and Social Science Education, Faculty of Education, Lead City University for encouraging me to complete a thesis of this magnitude.

My sincere gratitude goes to Professor Afolakemi Oredein, Provost of the Post Graduate College, Lead City University, Ibadan for her profound leadership. My sincere gratitude also goes to Professor Donald Odeleye, Dean, Faculty of Education, Lead City University, Ibadan, for his encouragement, Professor Babatunde Adeyemi, Professor Philiyas Yara and Professor A. Ewart. I also sincerely appreciate Dr. Ukamaka Akuche, Dr. Toyin Oyedeji, Dr. Oluyomi Pitan, Dr. Monilola Oyetade, Dr. Christiana Sam-Kayode, Dr. Sabina Obi, Dr. Olabisi Kilian, Dr. Mojirade Ayantunji, Dr. Ayobami Ebo and Dr. Omobola Gambo for their contributions to this thesis. Dr. Dauda, I. K., Dr. Yusuf, Mr. Adeshina Oyinlola, Dr. Femi Bolaji, you are all highly appreciated.

My profound gratitude goes to my husband and children for their support and encouragement. “Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.”

Abstract

This study investigated Work Indices, Environmental Factors and Academic Staff Job Performance in Colleges of Education, Southwest Nigeria. Problem of poor job performance of academic staff has been observed however a search of literature shows scarcity of studies on the influence of the above predictors on their job performance which provided a gap in knowledge that this study was carried out to address. Four research questions and three hypotheses guided the study. Study population consisted of lecturers (3,196) and 300L students (17,247) in federal and state colleges of education, Southwest, Nigeria. 942 lecturers and 1,119 students were sampled using multi-stage technique. Descriptive survey design was employed. Two questionnaires titled – Work Indices, Environmental Factors and Academic Staff Job Performance Questionnaire, (WIEFASJPQ) ($\alpha = .814$) and Instructional Job Performance Questionnaire (IJPQ) ($\alpha = .794$) were used to collect data. Data were analysed using descriptive and inferential statistics. Results showed moderate level of academic staff job performance in areas of instruction ($\bar{x} = 2.994$) and publication/supervision ($\bar{x} = 3.122$); moderate extent of work indices such as workload ($\bar{x} = 3.407$), role conflict ($\bar{x} = 3.042$) and role ambiguity ($\bar{x} = 3.263$); and moderate level of environmental factors such as management support ($\bar{x} = 3.141$), interpersonal relationships ($\bar{x} = 3.304$) but low level of facilities ($\bar{x} = 2.480$). Hypotheses revealed significant joint contribution of work indices and environmental factors on academic staff job performance ($F_{6, 775} = 3.295$; $P < 0.05$). Workload ($\beta = .105$; $t = 2.557$), role conflict ($\beta = .093$; $t = 2.207$), role ambiguity ($\beta = .099$; $t = 2.361$), management support ($\beta = .062$; $t = 1.801$) and facilities ($\beta = .131$; $t = 2.696$) except interpersonal relationships ($\beta = .041$; $t = .732$) have significant relative influence on academic staff job performance. There was a significant difference in academic staff job performance in Federal and State Colleges of education ($t_{2, 0.05, df \text{ of } 780} = 2.797$; $P < 0.05$). It was concluded that work indices and environmental factors influence the academic staff job performance in Southwest Nigeria colleges of education. It was recommended amongst others that work indices and environmental factors be improved upon to improve the academic staff job performance in the colleges of education.

Keywords: Work Indices, Environmental Factors, Academic Staff, Job Performance, Role Ambiguity

Word Count: 299

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Chapter One

Introduction

1.1 Background to the Study

Job performance of academic staff is very crucial to the attainment of the goals and objectives of colleges of education in any part of the nation. It plays a huge role in determining how effective a college would be and to a large extent the continuity of the system. Since, colleges of education are institutions created with the aim of training and equipping teachers especially for the nation's primary and secondary educational system, the job performance of academic staff in the colleges therefore becomes an important concept to look into.

Job performance of academic staff (which include all the lecturers at various academic cadre such as chief lecturer, principal lecturer, senior lecturer, lecturer I, lecturer II, lecturer III and assistant lecturer) is the extent to which they accomplish their designated tasks with reference to standards set by their colleges of education^{1,2,3}. The designated task is teaching which includes instruction and research (publication/supervision). Teaching as a designated task of the lecturer is the engagement with learners to enable their understanding and application of knowledge, concept and process. It is an act of job performance of lecturer. Instructional job performance is an indices under teaching.

Instructional job performance refers to how well academic staff at colleges of education prepare and deliver lectures to students as scheduled by the timetable, evaluate students by giving and marking coursework, set tests and examinations, invigilate and mark them, submit their results/marks for final assessment, grade and accredit students' scores⁴. Research as a designated task of the lecturer is an art of investigation of new and

innovative aspects of any branch of knowledge. Publication/supervision performance refers to how well academic staff in colleges of education carry out investigations on identified problem(s), present findings of such investigations in conferences/seminars, publish findings in journals and/or text books and supervision of students' projects³.

Despite the crucial role of academic staff performance, the researcher has observed that their job performance in instruction and publication/supervision in colleges of education, Southwest Nigeria seems to be poor. A study also confirmed low job performance amongst academic staff of colleges of education⁵. If this poor job performance of academic staff of colleges of education is allowed to continue, the goal of raising teachers for the nation's primary and secondary schools may not be achieved. This observed decline in job performance of academic staff at colleges of education is therefore a cause for worry as educational stakeholders are required to turn their gaze in this direction. Some factors have been raised to be the cause of the observed poor job performance among academic staff, however, two notable predictors that have not been given due consideration in literature are - work indices and environmental factors.

In the context of this study, work indices is defined as “those physical, social, or organizational aspects of work of academic staff in colleges of education that require sustained physical or mental effort and are therefore associated with certain physiological, physical, emotional and psychological costs”. Examples are loud noise, complex tasks, workload, social or emotional conflict, or role ambiguity. Indices like these are thought to result in tiredness, fatigue, and ultimately the phenomenon of burnout through an energetic process⁶. It is also assumed that when faced with work indices, academic staff attempt to “protect” their level of performance by spending additional cognitive and emotional effort in order to deal with the work so that performance does not suffer. Alternatively, if they determine a work cannot be dealt with satisfactorily, they may

instead accept performance decrements in order to conserve energy. Although this has the effect of avoiding short-term fatigue, this strategy still has costs in terms of negative emotions due to unmet expectations as well as an accrued toll from failing to effectively deal with the work thus ultimately still resulting in mental and emotional exhaustion¹⁴. However, work indices are not necessarily negative⁷.

It was suggested that work indices be differentiated into:- challenge work indices and hindrance work indices⁸. Challenge work indices are viewed as rewarding work experiences that provide a chance for personal growth. Examples are, high job responsibility, job intricacy, workload, and time pressures that may escalate strain levels, but may also build up personal advancement, innovation and creativity⁷. Hindrance work indices are perceived as obstacles to personal development that interfere with or hinder staff ability to attain valued goals. Examples are, bureaucratic rules, role conflict, role overload, role ambiguity and job insecurity. These may lower personal attainment and promote detrimental implications such as anger, anxiety and undermining, as well as disengagement attitude and finally turnover^{7,8}. This study critically examined work indices such as workload, role conflict and role ambiguity.

Workload is the amount of professional and non-professional duties carried out by lecturers in the course of their activities at a particular time⁹. Workload can at times be heavy (overload), normal or light (under load)¹⁰. Researchers found that work overload will happen when academic staff receive workload beyond their capabilities because of the increase of performance demand¹¹. Work overload could lead to stress as it places academic staff under time pressure. Stress can produce anxiety that may impair a lecturer's ability to perform a task. Work under load occurs when lecturers at colleges of education have too little work to do or too little variety in their work. It could result in passivity, low self-esteem, increased frequency of nervous symptoms and complaint, lack

of interest in social activity and work performance output amongst academic staff⁹. Lecturers' performance could therefore be influenced by having too much or less to do or even having to tackle too difficult work¹².

A study showed that academics workload impacts academics productivity in Nigeria⁹. It was reported that high physical workload could drain educators' energy. Attempts to cope with this problem would result in burnout. When academic staff are consistently laden with heavy workloads, it could deplete their energy which then leads to burnout¹³. The results of a study showed that workload has a positive effect on the performance of guidance and counseling teachers in state senior high schools in Bandar Lampung City¹⁴. Another similar study revealed that teachers' over workload has a negative impact on classroom teaching and learning due to limited time for lesson planning and tasks assessment in Primary Schools under Punakha Dzongkhag¹⁵. Another study showed that workload negatively affected the performance of teachers in Luna District¹⁶.

Role conflict occurs when academic staffs are confronted with expectations for different roles, such as when two roles should be performed simultaneously or when performing one role prevents performing the other one. Role conflict was reported to negatively affect the job performance of academic staff in University of Malaysia¹⁷. It was noted that role conflict may cause an academic staff to make mistakes, become inattentive to satisfy rules or behave unpleasantly towards others. Sometimes, they just daydream and do less work, hence less effective. Thus, if an academic staff is experiencing high levels of role conflict, their roles and responsibilities in family life/society may interfere with that of their workplace which could lead to reduced job performance¹⁸. Another study revealed that role conflict has a negative significant influence on staff productivity in academic libraries in private universities in Kwara State,

Nigeria¹⁹. However, search of literature shows scarcity of indigenous studies on the influence of role conflict on job performance of academic staff. This creates a gap in literature.

Role ambiguity occurs when academic staff do not know for sure the expectations of the leader for the role, requirements, procedures and methods related to their work. Subsequently, ambiguity increases when the role for a job position is very unclear, uncertain and very poorly explained to the academic staff²⁰. Higher ambiguity may also arise due to lack of clarity regarding how to juggle different academic activities of teaching, research and professional services that are necessary for the successful accomplishment of academic role. It was revealed to have a negative impact on academic staff job performance in Malaysia¹⁷. A study revealed that role ambiguity is a significant factor of employees' job performance in water supply services companies at Muar, Johor, Malaysia²¹. A search of literature also shows huge scarcity of especially indigenous studies on the influence of role ambiguity on job performance of academic staff. This also creates another gap in literature.

Another salient predictor of academic staff job performance in colleges of education is work environmental factors. Work environment is the environment in which lecturers work at the colleges of education; from the physical environment, like heat and equipment, job-specific characteristics like workload and task complexity, broader organizational features like culture and history, and to the extra-organizational factors like work-home relationships²². In this study, work environmental factor laid more emphasis on management, support, interpersonal relationship with colleagues and facilities. These three environmental factors could either be conducive or toxic based on the influence they exert on the academic staff at work²³.

Management support refers to the readiness of managers at colleges of education to encourage and accommodate academic staff schedules and tasks and provide assistance that can help them in performing their work and making it better. Management support practices has the provisions of enabling work environment for academic staff to render the needed services effectively at the colleges of education. These practices include - the provision of supervision, motivation, professional growth, welfare and other supportive management functions for academic staff to improve instructional delivery in the attainment of objectives of colleges of education²⁴. A study reported that management support may influence staff organization-related attitudes and behaviours (improve productivity, retention, commitment)²⁵. Another research work noted that management support has influence on organizational and employee outcomes such as performance and retention²⁶. However, a search of literature shows scarcity of studies on the influence of management support on job performance of academic staff. This also creates a gap in literature.

Interpersonal relationship refer to a strong association among academic staff working together in same college of education²⁷. Academic staff working together ought to share a special bond for themselves so as to deliver their best in the course of performing their job²⁸. A study revealed that interpersonal relationship has a positive influence on job performance among employees of Gboko Local Government Area of Benue State, Nigeria²⁹. A research work revealed that when college of education teachers or staff members engage in positive interactions, it strongly impacts their wellbeing which may invariably boost their performance³⁰. A search of literature also reveals scarcity of indigenous studies on the influence of interpersonal relationship on job performance of academic staff. This also creates a gap in literature.

Facilities include instructional materials, equipment, library resources, classrooms, sports facilities, staff offices, convenience facilities and laboratories that aids teaching, research and learning activities in colleges of education³¹. When all the necessary facilities are put in place for teaching activities, academic staff are likely to be enthusiastic, satisfied and perform better at their task³². The findings showed that there is significant relationship between school plant and English language teachers' job performance in public secondary schools in FCT, Abuja, Nigeria³³. Another study showed that the state of physical facilities has a negative effect on teachers' instructional effectiveness in Nakaseke district in central Uganda³⁴. A search of literature also reveals huge scarcity of indigenous studies on the influence of facilities on job performance of academic staff. This also creates a gap in literature.

From the above background, it could be inferred that work indices and environmental factors along with their elements could play potential role in job performance of academic staff in colleges of education as the background shows the interrelationships amongst the variables. Moreover, there also seems to be scarcity of studies on the combined influence of work indices and environmental factors and their elements on academic staff job performance hence the rationale for this study.

1.2 Statement of the Problem

Despite the crucial role of academic staff performance, the researcher has observed that their job performance in instruction and publication/supervision in colleges of education, Southwest Nigeria is very poor. There seems to be lack of dedication to duty and lethargy on the part of some academic staff of the colleges of education. A study has also confirmed low job performance amongst academic staff of colleges of education⁵. The implication of low academic staff job performance is the poor quality of teachers or graduates produced into our schools which could invariably affect students' academic

performance in the long run. If this is not checked it could lead to increase in half-baked teachers in both primary and secondary schools which could destroy the students' foundation. Perhaps, the work indices (huge workload, role conflict and ambiguity) and environmental factors such as facilities, management support and interpersonal relationships in colleges of education might be responsible. Infact, a visit to few colleges of education in Southwest, Nigeria reveals unwholesome working environment such as, poorly equipped lecture theatres, laboratories and staff offices. Management support was observed to be rare coupled with huge workload and time pressures heaped on the lecturers. If this is allowed to continue, it may hinder the achievement of the objectives and goals of the colleges of education. Furthermore, a thorough search of literatures show paucity of studies on the combined influence of work indices and environmental factors on job performance of academic staff. This identified a gap in literature. This study was therefore carried out to investigate the extent to which work indices and environmental factors influence academic staff job performance in colleges of education, Southwest Nigerian in a bid to closing this identified gap in literature.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate work indices and environmental factors as predictors of job performance of academic staff in colleges of education, Southwest, Nigeria. Specifically, the objectives were to:

- i. identify the level of job performance (teaching as instruction and researches as publication/supervision) of academic staff in colleges of education, Southwest Nigeria;
- ii. ascertain the extent of work indices (workload, role conflict and role ambiguity) amongst academic staff in colleges of education, Southwest Nigeria;

- iii. identify the level of environmental factors (management support, interpersonal relationship and facilities) in colleges of education, Southwest Nigeria;
- iv. determine which of the work indices and environmental factors can predict job performance of academic staffs in colleges of education, Southwest Nigeria;
- v. investigate the combined influence of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria;
- vi. examine the relative influence of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria;
- vii. determine the institutional difference (federal and state) in job performance of academic staff in colleges of education, Southwest Nigeria.

1.4 Research Questions

The following research questions were raised to guide the study:

- i. What is the level of job performance (teaching as and instruction research as publication/supervision) of academic staff in colleges of education, Southwest Nigeria?
- ii. What is the extent of work indices (workload, role conflict and role ambiguity) amongst academic staff in colleges of education, Southwest Nigeria?
- iii. What is the level of environmental factors (management support, interpersonal relationship and facilities) in colleges of education, Southwest Nigeria?

- iv. Which of the work indices and environmental factors can predict job performance of academic staffs in colleges of education, Southwest Nigeria?

1.5 Hypotheses

For the purpose of this study, the following hypotheses were formulated and tested at 0.05 level of precision.

H₀₁: There will be no significant combined influence of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (teaching as instruction and research as publication/supervision) of academic staff in colleges of education, Southwest Nigeria.

H₀₂: There will be no significant relative influence of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (teaching as instruction and research as publication/supervision) of academic staff in colleges of education, Southwest Nigeria.

H₀₃: There will be no significant institutional difference (federal and state) in job performance of academic staff in colleges of education, Southwest Nigeria.

1.6 Significance of the Study

The findings of this study should be of immense benefit to educational stakeholders like colleges of education administrators, educational policy makers, lecturers, researchers, students, government at both state and federal level and the general public.

This study should provide an insight into the influence of work indices and environmental factors on the job performance of academic staff in colleges of education

to college administrators. This in turn should guide them on how best to ensure that lecturers' job is not too demanding and that the environmental factors are friendly and compatible with work.

In addition, the findings of this study should assist the educational policy makers to make policies that will aid the performance of the academic staff in terms of suitable workload and managerial support.

The findings of the study should equally keep lecturers abreast of how to improve their job performance by understanding the role of work indices and environmental factors in ensuring performance. The findings should also enable them to manage their work indices and factors within the environment in order to make sure their performance doesn't suffer.

This study should serve as a guide to the educational researchers on how work indices and environmental factors could be used to improve academic staff performance. It would further provide useful guide and be a vital point of reference for researchers to further investigate in this area of study.

Furthermore, the study should be of great benefit to students of colleges of education because when the lecturers' work indices and environmental factors are well managed and handled, the students would be able to acquire the best training as potentials and prospective teachers for nation building.

The findings would inform the government and the general public on the necessity of allocating funds to cater for factors within the environment especially in the area of provision of facilities for teaching activities. Finally, the study would add up to knowledge upon publication in reputable journals.

1.7 Scope of the Study

This study was basically on work indices, environmental factors and job performance of academic staff in colleges of education. The first independent variable which is work indices was narrowed down to three elements:- workload, role conflict and role ambiguity. The second independent variable which is environmental factors was studied by examining three factors within the work environment which are - management support, interpersonal relationship and facilities while the dependent variable which is academic staff job performance was studied using two measures. They are: instruction and publication/supervision. The geographical scope for this study was federal and state public colleges of education in Southwest, Nigeria. Southwest was chosen on the premise that it has the highest numbers of colleges of education (Eleven public colleges of education) and the oldest college of education in Nigeria. The academic staff in colleges of education are chosen because they play an important role in the teaching and molding teachers for the nation. The population scope included all academic staff and 300L students at the colleges of education. The methodology scope included – descriptive survey research design, use of questionnaires for data collection and descriptive and inferential statistics for data analysis.

1.8 Limitations of the Study

The study had several challenges. One of which was the COVID-19 pandemic and the precautionary measures that followed it. It prevented some colleges from receiving visitors and those who received practiced very strict rules as regards to the effect of the pandemic. Secondly, during the distribution of the questionnaires, there was a rush in school activities as most of the colleges were trying to meet up with the school's academic calendar. This also caused a delay in the administration of the questionnaires.

1.9 Operational Definition of Terms

The following terms in the study were operationally defined for the sake of clarity in their meanings:

Academic Staff: These refer to lecturers at various academic cadre such as chief lecturer, principal lecturer, lecturer I, lecturer II, lecturer III, assistance lecturer, that partake in instruction and publication/supervision activities.

Job Performance: This refers to how well academic staff carry out their teaching (instructional) and research (publication/supervision) activities with reference to standards set by their college of education.

Teaching: This is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of another person by another person or artifact.

Instruction: This refers to how well academic staff in colleges of education prepare and deliver lectures to students as scheduled by the timetable, evaluate students by giving and marking coursework, set tests and examinations, invigilate and mark them, submit their results/marks for final assessment, grade and accredit students' scores.

Publication/Supervision: This refers to how well academic staff in colleges of education conduct research independently or in groups; publish research results at scientific meetings and journals; write a book reference of research results, apply the results in the learning process, supervise research students in their project works.

Work Indices: This refers to “those physical, social, or organizational aspects of the work of academic staff in colleges of education that require sustained physical or mental

effort associated with certain physiological, physical, emotional and psychological costs". They include: workload, role conflict and role ambiguity.

Workload: This refers to the amount of professional and non-professional duties carried out by academic staff in colleges of education in the course of their activities at a particular time.

Role Conflict: This occurs when academic staff in colleges of education are confronted and expected to perform more than one role simultaneously in that performing one role prevents performance of the other.

Role Ambiguity: This occurs when academic staff in colleges of education are not clear or uncertain of the expectations of their leader for the role, requirements, procedures and methods related to their job.

Environmental Factors: These are the technical, human and organisational factors within the environment that can influence favourably or unfavourably academic staff job performance. They include: management support, interpersonal relationship and facilities.

Management Support: This refers to the readiness of managers in colleges of education to encourage and accommodate academic staff schedules and tasks and provides assistance that can help them in performing their work and making it better.

Interpersonal Relationship: This refers to strong association among academic staff and school heads working together in the same college of education.

Colleges of Education: These include public (federal and state) higher institutions saddled with the responsibility of training teachers for the nation's primary and secondary schools.

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Chapter Two

Literature Review

This chapter presents the review of several literatures on the specific concepts and variables of this study that would enhance a better understanding of the research. The chapter was discussed using the following subheadings:

2.1 Conceptual Review

2.1.1 Concept of Performance

2.1.2 Concept of Job Performance

2.1.3 Concept of Job Performance of Academic Staff

2.1.4 Concept of Work Indices

2.1.5 Concept of Environmental Factors

2.2 Theoretical Framework

2.2.1 Job Demand-Resources (JD-R) Model

2.2.2 Herzberg Two Factor Theory

2.3 Review of Empirical Studies

2.3.1 Work indices and Job Performance of Academic Staff

2.3.1.1 Workload and Job Performance of Academic Staff

2.3.1.2 Role Conflict, Role Ambiguity and Job Performance of Academic Staff

2.3.2 Environmental Factors and Academic Staff Job Performance

2.3.2.1 Management Support and Job Performance of Academic Staff

2.3.2.2 Interpersonal Relationship and Job Performance of Academic Staff

2.3.2.1 Facilities and Job Performance of Academic Staff

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

2.1 Conceptual Review

2.1.1 Concept of Performance

Performance is the level of success in carrying out a task and the ability to achieve goals¹. It is measured by the completion of a job or task (such as achievement of sales targets on time, difficult tasks that exceed expectations and so on and forth) and relationship with customers (that is, keep the existing customers and the ability to find potential and new ones) peer feedback, and that of the leader². Performance is also seen as a reference level of success in achieving job requirements. These job requirements serve as guidelines and reference of staff in performing their duties and responsibilities. Working requirements that are met optimally are an indication of the achievement of success rate in work. With these, achieving job requirements is a critical factor in the success of employee performance³.

Performance is the result of work of a person or group in an organisation at a particular time which reflects how well the person or group reach the qualification of a job in a mission of organisation's goal achievement⁴. It is further viewed as the outcome of the staff capability, dexterity, multiplied with support from supervisor and effort put in at work⁵. It was explained that performance is an achievement shown by staff. It is the result achieved in carrying out tasks assigned to him based on the skill of experience, sincerity and the time available. That is, the performance of staff is the performance of work or achievement of staff who are implemented in daily work based on standard or sequence of assessments that have been established standards and measuring instruments is an indicator to determine whether an employee has high or low performance. Defined by the nature and type of work, the standard also serves as a measuring tool for providing accountability. It was argued that performance is the comparison of results achieved with the role of labour unity time⁶.

Performance is the measurement of actual output or result against set goals. The line managers and leaders play vital roles by accommodating staff concerns so as to maintain organisation performance⁷. It is defined as "behaviour that accomplishes results⁸." Performance behaviours are "the total set of work-related behaviours that the organisations expect the individual or employees working in such organisations to display⁹."

2.1.2 Concept of Job Performance

Job performance is the ability and level of results shown by an employee while performing his/her duties or responsibilities at the workplace⁶. Job performance is a multi-dimensional concept that consists of two aspects: the behavioural (process) aspect and the outcome (result) aspects⁸. The behavioural aspect refers to "what people do at work", while the outcome aspect refers to the "results of the individual's behaviour⁹." It was emphasized that job performance is the ability to combine skillfully the right behaviour towards the achievement of organisational goals and objectives¹⁰. Employee performance was viewed as the ability of an employee to achieve a specified task measured against predetermined standards of accuracy, completeness, cost, and speed¹¹.

Performance in a job is strictly a behaviour and a separate entity from the outcomes of a particular job which relate to success and productivity. It was stated that job performance relates to the act of doing a job. It means to reach a goal or set of goals within a job, role, or organisation, but not the actual consequences of the acts performed within a job. It was also affirmed that job performance is not a single action but rather a "complex activity"¹². Job performance is regarded as a behaviour that an individual delivers in order to leverage the value of an organisation over period of time¹³. Individual job performance is defined as things that individuals actually do, actions they take, that contribute to the organisation's goals¹⁴. It is also viewed as the aggregated financial or

non-financial added value by the staff in contribution to the fulfillment both directly and indirectly to the targeted organisational goals¹⁵.

Job performance focuses directly on employee productivity by assessing the number of units of acceptable quality produced by an employee in a manufacturing environment, within a specific time period¹⁶. It is explained as the work of quality and quantity achieved by an employee in performing their duties in accordance with responsibilities given¹⁷. Job performance is the level of efficiency and effectiveness displayed at the point of realizing the goals and objectives for the individuals¹⁸. It is a result of work in quality and quantity that an employee achieves in carrying out tasks by the responsibilities assigned to him¹⁹.

Job performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed²⁰. It is regarded as workers' complete ability and productiveness in the attainment of a projected value and realisation of everyday jobs in line with the prescribed procedure and timeline of the organization. Employee job performance is viewed as workers' complete ability and productiveness in the attainment of the projected value and realisation of everyday jobs in line with the prescribed procedure and timeline of the organisation. It is an index for improvements, idleness, recompenses, retributions, reviews and remuneration changes. It also gratifies the desires for staff to realize themselves²¹.

Job performance is the work behaviour under individual control that can achieve organisational goals, including results, behaviour, results behaviour and quality. Job performance is conducive to the realization of the overall goals of an organisation²². Job performance is a way of measuring how well an employee can execute and perform the given tasks on the job. High job performance refers to the work-related performance that satisfactorily meets job requirements specified in the employee's job description or work

plan or as directed by the employee's supervisor²³. Job performance is the degree of achievability of predetermined objectives and it incorporates the resulting outcomes of the performed actions of employees based on their expertise and skills²⁴.

Employee performance on the other hand is multidimensional construct that is defined as individual's work achievement after required effort has been exerted on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues or employers around²⁵. As argued by scholars, job performance is the core construct of the 21st century's work place. Besides, inefficient job performance more often than not, is likely to bring about a tragedy to the organisation as is associated with lower productivity, profitability and impairment of overall organisational effectiveness^{26&27}. Job performance is perceived as behaviours or activities that are performed towards achieving the organisation's goals and objectives²⁶. It is incontestable that good job performance is important for the organisation and the individual employee as it leads to organisational success and source of job satisfaction respectively^{27&28}.

Employee job performance is described as responses in the form of behaviours reflecting what has been learned by the employee or the kind of training that the employee has obtained. This is to say that, it entails the outcome of both mental and psychological capabilities of individuals. Employee job performance supports the overall enhancement of the processes of the organisation particularly in terms of efficiency and productivity. Notably, it is not always seen as the end outcomes but it entails all the efforts that staff put in the process leading to the attainment of organisational goals²⁹. Employee job performance has connection with the activities and tasks staff undertake in an effective and efficient manner, and it also dictates how much staff contribute to the

organisation and among the contributions of staff are output quantity, work attendance, and accommodating attitude³⁰.

Job performance can be defined as “the set of comportments that are significant to the goals of the organisation or the organisational element in which staff.” Hence, the job performance of an individual plays a crucial role in the development of an organisation since it highly influences the overall firm’s performance and also functions as the strategic variable in work and organisational psychology. It has been defined as the worth of organisation can anticipate from distinct behaviours performed by an employee over time³¹.

Employee performance is described as an indicator of financial or other outcome of the employee that has a direct connection with the performance of the organisation as well as its accomplishment³². Two types of individual job performance have been examined. First one is the task performance or the in-role performance and the other is the contextual performance or the organisational citizenship behaviours (OCBs)³³. Three major types of behaviour have been listed to constitute performance at work. The first one is task performance which is "performing the duties and responsibilities that contribute to the production of a good or service or to administrative tasks". The second type is citizenship which is the "actions that contribute to the psychological environment of the organisation, such as helping others when not required, supporting organisational objectives, and treating co-workers with respect". While counter-productivity - as negative behaviours - are the "actions that actively damage the organisation. These behaviours include stealing, damaging company property, and behaving aggressively toward co-workers³⁴.

2.1.3 Concept of Job Performance of Academic Staff

Academic staff job performance can be viewed in terms of quality and quantity expected from academic staff working at colleges of education. It is defined as behaviour that leads to the attainment of the desired results or whether an academic staff is doing well at his job or not in a college of education. It is also the willingness and openness of academic staff at colleges of education to try and achieve new aspects of the job in areas of instruction, supervision, publication and community services which in turn will bring about an increase in the academic staff productivity at the school³⁵.

Academic staff as the name implies are professional that handles the teaching, research programme of the higher institutions and also perform other academic services³⁶. It was explained that academic staff are those members of staff that have the right to academic freedom, which includes freedom of teaching, research, publication and the right of freedom to participate in university governance. They include all the lecturers at various academic cadre such as Graduate Assistant, Assistant Lecturer, Lecturer III, Lecturer II, Lecturer I, Senior Lecturer, Principal Lecturer and Chief Lecturer that participate in teaching or research^{36&37}. Academic staffs are therefore lecturers that teach, train students within a professional discipline and prepare them to receive the qualification in their chosen profession³⁸.

The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of the instruction in the educational institutions³⁶. College of education academic staff (lecturers) are persons of high standing in the education profession. They carry out activities such as assessment and course administration duties including curriculum design, maintaining and developing their scholarly, research and/or professional activities relevant to the profession or discipline³⁹.

Academic staff are critical resource in the higher education goals attainment. Without them, the goals of higher education such as colleges of education in the country may not be achieved. This is because teachers are the main determinant of quality education; if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, antisocial, the whole nation is doomed. If they are ignorant in their disciplines and impart wrong information, they are not only useless but dangerous. The kind of teachers trained and posted to the schools may well determine what the next generation will be. It was observed that the academic staff of universities contributes greatly to the work force of a country. They are academics that have acquired much education and are expected to give back to the society; by imparting acquired knowledge to the coming generation^{36&39}.

The main duties and responsibilities of academic staff in the higher institutions include to:

1. teach at undergraduate and graduate level in areas allocated by the Head of Department and reviewed from time to time by the Head of Department;
2. to carry out research and produce publications, or other research outputs, in line with personal objectives agreed in the Staff review process;
3. to obtain research funding support;
4. to engage with the broader scholarly and professional communities;
5. to supervise or assist with supervision of NCE graduates;
6. to contribute to the development, planning and implementation of a high quality curriculum;
7. to assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance³⁶.

Performance of the academic staff (lecturers) at their job is needed for the accomplishment of educational objectives. Lecturers' job performance can be defined as an index of lecturers' effectiveness which refers to relationship between the characteristics of teaching and its effect on educational outcome in classroom teaching. Lecturers perform many responsibilities in addition to lecturing. The lecturers have to administer student's continuous assessment, attend conferences, seminars and workshops, carry out researches and publish in recognized journals as well as engaged in community services. Effective job performance by the academic staff can lead to the realization of the objective for which universities are established, namely knowledge delivery research and community services. In addition, good performance of lecturers in higher education will lead to positive growth⁴⁰.

Academic staff (lecturers) job performance thus refers to the extent to which lecturers complete the instruction and publication/supervision tasks, responsibilities with reference to standards set by the higher institution^{41&42}. It also entails the actions taken by lecturers to get their tasks accomplished efficiently⁴².

It was asserted that job performance of academic staff is important because good quality tertiary institution (in this case, college of education) is an important avenue towards nurturing teachers needed for Universal Primary Education (UPE) and Universal Basic Education (UBE) programmes. Like every other organisation which seeks to achieve predetermined goals and objectives through the performance of its human resources, colleges of education also need the performance of her academic staff to achieve the stated academic goals. This means that job performance is an important criterion for organisational outcomes and success. It is the actual work done against the expected standard of achievement. It was asserted that job performance of academic staff is important because good quality tertiary education is an important avenue towards

nurturing the teachers needed for Universal Primary Education; the experienced doctors, nurses and community workers needed for better welfare and health facilities, the accountants, economists and journalists required for better private business and better governance⁴³.

Lecturers' job performance was defined using the outcome dimension which makes it the extent to which academic staff members achieve educational outcomes expected of them. While this definition is valid, it was not applied in this study because of the difficulties associated with measuring educational outcomes^{42&43}. Taking the process dimension adopted in this present study, researchers described academic staff job performance as the degree to which they complete their teaching responsibilities, which include lecture planning, research, and community service. Although these researchers' approach is used in this present study, they related the process dimensions of lecturers' job performance to motivation but not instructional leadership⁴⁴. It was stated that lecturer's performance is the ability of a lecturer to perform the assignment in order to complete the job. It is work presentation, work implementation, work achievement, or work result of the lecturer⁴⁵.

Job performance of lecturers can be defined in terms of their ability to plan their lecture. Lecture planning focuses on using the content outline of the assigned course unit(s) and the learning objectives it seeks to achieve to search for and select relevant subject matter for a particular lecture, segmenting this subject matter into specific content sections and subsections, and determining which subject matter to cover within the allocated time. Lesson planning involves determining relevant teaching/learning materials and a pedagogical method to use in order to effectively deliver the subject matter in a manner that cultivates and maintains student attention, interest, and participation necessary to realizing set learning objectives⁴⁶.

Lecturers' job performance includes delivering lectures to students as scheduled by the timetable, and evaluating the students by giving and marking coursework, setting tests and examinations, invigilating and marking them, and submitting their results/marks for final assessment, grading and accrediting⁴⁷. This performance further involves supervising research students by creating adequate time for guiding them through their research proposals, projects and dissertations⁴⁸. The performance further involves conducting research and publishing findings in reputable academic journals, or using the findings to write textbooks, textbook chapters and articles in media outlets and documentaries⁴⁹. It further involves lecturers participating in community service by carrying out activities such as public scholarship, participatory research, community partnership, public information networks, and civil literacy scholarship⁵⁰.

Job performance is also the overall expected value from staff behaviours carried out over the course of a set period of time. The action of a teacher or lecturer who is performing lecturing job is nothing but the job performance of that teacher or lecturer. Teachers' performance refers to actions and procedures a teacher embarks upon in order to attain specific educational goals⁵¹. Performance is the work achieved by a lecturer, in accordance with their respective authorities and responsibilities in order to achieve educational goals legally, not violating the law and in accordance with norms or ethics⁵².

2.1.3.1 Measures of Job Performance of Academic Staff

There are several ways to measure the job performance of academic staff. Academic staff job performance is described as the degree to which they complete their teaching responsibilities (which include lecture planning), research, and community service⁴⁴. It therefore means that lecturers' job performance can be measured in terms of lecture planning, research and community service. According to an author, the job performance of academic staff in colleges of education is revealed in their instruction and

publication/supervision⁵¹. This is supported by the framework for measuring the lecturers' performance which states that a lecturer's job performance is measured based on his/her research output, quality of teaching, community services among others⁵³. Measuring academic staff's performance in institutions of higher learning implicates an evaluation of teaching and learning, including supervision, research, publication, and community services based on the duties and responsibilities together with other qualities⁵⁴. This study therefore focuses on the two measures of academic staff job performance which are: instructional job performance and publication/supervision job performance.

1) Instructional Job Performance (Teaching)

The first major task of academic staff in colleges of education is to provide instruction to students. Instruction as a measure of academic staff job performance includes delivering lectures to students as scheduled by the timetable, and evaluating the students by giving and marking coursework, setting tests and examinations, invigilating and marking them, and submitting their results/marks for final assessment, grading and accrediting⁴⁷. It was posited that the teaching role of lecturers involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students⁵³.

Quality of teaching consists of indicators to motivate students; compile a module or a textbook for students handle; makes planning for learning; provide structured tasks; interactions of faculty and students; and evaluate learning outcomes⁵⁵. In the context of higher learning, the primary skills of academics are not the ability to accumulate knowledge, but to communicate that knowledge to other people. Educators must ensure that the teaching and learning material understood, remembered by the students and that

they are capable of both acting on the knowledge and recalling it. It related to the academics' presentational behaviour known as verbal and non-verbal behaviour. Whatever the personality of the academics, their behaviour must be helpful to the learners⁵⁴.

2) Publication/Supervision (Research)

This type of performance involves supervising students by creating adequate time for guiding them through their publication proposals, projects and dissertations⁴⁸. The performance also involves conducting publication and publishing findings in reputable academic journals, or using the findings to write textbooks, textbook chapters and articles in media outlets and documentaries⁴⁹.

Publication/supervision performance is the extent to which academic staff (lecturers) engage in their own research and publish scientific articles in refereed journals, conference proceedings, writing a book or a chapter, gathering and analyzing original evidence, working with postgraduate students on dissertations and class projects, obtaining research grants, carrying out editorial duties, obtaining patents and licenses, writing monographs, developing experimental designs, producing works of an artistic or a creative nature, engaging in public debates and commentaries. Publication roles of lecturers involve presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books⁵³. Academic staff publication/supervision performance consists of indicators to conduct publication independently or in groups; publish publication results at scientific meetings and scientific journals; write a book reference of publication results; and apply the results of publication in the learning process⁵⁵.

A publication output represents the findings of a publication. It is a particular dissemination, publication, presentation, communication or pathway in which publication

is made available to people other than the author. A quality-assured publication output is one that, prior to its publication has been subjected to peer review. In this line, the publication output has been thoroughly examined by independent assessors equipped with the required skills and knowledge. It is a process that calls for peer review to establish quality assurance, clarity, originality and its relevance^{53&56}. It was noted that a lecturer's publication output increases the individual's visibility and it is also a strategy for increasing reputational ranking⁵⁷.

2.1.4 Concept of Work Indices

Work indices refers to the level of work that needed and the conditions as well the time constraints associated with the job⁵⁸. It is also defined as an aspect of work that requires long-term physical, emotional or cognitive effort because work indices is related to physical and psychological conditions⁵⁹. Work indices are factors that cost energy to deal with, such as high workload and role ambiguity⁶⁰. It is defined as "those physical, social, or organizational aspects of one's work that require sustained physical or mental effort and are therefore associated with certain physiological, physical, emotional and psychological costs". Examples are loud noise, complex tasks, workload, social or emotional conflict, or role ambiguity. Indices like these are thought to result in tiredness, fatigue, and ultimately the phenomenon of burnout through an energetic process⁶¹.

It is also assumed that when faced with work indices, academic staff attempt to "protect" their level of performance by spending additional cognitive and emotional effort in order to deal with the demand so that performance does not suffer. Alternatively, if they determine a demand cannot be dealt with satisfactorily, they may instead accept performance decrements in order to conserve energy. Although this has the effect of avoiding short-term fatigue, this strategy still has costs in terms of negative emotions due to unmet expectations (both self and other) as well as an accrued toll from failing to

effectively deal with the demand thus ultimately still resulting in mental and emotional exhaustion⁶².

However, work indices are not necessarily negative⁶³. While not necessarily negative in nature, work indices can become job stressors when those Indices require high effort from the employee to achieve. Instances where high effort exacts a high cost on the employee may elicit negative responses including anxiety, depression and burnout^{60&64}. Work indices can turn into a job stressor if they require an excessive effort to change something that fails to be successful or true. However, long-term work indices may cause physical and psychological disruptions, such as burnout. Basically, a person will feel not burdened with their tasks if they get comfortable and can synergize with their environment⁶⁵. It could therefore be summarised that work indices, which consist of challenge work indices and hindrance work indices, are not necessarily negative, but they may turn into work stressors if excessive efforts are required from an individual who is unable to recover properly⁶³.

2.1.4.1 Elements of Work Indices

It was suggested that work indices be differentiated into:- challenge work indices and hindrance work indices⁶⁶. Challenge work indices represent the work indices which are viewed as rewarding work experiences that provide a chance for personal growth. Examples are, high job responsibility, job intricacy, workload, and time pressures that may escalate strain levels, but may also build up personal advancement, innovation and creativity⁶³. Hindrance work indices are perceived as obstacles to personal development or Indices that interfere with or hinder staff ability to attain valued goals. Examples are, bureaucratic rules, role conflict, role overload, role ambiguity, job insecurity and organisational tactful that may lower down personal attainment and promote detrimental

implications such as anger, anxiety and undermining, as well as disengagement attitude and finally turnover^{63&66}.

From the above, it could be inferred that indices of work indices include: emotional demand, cognitive demand, time pressures, family conflict, role conflict, workload, role ambiguity, job autonomy, administrative duties, organizational role stressors, job insecurity, bureaucratic rules, job intricacy and so on of which some belong to the challenge work indices while the others belong to the hindrance work indices. This study would critically examine one indicator under challenge work indices (workload) and two indicators under hindrance work indices (role conflict and role ambiguity).

1. Workload

Workload is the number of activities that require expertise and must be done in a certain time in physical and psychological form⁶⁷. Meanwhile, according to authors, workload is the average frequency of each job within a certain period⁶⁸. Furthermore, it is the amount of work that must be borne by an office/organizational unit and is the product of work volume and time norms⁶⁹. Workload measurement is defined as a technique for obtaining information about the efficiency and effectiveness of the work of an organizational unit, or position holders carried out systematically using job analysis techniques, workload analysis techniques or other management techniques⁷⁰.

Based on the several definitions stated above, it can be stated that workload is the extent to which an individual employee's capacity is needed in completing the tasks assigned to him, which can be indicated from the amount of work that must be done, the time/time constraints owned by the worker in completing his task and views of the individual regarding the work assigned to him⁷¹. In the school environment, workload is the amount of professional and non-professional duties carried out by the lecturers in the course of their activities at a particular time⁷². It is the sum of all activities that take the

time of a lecturer. It is also the number of lessons a teacher teaches in a week as per the allocations in the time-table. Workload can be normal, heavy (overload) or light (under load)⁷³.

Workload is said to be normal if there is a regular balance in the time used to carry out numerous organizational goals and duties in such a way that the mental and physical state of the person doing the work is not affected. When calculating normal workload, three important variables should be considered. These are Task, Time and Frequency of labour. Task refers to the job to be done. Tasks can be broken down into daily, detail and project. Daily tasks are those routine jobs that need to be carried out on a daily basis, an example of such tasks for a lecturer is teaching. Detail tasks can be performed on a set-schedule basis and is more involved than daily work. Examples of detail tasks are supervision of student projects, marking and grading of scripts and publication/supervisions. Project tasks are performed less frequently: anywhere from weekly to annually. Examples of these are community service and attending meetings that are school related. Time is the amount of hours allocated for each tasks. Time here can be divided into teaching contact hours, attributed hours for teaching preparation, attributed hours for evaluation and attributed hours for functions. Teaching contact hours represents hours spent in the classroom instructing students. This is a scheduled teaching hour assigned to the teacher by the university. Attributed hours of preparation represent the number of hours spent preparing for classroom activities. This is based on how a lecturer prepares his lecture notes, how many levels the lecturer is teaching at once and how many times the lecturer has taught the course in the past because the more experienced a lecturer is at delivering a specific course, the fewer hours he will spend on preparation. Attributed hours of evaluation have to do with the number of hours spent evaluating and grading student's assignments, projects, teaching practice, examinations etcetera.

Attributed hours for complimentary functions represent the number of hours assigned for routine out of class assistance to students, community service, publication/supervision and normal administrative duties³⁸.

Workload is heavy when lecturers feel they are being asked to do more than time or ability permits⁷³. Roles overload is a work condition where people perceive role demands as exceeding their time, energy, and capabilities. It is a specific stressor that reflects the perception that the demands of one's work role exceeds personal resource⁷⁴. It was found out that work overload will happen when staff receive workload beyond their capabilities because of the increase of productivity and performance demand⁷⁵. Work under load occurs when lecturers have too little work to do or too little variety in their work⁷⁶.

2. Role Conflict

Conflict may occur anywhere when two or more people interact with each other. It can either energize an organization or generate conflict by words and actions. In an organization interface, conflict plays an important role to ensure the organization operates effectively and efficiently^{77&78}. Role is an expected act pattern of individual in involving other people in action. Role reflects a person's position in social system with the rights and obligations, authority, and responsibility. Each role requires different behaviour in the same job environment where an individual may play more than one roles. Role Conflict occurs when the level of demand exceeds from resources of a person as there are too many tasks that require attention⁷⁸.

Role conflict also occurs in a situation where the role occupant (academic staff) experiences inconsistencies in the role indices such that the roles demanded of him are ambiguous, contradictory, and inconsistent with each other or with itself. This transcends that role conflict emanates from the simultaneous occurrences of two or more role

requirements, so that performance of one of them makes performance of the other more difficult⁷⁹. Concurring with this view, a scholar opined that role conflict are the conflict of roles that an individual who has to play more than one role expectation at the same time has to fulfill one of the role expectations more than the other and in addition to the roles that one has to do⁸⁰.

Role conflict is defined as the struggle in different roles. Conflicts in roles arises basically due to several reasons but in general, it is the desire to attain success in life and the challenges which acts as a pressure on one's dream and demand which conflict with each other. Personality and inter-personal relations acts as a major factor in determining the effects of role conflict. Role conflicts can take place in different forms – firstly, expectations are divergent and cannot be fulfilled by rejecting any of the options; secondly, in carrying out one's responsibilities, requests received from the senders are incompatible and thirdly, multiple roles often comes together⁸¹.

Role conflict also occurs when staff are confronted with expectations for different roles, such as when two roles should be performed simultaneously or when performing one role prevents performing the other one⁸². If a person perceives or expects differently on other's role, he/she tends to experience role conflict because it is difficult to satisfy one role without rejection of other. It is thus two or more claims that a person faces simultaneously in which satisfying one will make the others be obstructed to satisfy. Meanwhile, the role conflict happens when an individual of certain role cannot respond the expectation of one or more members⁸³. Role conflict can be seen as the result of conflicting expectations imposed on individuals⁸⁴.

It was stated that role conflict occurs when many requests come from multiple stakeholders such as customers, colleagues or a manager at the same time and the employee cannot fulfill all of them. Especially in the accommodation establishments,

individuals encounter Indices more than their capacities resulting in role conflicts; therefore, results in experiencing role stress which is dependent on their role and tasks⁸⁵. In the organizations, appointing conflicted duties to the staff or expectations beyond the duties by the managers cause role conflicts, thus role ambiguities. In addition, taking orders from multiple managers and conflict of these orders may cause role conflicts in the organizations^{77,78}.

It was noted that role conflict may cause an employee to make mistakes and become in-attentive to satisfy rules or behave unpleasantly towards others. Sometimes, they just daydream and do less work, hence less effective. Thus, if an employee is experiencing high levels of role conflict, their roles and responsibilities in family life/society may interfere with that of their workplace which could lead to reduced job performance. This is because an employee will be more committed to the welfare of his/her family and that of social gathering, which thereby take priority over his/her primary roles as an academic staff, thereby reducing or minimizing the resources of time and energy that he/she should be spending in the workplace. In support, an author argued that every potential role task possesses a potential conflict which could make an individual become so pre-occupied with roles beyond their prescribed work role that they fail to concentrate on the job⁸⁰.

It was raised that conflicts are nothing except conceptual differences among the employer and the employee about the required organization activities or task and job performance. Furthermore, it was suggested that in order to prevent role conflict, organization should be functional accordingly by identifying the conflict of their employee. Despite the potentially negative effects of role conflict, contrary evidence suggests that role conflict might enhance creativity and productivity of the organization.

Importantly, other studies have suggested that a negative affect might increase the job performance^{77,78&85}.

3. Role Ambiguity

Role ambiguity emerges when an individual of a certain role does not comprehend the role expectation of one or more members, the role ambiguity resulted may stress the individual. In the organizations, role ambiguity means that the employee does not know what his or her job requires and cannot show the requested performance. In addition, a situation of role ambiguity for the duties and achievements related to job requirement are not fully understood and the consequences of role behaviours cannot be presumed. However, role ambiguity includes non-specific expectations resulting negative work experiences because in organizations, the situation of not knowing exactly what to do causes individuals to face stress⁸³.

Role ambiguity is associated with one's need for certainty and predictability, especially regarding one's goals and means of accomplishing them. It may occur if an individual lacks adequate information to accomplish required activities⁸⁶. Role ambiguity also occurs when staff do not know for sure the expectations of the leader for the role, the requirements, procedures and methods related to the employee's job. Subsequently, ambiguity increases when the role for a job position is very unclear, uncertain and very poorly explained to the staff⁸⁷.

Higher ambiguity may also arise due to lack of clarity regarding how to juggle different academic activities of teaching, research and professional services that are necessary for the successful accomplishment of academic role^{82&87}. It was however noted that being a successful academic staff who work in universities depend on having a clear understanding of how to combine the elements of teaching, research and original creative work, and service in a way that makes the best use of the time⁸⁸. Better understanding of

role will help people to know things other people expect to them and how they should act. When mistake arises in understanding the role during interaction, a problem will probably emerge. To do a job well, people need to know what is expected from them. The expectation is sometimes unclear because manager does not try to communicate it to subordinate or to do it adequately or subordinate miss understands^{83&88}.

2.1.5 Concept of Environmental Factors

Environmental factors can also be perceived as those systems, structures, processes, tools or conditions in the workplace that influence favourably or unfavourably individual employee's performance. In addition, it encompasses policies, rules, culture, resources, working relationships, work location, and internal and external environmental factors, all of which influence the ways staff perform their job functions²⁶.

Environment simply means the surroundings and all those things that could impact human being during the life time. A working environment is where people work together for achieving organization objectives. It means systems, processes, structures and tools and all those things which interact with staff and affect in positive or negative ways on staff performance. It could further be defined as the location where a task is completed. When studying place of employment, the work environment involves the physical geographical location as well as the immediate surroundings of the workplace such as a construction site or office building. It also involves other factors relating to the place of employment such as the quality of the air, noise level and additional perks and benefits of employment such as free child care or unlimited coffee, or adequate parking⁸⁹.

Environmental factors also refer to the physical, social, attitudinal and institutional facets of the environment⁹⁰. These factors can either act as facilitators and enhance one's functioning and participation, and/or serve as barriers impeding one's engagement in meaningful activities⁹¹. Work environment has been described as comprising of: physical

scenery (example are, noise, equipment, heat); fundamentals of one's work itself (such as task, complexity); extensive business features (such as, culture, history); and even extra business background (such as, industry setting, workers relation)⁹².

2.1.5.1 Kinds of Environmental Factors

Work environmental factors can be categorized into: technical environmental factors (tools, equipment, technological infrastructure and other physical or technical elements of the workplace), human environmental factors (interpersonal relationship with colleagues, leadership and management) and organisational environmental factors (systems, procedures, practices, values and philosophies which operate under the control of management). These three environmental factors could either be conducive or toxic based on the influence they exert on the people at work⁹³. From the above, it could therefore be inferred that factors within the work environment include: air, noise, heat, facilities, policies, rules, culture, resources, working/interrelationships, work location, systems, management support and so on. This study considered one organisational environmental factor (management support), one human environmental factor (interpersonal relationship) and one technical environmental factor (facilities).

1) Management Support

Management support refers to the readiness of managers to accommodate staff's schedules and tasks and provides assistance that can help staff in managing their work and making it better⁹⁴. Manager support is described as the degree to which the leaders appreciate the contributions of its staff and care about their welfare. Staff are probably going to remain in those associations where they trust that their capacities, commitments, and positive attitudes are valued⁹⁵. A manager with excellent support is what makes staff feel heard, appreciated, and favored. With support, people can face adversity and overawed challenges and more willing to sustain a positive image of capable learning and

development and demonstrate its success. A manager performs many functions in an organization⁹⁶.

Management support is also the assistance, care and concern college of education managers give to their lecturers in order to encourage them to do more or perform better at their work. It aims at creating a satisfactory working atmosphere for staff to effectively discharge their duties in a professional manner⁹⁷. Management support practices has the provisions of enabling work environment for lecturers to render the needed services effectively in the school system. These practices include, the provision of supervision, motivation, professional growth, welfare and other supportive management functions for lecturers to improve instructional delivery or the attainment of school goals and objectives^{93&97}. Management support can be a crucial organizational cultural factor that may influence staff' organization-related attitudes and behaviours (improve productivity, retention, commitment)⁹⁸.

2) Interpersonal Relationship

An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in to context of social cultural and other influences. The context can vary from family or kinship relations, friendship, and marriage, relations with associations, work, clubs, neighborhoods, and places of work ship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole⁹⁶.

Interpersonal relationship therefore refers to a strong association among academic staff working together in the same college of education. Furthermore, academic staff working together ought to share a special bond for them to deliver their level best in the

course of performing their job. It is essential for them to be honest with each other for a healthy interpersonal relationship and eventually positive ambience at the workplace⁹⁹.

3) Facilities

Facilities include instructional materials, equipment, library resources, classrooms, sports facilities, offices, Information and Communication Technology (ICT) facilities, convenience facilities and laboratories that aid teaching and learning in the school¹⁰⁰. The term includes the school building, all materials, furniture and equipment attached and unattached to the building; all structures and features on the school site, including playgrounds used for implementing or supporting the implementation of an educational programme. School facilities is used not only to provide conducive environment for both teaching and learning, but also to ensure a safe, secure hygienic and comfortable shelter for students, teachers and other staff- as teaching, learning and other activities of the school take place¹⁰¹. In a broader sense, an author noted that the school facilities is made up of the following:

- a) **Buildings:** classrooms, administrative blocks, library, laboratories, health blocks, kitchen, – examination hall, dining hall, assembly hall, clinics, rest rooms, toilets, hostels, store, staff rooms, workshops.
- b) **Educational Equipment:** Equipment in the laboratory such as computers, chalkboard, – chalk, chart flannel graph, beakers, burette, pipettes test tubes, thermometers, weighing balances, map, glass jars, globes and so on.
- c) **Classroom Equipment:-** such as chairs, desks, tables, chalkboards, dusters, washes hand– basin, napkins, chalk etcetera.
- d) **Office Equipment:** Cupboards, generator, typewriter, photocopying machines, etcetera

- e) **Playgrounds:** Football, volley ball, basketball and badminton, tennis court, swing and slide ground etcetera.
- f) **Security Facilities:** Walls, gates, alarm system, phones, visitors' books
- g) **Utilities:** Electricity, pipe-borne water/borehole and transport facilities
- h) **Sports Facilities:** Football, table tennis, basketball and so on¹⁰².

School facilities are the physical and spatial enablers of teaching and learning which will increase the production of results¹⁰³. They are therefore all infrastructure and material resources that are used to support the delivery of quality education. Infrastructure refers to basic physical and organizational structures needed for the successful running of the institution. Other relevant facilities in the school environment include text books, laboratory equipment, computer machines, seating facilities, supply of electricity and other technical and vocational facilities which are all paramount to the provision of qualitative education¹⁰⁴.

A scholar posited that school facilities are those things found in a school that makes the system work^{105&106}. They are the building, equipment and all the facilities within the school that protects the physical well-being of the teachers and the learners¹⁰⁷. A writer posited that school facilities comprise the machinery which in turn includes machines and tools used in the workshop, in addition to duplicating machines. It was also pointed out that school site, which is the landscape on which the school's permanent and non-permanent structures are built, are part of school facilities. Furthermore, it was posited that school facilities also include vehicles of various types, electrical fittings, books, water supply infrastructure, and accessories like playgrounds, lawns, parks and farm, as part of school facilities. In addition, school facilities are viewed as space interpretation of the school curriculum. It will be impossible for the curriculum to be

implemented if the physical facilities required for teaching and learning are not available^{108&109}.

2.2 Theoretical Framework

This study is supported by the following two theories:

1. The Job Demand-Resources Model (JD-R Model) and
2. Herzberg Two Factor Hygiene Theory

2.2.2 The Job Demand-Resources Model (JD-R Model)

The Job Demand-Resources Model (JD-R) proposed by some authors is a model that explores employee well-being. It is used by managers to predict employee engagement and employee burnout which could invariably affect employee job performance in the long run^{59&61}. The model categorises working environmental conditions into two groups which are: work indices (demand) and job resources/positives. The model essentially states that when work indices (demand) are high and job resources are low, then factors such as stress and burnout are increased which invariably affects work performance among workers. Alternatively, when work indices are high and job resources are high, then factors such as work engagement and performance levels are improved⁶¹. According to the model, job characteristics of different occupations such as the teaching profession may be classified either as work indices (demand) or job resources. On one hand, work indices are those aspects of a work (physical, psychological, social, and organizational) that require sustained physical and/or psychological (cognitive and emotional) effort from the employee and are therefore associated with certain psychological and/or physiological costs. Examples include: workload, role conflict and role ambiguity. On the other hand, job resources are those aspects of a job within the work environment (physical, psychological, social, and organizational) that are functional in achieving work goals, reducing work indices (demand) and the associated costs

(psychological and/or physiological), or promoting personal growth, learning, and development. Examples include: management support, quality relationships and facilities^{59&61}.

In line with this JD-R model, high work indices such as work overload, high role conflict and role ambiguity may reduce wellbeing and performance due to the depletion of personal resources (such as time, physical and emotional energy)⁵⁹. If a lecturer has few resources (facilities) available at the end of the day, due to energy depletion at work, he or she will be less likely to be involved with his or her work, which may give rise to reduced performance. Furthermore, the buffer hypothesis of the model claims that high job resources (such as job aids or facilities, quality relationships, management support) may offset the harmful impact of high work indices or demand (such as high workload, role conflict and ambiguity) on job performance^{59&61}. Accordingly, specific job designs in which lecturers are burdened with high work indices, but lack adequate levels of job resources, are particularly likely to decrease job performance^{59&60}.

Relevance of the Theory to the Study

In this study on the influence of work indices and environmental factors on academic staff job performance, the work indices or demands are workload, role conflict and role ambiguity while the job resources consists of environmental factors such as management support, quality interpersonal relationships and facilities. This Job Demand-Resources Model is therefore considered appropriate for this study as it supports the relationship amongst the independent and dependent variables of this study in other words, the theory shows the relationship between work indices (job demands) and environmental factors (job resources) in affecting the job outcome (performance) of workers.

Workload (especially role overload), high role conflict and ambiguity may place a high demand on lecturers of colleges of education which could result in stress that may

negatively impact on their health, cause burnout and reduced performance. However, when factors within the college of education work environment such as support from management, adequate job aids/facilities and good interpersonal relationships are available, they could buffer the effect of work indices (demand) on the performance of the academic staff. This therefore implies that when work indices (demand) are high, they could negatively affect lecturers' job performance but when they are low, they could positively affect lecturers' job performance. Also, when job resources which consists of environmental factors such as managerial support, quality relationships among workers and facilities are high, they could positively affect lecturers' job performance but when they are low, they could negatively affect lecturers' job performance.

Figure 2.1 illustrates the researcher's understanding of the Job Demand-Resources Model on job performance of colleges of education academic staff.

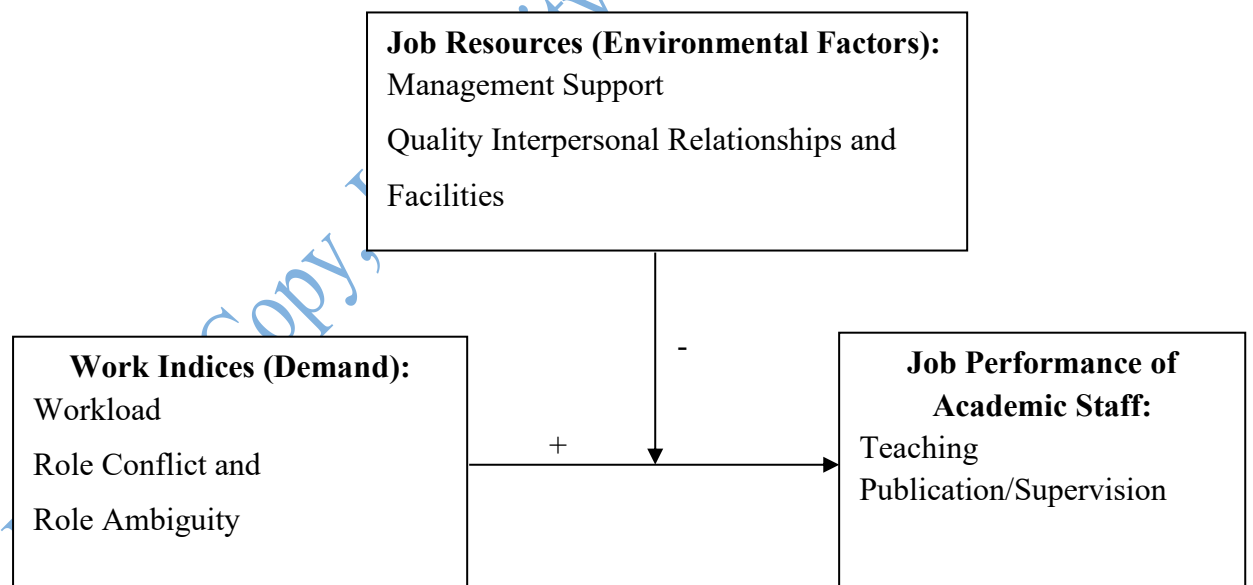


Figure 2.1: An application of the Job Demand-Resources Model to Job Performance of Academic Staff of Colleges of Education (**Source:** Researcher)

According to figure 2.1, it is hypothesized that work indices will be positively associated with job performance, and that job resources (environmental factors) will affect this association, which will be particularly strong when Job resources are low.

2.2.2 Herzberg Two Factor Theory

In 1959, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to him, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of “Satisfaction” is “No satisfaction” and the opposite of “Dissatisfaction” is “No Dissatisfaction”¹¹⁰.

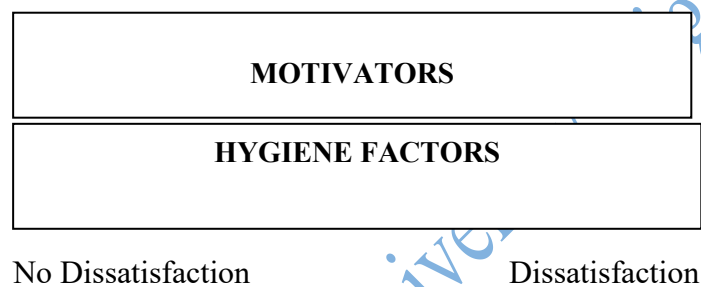


Figure 2.2: Herzberg’s view of satisfaction and dissatisfaction¹¹⁰

The scientist classified these job factors into two categories-

1. **Hygiene Factors** - Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent/if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the staff and do not make them dissatisfied and perform poorly. These factors are extrinsic to work.

They are also called as **dissatisfiers or maintenance factors** as they are required to avoid dissatisfaction which ultimately results in low performance. These factors describe the job environment/scenario. The hygiene factors symbolised the physiological needs which the individuals wanted and expected to be fulfilled.

Hygiene factors include:

- i. **Pay** - The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain
- ii. **Company Policies and Administrative Policies** - The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, normal workload, role clarity and so on
- iii. **Fringe Benefits** - The staff should be offered health care plans, benefits for the family members, employee help programmes and so on.
- iv. **Physical Working Conditions** - The working conditions should be safe, clean and hygienic. The work equipments and facilities should be updated and well-maintained
- v. **Status** - The staff' status within the organization should be familiar and retained.
- vi. **Interpersonal Relations** - The relationship of the staff with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.
- vii. **Job Security** - The organization must provide job security to the staff.

2. **Motivational Factors** - According to the scientist, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the staff for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Staff find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit.

Motivational factors include:

- i. **Recognition** - The staff should be praised and recognized for their accomplishments by the managers.

- ii. **Sense of Achievement** - The staff should have a sense of achievement. This depends on the job.
- iii. **Growth and Promotional Opportunities** - There must be growth and advancement opportunities in an organization to motivate the staff to perform well.
- iv. **Responsibility** - The staff must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.
- v. **Meaningfulness of the Work** - The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

The theorist argued that the most important difference between the motivators and the hygiene factors is that motivator factors involve psychological growth while the hygiene factors involve physical and psychological pain avoidance. In order for the management to create motivated staff, with high level of performance, the hygiene factors must be maintained at a satisfactory 'good' level. Subsequently, the motivation factors must be available and present in order to create satisfaction and motivation¹¹⁰.

Relevance of the Theory to the Study

This theory is thus relevant to this study as it renders support to the influence of work indices and environmental factors on academic staff job performance in colleges of education. The indices of work indices considered in this study are: workload, role conflict and role ambiguity while the environmental factors considered in this research are: management support, interpersonal relationships and facilities. Most of the indices can be categorised as hygiene factors which when maintained could prevent dissatisfaction and result in good job performance of the lecturers.

2.3 Review of Empirical Studies

Previous studies that render support to the relationship amongst the independent and the dependent variables of this research are examined below under the following sub-headings:

2.3.1 Work indices and Job Performance of Academic Staff

Work indices usually results in stress⁵⁶. Researchers reported in their research that there is a positive relationship between work indices and performance. In other words, high work indices such as physical workload and learners' mis-behaviour would drain academic staff energy. Attempts to cope with this problem would result in burnout. When academic staffs are consistently laden with heavy workloads, this would deplete their energy which then leads to burnout that would make them accomplish less works with more time⁹¹.

It was however maintained that long hours of time bring about reduction in the quality of work performance by staff¹¹¹. According to some researchers, work stress indices have always been an issue that tends to hinder the performance of worker in organizations as well as educational institutions¹¹². An investigator investigated work related stress indices and worker commitment at Delta State Polytechnic, Ogwashi Ukwu, Delta State, Nigeria. The research which adopted descriptive survey design found out that work stress indices is negatively related to the three types of commitment namely; affective, normative and continuance commitment. It was concluded that academic staff with low job work stress indices will be more committed to duty than those with high level work stress indices¹¹³.

A similar research was carried out on occupational work stress indices and the performance of non-academic staff of selected higher institutions in the South-Eastern Nigeria. The research employed descriptive survey design and the findings indicated that occupational work stress indices do have positive effect on the performance of non-

academic staff. Also, the reductions of occupational work stress indices have positive effect on the effectiveness of the staff under research. It was concluded that reduction in the occupational work stress indices will enhance staff performance in the organizations¹⁴.

Researchers noted in their research that multiple reports have indicated that the prevalence of work-related stress indices is increasing among academics. This has been seen to be caused by the expanding number of students, the need for efficiency in providing higher quality education, accountability to multiple stakeholders, internal and external factors, and problems in management and workplace communication systems. In spite of the growing realization of the importance of work-related stress indices, little is known about the subject in SubSaharan Africa. In their research, they investigated the prevalence of work-related stress indices and associated factors in colleges across Eritrea. The research was a cross-sectional research performed in 2019 in Eritrea. Sample size for this research was calculated using single population proportion formula and simple random sampling technique was employed to acquire the research participants. A structured closed-ended questionnaire was subsequently employed to collect socio-demographic and other occupation related data. The Higher institution and College Union model work stress indices questionnaire was employed to assess work stress indices among the research participants. Statistical analysis was conducted using IBM SPSS Statistics version 23. Results based on the UCU model work stress indices questionnaire, the overall prevalence of work stress indices among college faculty was found to be moderate. When assessing the work stress indices related factors, Pearson's correlation test showed participant's work stress indices score was moderately correlated with demand, control and relations scores. However weak, the work stress indices score had a statistically significant positive relationship with role, change, and the support domain

scores. It was concluded that work-related stress indices among faculty members was prevalent in the research setting, as it was found to affect almost half of the research participants. The factors affecting work stress indices can be categorized into three broader domains: uncertainty of career prospect, role confusion and lack of resources¹¹⁵.

There are three main work indices as employed in this research. They are - workload, role conflict and role ambiguity. Previous related studies done on the influence of these indices (workload, role conflict and ambiguity) on job performance of academic staff would be examined below:

2.3.1.1 Workload and Job Performance of Academic Staff

It was stated that workload could be heavy or light. Workload is seen as heavy when the workload exceeds the capacity to manage thereby making productivity to be negatively affected. As important as lecturing work is, if it is overloaded, it can also lead to development of deviant behaviours such as lateness, absenteeism, poor decision making, sleeping on duty and burnout. The extent of academic staff effectiveness in their primary responsibility most often may not be guaranteed in the face of excess workloads that are accompanied with stress. The cumbersome work load of these academic staff tend to be accompanied with stress as their job description entails working long hours and this could lead to stress if not properly handled. The researchers investigated academic staff workload and productivity in higher institutions in Delta State. Six research questions were answered and six corresponding null hypotheses were tested at 0.05 level of significance. The research adopted the correlational research design. The population of the research comprised one hundred and sixty four (164) Heads of Department (HODs) in six public and private higher institutions in Delta State. A sample of one hundred and fifteen (115) HODs were drawn through stratified random sampling technique and employed for the research. Two instruments titled 'Academic staff Workload Scale' and

'Academic staff Productivity Scale' was employed for data collection. Face and content validities of the instruments were ensured by experts.

The reliability coefficients of the instruments were determined using Cronbach's Alpha reliability estimate and the reliability coefficient of the questionnaires were .989 and .873 respectively. Pearson Product Moment Correlation was employed to answer research questions. The corresponding hypotheses were subjected to 0.05 alpha level of allowance. Research question 6 was answered using Multiple Regression while ANOVA was employed to test hypothesis 6. The finding showed that there was significant high negative relationship between academic staff teaching workload and their productivity. As the scores of academic staff teaching workload was increasing, the scores of productivity were decreasing.

This result was not surprising, the implication was that, much involvement of academic staff in instructional delivery affects their daily performance negatively and as such there is need for allocation of assistant academic staff to academic staff in teaching in order to reduce their workload and enhance instructional delivery. The results of the research also showed that, there was significant high negative relationship between academic staff supervision of students' project workload and their productivity. This implies that, as the scores of academic staff supervision of students' project workload was increasing the scores of productivity were decreasing. The result of this research is not surprising. It implies that, academic staff supervision of students' project decreases their performance in their daily service. The finding shows that, there is significant high negative relationship between academic staff research workload and their productivity. This means that, as the scores of academic staff research workload was increasing, the scores of productivity was decreasing. The finding also implies that, when academic staff engage in much research, it affects their job performance negatively. The difference could

be the sample size and areas the studies were carried out. The finding of the research also showed that, there is a significant high negative relationship between academic staff participation in community service workload and their productivity in higher institutions in Delta State. This implies that, as the scores of academic staff participation in community service workload was increasing, scores of productivity was decreasing. This also means that, participation in community service negatively affects job performance of academic staff³³.

It was reported that the extent of academic staff efficiency and effectiveness in their primary responsibility most often may not be guaranteed in the face of excessive workload and their accompany stress. Their research was aimed at investigating strategies for managing workload among academic staff in Nigerian higher institutions. The design for the research was a descriptive survey. The population consisted of all the higher institution academic staff in the south-south zone of Nigeria but was limited to higher institution of Port Harcourt with a population of four hundred (400) academic staff. The stratified random sampling technique was employed in selecting the research sample of 80 academic staff of different departments who responded to researchers' structured questionnaire tagged 'Management of Work Load among Higher institutions Academic staff Questionnaire'. The instrument was based on a four point likert type scale with a reliability index of 0.789. Mean scores and standard deviation were employed to answer the research questions. The findings showed that academic staff perform so many tasks that are heavily loaded and the extent of influence of the workload as perceived by academic staff on their performance is high. The result of the research revealed that academic staff engage in various workloads such as; planning what to teach on regular basis, teaching very large classes, conducting test and examination for large number of classes, Invigilating students examinations under tension due to poor accommodation,

producing students' results within limited time, attending to staff meetings on regular basis, Attending seminars for students, supervising undergraduate's projects within limited time, Supervising post graduate projects within limited time, attending to project proposal defence on regular basis , attending to project final defence on regular basis, attending to project final defence on regular basis, attending workshops and conferences regularly, supervising students on community service, serves as a coordinator of any programme, director of a programme, examination officer, student's advisers, member of any committee and continuous writing for publishing. The implication is that on regular basis academic staff are faced with diversities of work that could affect their performance.

The research also revealed that the influence of workload on academic staff performance is high. The research revealed that much workload leads to stress resulting in lack of concentration to perform, deviant behaviour among academic staff which leads to poor relationship with students, doing too many other works at same time leading to occasional absence in the class, too many work leading to stress that reduces efficiency, competence and effectiveness. The research also revealed that excess workload leads to burnout which renders academic staff physically and emotionally exhausted to perform. This leads to prolonged stress that causes depression and other related diseases among academic staff, which render academic staff incapacitated. It also revealed that workload with limited deadline for completion causes stress leading to frustration among academic staff. The implication of the result shows that most of the stress academic staff have are as a result of much work. Stress is always accompanied with huge problems which make academic staff in effective in performing their works. One thing is to work and the other is to achieve effectiveness in such a work. Ordinarily when there is a normal workload, there is the tendency that an academic staff would achieve, but when the workload is much or excess in quantity and quality there is the likelihood that the academic staff may

not perform well. Too much work in quantity and quality that demand thinking can also lead to restlessness and sleeplessness in the bid to accomplishing the tasks. It may also lead to role conflict, frustration, emotional exhaustion, cynicism and poor personal accomplishment, which are symptoms of burnout⁶⁵.

Work overload could therefore lead to stress as it places academic staff under time pressure. Stress can produce anxiety that may impair an academic staff ability to perform a task^{67&68}. The analysis of the result of a research revealed that academicians who faced high work pressure and emotional demand had highly significant and positively disrupt their in-role performance meanwhile those academicians with high role conflict and hassles were facing disruption in their extra-role performance at work⁹¹.

However, a research was carried out to determine the extent to which work overload affects academic staff course knowledge. The targeted population comprised of four thousand and seventy two (4,072) academic staff in the five Federal Higher institutions in South-East Nigeria. The sample stood at three hundred and sixty four (364) after applying Taro Yamane's formula. The research employed a descriptive survey research design while a structured questionnaire was employed to collect data. Pearson's product moment correlation coefficient was employed to analyze the data. The findings revealed that work-overload does not affect academic staff course knowledge¹¹².

A scholar revealed that too much workload on teaching and duties was not conducive for academic staff teaching performance¹¹⁶. Academic staff burnout and performance could therefore be influenced by having too much or less to do or even having to tackle too difficult work. A scholar agreed that staff are usually conditioned to work long hours in a very competitive environment like a higher institution setting with little or no rest or sleep which may likely cause high rate of stress and affect the quality of work performance¹¹⁷.

A research work was carried out to determine the effect of workload on the performance of guidance and counseling teachers in the implementation of guidance and counseling services in state senior high schools in Bandar Lampung City. The study employed quantitative research methods using the ex-post facto research design. The total population was sixty nine (69) guidance and counseling teachers in seventeen (17) state senior high schools in Bandar Lampung City. The data were collected by using questionnaires of workload and performance of guidance and counseling teachers with reliability scores of 0.849 and 0.921 respectively. The results showed that the workload had a positive effect on the performance of guidance and counseling teachers. The division of the workload that is appropriate and in accordance with the ability of the teacher is important to note as it can affect the performance of guidance and counseling teachers¹¹⁸.

The results of a research stated that workload had no effect on worker job satisfaction¹¹⁹. Another author stated that the workloads that staff face in their job might also affect the level of job satisfaction among the staff themselves. In this day and age, staff may feel stress about their job due to the increasing level of competition that the organization need to face which will lead to time pressure and challenges that they need to face in the job¹²⁰.

Due to heavy workload, workers can't perform up to standard needed for the competitive advantages¹²¹. Researchers indicated that workload would bring stress to the worker and this could affect their job satisfaction¹²². A research also found that other than homework interface and performance pressure, another factor that may affect job satisfaction is "workload pressure"¹²³.

A research was aimed to empirically examine the influence of work stress and workload on job satisfaction of staff. The research sample consisted of forty (40)

educational support staff who were permanent staff at the Higher institution of X in Yogyakarta. This research employed simple random sampling technique. Data collection was conducted using the job satisfaction scale, work stress scale, and workload scale with a semantic differential and Likert scale model. Data were analyzed using multiple linear regression analysis supported by assumption tests, which includes the normality test, linearity test, and multicollinearity test. The results of the data analysis show that work stress and workload simultaneously affect job satisfaction. There was a high significant influence of work stress on job satisfaction. There is also a very significant influence of workload on job satisfaction. Job stress and workload to job satisfaction¹²⁴. A study revealed that workload and time burden could pose a challenge and role ambiguity as a hindrance¹²⁵. Research has shown that early childhood teaching staff success is dictated not only by their qualifications but also by other factors such as their workload¹²⁶.

A research work revealed that workload is positively linked with job stress which shows that with the increase in work load, job stress increases resulting in low job satisfaction. Therefore, it was concluded that continuous increase in work load, may improve the level of job stress and decrease the level of job satisfaction in future. Management should thus devise a strategy to balance the workload, which helps female academic staff to achieve work life balance. Unhealthy job stress among the people responsible in assisting the future generation's education will ultimately affect their intellectual and social abilities. Failure of the educational institutions in providing a healthy working environment or even a working environment with the minimal possible level of unhealthy job stress would lead to many more problems in the near future, especially in the staff work performance in teaching students and administrative part of the higher institution. Moreover, the workload pressure, work group support, and cope had a good contribution to female academic staff total job satisfaction. At the end of the

day, both educational institution head and staff are responsible when it comes to the issue of handling stress. Because it is the institution's internal and external environment that causes the stress, the staff faces the stress, and the educational institution heads and students will experience the influence of the stress experienced by the higher institution staffs¹²⁷.

The objective of a paper is to examine the relationship between stress and additional tasks among academic staff. The sample employed in this research included ninety six (96) academic staff working at Politeknik Tuanku Sultanah Bahiyah in both engineering and non-engineering departments, such as civil engineering, electrical engineering, mechanical engineering, and commerce. The findings showed that workloads were moderate. Workloads do not burden academic staff much and thus do not lead to stress among academic staff. This showed that the quality of teaching remains good despite academic staff workloads, which is beneficial for student performance¹²⁸.

Another similar paper was conducted to determine the effects of academic workloads on academics' publication/supervision performance. Using secondary data from several institutional data sources, this research found that academics with higher workload do more research and publish more. Moreover, there are no significant differences in publication/supervision performance between gender and across different knowledge disciplines (engineering, science and technology and social science). The research indirectly validated the linkage between workload and research performance. More importantly, it contributes to performance management in terms of how and what components of academic workload should be weighted for performance appraisal and career advancement¹²⁹.

The purpose of a research was to describe the mental workload of academic staff at the Faculty of X Padjadjaran Higher institution. The method of this research was

quantitative descriptive by using a total sampling technique involving forty three (43) academic staff. Data collection employed NASA-TLX instruments. Data were analysed using descriptive statistics. The results of a research showed that overall the mental workload of the Faculty of X Padjadjaran Higher institution academic staff was included in the high category both in education and teaching assignments, research assignments, and community service assignments. Effort dimensions have the highest mean value, while the dimensions that have the lowest mean was performance dimension. It was concluded that most academic staff have a high mental workload. It was suggested that the academic staff need to have balance numbers of tasks according to their abilities, balance the time working with recreation, and meet the needs of rest. In addition, it was also suggested that the results of the research needs to be followed up by examining methods or efforts that can reduce the academic staff mental workload¹³⁰.

A similar research was done on the influence of workload toward work performance. The research was conducted using a survey method with a path analysis testing hypothesis. Ninety (90) principals in Police Women Educational institution - Polri were chosen as samples which were selected using simple random sampling technique. The results of the research revealed a direct negative influence of workload toward work performance of principals¹³¹.

The purpose of another related research was to find out the influence of workload on job satisfaction with work stress as a variable mediation. The research was conducted at a higher institution. A number of fifty five (55) workers were taken as samples using the saturated sampling method. Data collection method was done using a questionnaire as a tool and interviews. Path analysis was employed to get results. The results revealed that workload has a positive effect on work stress, if the workload increases, the work stress

of workers also increases. Workload therefore has a negative effect on job satisfaction, when workload increases, job satisfaction decreases, and vice versa¹³².

A research was done to investigate the impact of the workload on the job satisfaction of the academician in Indonesian higher institutions. In addition to that the research has also examined the direct and mediating role of job stress in the relationship between the workload and job satisfaction. The survey-based data gathered from the higher institution workers was then analyzed after data sorting. A partial least square structural equation modelling (PLS-SEM) was adopted in this research. The researcher received two hundred and forty seven (247) questionnaires from the data collection process. It can be concluded that interruption and time pressure are directly related to job satisfaction. The results obtained revealed that job satisfaction is positively related to interruptions and time pressure, in context to public higher institution's academic staff in Indonesia. Basically, job stress lays the foundation for major problems in personal as well as professional lives of individuals. Higher stress levels influence the decision-making ability of an individual which often results in making unwise or incorrect decisions. Such ill-considered decisions and choices of individuals may also result in certain negative consequences such as, it may affect the productivity of group and consequently increase organizational costs¹³³.

Another closely related research was carried out to examine the influence of workload, competence, and career development on worker performance with the intervening variable of organizational commitment. This research is a quantitative research, which has found that workload has a negative effect on organizational commitment and worker performance¹³⁴.

A research was carried out to evaluate the relationship between mental workload and job performance among nurses providing care to patients with COVID-19, and to

explain the factors predicting their performance. A cross-sectional research recruited one hundred and thirty nine (139) nurses selected from the ICUs, infectious disease wards and emergency units of two hospitals in Iran. The NASA-Task Load Index and Paterson's job performance questionnaire were employed. Results revealed a high number of nurses had high mental workload and job performance levels. The results also indicated a weak positive correlation between mental workload and the mean score of job performance. Unlike the mental demand and temporal demand that had a significant positive relationship with job performance, frustration had a significant negative relationship with job performance. It was concluded that the nurses' mental workload increased during the COVID-19 pandemic. Given the negative influence of mental workload on the nurses' behaviour and performance, the rise in their job performance and its weak positive relationship with their mental workload should be further considered¹³⁵.

A research work was carried out to determine the influence of work overload and work hour on worker's performance in selected manufacturing industries in Osun State, Nigeria. The research employed descriptive survey research design and the sample size of four hundred (400) was employed. Questionnaire was employed to obtain the data, and the gathered data were analyzed using Regression and T-test analyses. The findings showed work overload has a statistically significant effect on workers' performance, and work hour has a significant effect to workers' performance. The research concluded that work overload and work hours are connected with real aids for an organization. Based on this, it was recommended amongst others that the work load should be shared among the workers which in turn would bring about reduced work hours¹³⁶.

A similar research work was carried out on the relationship between job workload and academic performance among higher institution academic staff in Malaysia. The research employed a cross-sectional data gathered from academic staff serving in

Malaysian Research Higher institutions. The final sample of one hundred and ninety one (191) valid and complete responses was analysed to test the hypotheses. Results revealed that workload is negatively related to academic staff performance. In addition, job satisfaction mediates workload and academic staff performance linkage. These findings reinforce the importance of job satisfaction as an influencing factor against the deleterious influence of job workload and academic staff performance. The research therefore provides new insights about the influence of job workload on the performance of higher institution academic staff through intervening variables¹³⁷.

A research was done to determine the influence of workload on the job satisfaction of the academic staff of State Higher institution of Malang and as a cause of job stress. The research was explanatory and proportionate stratified random sampling was used to sample one hundred and seventy six (176) participants. The result showed that workload does not have a significant effect on the job stress. There was however, a negative and significant influence of workload on job satisfaction. There was also a negative and significant influence of job stress on job satisfaction. Job stress does not mediate between workload and job satisfaction¹³⁸.

Another similar research was aimed at investigating the relationship between job demands, workloads and job satisfaction among teaching staff in public secondary educational institutions in Kaduna metropolis, Nigeria. Specifically the research had three objectives and three null hypotheses. Survey research design was employed in the research. The population was made of three hundred and seven (307) teaching staff in public secondary educational institutions in Kaduna metropolis, Nigeria. The sample size of the research stood at one hundred and fifty four (154) teaching staff drawn from one hundred and thirty one (131) public secondary educational institutions in the nine educational zones in the state. The instruments tagged Job Demand, Workload and Job

Satisfaction Questionnaire developed by the researcher was employed to elicit data from participants. Four experts validated the instrument. Questionnaire was employed for data collection. Data gathered were analyzed using descriptive statistics of mean and standard deviation to answer the two research questions. In the rest of hypotheses, inferential statistics such as Pearson Product Moment Correlation was employed at 0.05 level of precision. Results established a significant relationship exist between job demand, workload and job satisfaction of teaching staff in public secondary educational institutions in Kaduna metropolis, Nigeria. By implication, since stress is the most hindering factor affecting the job contentment and commitment of teaching staff, it can be concluded that expectations from teaching staff in terms of delivery of instruction, quality products, and quality outcomes may be hard due to the high level of stress and reduced level of job satisfaction. It was recommended based on the findings of the research that:

1. State ministry of education and principals should provide welfare facilities and rewards to motivate hardworking teaching staff more especially those with much workload;
2. Educational management should provide and encourage activities on developing professional identity for teaching staff;
3. Ministry of Education should enforce certain policies or standards for stress management among teaching staff¹³⁹.

A research investigated the perceptions of higher institution teaching staff on impact of workload on their time management skills. Using Descriptive surveys, information's were obtained from one hundred (100) faculty members from twenty five (25) departments of the higher institution of Malakand and higher institution of Swat, selected through convenient sampling technique. Based on the descriptive and correlation results, it was concluded that higher institution teaching staff perceptions toward

workload including working hours, job satisfaction, using, assigned responsibility and job content were positive. These teaching staff know how to manage working hours and workload regularly, know how to handle factors which are responsible for job satisfaction, know how to fulfill their responsibilities within the stipulated period of time to reduce workload, know about their subject content and know that they will have to teach the content in a semester and know how to solve their domestic problems to reduce anxiety.

Further results also concluded that higher institution teaching staff perceptions were positive towards time management skills which included scheduling, planning, managing paperwork, handling interruptions and establishing priorities. It was also concluded that increase in teaching staff workload decreases teaching staff time management skills. Based on the results, the research suggested that teaching staff should ensure effective use of technology, break down long term goals into medium and short-term goals and fulfill their responsibilities on time to avoid inconvenience for better work. It was recommended amongst others that higher institution managers should assigned work according to Higher institution Commission criteria per week, so that teaching staff can manage and complete work within the stipulated period. It is possible only if they are provided training related to workload and time management skills¹⁴⁰.

Another closely related research examined the influence of academics workload on academics productivity in Nigeria. Data were gathered through questionnaire that was admitted two hundred and fifty seven (257) academics in faculties of Education, Sciences and Social and Management Sciences in Adekunle Ajasin Higher institution, Akungba-Akoko. Academics Productivity was measured by total number of research publication and conferences attended in the last 3years, Academic Workload was measured by academics' service either professional or non-professional in last 3years and Family Responsibility was measured by number of dependent children and age of last child. The

research adopted both descriptive and logistic regression analysis. The findings showed that academic workload and family responsibility affect academic productivity. It was recommended among others that government and policy makers should reduce academics workloads and academics with dependent relatives should be considered when allocating academic workload¹⁴¹.

A research work was implemented to investigate workload as correlates of publication output of academic librarians in higher institutions. The research adopted a descriptive research design taking a total enumeration of one hundred and seven (107) academic librarians in private and government-owned higher institutions in Ogun State. Findings from the research revealed that academic librarians' publication output was fairly high in terms of journal articles, but low in terms of textbooks, chapters in books, co-authored books, monographs and conference proceedings. Findings also show that their research publications were relevant to their career progress. Of the several sources of workload issues of academic librarians, inadequate staffing ranked highest as reported in the research. It also revealed that academic librarians experience heavy workload and that the workload they experience impacts their publication output negatively. The research concluded by recommending among others that, the Higher institution management should employ more staff to relieve academic librarians of their heavy workloads so as to give them ample time for conducting research thereby enhancing their publication output, professional progress and career advancement¹⁴².

A research work investigated the relationship between workload and academic staff job satisfaction in Adekunle Ajasin Higher institution, Akungba Akoko, Ondo State. The descriptive research design of the survey type was employed. The sample of the research was one hundred and five (105) academic staff selected using multi-stage sampling technique across three faculties. Two research questions and three hypotheses

were formulated to guide the research. A researcher-made questionnaire titled “Workload and Academic staff Job Satisfaction Questionnaire (WLJSQ)” was employed to elicit information from the participants. The instrument was validated by experts in Test and Measurement and the test re-test method was employed for test reliability which yielded a reliability coefficient of 0.972. The findings of this research revealed that academic staff found conducting research, processing of results, marking of examination scripts and supervision of undergraduate projects most demanding and that academic staff job satisfaction was low in relations with the workload. Also, there is a significant relationship between marking of examination scripts and academic staff job satisfaction, supervision of research work and academic staff job satisfaction and there is a significant relationship between number of courses allocated and academic staff job satisfaction. It is hereby recommended amongst others that more academic staff should be recruited particularly in faculties with high student population in order to reduce excessive workload, while the number of students to be allocated to academic staff for project supervision should be reduced and the services of assistant academic staff should be employed to assist in the area of marking of scripts and supervision of undergraduate projects¹⁴³.

A research examined the perceived influence of work overload on academic staff job performance in higher institutions in Rivers State. The research was guided by three research objectives from which three research questions were posed and three hypotheses formulated. The research adopted a descriptive survey research design with a population of three hundred and thirty seven (337) academic staff – one hundred and eighty nine (189) males and one hundred and forty eight (148) females from the Faculties of Education in the three public higher institutions in Rivers State (Higher institution of Port Harcourt, Rivers State Higher institution and Ignatius Ajuru Higher institution of

Education). The entire population was employed for the research, hence the census sampling technique was adopted. The instrument for data collection was a structured questionnaire titled “Influence of Work Overload on Academic Staff Job Performance Questionnaire”. The instrument was validated by experts in the Departments of Educational Management and Measurement and Evaluation. Reliability values were .893 and .879 for both questionnaires respectively. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of allowance. Results revealed among others that teaching of many courses in a semester, supervision of large number of undergraduate projects and post-graduate theses/dissertations negatively influence job performance of academic staff in higher institutions in Rivers State to a high extent. Based on the findings, it was recommended among others that the Federal and State Governments should employ more academic staff either as contract, adjunct, sabbatical or permanent staff so as to reduce the workload of the academic staff and improve on their performance¹⁴⁴.

A research work was carried out to investigate the influence of workload on worker performance both directly and through time management and work stress on Academic staff at STIKES Pelamonia Makassar. A quantitative approach with a cross-sectional system was employed. Fifty three workers were used as sample for the research. Results revealed that workload has a positive and significant impact on time management; workload has a positive and significant impact on work stress; workload has a positive and significant impact on workers’ performance; time management has a positive and significant impact on workers’ performance; job stress has a positive and significant impact on workers’ performance; expenses has a positive and significant impact on workers’ performance through time management and workload has a positive and

significant impact on workers' performance through work stress of academic staff at STIKES Pelamonia Makassar¹⁴⁵.

Another similar research was undertaken to explore the level of perceived workload of higher institution professors and to evaluate related psychosocial risks, such as addiction to work, psychological distress, and work–life conflicts. A total of two hundred and fifty two (252) professors from 10 higher institutions across Europe participated in the research. Participants completed the Higher institution's Work Environment Survey, the Dutch Workaholism Scale, and The General Health Questionnaire. Results revealed that workload, when linked to bureaucratic higher institution practices, is a predisposing factor to a negative perception of work-related well-being among higher institution professors¹⁴⁶.

2.3.1.2 Role Conflict, Role Ambiguity and Job Performance of Academic Staff

According to a research, role ambiguity was the domain factor that affects colleges of education conflict and its impact on job performance. It also could lead to the conflict at the organization. So, when the role ambiguity is increased, it could give an impact on job performance among the teaching staff. An understanding of the relationship between role conflict and teaching staff productivity becomes imminent as researchers conducted variety of studies in different geographical locations and work spheres across the globe. Too many conflicts will weaken their bonds and unity. Colleges of education objectives can hardly be attained without unity amongst the teaching staff. Furthermore, conflict may also affect job performance. Conflict can be extremely productive and useful for organization, community and individuals. Though conflict is often viewed as negative, it is capable of increasing colleges of education innovativeness and productivity, thereby improving colleges of education performance. The appearance of role conflict in colleges of education can lead to inconsistencies in the expectations of various parties or a

mismatch between the needs and individual values. Teaching staff who have role conflict are more likely to believe that the work given is not the work that should be assigned to them. This condition will certainly affect the performance of the teaching staff and it will inhibit the potential value held by the teaching staff. In this case, the organization must be able to maintain a balance so then role conflicts could be avoided and job satisfaction can be attained. Conversely, if the role conflict in an organization is high, then job satisfaction will be low. Teaching staff who feel job satisfaction have a positive attitude towards their work⁷⁰.

The focus of a research examined the influence of organizational stressors including role ambiguity, role conflict and workload on job performance among academic staff in research higher institutions in Malaysia. The research found negative impact of role conflict and ambiguity on the job performance among academic staff. Specifically, role ambiguity predicted a negative significant influence on the job performance among academic staff. This indicates that ambiguous academic staff deal with poor academic job performance in research higher institutions. The results revealed that academics were affected more by role ambiguity than other predictors in Malaysian research higher institutions. Furthermore, it was illustrated from the findings that lack of enough clarity of academic staff role results in decline of job performance. Next, role conflict was found to have a negative significant influence on job performance among academic staff. This means that role conflict in research higher institutions has an adverse impact on academic performance in Malaysia. Therefore, when academic staff received the higher level of confliction in role, their job performance decreased. Thus, administrators in research higher institutions need to decrease the pressure to perform multidisciplinary task in snap shot time. Finally, the research did not provide support that workload has a negative relationship on job performance among academic staff in research higher institutions.

This means that there is no difference between the lower level and higher level of job performance when the workload is high in their tasks. It should be noted in the research that workload experienced among academic staff is characterized by the task load and deadlines, and subsequent factors including time pressures and task demand time arrangement regarding performance. Because role clarity may serve as reinforcement to the self-efficacy belief that leads to higher performance and less stress, academics who do not have clarity about the role in workplace may experience considerable uncertainty about their role performance⁷³.

The findings of a research suggested that role conflict and role ambiguity have a negative influence on increasing job performance. Another finding of the research showed that increasing job performance positively impacts on job cooperation. Laissez-faire leadership impact on role ambiguity and role conflict is not significant. The findings of the research can be useful for the managers and leaders in terms of explaining the nature of role stressors and how they should be dealt with to increase the productivity of workers⁷⁶.

Another closely related research examined the impact of role ambiguity and role conflict on job satisfaction. This research also assessed the moderating influence of Islamic work ethics, role ambiguity, role conflict and also examined the mediating influence of job stress between role ambiguity, role conflict and job satisfaction. Questionnaire was employed for data collection. Two hundred (200) questionnaires were distributed among participant out of which one hundred and seventy five (175) were employed for data analysis statistically descriptive statistics correlation and regression analysis were employed for testing hypothesis. The finding of the research revealed that role conflict has a negative relationship with job satisfaction and job stress has an insignificant relationship with the job satisfaction. This research also revealed that the

role stressor should be controlled so that an increase in job satisfaction. When both role ambiguity and role conflict increase job stress also increase and the Islamic work ethics has a negative impact on job stress. Job stress significantly partially mediate the relationship between role conflict and job satisfaction⁸¹.

A research investigated why some workers intend to leave their jobs when facing conflict between family responsibilities and job routines. The research also reveals the mediating role of on-the-job embeddedness between role conflict and intention to leave the job. Drawing on conservation of resources theory, the paper investigates the buffering influence of the three on-the-job embeddedness components - fit, links, and sacrifice. Data were gathered from banking officers because most of the workers have to face role conflict between family and job responsibilities, as banking job is considered among the most stressful kind of work. Gathered data were analyzed by applying structural equation modeling (SEM). Results showed that role conflict significantly influences intention to leave the job. Furthermore, the research revealed that on-the-job embeddedness mediates the relationship between role conflict and intention to leave. It was suggested from the results that the management can reduce turnover intention during times of work and role conflict by developing worker on-the-job embeddedness. Furthermore, management should offer extra and available resources in periods of greater tension to minimize early thinking regarding leaving the job⁸⁹.

A research was conducted to determine the influence of role ambiguity, job stress and leadership quality on job satisfaction and worker turnover in PT. BRI Syariah Bank Samarinda. The research was conducted on eighty nine (89) participants, based on the distributed questionnaire results. Using Partial Least Square (PLS) supported by the WarpPLS programme, data analysis was carried by assessing the outer model or measurement model and assessing the inner model or structural model. The results

revealed that role ambiguity has significant negative relationship with workers' job satisfaction; job stress has significant negative relationship with workers' job satisfaction; leadership has significant positive with job satisfaction; role ambiguity has significant positive relationship with workers' turnover; job stress has significant negative with workers' turnover; leadership has significant negative relationship with workers' turnover; and job satisfaction has significant negative relationship with workers' turnover⁹². The research showed that there is no significant relationship between work-family conflict and job satisfaction. Results from a descriptive institutional based research¹¹⁶.

Researchers conducted a survey among one hundred and thirty seven (137) bank staff on the influence of role conflict on workplace victimization in Turkey. Results from a hierarchical regression analysis revealed a negative influence of role conflict and role ambiguity on workplace victimization¹⁴⁸. A correlational research conducted among one hundred and fifty four (154) staff of Transportation Companies in Indonesia reported that role conflict and role ambiguity have significant negative impact, both simultaneously and partially on worker job satisfaction¹⁴⁹. Researchers studied the impact of role stressors on intention to leave the job among three hundred and three (303) women information technology professionals in Kerala. Results from the regression analysis showed that there is a significant positive relationship between role conflict and intention to leave the job among women professionals in the IT industry¹⁵⁰.

A research examines the influence of work-family role on the level of workers' commitment and organizational performance in AKLAD Interlink concept, Ibadan, Nigeria. The research design adopted was a survey type, based on a population of one thousand and forty seven (1,047). A total of one hundred and fifty five (155) workers was subsequently selected using stratified random sampling techniques. A pilot research was performed to test the validity and reliability of the instrument (questionnaire).

Consequently, validity and reliability were ascertained and confirmed via face, content, Cronbach's alpha, average variance extracted and composite validity. The six (6) hypotheses of the research were tested using both multiple and simple linear regression, and the analysis of variance. The result of the research reveals a significant influence of work-family role conflicts on both worker commitment and organizational performance. In addition, the mediating influence of workers' commitment in prediction organizational performance as a result of work-family role conflicts was also validated by our findings. Moreover, work-family role conflict also had significant influence on gender. Lastly, the independent variable (work-family role conflict) also significantly influenced both married and single workers, as well as, the difference between the job commitment of both male and female staff of the organisation. The research therefore concludes that work-family conflicts affect the organizational performance and effectiveness of the organisation. Thus, our research strongly recommended strict adherence to balanced social lives, by organizational leaders and that special attention should be given to gender and marital issues of their workers so as to balance their family-work relationship. This research, therefore, contributes to extant literature, by showing the nexus between work-family conflict and academic staff commitment and organizational performance. The research also validated the theoretical framework¹⁵¹.

Role conflict can cause discomfort at work and lower motivation. This condition will yield a negative impact on the professional management accountant and would decrease their overall performance. It means that the higher the impact of role conflict, the lower the accountant performance. It was also revealed that role ambiguity does not significantly influence accountants' performance. It means that some of the roles played by accountants at the same time have no influence on their performance. In other words,

incompatibility between information required to perform tasks and available information have no effect on accountants' performance¹⁵².

The finding of a research revealed that staff who experienced high challenge work indices such as role conflict reported higher levels of task performance and contextual performance 1 year later. It has to be noted that in the research, the average level of challenge work indices, including workload and cognitive Indices, was fairly high and was combined with fairly high average scores on autonomy. The Finnish sample of this research is in many ways typical of the modern knowledge academic staff: highly educated, facing high challenge Indices at work, but at the same time also enjoying high decision latitude to organize demanding work¹⁵³. Thus, this shows that the hindrance work indices will influence and create a difficulty in jobs as well the staff could feel engaged, and it may in turn fade away the sense of enthusiasm and commitment towards job⁵⁶. It was noted that challenge work indices are positively associated with work engagement, whereas the hindrance work indices are negatively associated with work engagement. It is seen that work indices can lead to an increase in work engagement, and it may influence a negative impact on the emotional and cognitive development of staff^{51&56}.

Another research examined the influence of role stress factors, which are role conflict and role ambiguity, on job performance, as mediated by job satisfaction in the context of tourism and hospitality. Empirical results supported the proposed model of the research. More specifically, the results revealed that both role conflict and role ambiguity have direct negative influences on job performance and job satisfaction for hotel staff. Moreover, it was also proved that job satisfaction mediates the influence of role conflict and role ambiguity on job performance¹⁵⁴.

Based on the results of multiple linear regression analysis, it was concluded that performance cannot be significantly influenced by role conflict. The influence of positive and insignificant role conflict on performance is due to the fact that the teaching staff working tenure is relatively long, the average is over 10 years. Thus, teaching staff feel accustomed to working with different skills and knowledge Indices on at the same time. Thus, the role conflict does not affect its performance¹⁵⁵.

A research investigated the causality relations between role ambiguity, role conflict, workplace friendship and loneliness in working life. From the results, it can be seen that there is a significant relationship between emotional deprivation that is a sub-dimension of loneliness in workplace and role conflict. This means that an individual with role conflict may be experiencing emotional deprivation and feel loneliness in the workplace. Individuals, who are experiencing emotional deprivation, experience a decrease in both their friendship opportunities and friendship perception in terms of workplace friendship. According to this result, emotional deprivation in the working life affects workplace friendship negatively. According to these relations, as role conflict increases, emotional deprivation increases; the increase in emotional deprivation also decreases workplace friendship. Increased role ambiguity increases social friendship and social friendship increases workplace friendship. Loneliness in working life has both a partial and full mediation effect in terms of role conflict and role ambiguity. Loneliness in working life indirectly increases the influence of role ambiguity and role conflict on friendship perception due to the full mediation effect. It increases the influence of role ambiguity and role conflict on friendship opportunity due to the partial mediation effect. It is understood that role ambiguity and role conflict have a positive effect on the emergence of workplace friendship opportunities. With emotional deprivation, the influence of role ambiguity and role conflict, increases further and this will affect

workplace friendship negatively. In this case, it will bring about the tendency to leave work by causing individuals to become silent, decrease their individual performance, and decrease their organizational commitment and sense of belonging. On the other hand, with the mediation influence of social friendship, it will increase the level of workplace friendship perception and friendship opportunity.

However, workplace friendship is a fine line that needs to be carefully considered. Workplace friendship brings support and sociality together. Although a friendly workplace is generally associated with positive organizational outcomes, social relationships can lead to costs as well as rewards¹⁵⁶. In order to increase the efficiency in the workplace and to ensure that staffs are happier and more productive, it is important that the results of these surveys are reflected on workplace relationships. Minimizing the factors that can lead role ambiguity and role conflict for staff, strengthening the friendship environment in the workplace, and the creation of social environments are important duties for executives¹⁵⁷.

The purpose of a research was to identify the relationship between the level of role conflict towards job satisfaction among the leaders of secondary educational institutions in Kelantan. One hundred and twenty five (125) teaching staff consisting of senior assistants, senior teaching staff, heads of units and heads of six (6) core subjects for Malaysian Certificate Examination from secondary educational institutions in the state of Kelantan, Malaysia had participated in this research. The research design employed for this research was descriptive method of the correlational survey type. The results revealed that the level of role conflict in educational institutions as a whole is moderate. The research also found that the level of job satisfaction among educational institution leaders is moderate. The research revealed that there is a moderate significant relationship between the level of role conflict and job satisfaction among the educational institution

leaders in Kelantan. On the other hand, there is a weak correlation between inter-sender conflict and intra-sender conflict with job satisfaction. While there is no significant relationship between intra-role conflict and job satisfaction. However, if teaching staff were in charge of various roles as educational institution leaders and had high order needed strength, then, they could usually handle stress and overcome role conflict well. Several suggestions had been submitted in finding of the order to reduce the role conflict among the educational institution leaders so as to increase job satisfaction for continuous commitment to the task geared towards promoting the continuity of the nation's educational transformation¹⁵⁸.

A related research was conducted on role conflict among teaching staff in relation to their professional commitment and work motivation. Role conflict is a tension that occurs when a person is facing multiple roles having multiple statuses. It is something which helps people to change their behaviour. The conflict (role conflict) may either occur in a short period of time or in a long period of time and sometimes it occurs with situational experiences. Descriptive survey method was employed in the research to obtain the pertinent and precise information. The sample of the present research comprised one hundred and fifty (150) senior secondary educational institution teaching staff of Hoshiarpur, Faridkot, Pathankot, Rupnagar and Ludhiana district of Punjab and thirty (30) teaching staff were selected for gathering data from each district. Purposive sampling technique was employed for the collection of data.

Three standardized scales was also employed. Professional commitment scale for teaching staff was designed to measure the professional commitment of teaching staff. The scale contained forty five (45) items and was administered on hundred teaching staff in ten different educational institutions and after that the same scale was administered after the gap of one month for the test-re-test reliability. The product moment co-efficient

of correlation between two sets of scores was computed. It was found to be 0.876. Work Motivation Questionnaire for Teaching staff containing twenty six (26) items was also employed for data collection.

The reliability co-efficient for the questionnaire was found to be .997 based on Spearman Brown prophecy formula (split-half technique). Teaching staff Role Conflict Inventory for secondary educational institution teaching staff containing twenty two (22) items was also administered on the hundred (100) educational institution teaching staff twice after granting an interval of four weeks. For determining the internal consistency of the test, items were split into odd even and first half second half groups using the split-half method. The coefficient of internal consistency as corrected by Spearman Brown formula was found to be 0.878 and 0.981 for the odd even and the first half second half respectively. The test-retest reliability coefficient was found to be 0.955. The objectives of the research included to examine:- the level of role conflict, professional commitment and work motivation of teaching staff; the difference in role conflict, professional commitment and work motivation of male and female teaching staff of govt. and private educational institutions and the relationship of professional commitment and work motivation with role conflict of Government educational institution teaching staff and Private educational institution teaching staff. The major hypotheses set by the researcher for the research were as: Male and female teaching staff do not differ significantly in their: role conflict, professional commitment and work motivation; government and private educational institution teaching staff do not differ significantly in their role conflict, professional commitment and work motivation; professional commitment and work motivation have no significant relationship with role conflict of government educational institution teaching staff and professional commitment and work motivation have no significant relationship with role conflict of private educational institution teaching staff.

Quartile deviation was employed to check the level of variables, T-test was employed for difference between groups (Male and Female teaching staff, govt. and private educational institutions). Multiple co-relations was employed to research the relationship between three variables viz Role conflict, Professional commitment and Work motivation. The main findings of the research were:-

1. There was no significant difference of role conflict among male and female teaching staff;
2. There was significant difference of professional commitment among male and female teaching staff
3. There was no significant difference of professional commitment among govt. and private educational institution teaching staff
4. There was no significant difference of work motivation among govt. and private educational institution teaching staff and
5. There was a significant relationship of role conflict with professional commitment and work motivation among teaching staff.

In the light of the scope, limitations and suggestions of the research the investigator recommends the following things:

1. Teaching staff need to recognize the level of role conflict among them and should show responsiveness. It is equally the duty of the teaching staff, principals and administrators to cope up with the needs and desires of teaching staff;
2. Teaching staff must avoid comparisons, and thus encourage themselves toward their duties and obligations,
3. Seminars should be held, so that teaching staff could develop their commitment towards their profession, and get motivation for work and side by side ignore the conflict regarding their roles,

4. Higher authority should focus on the problems, those problems that make hindrances in the way of teaching staff regarding their work and profession,
5. Teaching staff have to make judgment regarding their roles, so that the conflict cannot arise in the way of teaching profession and
6. Higher authority has to pay sympathetic consideration towards the work of teaching staff, so they get intrinsically and extrinsically motivated towards their work¹⁵⁹.

A research was implemented on the relationship between job stressors and job performance with the mediating role of job satisfaction. The concept 'job stressors' was classified into two most important dimensions namely: 'role ambiguity and role conflict'. Data has been gathered from the sample of four hundred and seventy five (475) staff of higher institutional institutions of Lahore, Pakistan by using self-administered close ended questionnaire. Research applies three step regressions to test the hypothesis. The results indicated significant and negative association between role conflict and job satisfaction. Similarly there was negative and significant association between role ambiguity and job satisfaction that ultimately leads to poor job performance. However, job satisfaction mediate significantly between job stressors and job performance. As per hypothesis, it was revealed that job stressors (Role Ambiguity and Role Conflict) had a negative relation with Job Performance of higher institution teaching staff. While, a partial mediating role of job satisfaction between job stressors and job performance was observed. So as a result of this research, the alternative hypothesis was accepted which means that when stress (about Role Ambiguity and Role Conflict) occurs, it affects the performance of staff negatively. Therefore, the lower the stress, the increase in performance¹⁶⁰.

The research objective of a research examined and analyzed the direct influence of work indices, role conflict, role ambiguity on work-family conflicts. Data were obtained through questionnaires and submitted online to hundred (100) married women who work in higher institutions in East Java, Indonesia, both public and private, and then the analysis was carried out using Partial Least Square (PLS). The results revealed that all hypotheses were accepted, and the most dominant influence was role conflict on family-work conflicts. The conclusion is that married women experience many conflicts in carrying out their jobs because other Indices must also be considered, namely the mother and wife's role¹⁶¹.

A closely related research was conducted on the influence of role ambiguity on work related stress and workers' work satisfaction. The sample in the research comprised of hundred (100) workers of PT. Ciomas Adisatwa Region Bali, Indonesia selected through saturated sample technique. The research utilized PLS analysis method. The result showed that role ambiguity negatively contributed towards work satisfaction significantly. Role ambiguity positively affected towards work-related stress significantly. The implications of the research indicate that in order to increase job satisfaction of workers of PT Ciomas Adisatwa Region Bali, it is necessary to pay attention to the role of ambiguity and worker work stress factors. This proved that role ambiguity and work-related stress affected the level of work-satisfaction of worker in terms of achieving company's goal¹⁶².

The purpose of a research was to examine the effects of work life balance on workers' job satisfaction and performance at College of Distance Education (CoDE), Higher institution of Cape Coast, Ghana-Africa. The research adopted the quantitative research approach specifically a correlational design. From populations of two hundred and forty two (242), a sample of one hundred and forty (140) teaching and non-academic

staff of the College was drawn across three spectrums of staff using simple random sampling technique. Instrument for data collection was questionnaire which had items measured on a scale of 1 to 4 with 1 representing strongly disagreement while four (4) represented strong agreement. It was found that there was high level of conflict between work schedules and other social demands (low rating for work life balance) among staff of the College. Additionally, the level of job satisfaction among CoDE staff was low. It was also found that there is a negative but moderate and significant relationship between work life conflict and job satisfaction among staff of CoDE. It was therefore recommended on the basis of the findings that management of CoDE should: introduce leave schedule or a day off for staff in order to have sufficient time to attend to their personal, marital and social life and rest; introduce job rotation to ensure job satisfaction and work life balance and also introduce inter-unit assignment and recreational activities for staff on public holidays¹⁶³.

A similar research was carried out on the influence of principal-teaching staff conflict on teaching staff job performance in Onitsha North LGA. The research seeks to analyze the influence of principal-teaching staff conflict on teaching staff job performance in Onitsha North LGA. The descriptive survey research design was employed for the research. Two research questions guided the research. The population comprised all the four hundred and three (403) teaching staff in Onitsha North LGA, Anambra State. The sample size for the research was two hundred and fifty (250). The instrument for data collection was a questionnaire. It was validated by three experts, two from Educational Management and Policy and one from Measurement and Evaluation in Educational Foundations Department from Nnamdi Azikiwe Higher institution Awka. The reliability of the instrument was done through test retest and the reliability coefficient was 0.874. The data was analyzed through mean rating. The research found among other

things that principal-teaching staff conflict influence teaching staff co-curricular activities and teaching staff professional growth in Onitsha North LGA. Based on the findings it was recommended among others that principal as the educational institution administrator should avoid the occurrence of conflicts and prolonging of conflicts when they occur to avoid teaching staff shying away from extra-curricular activities. Also principals, Government and educational institution management boards should organize regular workshops and seminars and training programmes for teaching staff development so as to avoid conflict with the teaching staff in the place of their work¹⁶⁴.

A research was conducted to determine and analyse the influence of role ambiguity and job insecurity on quality of work life among faculty members in Jordanian private higher institutions. The data were gathered using structured questionnaires and two hundred and nine (209) academic staff from Jordanian private higher institutions, completed the questionnaires. The result showed a significant positive association between both role ambiguity, job insecurity and quality of work life¹⁶⁵.

A research was conducted to examine an indirect influence of work-family conflict on female academic staff commitment to their organization. This research employed a survey of ninety one (91) female academic staff of Nahdlatul Ulama Higher institution of Surabaya. In exploring the complex relationship among work family conflicts (which is, work interferes family and family interferes work), job satisfaction and organizational commitment, the partial least square was used to overcome the weaknesses of linear regression models. In the research, it was revealed that female academic staff perception of work-family conflict was negatively related to their level of organizational commitment. In addition, perception of work interfere family and family interfere work had an indirect impact on the female academic staff organizational commitment through job satisfaction. This research contributed to the literature by

examining organizational commitment in light of female academic staff perception of work family conflict and job satisfaction using partial least square to explore the complex relationship among organizational factors¹⁶⁶.

Another similar research was done to examine the relationship between work-family conflict and job satisfaction among female teaching staff in the higher institutions of Lahore. The population of the research was female teaching staff of public and private higher institutions in Lahore City. The total number of female higher institution teaching staff was one thousand four hundred and ninety seven (1,497). Four hundred and fifty (450) female higher institution teaching staff were selected as a sample of the research. Questionnaires were used to measure work-family conflict and job satisfaction. Multiple regression, independent sample t-test and one-way ANOVA were inferential statistics that were employed to analyze the data at 0.05 level of significance. Independent sample t-test was applied to compare the two groups, such as type of institution, and One-way ANOVA was employed to compare the groups on the basis of designation of the teaching staff. Results revealed that there is a significant and negative relationship between work-family conflict and job satisfaction. It was recommended amongst others that seminars and workshop trainings should be arranged for teaching staff to deal with their work and family related problems¹⁶⁷.

A study was done to examine the impact of role conflict and job stress on turnover intention of teaching staff working in the private educational institutions in Vellore district. Worker's opinion on the role conflict and job stress on the Turnover intentions was analyzed through the various statistical methods. Descriptive research design was employed for the study. The sample size is one hundred and fifty (150) teaching staff. The research was confined to the teaching staff working at private educational institutions in Vellore district. Convenient sampling method was employed to carry out the research.

Primary data was gathered using a well-structured questionnaire while secondary data was gathered using manuscripts of previous research works, journals, online resources and so on. The results revealed that role conflict has a significant negative effect on turnover intention of teaching staff working in the private educational institutions in Vellore district. Furthermore, it revealed that job stress has a significant negative effect on turnover intention of teaching staff working in the private educational institutions in Vellore district. It was recommended on the basis of the results that the management of the institution should try as much as possible to ensure that the role conflict and job stress of their teaching staff is brought to a minimum as much as possible¹⁶⁸.

A study was carried out to determine the relationships among role conflict, role ambiguity, and job satisfaction RN to Baccalaureate student-teachers in Texas. A cross-sectional correlational research design was employed to: ascertain the relationships among role conflict, role ambiguity, and job satisfaction; examine the ability of role conflict and role ambiguity to predict job satisfaction; and to ascertain the relationship between descriptive variables and role conflict, role ambiguity, and job satisfaction. Participants who were RN to Baccalaureate student-teachers in Texas completed a survey in PsychData that included tools such as role conflict and role ambiguity scale, job satisfaction index, and demographic questions. The total number of participants was one hundred and one (101). Spearman's nonparametric rank order correlation was employed to ascertain the direction and strength of relationships between role conflict, role ambiguity, and job satisfaction. Inferential statistics such as Pearson product moment correlation and hierarchical multiple regression were used to analyse the data collected at 0.05 level of significance. Results indicated that there is a moderate negative relationship between role conflict and job satisfaction indicating that as participants' role conflict increases, job satisfaction also decreases. There was a moderate positive relationship

between role ambiguity and job satisfaction, which indicated as role ambiguity increased, job satisfaction increased. Furthermore, results revealed a moderate negative relationship between role conflict and role ambiguity, indicating that as role conflict increases, role ambiguity decreases. Using hierarchical multiple regression, the researcher found that role ambiguity and role conflict were significantly predictive of job satisfaction. Lower role conflict and higher role ambiguity predicted higher job satisfaction of the student-teachers. It was concluded that as participants' role conflict increases, their job satisfaction decreases. As role ambiguity increases, the participants' job satisfaction increases. As role conflict increases, role ambiguity decreases. Role conflict and role ambiguity significantly predicted the student-teachers' job satisfaction. Role conflict has a negative effect on student-teachers' job satisfaction and role ambiguity has a positive effect on student-teachers' job satisfaction¹⁶⁹.

A research was conducted to examine the relationship between, role ambiguity, goal orientation and turnover intention among faculty members of private sector higher institutions and also to find out the mediating role of goal orientation in the relationship between role ambiguity and turnover intention. It was hypothesized that there would be a significant relationship among role ambiguity, goal orientation and turnover intention. It was also hypothesized that role ambiguity would predict turnover intention among teaching staff of private sector higher institutions. Another hypothesis was that goal orientation would moderate the relationship between role ambiguity and turnover intention. And last hypothesis was that there would be significant relationship among demographic variables, role ambiguity, goal orientation and turnover intention. A sample of two hundred and fifty (250) faculty members of different private sector higher institutions of Lahore was taken. The Role Ambiguity Scale, Goal Orientation Scale and the Turnover Intention Scale were employed to measure the research variables.

Correlation analysis showed that there is a positive relationship between role ambiguity and goal orientation. However, role ambiguity and turnover intention had negative correlation. The results also showed that there is a negative relationship between goal orientation and turnover intention. Findings also revealed role ambiguity to be the most significant predictor of turnover intention. Results also reported that there are non-significant gender difference in role ambiguity, goal orientation and turnover intention. It was recommended amongst others that role ambiguity should be reduced amongst faculty members¹⁷⁰.

A related research was carried out to investigate the effects of work on family conflict and family to work conflict on job satisfaction among educational institution teaching staff in Terengganu, Kelantan and Pahang, Malaysia. A questionnaire survey approach was employed as a method of quantitative data collection involving four hundred and eighty seven (487) participants through multistage random sampling. A Structural Equation Modelling was used for analysis. The findings revealed that family to work conflict contributes significantly to job satisfaction. The result gives insights into the type of conflicts influencing teaching staff job satisfaction and ways to remedy the situation¹⁷¹.

A similar research was carried out to determine the impact of work-family conflict on job satisfaction with the mediating role of supervisor's support. Data were gathered using survey technique. Participants consisted of permanent faculty members of eight National University commission approved higher institutions in Islamabad. Moderated regression analysis was conducted to test the hypotheses. Results showed that work-family conflict is negatively associated with job satisfaction while supervisor support has been positively associated with job satisfaction. Moderated regression analyses indicated buffering role of supervisor's support in the relationship between work-family conflict

and job satisfaction. Findings of present research may be applied in higher institution commission. It was also recommended that all hands should be on deck into ensuring that the work-family conflict of faculty members is brought to a minimum as much as possible¹⁷².

A quantitative explanatory research was undertaken on the impact of role conflict and work environment on job satisfaction and employee performance at PT Alpha Sistem Kreasi. Accidental sampling technique was employed to select a sample size of sixty (60) workers at PT Alpha Sistem Kreasi. A questionnaire was used as the instrument for data collection. The closed and structured research questionnaire with an interval scale was therefore used to measure the variables of the study. Structural Equation Modelling (SEM) with the alternative Partial Least Square was employed for data analysis. The alternative PLS method was employed because it is based on predictive measures with variable indicator non-parametric properties. Results showed that role conflict has a positive significant effect on job satisfaction of the workers in the working environment; satisfaction has a significant positive impact on workers' performance; role conflict affects workers' performance positively; and working environment has no effect on workers' performance. Furthermore, it was shown that the influence of role conflicts on performance by job satisfaction is indirect while working environment has an indirect effect on workers' performance by job satisfaction¹⁷³.

Another research was conducted to examine the influence of role conflict, emotional fatigue, job satisfaction and organizational commitment on teaching staff of Madrasah Aliyah Negeri in Mataram. The participants employed in the research were all teaching staff who taught at the State Islamic Senior High Educational institutions, Mataram. They were as many as one hundred and thirty three one hundred and thirty three (133) teaching staff. The research employed structural equation models (SEM

analysis) with the application of SmartPLS for data analysis. The results revealed that role conflict and emotional fatigue have a significant negative effect on job satisfaction; emotional fatigue had a significant effect on organizational commitment; and role conflict and job satisfaction had no significant effect on organizational commitment. Furthermore, it was shown that job satisfaction indirectly serves as a mediating variable between role conflict and emotional fatigue to organizational commitment to teaching staff of Madrasah Aliyah Negeri in Mataram. It was therefore suggested that role conflict and emotional fatigue be reduced among workers so as to improve their job satisfaction and performance¹⁷⁴.

A research work was conducted with the main aim to identify and analyze the impact of role conflict on auditor's performance in the Audit Board of Indonesia in East Nusa Tenggara Province. Population in the research consisted of all auditors in the Audit Board of Indonesia in East Nusa Tenggara Province. The population therefore consisted of eighty six (86) auditors, while the sample size for the research consisted of forty six (46) auditors. The research employed a simple regression analysis to analyze and test the hypotheses. The finding of the research revealed that role conflicts significantly affect auditor's performance negatively. It was therefore concluded that role conflict therefore to the Audit Board of Indonesia in their employment selection. Implications of the findings are discussed and directions for future research are offered¹⁷⁵.

2.3.2 Environmental Factors and Job Performance of Academic Staff

A research was investigated on the influence of work environment on job performance. An engineering company was taken as a case research with a sample size of eighty five (85) staff. A quantitative methodology implying a cross-sectional survey was employed to satisfy the research objectives in addition to the literature review. Different dimensions were examined in relation to the work environment factors, including noise;

temperature; air; light and colour; space and educational institution heads' satisfaction. The gathered data was analysed using descriptive and inferential statistical methods. Findings revealed that the situational constraints constituted of factors such as noise, office furniture, ventilation and light, are the major work environment conditions that have negative impact on job performance and should gain more attention. It is suggested that educational institution heads should take initiatives to motivate staff by improving their work environment. As staff are motivated, their job performance will increase, and they will achieve the desired outcomes and goals of an academic staff work³.

It was noted in a research work that most higher institutions in Southwest, Nigeria have dilapidated classrooms, lack of recreational facilities that are meant to ease stress, little or no technological facilities, to mention but a few. This has made lecturing uncondusive. Furthermore, it was reported that the facilities provided to staff is inadequate so it does not support and simplify tasks and responsibilities given by the leadership. In addition, the lack of support for colleagues around the existing workers' work environment, work performed by staff to be often delayed and by so doing, targets given are not reached³³.

A similar research was carried out to investigate motivation and job performance of academic staff of tertiary institutions in Nigeria. In order to investigate the problem, three hypotheses were formulated to guide the research. Two instruments were employed, namely, "Academic staff Motivation scale" and "Academic staff Job Performance Scale". The academic staff motivation scale had a reliability coefficient of 0.896 and the academic staff job performance scale, a reliability coefficient of 0.984. Both instruments had content and facial validity and also language appropriateness. The researcher employed six research Assistants to administer two hundred and sixty copies of the questionnaire on participants in the six tertiary institutions in Nigeria. Two hundred and

forty six copies were retrieved showing ninety four percent return rate. The information obtained from the field work were collated and the Pearson Product Moment Correlation Coefficient Statistics was employed to test the hypotheses at 0.05 level of allowance. The findings showed that there was no significant relationship between academic staff work environment factors and their job performance. In other words, whether academic staff were provided with well-furnished offices, well equipped lecture rooms, staff quarters, Information Communication Technology or not, it does not affect their job performance. The reason one may adduce for this finding is that academic staff appear to have internalized the issue of poor working environment and so it doesn't impinge on their performance³⁸.

The aim of a research was to examine the relationship between work environment and the level of productivity of academic staff in selected higher Institutions in Osun State Nigeria with a view to providing information that will enhance learning and teaching in Higher Institutions of particularly developing economies. The questionnaire survey research design was employed to obtain primary data from the participants in the research area. The population for the research comprised of the entire Estate Management academic staffs in all the higher institutions offering Estate Management Courses in Osun state Nigeria. These included: Federal Polytechnic Ede, Oduduwa Higher institution Ile-Ife, Obafemi Awolowo Higher institution Ile-Ife and College of Technology Esa Oke. These institutions have a total of fifty four (54) academic staff in the department of Estate Management of the respective educational institutions. A total enumeration survey of the entire population was adopted. Questionnaire were administered on all the aforementioned academic staff. However, only forty one (41) questionnaires were properly filled and returned for analysis representing 81% response rate. Both descriptive and inferential statistical tools were employed in data analysis. The research revealed that

there is strong positive significant relationship of 0.965 with a P value of 0.000 between work environment and academic staff productivity in the research area. Hence it is recommended amongst others that government, proprietors, education regulatory bodies and all stakeholders in the academia should ensure that conducive work environment is provided to motivate academic staff to increase their level of productivity¹⁷⁶.

How well staff are affiliated to an organisation, affects how staff behave within an organization settings including: their motivation level, innovative behaviour, absenteeism, interaction with other staff and job retention. Worker performance and productivity is of significant interest nowadays, and it could be affected by the working environment in many ways¹⁷⁷. Working environment could play a positive or negative role depending on prevailing physical conditions in the working environment. Furniture design, ventilation, noise, light, supervisor support, workspace, communication, fire safety measures which make up part of the environment can affect worker productivity¹⁷⁸.

Researchers noted that work environment can also be perceived to combine three dimensions: the technical, the organizational, and the human environment. The technical environment includes equipment and tools; the organizational environment comprises the organizing philosophies, systems, and practices; and the human environment refers to groups, teams, and peers with whom staff interact. The research by the researchers proposed four hypotheses to examine the influence of work environmental factors on job satisfaction, with work motivation as a mediating variable. The research's results indicated that work environmental factors positively affect the dimensions of job satisfaction. The findings also reveal that work environmental factors positively affect work motivation. A work environment that sets clear expectations regarding individuals' work roles, and offers positive emotional and material aids to the staff (that is, social support from supervisors) will positively influence the individuals' intrinsic and extrinsic

motivation to work to achieve organizational goals. By contrast, in a work environment characterised by job insecurity, staff might act as requested, or at least go through the motions of performing assigned tasks, only to obtain a reward (external regulation), but are unlikely to have self-determined motivation. Accordingly, managers should pay close attention to ensuring that their staff work in an appropriate and motivating environment, since motivation increases staff loyalty, commitment, and job satisfaction¹⁷⁹.

Since academic staff spend fifty percent of their lives within indoor environments which greatly influence their mental status, actions, abilities and performance, it is important that the work environment is enabling. This is because, increase in productivity is assumed to be the result of better workplace environment and better physical environment of office boosts the staff and ultimately improve their productivity^{33&179}.

A research concluded that working environment is one of the most important component which influence worker performance within an organizational settings. In today's competitive business environment, monetary benefits alone are not enough for staff in order to achieve higher performance levels. However, a combination of monetary and non- monetary rewards is more effective in achieving higher levels of worker performance, which leads towards the achievement of organizational goals. Academic staff working in tertiary institutions and all other kinds of institutions need attractive, peaceful and cooperative working environment in order to achieve higher performance level. An environment with adequate lightning, noise free and clean office, comfortable seating are the factors of good physical environment. The research revealed that, all these factors are vital in affecting worker health. Involuntary overtone and friendly working environment were taken as components of behavioural environmental factors. It was found these factors help in improving worker health and a healthy mind and healthy body leads towards enhanced worker performance. Organisations must maintain a better

physical environment in order to enhance worker productivity as worker performance has a direct relationship with workplace environment and staff productivity and physical as well as behavioural environmental are linked through worker health. Improving physical and behavioural factors will improve worker health and healthy staff can be more productive; they can perform their tasks more effectively and efficiently and hence improve worker performance¹⁸⁰.

A paper was written that examined the influence of work environment on job satisfaction with the spotlight on a merchant bank in Ghana. The paper was set to ascertain the impact of physical and mental environment on workers' performance, to know the overall satisfaction level of workers in the bank and determine whether physical, social and psychological work environment affect job satisfaction. Stratified sampling technique was adopted to select the sample size for the research. Questionnaire was employed as the research instrument while descriptive and inferential statistical methods were employed to analyze the data gathered from the field. It was found that the physical, social, and psychological environment of the workplace has a significant effect on staff job satisfaction. A healthy work environment is characterised by physical and psychological conditions, procedures, structures, relationships, and policies that positively influence staff satisfaction, motivation, and performance in the workplace. Findings of the research further indicated that most of the staff at the bank are satisfied with their work environment especially the physical ambiance. It was therefore concluded that the environment has a significant effect on workers' satisfaction. It was therefore suggested that there is need for management to improve the work environment of workers to boost their productivity¹⁸¹.

The findings of a research highlights the essential role of work environmental factors (specifically social support from supervisors) in promoting job satisfaction. More

extended social support from supervisors or managers positively influence job satisfaction in terms of rewards, job characteristics, and job stress reduction¹⁸². A research also confirmed the mediating role of work motivation in the association between work environmental factors and job satisfaction^{24&183}.

Researchers stated that higher institutions, across the globe, are identified as complex and critical engines for sustainable development. Nigerian higher institutions have recorded success stories and breakthroughs, but they have their teething problems of retention and challenges which tend to impede their position on the world education league table. Retention of staff in the work environment has attracted a lot of attention from scholars in different fields of research to curb the trend of turnover intentions, human capital flight and redundancy of academia in Nigeria. Hence, their research investigated the impact of workplace environments on the retention of the academic staff of public higher institutions, Southern-Nigeria. The research adopted a cross-sectional and descriptive approach to elicit information from three hundred and eighty four (384) academic staff that were randomly and purposively selected. The employ of a modified questionnaire (quantitative) was adopted. The quantitative data were analysed using Structural Equation Modelling (SEM-PLS) to obtain results. The findings indicated that the issue of inadequate and decay of infrastructural facilities had been a concern to the sampled higher institutions. Many academic staff, including professors, shared offices that are dilapidated, poorly ventilated and furnished. The results indicated an increasing pauperization, varying promotion criteria, erratic power supply, over-congested classrooms and a growing disparity in the ratio between academic staff and students. Due to its consequences, strategies for curbing this menace in state higher institutions, such as the creation of enabling environment, adequate funding of tertiary education, effective

administration and motivation of staff of the sampled institutions, among others were proffered²²³.

A research was undertaken to assess the impact of work environment on worker engagement among the non-academic staff of the higher institution in Nigeria. Social exchange theory was utilized in developing the research framework. A total of one hundred and fifty (150) non-academics staff from Higher institutions participated in this research. Data were gathered through a self-administered questionnaire. The correlation and the hypothesis were tested using descriptive and inferential statistical method using the statistical package for social sciences. The Cronbach's Alpha value for the variables ranging from 0.924 to 0.934 indicated a good reliability of the research instruments. The findings revealed a moderate relationship between the work environment and workers' engagement¹⁸⁵.

Another similar research was implemented to examine the influence of the work environment and competence on motivation and its impact on worker performance at Masmitra Hospital. In compiling this research, preliminary research has been carried out. The research employed assessment indicators on two independent variables starting from the work environment variables, namely infrastructure at work, workplace lighting, workroom air circulation, workplace cleanliness, and relations between workers at work. Next competency variables are knowledge, skills, self-concept, self-characteristics, motivation, experience, personality characteristics, beliefs, and values whereas the assessment indicators on mediating variables are motivation variables that measure worker motivation in working through the level of physiological, security, social, appreciation, and self-actualization needs. Then end with an assessment of the dependent variable that is the performance variable that measures the value of work quality, work quantity, responsibility, cooperation, and initiative. The research employs a quantitative

descriptive analysis method with a Likert scale measurement tool. Data collection techniques through questionnaires were randomly distributed to hundred (100) participants. The number of participants was calculated by the Yamane's sample size determination formula from a population of one hundred and thirty five (135) workers. The results of the research when viewed using path analysis, show that the work environment and competence have a positive and significant effect on performance both directly and indirectly through motivation¹⁸⁶.

Another research was conducted to investigate the predictors of work environment on job satisfaction among nurses in both federal and state tertiary hospitals in Lagos State. The research employed the longitudinal research design to elicit information from the participants. The research instrument employed is a nursing work index scale by Aiken and Patrician which has been established to have a high internal reliability coefficient. The simple random sampling strategy was employed to administer the research instrument to three hundred and sixty four (364) nurses. The research employed hierarchical multiple regression to analyse the data obtained. The research discovered that all the variables collectively determined nurses job satisfaction; however, the salary was the most fundamental essential predictor that drive nurses' job satisfaction followed by advancement and promotion. All seven predictors, namely, socio-political climate; administrative and managerial support, autonomy and responsibility, salary, supervision and working condition, recognition and achievement, advancement and promotion, collectively exert positive relationship with nurses' job satisfaction. The research concluded that to retain and prevent turnover intention among nurses, and other health-care academic staff, the management of hospitals must pay due attention to issues relating to job satisfaction, as this is likely to increase health-care system effectiveness, boost mental and social health of the nurses¹⁸⁷.

At this junction, it is important to note that this research examines three kinds of factors within the work environment such as management support, interpersonal relationships and facilities. Previous similar studies on the influence of these three kinds of environmental factors on job performance of academic staff would be examined below:

2.3.2.1 Management Support and Job Performance of Academic Staff

The findings of a research showed that manager's support has a positive, but insignificant impact on teaching staff performance⁹⁶. A research revealed that management support helps in reducing or decreasing stress in staff, apparent organizational assistance. Management support works as a cushion which acts positively in decreasing work related stress in staff¹⁶⁰. A research aimed to find the factors that lead to job satisfaction. It was found from the regression model that support from supervisor, chance of promotion and support from colleagues increase the job satisfaction of academic staff of UAE private higher institutions. Support from supervisor and support from colleagues creates a friendly environment at the workplace which further reduces the job stress due to which quality of work life increases and leads to job satisfaction¹⁸⁸.

In a research, the influence of perceived executive support on commitment was investigated. The results obtained within the scope of the analyses conducted in the research revealed that no statistically significant difference exists between the participants' supervisor support and total engagement scores according to gender¹⁸⁹. As a result of the research conducted on teaching staff organizational support, including supervisor support, it was concluded that male teaching staff perceived more organizational support than female teaching staff. This result is thought to be related to the same gender of the supervisor in the work environment. In the result of the work engagement, it was found that female staff have higher scores than male staff in the sub-scale of vigor, absorption, and dedication and total engagement¹⁹⁰. In a research

conducted on academic staff, it was concluded that female academic staff were more likely to engage in work than male academic staff¹⁹¹.

A research explored the mediating influence of managerial support and mediating influence of continuance and affective commitment on the association of staff pay satisfaction and their task performance. Data were gathered from the six hundred and ten (610) higher institution's faculty members of Kingdom of Saudi Arabia at two phases in time through random sampling technique. For data analysis, descriptive statistics and inferential statistics such as Pearson's correlation analysis were utilized. The result showed that commitment positively mediates the relationship between pay satisfaction and manager-rated task performance, whereas pay satisfaction has an indirect positive relationship with task performance through continuance and affective commitment and was stronger in faculty having high managerial support. The continuance commitment mediation for the relationship of pay satisfaction and task performance is stronger compared with the mediation of affective commitment for the same relationship. The research provides a significant contribution to the literature of pay satisfaction by proposing and analyzing the associations between pay satisfaction and task performance as mediated by forms of organizational commitment and first- and second-order moderation of managerial support. The current research adds to the limited research on the influence of managerial support and commitment on the association of pay satisfaction and their task performance in higher institution sector of Saudi Arabia¹⁹².

A research examined the relationship between supervisor support and the psychological wellbeing of two hundred and ninety (290) administrative academic staff at the Higher institution of Cape Coast, Ghana. The results of the parallel mediation analysis showed that supervisor support had a significant positive impact on staff psychological wellbeing and job satisfaction and also had a significant negative impact on staff work-to-

family conflict. Moreover, the research found a direct positive influence of staff job satisfaction on their psychological wellbeing but did not find a direct negative influence of staff work-to-family conflict on their psychological wellbeing. In addition, job satisfaction mediated the association between supervisor support and the psychological wellbeing of staff. The research however found no evidence of the mediating influence of work-to-family conflict on the relationship between supervisor support and staff psychological wellbeing. Both theoretical and practical implications were further discussed¹⁹³.

A research was carried out with the objectives of finding out the levels of perceived organizational support and job satisfaction, explores the relationship between perceived organizational support and job satisfaction and explores the impact of perceived organization support on job satisfaction of academic staff in Eastern Higher institution, Sri Lanka. The data of this research have been gathered from one hundred and forty one (141) academic staff in Eastern Higher institution, Sri Lanka through the structured questionnaire. The disproportionate stratified sampling method was employed. The data were analysed using univariate and bivariate analyses. The findings of the research revealed that there is a high level of perceived organizational support provided to the academic staff by the higher institution and academic staff of the higher institution highly satisfied with their job. Findings of the research further showed that there is a strong positive relationship between perceived organizational support and job satisfaction. It was therefore concluded that perceived organizational support of the organization can improve workers' job satisfaction¹⁹⁴.

A research was done to ascertain lecturers' application of management support practices for enhancing teaching staff job performance in tertiary educational institutions. Two specific purposes were formulated and two research questions guided the research.

Descriptive survey research design was adopted for the research. The target population of the research comprised all the two hundred and ninety one (291) lecturers in public tertiary educational institutions. Simple random sampling technique was employed to sample one hundred and forty six (146) lecturers for the research. A 13 items researcher developed instrument was employed for data collection. The instrument was face validated by three research experts. The Cronbach's alpha was employed to determine the reliability of the instrument which yielded a high reliability coefficient value of 0.977. Data analysis was done using mean and standard deviation. The findings revealed among others that lecturers do not apply professional development practices for enhancing teaching staff job performance by not; involving academic staff in collaborative teaching method to enable them share knowledge and new teaching strategies, sponsoring teaching staff on conferences to enable them withstand the challenges brought about by change and innovation, and granting research leave for teaching staff to go for refresher courses. Hence, it was recommended among others that lecturers should partner with relevant stakeholders to promote teaching staff professional development through organizing annually seminars, workshops, sponsoring academic staffs on conferences and embarking on continuous training so as to improve teaching staff instructional delivery¹⁹⁵.

A similar research investigated the influence of educational support services on academic staff job performance in tertiary educational institutions. To guide this research, two research hypotheses were stated. The research adopted the cross-sectional survey research design. A total sample of seven hundred and twenty one (721) academic staff from a population of twenty four thousand, two hundred and twelve (24,212) was selected from the research area. The main instruments employed for data collection were questionnaire titled "Educational Support Services Questionnaire" and "Teaching staff Job Performance Questionnaire". The instruments were validated by experts and the

reliability of the instrument established using Cronbach's alpha and the coefficient of the sub scales ranged from .877-.985. These values were high for the instrument and therefore considered reliable. Data gathered were analysed using One-way Analysis of Variance and the result showed that there is a significant influence of Information and Communication Technology support services and in-service training support services on academic staff job performance in terms of lesson presentation, knowledge of subject matter, classroom management and teaching strategies. Based on the findings of the research, it was recommended amongst others that academic staff should be supported with adequate training and retraining on a periodic basis in order to help them meet up with the challenges of education in contemporary times¹⁹⁶.

2.3.2.2 Interpersonal Relationships and Job Performance of Academic Staff

There is therefore need for interpersonal relationships at the workplace as it could play a role in academic staff job performance. Research scholars found that relation between colleagues could pose a positive influence on individual job performance. In a research, it was shown that when college of education teaching staff or staff members engage in positive interactions, it strongly impacts their wellbeing which may invariably boost their performance¹⁹⁷.

A work was investigated on the influence of job satisfaction and interpersonal relations on job performance of academic staff of colleges of education in Lagos State. A quantitative approach with survey research design was employed for the research. Population for the research comprised five hundred and sixteen (516) academic staff and six thousand and forty two (6,042) students of all the colleges of education in Lagos State. Sample for the research comprised fifty one (51) academic staff and six hundred and four (604) students. The sample was selected using multistage sampling procedure. Two research instruments were employed for the research. Data were analysed using

percentage and ANOVA statistics at 0.05 level of allowance. The results of the analysis of data on the level of job satisfaction among the academic staff of the colleges of education in Lagos State showed a high level of job satisfaction. This implies that in the research area, the academic staff were always encouraged to come up with new innovation and better ways of doing things, their work is giving them a feeling of personal accomplishment and there were tools and resources for them to do their job well. Moreover, the institution did excellent job of keeping staff informed about matters affecting them and management of the colleges visibly demonstrated a commitment to ensuring quality of staff. Therefore, there was high level of job satisfaction among the academic staff of the colleges of education in Lagos State. The results on the level of interpersonal relations that existed between the academic staff and the students indicated that a moderate level of interpersonal relations in the colleges of education in Lagos State. This denotes that in the research area, the academic staff moderately paid attention to students' problems and more concerned about students' welfares. They also look out for books and experiences that might contribute to students' personal growth. Therefore, there was a moderate level of interpersonal relations that exist between the academic staff and the students of the colleges of education in Lagos State. It was also ascertained in the research that there is interpersonal relations existing between the staff and the management of institutions as the findings confirmed that the level of interpersonal relations that exist between the staff and the management of the institutions in the colleges of education in Lagos State is moderate. The findings equally indicated that that there is evidence that there is significant influence of interpersonal relations on job performance of academic staff. This implies that relationship between the staff management and staff-students had positive contributions to their job performance¹⁹⁸.

The aim of a related research was to determine the mediating role of workplace friendship in the influence of job satisfaction on worker performance of nurses, working in the hospitals in the city centre of Şanlıurfa. The population of the research consisted of approximately two thousand (2000) nurses, working in one public, one higher institution and one private hospital in the city centre of Şanlıurfa. Due to the large amount of the population, the number of sampling was determined as three hundred and sixty (360) using the simple random sampling method. The research was conducted using five hundred and seventy five (575) nurses who participated in the research. The reliability of workplace friendship (.883), worker performance (.843) and Minnesota job satisfaction (.949) scales was found as high. According to the findings, the direct influence of job satisfaction on worker performance was found as 0.220, the indirect influence of workplace friendship was found as 0.250 and their total effect was found as 0.470. According to the standard effect coefficient, it is expected that 1 unit change in the job satisfaction score cause 0.470 unit increase in the worker performance score and 1 unit change in the workplace friendship score causes 0.448 unit increase in worker performance. Consequently, the mediating role was found as statistically significant according to Sobel test. In addition, thirty six percent of the worker performance variable of job satisfaction is explained by workplace friendship variable as a mediating variable. In other words, workplace friendship affect the worker performance of job satisfaction of nurses¹⁹⁹.

A closely related research attempted to investigate the influence of salary, promotion, and relationships with colleagues on teaching staff job satisfaction. The research was a quantitative research that employed that descriptive survey research design and was carried out by performing a cross-sectional survey. Through simple random sampling technique, three hundred (300) teaching staff were selected as research subjects

from the public sector secondary educational institutions of the district Faisalabad, Punjab, Pakistan. Two structured questionnaires were developed to explore the perceptions of participants about the influence of salary, promotion, and relationships with colleagues on teaching staff job satisfaction. All psychometric properties were ensured in the development of the final versions of the both instruments. Mean, standard deviation, simple linear regression and stepwise regression were employed as statistical techniques for data analysis purpose. The results revealed that salary, promotion, and relationships with colleagues have significant effect on teaching staff job satisfaction²⁰⁰.

A research was carried out to examine the relationship between Workplace Interpersonal Relationship and Organizational Productivity in Deposit Money Banks. The research population comprised four hundred and sixty (460) staff of the twenty two (22) quoted deposit money banks in Port Harcourt, Rivers State; and the sample size for the research was two hundred and ten (210) workers of the bank which was determined using a sample size determination formula. Furthermore, two hundred and ten (210) copies of structured questionnaire were administered to the staff of the banks at their respective branches while one hundred and ninety four (194) were retrieved, cleaned and employed for the research. Data gathered were analysed descriptively and inferentially using measures of central tendencies and measures of dispersions which were employed in analyzing the participant's demographics; Pearson Product Moment Correlation was employed in testing the various hypotheses in order to ascertain the relationship between the independent variable (Workplace Interpersonal Relationship) and the dependent variable (Organizational Productivity). Furthermore, the multiple linear regressions were employed to ascertain the dimension of workplace interpersonal relationship with the most predictive influence on organizational productivity. The result of the analysis revealed that workplace interpersonal relationship significantly influenced organizational

productivity in deposit money banks in Port–Harcourt. The research therefore concluded that workplace interpersonal relationship significantly influences organizational productivity. It was therefore recommended that the management of deposit money banks in Port–Harcourt should adopt the various dimensions of workplace interpersonal relationship employed for the research as techniques for improving their level of productivity²⁰¹.

Another research explored the relationship between interpersonal relations and job satisfaction of librarians in the higher institution libraries in Southern Nigeria. The research employed the ex-post-facto survey research design with a population of eight hundred and forty one (841) participants consisting of all the librarians in federal, state and private higher institution libraries that are located in Southern part of Nigeria. The research employed total enumeration sampling technique to select eight hundred and forty-one (841) participants for the research. The questionnaire was the instrument employed for data collection. Data were gathered and analysed with descriptive statistics such as Mean and Standard Deviation. The demographic data of the participants were analysed using frequency counts. Hypotheses were tested using Pearson’s Product Moment Correlation. The research found that, significant relationship existed between interpersonal relations and job satisfaction of librarians in the higher institution libraries in Southern Nigeria. It was also found that interpersonal relations influenced job satisfaction among librarians. The research recommended amongst others that in order to boost job satisfaction of librarians in the higher institution libraries, administrators of higher institution libraries should create enabling environment that will motivate job satisfaction. Library administrators should ensure that they facilitate the sponsorship of librarians. In addition, management of higher institution libraries in Southern Nigeria

should endeavour to send staff on courses on interpersonal relations and workshops order to enhance their job satisfaction²⁰².

A research was to investigate effects of interpersonal relationship on workers' job satisfaction. The participants were sixty one (61) co-academic staff and supervisors in Education department of Hawassa City Administration. Structural Equation Model analysis for the overall sample was conducted to scrutinize the trends of the effects of the independent variables on the dependent variable. The finding of the research reveals that good friendly environment at work place play important role for workers' interpersonal relationship and interpersonal relationship had a strong positive direct effect on job satisfaction. Thus, it is recommended amongst others that management intervention may be instrumental in promoting friendships at work, workers need to get along well with their fellow academic staff for a positive ambience in workplace and also for healthy interpersonal relationship²⁰³.

A research was carried out to investigate the influence of interpersonal relations practices on productivity in Nigeria Social Insurance Trust Fund, Abuja. A survey research design was adopted for the research, using a population of one hundred and ninety seven (197) staff of Nigeria Social Insurance Trust Fund Abuja from top management cadre, middle, and low cadre officers. A simple random sampling technique was employed to select the sample size of staff. The instrument for data collection was a well-structured questionnaire. Data gathered was analyzed using descriptive statistics such as mean, and standard deviation and inferential statistics such as Chi-square. Chi-square was employed to test the hypotheses at 0.05 significant level of allowance. Results revealed that: there is a major relationship between interpersonal relations and achievement of Nigeria Social Insurance Trust Fund, Abuja; and there is a significant relationship between interpersonal relations and academic staff performance in Nigeria

Social Insurance Trust Fund, Abuja. It was recommended that: management staff and other senior staff in the organization should create a conducive atmosphere to facilitate good human relations and subsequently teamwork for greater or higher productivity²⁰⁴.

A research was carried out on interpersonal relationship as a factor of job satisfaction. The research was based on the survey questionnaire, data from one hundred and forty three (143) workers in the surveyed company were gathered. Data processing was performed on the basis of statistical software for social sciences. Descriptive and correlation analysis were applied in the data analysis. All hypotheses tested were confirmed. Testing the hypotheses confirm that there is a statistically significant relationship between observed variables and that there is a moderate positive correlation, which implies that interpersonal relationship is a factor of job satisfaction²⁰⁵.

A research was carried out to examine the importance of interpersonal relationships between co-academic staff as well as between subordinates and superiors. A questionnaire containing ten (10) questions and items was sent out to one hundred and fifty six (156) participants. Most participants were full time workers but working at various companies. The results revealed that a good relationship between subordinates and superiors correlated with higher job satisfaction. The results for co-academic staff relationships, however, were not as clear²⁰⁶.

Another research examined the workers' attributions for their subjectively perceived interpersonal relationships with their colleagues as best or worst, and the role of dispositional forgiveness (self, other, situations) in predicting the perceived quality. The research also aimed to ascertain the attributions of the interpersonal relationships, as well as the extent to which life satisfaction and work satisfaction were predictive of the same appraisals of the relationships. The participants were two hundred (200) secondary educational institution teaching staff, of both genders, who were members of the current

organization for at least two (2) years. The results revealed that: the best interpersonal relationships were mainly attributed to internal, personal controllable, stable and self-colleague controllable factors, whereas the worst interpersonal relationships were predominately attributed to external, personal uncontrollable and colleagues' controllable factors, and mainly locus of causality discriminated the two groups of relationships; workers who were higher forgiving enjoyed more of their best- and suffered less their worst- colleague relationships than the workers who were comparatively lower in forgiving; high forgiving teaching staff made adaptive attributional appraisals for the worst and, particularly, best interpersonal relationships; the prediction of forgiveness of self, of other and of situations varied between and within the attributional dimensions as well as it varied between and within worst and best interpersonal relationships; and relative to forgiveness, life satisfaction, and, particularly, work satisfaction were weak predictors of the appraisals of the interpersonal relationships, mainly in the worst. It was suggested that inter-personal relationships be improved upon in the organisation²⁰⁷.

A research was done to determine the relationship between interpersonal relations and academic achievement among higher institution upgrading (Grade V) teaching staff in Ugandan Higher Institutions. Using a quantitative sample of four hundred and seventy three (473) and a qualitative sample of seventy five (75) upgrading Grade V teaching staff from Makerere Higher institution and Uganda Christian Higher Institution, a cross-sectional survey and interview were carried out. The results revealed that interpersonal relations was positively and significantly related to subjective academic achievement. However, it was not significantly related to objective academic achievement. Qualitative findings showed that team spirit, group work and collegial relations were important aspects of academic achievement. In conclusion, the research stressed collaborative approaches to academic achievement as useful in contemporary times. As a contribution

to policy and practice, it was recommended that: for better academic achievement teaching staff need to have a holistic curriculum to train on the 21st century. Knowledge of negative and positive perceptions of the 21st century are critical for the improvement of both individual and collaborative functions in teaching, learning, training, and research²⁰⁸.

A similar research was conducted to investigate the effects of healthy workplace relationships on workers' working behaviours, which in turn affect their performance. In doing so, an integrated model was developed to examine the primary performance drivers of nurses in Vietnamese hospitals and focus on the effects of high-quality workplace relationships on the working attitudes of the staff. This research analyzed a questionnaire survey of three hundred and three (303) hospital nurses using a structural equation modeling approach. The findings demonstrated the positive effects of high-quality workplace relationships on working manners including higher commitment, lower level of reported job stress, and increased perception of social impact. Notably, the results also demonstrated that relationships between leaders and their staff nurses make a significant contribution to the quality of workplace relationship and nurses' performance. In addition, the social impact was illustrated to positively moderate the association between healthy workplace interactions and job stress; however, it had no significant effect on job commitment. Unfortunately, job commitment was found to not be related to performance ratings²⁰⁹.

A research investigated interpersonal relationship and institutional environment as predictors of principals' job satisfaction in Imo State. Two research questions guided the research and two hypotheses were tested at 0.05 level of allowance. It was a correlational research that involved all the public secondary educational institution principals in the six education zones in Imo State. The Educational institution Principal Survey and the Job

Descriptive Index were employed to collect data. Three research experts from the Faculty of Education, Nnamdi Azikiwe Higher institution Awka validated the questionnaire on principal survey. The second questionnaire which is the job descriptive index was not submitted for validation as it is a standardized instrument whose validity has already been established. The two instruments were administered on forty public secondary educational institution principals in Abia State. The reliability of the instrument was ascertained using Cronbach's alpha which yielded an overall reliability of 0.977. Pearson product moment correlation co-efficient was employed to analyse data administered on the principals in Imo State. The findings of the research showed that principals' interpersonal relationship and the institutional environment they work in Imo State public secondary educational institutions had low positive relationships with principals' job satisfaction. This is an indication that the low positive relationships are associated with principals' low job satisfaction. Based on the findings, it was recommended among others that principals in Imo State public secondary educational institutions should improve their interpersonal relationship with their fellow principals, students, teaching staff and other educational institution members²¹⁰.

A research was conducted to examine interpersonal relationships as correlates of teaching staff job satisfaction in public secondary educational institutions in Awka Education Zone. It adopted a descriptive correlational survey research design. Two research questions and two null hypotheses were formulated to guide the research. Out of the population of one thousand, six hundred and thirty nine (1,639) teaching staff working in the zone, one hundred and fifty six (156) teaching staff were randomly selected as the sample of the research. The data gathered from the questionnaire were analyzed using Pearson product moment correlation coefficient while the null hypotheses were tested at .05 level of allowance. The results revealed that there is a positive significant

relationship between interpersonal relationships among the teaching staff and educational institution administrator and teaching staff job satisfaction in public secondary educational institutions in Awka Education zone. Based on the findings of the research, it was recommended that educational institution administrators should create a friendly environment filled with cooperation and good interpersonal relationships that could make teaching staff satisfied and therefore effective in the achievement of the educational goals in study area²¹¹.

A similar research was conducted to explore the interpersonal relationship among workers within construction sites. Published and unpublished papers were reviewed in order to achieve the aim of the research, The results of the research revealed that interpersonal relationship among workers influences the performance of both individuals and the entire progress of the project positively or negatively. The research also established that interpersonal relationship among workers fosters cordiality among them, enriches communication and reduces interpersonal clashes. It was concluded based on the result that when good interpersonal relations is established within the construction industry, workers would relate well to each other and work in an encouraging environment that would avoid delays in the project²¹².

2.3.2.3 Facilities and Job Performance of Academic Staff

A research investigated the influence of infrastructural facilities on research output of academic staff of Higher institution of Ibadan, Nigeria. Descriptive survey research design was adopted for the research. Seven faculties, three institutes and two centres were purposively sampled out of the thirteen faculties, five institutes and three centres in the Higher institution. The population comprised academic staff of all the selected faculties Thus, the total sample size for data collection was three hundred and

two (302) academic staff. The questionnaire employed for data collection was Influence of Infrastructural Facilities on Research Output of Academic Staff of Higher institution of Ibadan Questionnaire. Reliability coefficient obtained for the instrument was 0.984 using Cronbach's Alpha. Data were analyzed using descriptive statistics and Pearson Moment Correlation Coefficient. The finding showed that there is no significant relationship between internet facilities; availability of office furniture and academic staff research output. The research recommended amongst others that all stakeholders in research and education should create conducive environment for researchers, through funding and providing the necessary facilities²¹³.

A research was carried out to - determine the effects of physical facilities on job satisfaction. Conceptual framework was employed to identify relationships between physical environment variables and job satisfaction. Descriptive and correlation research designs were employed for the research. A population of fifty five (55) female principals also formed the sample of the study. Questionnaires and interviews were instruments for data collection. Descriptive and inferential statistics were used for data analysis. The results revealed low female principals' job satisfaction in Siaya County. It was further indicated that physical facilities were inadequate. The findings also indicated that there is a moderate negative correlation between physical facilities and job satisfaction. The results also showed that physical facilities accounted for a small percent in job satisfaction and had a negative significant effect on job satisfaction. These findings means that physical facilities are very significant and therefore as physical facilities become more inadequate, female principals would become more dissatisfied with their work²¹⁴.

A research was done to present the findings of the existing higher institution infrastructural facilities (such as water supply, electricity supply, office facilities, faculty buildings, laboratory facilities and convenience facilities) in a representative sample of

staff satisfaction with workplace facilities in the Educational institution of Environmental Technology. Literatures that have been published were analysed to review knowledge areas pertaining to workplace facilities and their contributions to organisational high productivity. Various workplace facilities evaluated in this research were analysed to identify major areas of challenges for the faculty staffs' satisfaction. A satisfaction survey was developed to obtain the staffs' qualitative feedback on their experience and satisfaction with the facilities provided in the faculty. The findings of the survey were analysed and reported to describe the level of satisfaction with the identified performance requirements for the workplace facilities. The main purpose of conducting the research was to determine whether or not the facilities provided at the workplace by the organisation provides the needed satisfaction to the working staff for optimum performance. The paper is significant in that it would provide practical value to private or public sectors employer of labour, educational institutions, staff and students whose performance of duties are tied to adequate facilities. Higher institution administrators involved in the provision of infrastructural facilities in the workplace should ensure that the provision and up-keep of the workplace enhancement requirements presented in this paper are properly addressed in the system²¹⁵.

A similar research work investigated the relationship between Remuneration, Educational facilities and Academic Staff Performance in Public Higher institutions. Two research questions and two hypotheses were answered and tested in the research, respectively. The research adopted the correlational design, using six hundred and seventy one (671) academic staff as sample size, from the population of three public higher institutions which comprised of two thousand, five hundred and eighty two (2,582) academic staff. The sample was selected through multi-stage and simple random sampling technique. The instruments for data collection were Remuneration and

Educational Facilities Scale and Academic Staff Performance Scale which were validated by experts and whose reliability were determined through Cronbach's Alpha gave high reliability values of 0.982 and 0.890 respectively. All research questions were answered with Pearson's Product Moment Correlation Coefficient while all hypotheses were tested with test of significance of correlational coefficient with special z-test at 0.05 level of allowance. The findings of the research revealed that, there is a positive and high relationship between remuneration and academic staff performance; educational facilities and academic staff performance. It was concluded that there is a positive and high relationship between remuneration, educational facilities and academic staff performance in public higher institutions. Based on the findings, It was recommended that there should be continuity in the current efforts of the Federal Ministry of Education in general, and the higher institutions' administrators in particular towards academic staff of the higher institutions, in the areas of remuneration package and maintenance of educational facilities²¹⁶.

A research was to investigate the nexus between working tools and workers' mis-behaviour in public tertiary institutions in Nigeria. Specifically, the research examined the influence of accessibility of working tools, such as medical and laboratory equipment, office stationery, office furniture, office accommodation and power supply, on worker attitude to work in Higher institution of Calabar, Cross River State, Nigeria. The research hypothesised that the independent variable (working tools) has no relationship with the dependent variable (workers' mis-behaviour). General strain theory was adopted as theoretical framework for the research. The research adopted a cross-sectional survey research design and a quantitative method of data collection and analysis. The instrument for data collection was a thirty-item questionnaire. Data were elicited from three hundred and sixty one (361) participants who were conveniently selected from twelve departments

in the College of Education. The participants were selected from various faculties, departments, units, and centres in the College of Education. The data generated were analysed using statistical methods such as linear regression and simple percentage analysis. Findings revealed that there is a significant relationship between working tools and worker mis-behaviour in the College of Education. Thus, the research recommended, among others, that the College of Education management should ensure that working tools such as medical and laboratory equipment, office stationery, office furniture, office accommodation and power supply are made available to workers at all times, as this will build a positive mental picture of the working environment for the workers which will in turn reduce the tendency for organisational mis-behaviour or misconduct such as insubordination, absenteeism, truancy, abandonment of duty, and dereliction²¹⁷.

A similar research was conducted to examine the influence of working tools, acceptance on the performance of security outfits in the Niger Delta region of Nigeria. Survey method was employed. An adapted questionnaire was used to elicit information from one thousand, one hundred and twenty (1,120) participants sampled from the region. Participants were selected from private and public security colleges of education. Data gathered were subjected to statistical analysis. Results were presented in percentage, charts and tables. Results revealed that, the availability and the acceptance of working tools by security officials enhance their performance and the overall output of their colleges of education. Specifically, the research revealed that surveillance equipment and crime detective equipment enhance the operational effectiveness of public and private security colleges of education in areas of criminal investigations and crime detection. The research recommended among others that facilities be provided for improved performance of security outfits in Niger Delta region, Nigeria²¹⁸.

It was posited that for proper teaching, research and learning to take place, there must be adequate infrastructure. Further, it was also noted that when all the necessary facilities are put in place for teaching activities, academic staff are likely to be enthusiastic, satisfied and perform better at their task²²⁰. Unfortunately, most colleges of education in question have: poor educational facilities and equipment that are dilapidated, lecture rooms that are overcrowded; poorly designed lecture rooms, unsuitable furniture, inappropriate lighting, insufficient safety measures in fire emergencies and uncondusive offices among others^{103,266}. Academic staff working in such environment are more likely to perform less.

The above empirical studies are related to this research. However, there are differences in the variables and their indices, research objectives, research questions, hypotheses and research area. There are also scarcity of previous related indigenous studies on the research topic. Also the joint and relative influence of work indices and environmental factors is also scarce in literature. This creates a gap in empirical literature that this research intends to address.

2.4 Conceptual Model

The conceptual model which is a diagrammatic illustration of the relationship amongst the independent variables (Work indices and Environmental Factors) and dependent variable academic staff (job performance) of this research is shown in figure 2.2:

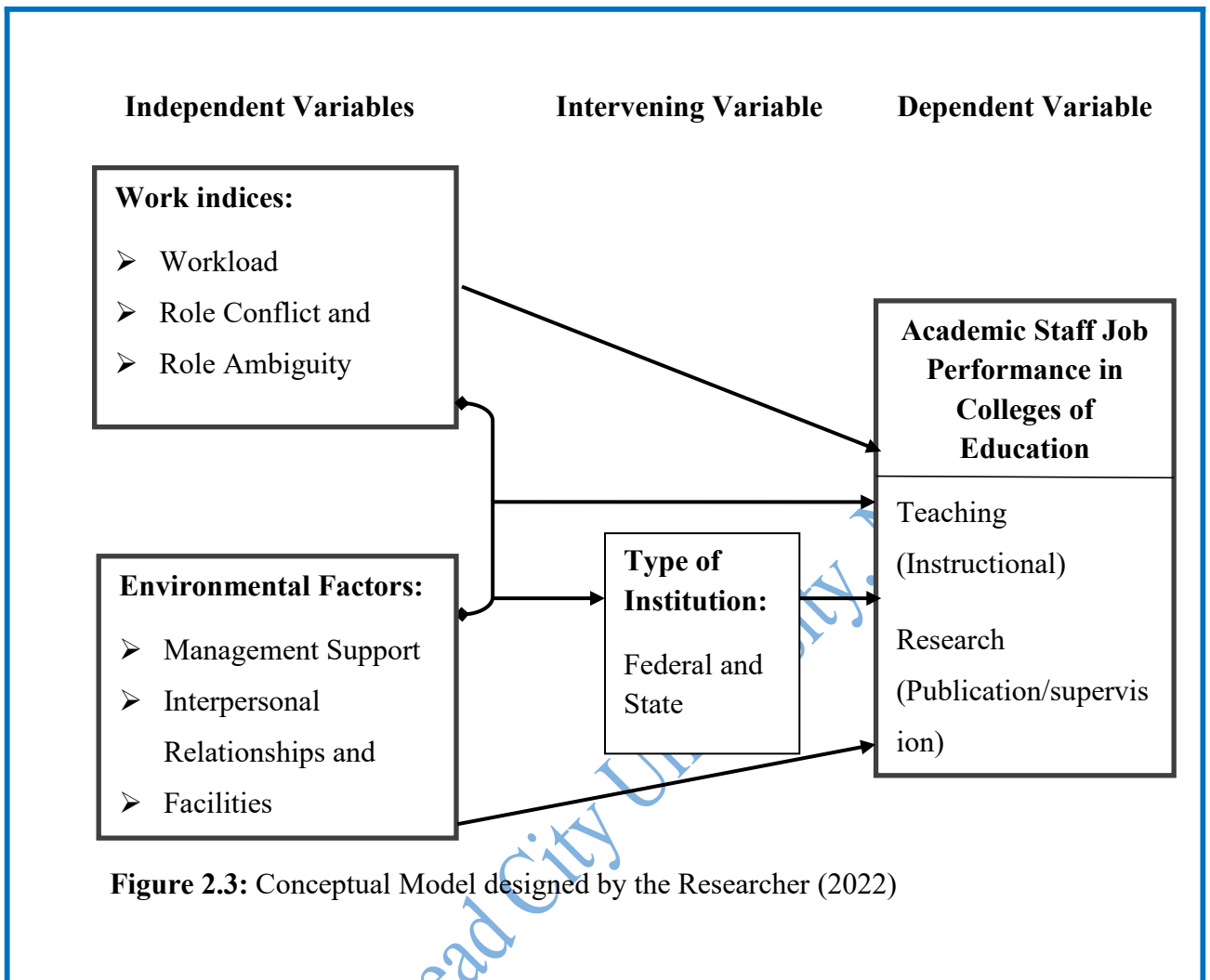


Figure 2.3 illustrates the relationship amongst the variables of this research. The figure shows the combined influence of the two independent variables (work indices and environmental factors) along with their indices on the dependent variable (job performance of academic staff). It also shows the relative contribution of each of the independent variable to the dependent variable. Each boxes show the indices/elements of each variable. The first box under the independent variable section shows that the elements of work indices are: workload, role conflict and role ambiguity. These indices was used to determine the extent of work indices of the academic staff in colleges of education. The second box under the independent variable section shows that the environmental factors considered in this study are: management support, interpersonal

relationships and facilities. These indices was used to determine the level of work environmental factors that may influence academic staff in colleges of education. The only box under the dependent variable section is the job performance of the academic staff in the colleges of education. The box shows that the measures of job performance of academic staff (lecturers) are usually two: - instruction & research works, publication and supervisions These measures were used to ascertain the level of job performance of the academic staff at the various colleges of education. A small box at the middle reveals the intervening or moderating variable for the study which is "type of colleges of education institution" - federal and state.

2.4 Summary of Gaps in Literature Reviewed

This chapter shows the conceptual review, theoretical review, review of empirical studies and conceptual model for this study on "Work indices and Environmental Factors as Predictors of Job Performance of Academic Staff of Colleges of Education". In this study, the independent variables consisted of 'work indices' and 'environmental factors' while the dependent variable was 'job performance of academic staff'. Conceptual review deals with discussing the various concepts in the research topic. The three main concepts are job performance, work indices and environmental factors along with their indices. Job performance of academic staff refers to the extent to which they accomplish their designated tasks such as instruction and publication/supervision with reference to standards set by their higher institution. It may also entail the actions taken by lecturers to get their tasks accomplished efficiently in an educational institution. In this study, job performance of academic staff are measured by assessing their performance in the area of teaching, research and service.

Work indices and environmental factors are the independent variables that are considered in this study. Work indices is defined as "those physical, social, or

organizational aspects of one's work that require sustained physical or mental effort and are therefore associated with certain physiological, physical, emotional and psychological costs". The elements of work indices considered in this study include: workload (the amount of professional and non-professional duties carried out by the lecturers in the course of their activities at a particular time), role conflict (occurs when lecturers are confronted with expectations for different roles, such as when two roles should be performed simultaneously or when performing one role prevents performing the other one) and role ambiguity (when lecturers do not know for sure the expectations of the leader for the role, the requirements, procedures and methods related to the lecturers' job). The indices of environmental factors considered in this study are: management support, interpersonal relationship and facilities.

The chapter also shows that Job Demand-Resources Model (JD-R Model) and Herzberg two factor theory are the theories that guide or support the study (that is, the influence of the independent variables on the dependent variables). Previous works by various researchers that are similar to the study were also examined under the review of empirical studies. Few studies related to the influence of workload on academic staff job performance have been carried out. For instance, it was reported that high physical workload could drain educators' energy. Attempts to cope with this problem would result in burnout. When academic staff are consistently laden with heavy workloads, it could deplete their energy which then leads to burnout⁹¹. A study showed that academics workload impacts academics productivity in Nigeria¹⁴¹. Another study showed that workload negatively affected the performance of teachers in Luna District²²¹. However, there seemed to be huge scarcity of studies on the influence of workload on academic staff job performance in Southwest colleges of education, Nigeria.

Few studies related to the influence of role conflict on academic staff job performance have been carried out. For instance, a study revealed that role conflict has a negative significant influence on staff productivity in academic libraries in private universities in Kwara State, Nigeria²²². However, search of literature showed scarcity of indigenous studies on the influence of role conflict on job performance of academic staff. This created a gap in literature. Few studies related to the influence of role ambiguity on academic staff job performance have been carried out. For instance, it was revealed to have a negative impact on academic staff job performance in Malaysia⁷³. A study revealed that role ambiguity is a significant factor of employees' job performance in water supply services companies at Muar, Johor, Malaysia²²³. A search of literature also showed huge scarcity of especially indigenous studies on the influence of role ambiguity on job performance of academic staff. This also created another gap in literature.

Few studies related to the influence of management support on academic staff job performance have been carried out. For example, a research work noted that management support has influence on organizational and employee outcomes such as performance and retention⁹⁶. Another study reported that management support may influence staff organization-related attitudes and behaviours (improve productivity, retention, commitment)¹⁰¹. However, a search of literature showed scarcity of studies on the influence of management support on job performance of academic staff. This also created a gap in literature

Few studies related to the influence of interpersonal relationships on academic staff job performance have been carried out. For instance, a research work revealed that when college of education teachers or staff members engage in positive interactions, it strongly impacts their wellbeing which may invariably boost their performance¹⁹⁷. Another similar study revealed that interpersonal relationship has a positive influence on

job performance among employees of Gboko Local Government Area of Benue State, Nigeria²²⁴. A search of literature also revealed scarcity of indigenous studies on the influence of interpersonal relationship on job performance of academic staff. This also created a gap in literature

Few studies related to the influence of facilities on academic staff job performance have been carried out. The findings showed that there is significant relationship between school plant and English language teachers' job performance in public secondary schools in FCT, Abuja, Nigeria²²⁵. Another study showed that the state of physical facilities has a negative effect on teachers' instructional effectiveness in Nakaseke district in central Uganda²²⁶. A search of literature also revealed huge scarcity of indigenous studies on the influence of facilities on job performance of academic staff. This also created a gap in literature. Lastly, the chapter shows a diagrammatic illustration of the combined influence and relative contribution of the two independent variables (work indices and environmental factors) on the dependent variable (job performance of academic staff).

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Chapter Three

Methodology

This chapter describes the procedure that was used for the conduct of this research work. The procedure is as follows: research design, population of the study, sample and sampling techniques, description of research instrument, validity of the instrument, reliability of the Instrument, administration of the instrument, and method of data analysis.

3.1 Research Design

The descriptive survey research design was employed in carrying out this study. The design was considered appropriate because the researcher does not have direct control over the independent variables of interest due to the fact that these variables had already occurred. Hence, the descriptive survey research design was used to obtain data from the respondents to establish the influence of work indices and environmental factors on academic staff job performance in public colleges of education in Southwest, Nigeria without manipulation of the variables. This study used research instrument such as questionnaire to obtain quantitative information from the respondents.

3.2 Population of the Study

The population of this study comprised of all the academic staff and 300 level students of Federal and State public colleges of education in the Southwestern, Nigeria. As at the year 2022, there were twelve public colleges of education in southwest, Nigeria with a total of three thousand and thirty four (3,034) academic staff (including Heads of Department) and eighteen thousand, one hundred and sixty seven (18,167) year three students. The justification for choosing public colleges of education was based on the facts gathered from literatures that job performance of academic staff in public colleges of education is low and as such their work indices and factors within their work environment need to be examined as they could predict their job performance. Similarly,

the students were chosen on the premise that they must have observed the teaching performance of the academic staff from their day-to-day contact with them and hence will be able to give objective responses. Three hundred level students were picked because they have stayed long enough in the system to be able to assess the instructional performance of their lecturers. The statistics of the population of academic staff and three hundred level students in all the public colleges of education in Southwestern, Nigeria is shown in table 3.1.

Table 3.1: Population for the Study (3,034 academic staff; 18,167 300L students)

S/N	South West States	S/N	Public Education	Colleges	of Ownership	Academic Staff	Number of 300L Students	Total
1.	Lagos	1	Federal Education, Akoka	College of (Technical)	Federal	283	420	703
		2	Adeniran College of Education, Ijanikin	Ogunsanya State	State	250	658	908
		3	Michael Otedola College of Education, Epe	State	State	144	711	855
2.	Ogun	1	Federal Education, Abeokuta	College of	Federal	302	1907	2209
		2	Sikiru Adetona College of Education Sciece and Tech., Omu-Ijebu	State	State	162	2114	2276
3.	Oyo	1	Federal Education (Special), Oyo	College of	Federal	571	1977	2548
		2	Emmanuel Alayande Coll. of Educ., Oyo	State	State	347	2114	2461
		3	Oyo State Education, Lanlate	College of	State	140	502	642
4.	Osun	1	Osun State Education, Ilesa	College of	State	102	2109	2211
		2	Osun State Education, Ila-Orangun	College of	State	128	1376	1504
5	Ekiti	1	College of Education, Ikere Ekiti	State	State	231	1715	1946
6	Ondo	1	Adeyemi Education, Ondo	College of	Federal	536	1644	2180
Total					12	3,196	17,247	20,443

Source¹

3.3 Sample and Sampling Techniques

Multi stage sampling procedure involving several sampling methods was used to select the sample size. First, the stratified random sampling technique was used to select three states out of the total of six states in the Southwest part of Nigeria. The states are arranged according to their high social and educational activities (such as number of colleges of education). The groups or strata are therefore: "Lagos and Oyo States", "Ogun and Osun States" and "Ondo and Ekiti States". This grouping or stratification is to ensure that each group or component of the population is adequately represented in the research sample. After these states have been stratified, the random sampling technique was applied to select one state in each group on the basis of every first state in each group to make up a sample of three states. For this study, Lagos, Ogun and Ondo states were selected. The population of lecturers and students in these three states are captured in table 3.2:

Table 3.2: Sampled States for the Study (n = 3)

S/N	South West States	S/N	Public Education	Colleges of Ownership	Academic Staff	Number of 300L Students	Total	
1.	Lagos	1	Federal Education, Akoka	College of (Technical)	Federal	283	703	
		2	Adeniran College of Education, Ijanikin	Ogunsanya State	State	250	908	
		3	Michael Otedola College of Education, Epe	State	State	144	855	
2.	Ogun	1	Federal Education, Abeokuta	College of	Federal	302	2209	
		2	Sikiru Adetona Education Sciece and Tech., Omu-Ijebu	College of	State	162	2276	
3.	Ondo	1	Adeyemi Education, Ondo	College of	Federal	536	2180	
Total					6	1,677	7,454	9,131

Source²

Table 3.2 shows that the number of academic staff and 300L students in the three sampled states arrived at 1,677 and 7,454 respectively. Secondly, the Yamane (Slovin)

sample size determination formula was used to sample a fraction of the lecturers in the twelve colleges of education in the southwest states. The formula is shown below:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size, and 'e' is the level of precision or significance.

The level of precision or the level of significance is 0.05.

According to the Yamane formula, the sample size of lecturers in the twelve colleges of education is shown in the table below:

Table 3.3: Sample Size of Academic Staff for the Study (n = 942)

S/N	South West States	S/N	Public Education	Colleges	of Ownership	Academic Staff	Sample Number of Academic Staff (Yamane)
1.	Lagos	1	Federal Education, Akoka	College (Technical)	Federal	283	166
		2	Adeniran College of Education, Ijanikin	Ogunsanya State	State	250	154
		3	Michael Otedola College of Education, Epe	State	State	144	106
2.	Ogun	1	Federal Education, Abeokuta	College of	Federal	302	172
		2	Sikiru Adetona College of Education Sciece and Tech., Omu-Ijebu	State	State	162	115
3.	Ondo	1	Adeyemi Education, Ondo	College of	Federal	536	229
Total					6	1,677	942

Source²

Table 3.3 shows the sample size of academic staff was 942 for the study. Lastly, the proportionate to size sampling method was used to select a sample size of three hundred level (300L) students. This sampling method was used to select 15% of the total

number of 9,131 three hundred level students in the three selected states to arrive at a sample size of 1,119 students as shown in table 3.4:

Table 3.4: Sample Number of 300L students for the Study (n = 1,119)

S/N	South West States	S/N	Public Education	Colleges of Ownership	Number of 300L Students	Sampled Number of 300L Students	
1.	Lagos	1	Federal Education, Akoka	College of Federal (Technical)	420	63	
		2	Adeniran College of Education, Ijanikin	Ogunsanya State	658	99	
		3	Michael Otedola of Education, Epe	College State	711	107	
2.	Ogun	1	Federal Education, Abeokuta	College of Federal	1907	286	
		2	Sikiru Adetona Education Sciece and Tech., Omu-Ijebu	College of State	2114	317	
3.	Ondo	1	Adeyemi Education, Ondo	College of Federal	1644	247	
TOTAL					6	7,454	1,119

Source³

Table 3.4 shows the sample size of 300L students was 1,119 for the study. Table 3.5 shows the summary of the sample size for this present study.

Table 3.5: Summary of the Sample size for the Study

Sample size Southwest States	Sample size number of colleges of Education	Sample size Academic Staff	Sample Size Students
3	6	942	1,119

Source³

3.4 Description of the Research Instrument

The instruments for the study were self-developed questionnaires. The questionnaires were responded to by the academic staff and the 300L students. The researcher used a self-constructed questionnaire titled: "Work Indices Questionnaire, Environmental Factors Questionnaire, and Publication/Supervision Job Performance

Questionnaire (PSJPQ)" to elicit information from the academic staff while another self-constructed questionnaire titled: "Instructional Job Performance Questionnaire (IJPQ)" was used to elicit information from the three hundred level (300L) students. These questionnaires are explained in details below:

3.4.1 Work Indices Questionnaire, Environmental Factors Questionnaire, and Publication/Supervision Job Performance Questionnaire (PSJPQ)

This questionnaire consisted of four sections (A, B, C and D) and each section was structured as follow:

Section A was designed to collect demographic information from the respondents (academic staff). Items here included: name of the college, ownership of college, gender, age, marital status, highest educational qualification, rank and length of service.

Section B was designed to obtain information on the level of publication and supervision job performance. It consisted of nine (9) items. The lecturers responded to the all the items. The rating scale was as follows: 5= Very High Level, 4= High Level, 3= Moderate Level, 2= Low Level and 1= Very Low Level.

Section C was designed to collect information on the extent of work indices among academic staff in the colleges of education. It consisted of fifteen (15) structured items. These items were framed to determine the extent of work indices among academic staff based on three indices which are: their workload, role conflict and role ambiguity. Five items each related to the extent of workload, role conflict and role ambiguity amongst lecturers. The rating scale was as follows: 5= Very High Extent, 4= High Extent, 3= Moderate Extent, 2= Low Extent and 1= Very Low Extent.

Section D was designed to collect information on the level of environmental factors within the colleges of education. It consisted of fifteen (15) structured items. These items

were framed to determine the level of work environmental factors on the basis of three kinds which are: management support, interpersonal relationship and facilities. Five items each related to the level of management support, interpersonal relationship and facilities in the colleges. The rating scale was as follows: 5= Very High Level, 4= High Level, 3= Moderate Level, 2= Low Level and 1= Very Low Level.

3.4.2 Instructional Job Performance Questionnaire (IJPQ)

This questionnaire was administered on the 300L students to determine the teaching performance of their lecturers. This is because they are in the best position to assess the lecturers' teaching performance since they are the ones taught by the lecturers. The questionnaire was divided into two section and consisted of structured items.

Section A was designed to collect demographic information from the respondents (students). Items here included: gender and age.

Section B was designed to collect information on the level of instructional job performance of the academic staff in the colleges of education. It consisted of seven (7) structured items. The rating scale was as follows: 5= Very High Level, 4= High Level, 3= Moderate Level, 2= Low Level and 1= Very Low Level.

3.5 Validity of the Instruments

Validity is defined as the extent to which the instrument measures what it purports to measure^{2&3}. The content and face validity of the instrument was ensured for thorough scrutiny and validation by giving the instruments to the researcher's supervisor, lecturers in Educational Management Department and other expert in the field of education. After which the researcher effected the necessary corrections and suggestions made on the instruments by the experts before the administration of the instruments.

3.6 Reliability of the Instruments

Reliability is the extent to which the questionnaire produces the same results on repeated trials³. The reliability of the instrument was ensured through a test-retest method. The instruments were distributed to ten (10) academic staff and ten (10) 300L students in colleges of education Southwest, Nigeria. These academic staff and students were excluded from the final study. The questionnaires were collected from them and another set of questionnaires were given to the same respondents after an interval of two weeks. The scores from the two sets of responses were subjected to Pearson product moment correlation to determine the reliability coefficient value. The reliability coefficient values obtained for the instruments were 0.814 and 0.794 respectively. When these values were subjected to psychometric analysis for interpretation, they were found to be reliable.

3.7 Administration of Research Instrument and Method of Data Collection

The instruments were administered personally by the researcher with the help of four trained research assistants. The letter of introduction was obtained from the Department of Educational Management by the researcher to the sampled colleges of education. The researcher trained four research assistants for the period of four days on how to administer and guide the respondents in order to appropriately fill the questionnaires. The questionnaires were then administered on the sampled population of academic staff and students and retrieved immediately from them in order to have a high response return rate.

3.8 Method of Data Analysis

Descriptive statistics of frequency counts and simple percentages was used to analyze the demographic data of respondents. The descriptive statistics of means, standard deviation, frequency counts and simple percentages were used to answer the research questions in the study while inferential statistics such as Multiple Regression Analysis and t-test was used to test the hypotheses formulated for the study.

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Endnotes

^{1.} *Establishment Records Office and Academic Planning Units of the Colleges of Education, 2022.*

^{2.} S. Shafie., F.A. Majid., S.M. Damio., & T.S. Hoon, *Evaluation on the Face and Content Validity of a Soft Skills Transfer of Training Instrument*, **International Journal of Academic Research in Business and Social Sciences**, 10(10), 2020, 1054–1065, DOI:10.6007/IJARBSS/v10-i10/8267.

^{3.} K. Imasuen, *Sample Size Determination in Test-Retest and Cronbach Alpha Reliability Estimates*, **British Journal of Contemporary Education**, 2(1), 2022, 17-29, DOI: 10.52589/BJCEFY266HK9.

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Chapter Four

Results and Discussion of Findings

This chapter shows the results from the statistical analysis of the data collected from the questionnaires distributed during the field. This chapter consisted of the following sub-headings:

- 4.1 Questionnaires Distribution Rate and Response
- 4.2 Presentation of Data
 - 4.2.1 Demographic Data Presentation
 - 4.2.2 Answer to Research Questions
 - 4.2.3 Test of Hypotheses
- 4.3 Discussion of Findings

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4.1 Questionnaires Distribution Rate and Response

Table 4.1: Questionnaires Distribution Rate and Response

Questionnaires	Number Distributed	Number Retrieved	Number Valid	Response Rate
Work Indices, Environmental Factors and Academic Staff Job Performance Questionnaire (WIEFASJPQ)	927	788	782	84.4%
Instructional Job Performance Questionnaire (IJPQ)	1,119	971	968	86.5%

Source: Fieldwork Survey, 2022

According to table 4.1, two self-constructed questionnaires titled - “Work Indices, Environmental Factors and Publication/Supervision Job Performance Questionnaire (WIEFASJPQ)” and “Instructional Job Performance Questionnaire (IJPQ)” consisting of well-structured items were distributed to a sample number of academic staff (lecturers) and 300L students respectively in the selected colleges of education in the three selected Southwest states in Nigeria. The questionnaire titled - “Work Indices, Environmental Factors and Publication/Supervision Job Performance Questionnaire (WIEFASJPQ)” was distributed to nine hundred and twenty seven (927) lecturers. However, only seven hundred and eighty eight (788) were retrieved and after careful sorting out, only seven hundred and eighty two (782) were found to be valid. This gave a response rate of 84.4% which is very high. Also, the questionnaire titled – “Instructional Job Performance Questionnaire” was distributed to one thousand, one hundred and nineteen (1,119) 300L students. However, nine hundred and seventy one (971) were retrieved and after careful sorting out, only nine hundred and sixty eight (968) were found to be valid. This gave a response rate of 86.5% which is very high.

4.2 Presentation of Data

4.2.1 Demographic Data Analysis

Table 4.2a: Frequency Distribution of Demographic Data of Lecturers (n = 782)

Demographic Data	Frequency (F)	Percentage (%)
Ownership of Colleges of Education		
Federal	481	61.5
State	301	38.5
Gender		
Male	401	51.3
Female	381	48.7
Age		
Below 30 years	71	9.1
30-39 years	145	18.5
40-49 years	251	32.1
50-59 years	272	34.8
Above 60 years	43	5.5
Marital Status		
Married	694	88.7
Single	70	9.0
Divorced/Separated	18	2.3
Highest Level of Education at Present		
Bachelor's degree	275	35.2
PGDE	95	12.1
Master's degree	288	36.8
MPhil degree	45	5.8
PhD degree	79	10.1

Source: Fieldwork Survey, 2022

Table 4.2 shows the frequency distribution of the demography of lecturers at the colleges of education. It is revealed that a major fraction of the lecturers, 481(61.5%) lecture at federal owned colleges of education while 301(38.5%) lecturer works at state owned colleges of education. It also shows that 401(51.3%) of the lecturers are males while 381(48.7%) of them are females. This results portray a greater proportion of male to female lecturers at colleges of education in Southwest Nigeria. It's also revealed that most of the lecturers, 272 (34.8%) are within 50-59 years of age which is followed by 251 (32.1%) who are within 40-49 years of age followed by 145 (18.5%) who are within 30-39 years of age. However, a small fraction of the lecturers, 43(5.5%) are above 60 years

of age. This results show that majority of the lecturers are in their mid-ages. It is also revealed that 694(88.7%) of the lecturers are married and still in their marriages while 70(9%) of them are single. However, only 18(2.3%) of the lecturers indicated that they are either divorced or separated from their spouse. Lastly, most of the lecturers, 288(36.8%) have Master degree as their highest level of education which is followed by 275(35.2%) who have Bachelor degree as their highest level of education. Only few of the lecturers, 79(10.1%) have obtained PhD or doctorate degree. This indicates that most of the lecturers are educated to the university level.

Table 4.2b: Frequency Distribution of Demographic Data of Lecturers (n = 782)

Cont'd

Demographic Data	Frequency (F)	Percentage (%)
Rank		
Chief Lecturer	68	8.7
Principal Lecturer	85	10.9
Senior Lecturer	101	12.9
Lecturer I	152	19.4
Lecturer II	146	18.7
Lecturer III	118	15.1
Assistant Lecturer	112	14.3
Length of Service		
0-4 years	114	14.6
5-9 years	211	27.0
10-14 years	219	28.0
15-19 years	133	17.0
Above 20 years	105	13.4

Source: Fieldwork Survey, 2022

It is also revealed from the table that most of the lecturers, 152 (19.4%) are in the rank of lecturer I which is followed by 146 (18.7%) who are in the rank of lecturer II which is also by 118 (15.1%) who are in the rank of lecturer III. However, only few of the lecturers, 68(8.7%) are chief lecturers. Lastly, most of the lecturers, 219 (28%) have worked for 10-14 years of service which is followed by 211 (27%) who have worked for

5-9 years of service. However, only few of them, 114 (14.6%) have worked for 0-4 years of service while very few, 105 (13.4%) have worked above 20 years in service.

Table 4.3: Frequency Distribution of Demographic Data of 300L Students (n = 968)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	441	45.6
Female	527	54.4
Age		
Below 20 years	583	60.2
20-25 years	244	25.2
Above 25 years	141	14.6

Source: Fieldwork Survey, 2022

Table 4.3 shows the frequency distribution of the demography of the 300L students at the colleges of education. It is revealed that most of the 300L students, 527(54.4%) are females while 441(45.6%) are males. This shows more female to male students at the colleges of education. Furthermore, it is revealed that majority of the students, 583(60.2%) are below 20 years of age, 244(25.2%) are within 20-25 years of age while the remaining 141(14.6%) are above 25 years of age.

4.2.2 Answers to Research Questions

Research Question One: What is the level of job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria?

Table 4.4: Instructional Job Performance of Academic Staff (n = 968)

S/N	Items (My lecturers)	VHL	HL	ML	LL	VLL	Mean (\bar{x})	Std. Dev.	Decision
1	attend lessons regularly according to the time-table	47 (4.9%)	219 (22.6%)	399 (41.2%)	248 (25.6%)	55 (5.7%)	2.954	.75	Moderate level
2	enter the class at the right time (i.e. not late)	115 (11.9%)	169 (17.5%)	401 (41.4%)	158 (16.3%)	125 (12.9%)	2.991	.76	Moderate level
3	end class at the right time (not earlier than supposed)	100 (10.3%)	243 (25.1%)	431 (44.5%)	106 (11.0%)	88 (9.1%)	3.166	.79	Moderate level
4	mark all assignments given to students	95 (9.8%)	113 (11.7%)	443 (45.8%)	215 (22.2%)	102 (10.5%)	2.880	.74	Moderate level
5	release the continuous assessment (CA) marked scripts and scores to students before examination commences	72 (7.4%)	111 (11.5%)	497 (51.3%)	202 (20.9%)	86 (8.9%)	2.877	.74	Moderate level
6	have a good mastery of what they teach	112 (11.6%)	217 (22.4%)	391 (40.4%)	147 (15.2%)	101 (10.4%)	3.095	.78	Moderate level
7	take the pain to explain and re-explain what they teach so that students can comprehend	36 (3.7%)	210 (21.7%)	477 (49.3%)	201 (20.8%)	44 (4.5%)	2.993	.76	Moderate level

Criterion Mean = 3.000; Weighted Mean = 2.994 ; Standard Deviation = .76; Overall Decision = Moderate Level

Source: Fieldwork Survey, 2022

Key: Very High Level (VHL) = 5, High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2 and Very Low Level (VLL) = 1

Mean Threshold: If the mean is 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500-4.449 = High Level; 4.500-5.0000 = Very High Level

Table 4.4 shows the level of instructional job performance of lecturers at colleges of education as perceived by their 300L students. The five rating scale of very low level (1) to very high level (5) was used. Seven (7) items were used to determine the level of instructional job performance of lecturers. All the items were found to be at a moderate level as their means are within 2.500-3.499. These items therefore imply that most of the lecturers attended lessons regularly, and end their classes at the right time, take the time

to explain and re-explain what they teach so as to ensure that the students understand, mark all assignments given to the students, return their continuous assessment scripts/scores to the students before examination commences and also have mastery of what they teach at a “moderate level”. Generally, the weighted mean (standard deviation) of 2.994 (0.76) shows that the instructional job performance of lecturers at colleges of education, Southwest, Nigeria is at a moderate level.

Table 4.5: Publication/Supervision Job Performance of Academic Staff (n = 782)

S/N	Items	VHL	HL	ML	LL	VLL	Mean (x̄)	Std. Dev.	Decision
1	I attend at least one national conference per annum	42 (5.4%)	226 (28.9%)	399 (51.0%)	57 (7.3%)	58 (7.4%)	3.175	.79	Moderate level
2	I attend at least one international conference in every three (3) years	81 (10.4%)	212 (27.1%)	305 (39.0%)	112 (14.3%)	72 (9.2%)	3.151	.78	Moderate level
3	I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years	40 (5.1%)	276 (35.3%)	347 (44.4%)	84 (10.7%)	35 (4.5%)	3.258	.80	Moderate level
4	I publish my research articles in university, polytechnic or college of education affiliated journals.	96 (12.3%)	288 (36.8%)	301 (38.5%)	79 (10.1%)	18 (2.3%)	3.467	.81	Moderate level
5	At least 1-3 of my research articles have been published in foreign journals in the past 3 years	90 (11.5%)	291 (37.2%)	303 (38.7%)	81 (10.4%)	17 (2.2%)	3.455	.81	Moderate level
6	I have authored and co-authored book (s)	57 (7.3%)	99 (12.7%)	405 (51.8%)	120 (15.3%)	101 (12.9%)	2.861	.75	Moderate level
7	I have contributed chapters in Book of Readings	71 (9.1%)	102 (13.0%)	395 (50.5%)	115 (14.7%)	99 (12.7%)	2.912	.76	Moderate level
8	My research articles have been published in a newspaper/magazine.	42 (5.4%)	97 (12.4%)	127 (16.2%)	398 (50.9%)	118 (15.1%)	2.421	.74	Low Level
9	I supervise research students allocated to me as scheduled	150 (19.2%)	201 (25.7%)	295 (37.7%)	79 (10.1%)	57 (7.3%)	3.394	.81	Moderate level

Criterion Mean = 3.000; Weighted Mean = 3.122; Standard Deviation = .78; Overall Decision = Moderate Level

Source: Fieldwork Survey, 2022

Key: Very High Level (VHL) = 5, High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2 and Very Low Level (VLL) = 1;

Mean Threshold: If the mean is 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500-4.449 = High Level; 4.500-5.0000 = Very High Level

Table 4.5 shows the level of publication/supervision job performance of lecturers at colleges of education as responded by the lecturers. The five rating scale of very low level (1) to very high level (5) was used. Nine (9) items were used to determine the level of publication/supervision job performance of lecturers. Eight the items were found to be at a moderate level as their means are within 2.500-3.499. However, only one item was found to be at a low level as its mean is within 1.500-2.499. The results therefore imply that most of the lecturers attend at least one national conference per annum and an international conference within three years, published articles in higher institution journals, foreign journals, book of readings and proceedings at a ‘moderate level’. They have also authored and co-authored books and supervise their supervisees allocated to them as scheduled at a ‘moderate level’. However, most of the lecturers have their research articles published in a newspaper/magazine at a ‘low level’. Generally, the weighted mean (standard deviation) of 3.122 (0.78) shows that the publication/supervision job performance of lecturers at colleges of education is at a moderate level.

Table 4.6: Level of Job Performance of Academic Staff

S/N	Item	Weighted Mean	Decision
1	Instructional Job Performance of Academic Staffs	2.994	Moderate Level
2	Publication/Supervision of Academic Staffs	3.122	Moderate Level
Ground Weighted Mean		3.058	Moderate Level

Source: Fieldwork Survey, 2022

In answer to research question one, the level of job performance of lecturers in areas of instruction and publication/supervision at colleges of education, Southwest Nigeria is at a moderate level.

Research Question Two: What is the extent of work indices (workload, role conflict and role ambiguity) amongst academic staff in colleges of education, Southwest Nigeria?

Table 4.7: The Extent of Workload amongst Academic Staff (n= 782)

S/N	Items	VHE	HE	ME	LE	VLE	Mean (\bar{x})	Std. Dev.	Decision
1	I am made to spend more hours at work than the stipulated daily amount of hours	99 (12.7%)	225 (28.8%)	321 (41.0%)	91 (11.6%)	46 (5.9%)	3.307	.81	Moderate Extent
2	I am given more activities to do than the stipulated amount of time required for them	101 (12.9%)	258 (33.0%)	297 (38.0%)	95 (12.1%)	31 (4.0%)	3.387	.83	Moderate Extent
3	I teach more classes than I should	87 (11.1%)	386 (49.4%)	204 (26.1%)	83 (10.6%)	22 (2.8%)	3.554	.85	High Extent
4	The class I teach is large	118 (15.1%)	229 (29.3%)	242 (30.9%)	108 (13.8%)	85 (10.9%)	3.239	.80	Moderate Extent
5	I teach more students than I am suppose to	112 (14.3%)	352 (45.0%)	201 (25.7%)	88 (11.3%)	29 (3.7%)	3.550	.85	High Extent

Criterion Mean = 3.000; Weighted Mean = 3.407; Standard Deviation = .83; Overall Decision = Moderate Extent

Source: Fieldwork Survey, 2022

Key: Very High Extent (VHL) = 5, High Extent (HL) = 4, Moderate Extent (ML) = 3, Low Extent (LL) = 2 and Very Low Extent (VLL) = 1;

Mean Threshold: If the mean is 0.000-1.499 = Very Low Extent; 1.500-2.499 = Low Extent; 2.500-3.499 = Moderate Extent; 3.500-4.499 = High Extent; 4.500-5.0000 = Very High Extent

Table 4.7 shows the extent of work indices of lecturers at colleges of education in terms of their work load. The five rating scale of very low extent (1) to very high extent (5) was used. Five (5) items were used to determine the extent of workload of the lecturers. Three of the items were found to be at a moderate extent as their means are within 2.500-3.499 while two of the items were found to be at a high extent as their means are within 3.500-4.499. The results therefore imply that most of the lecturers are made to spend more hours at work than the stipulated daily amount of hours, are given

more activities to do than the stipulated amount of time required for them and teach large classes at a moderate extent. However, majority of the lecturers teach more classes and students than they should at a high extent. Generally, the weighted mean (standard deviation) of 3.407 (0.83) shows that the workload of lecturers at colleges of education, Southwest, Nigeria is at a moderate extent.

Table 4.8: The Extent of Role Conflict amongst Academic Staff (n= 782)

S/N	Items	VHE	HE	ME	LE	VLE	Mean (x̄)	Std. Dev.	Decision
1	I usually have more than one role that requires my attention at the same time	104 (13.3%)	244 (31.2%)	302 (38.6%)	94 (12.0%)	38 (4.9%)	3.341	.84	Moderate Extent
2	Before I finish a particular role, more are added	92 (11.8%)	239 (30.6%)	295 (37.7%)	97 (12.4%)	59 (7.5%)	3.266	.82	Moderate Extent
3	I have to do things that should be done in a different way	74 (9.5%)	101 (12.9%)	259 (33.1%)	201 (25.7%)	147 (18.8%)	2.685	.77	Moderate Extent
4	I receive incompatible requests from two or more people at the same time	96 (12.3%)	194 (24.8%)	262 (33.5%)	127 (16.2%)	103 (13.2%)	3.068	.80	Moderate Extent
5	I do things that seem acceptable to one person and unacceptable to others	85 (10.9%)	119 (15.2%)	287 (36.7%)	175 (22.4%)	116 (14.8%)	2.849	.79	Moderate Extent

Criterion Mean = 3.000; Weighted Mean = 3.042; Standard Deviation = .80; Overall Decision = Moderate Extent

Source: Fieldwork Survey, 2022

Key: Very High Extent (VHL) = 5, High Extent (HL) = 4, Moderate Extent (ML) = 3, Low Extent (LL) = 2 and Very Low Extent (VLL) = 1;

Mean Threshold: If the mean is 0.000-1.499 = Very Low Extent; 1.500-2.499 = Low Extent; 2.500-3.499 = Moderate Extent; 3.500-4.499 = High Extent; 4.500-5.0000 = Very High Extent

Table 4.8 shows the extent of work indices of lecturers at colleges of education in terms of role conflict. The five rating scale of very low extent (1) to very high extent (5) was used. Five (5) items were used to determine the extent of role conflict of the lecturers. All the items were found to be at a moderate extent as their means are within 2.500-3.499. This result therefore imply that most of the lecturers usually have more than one role that requires my attention at the same time, have more work added to their work schedules

before they finish a particular one, find themselves doing things that should be done in a different way, receive incompatible requests from two or more people at the same time and do things that seem acceptable to one person and unacceptable to others at a moderate extent. Generally, the weighted mean (standard deviation) of **3.042** (0.80) shows that the role conflict of lecturers at colleges of education, Southwest, Nigeria is at a moderate extent.

Table 4.9: The Extent of Role Ambiguity amongst Academic Staff (n= 782)

S/N	Items	VHE	HE	ME	LE	VLE	Mean (\bar{x})	Std. Dev.	Decision
1	The aims of my job seem usually unclear	59 (7.5%)	187 (23.9%)	296 (37.9%)	124 (15.9%)	116 (14.8%)	2.935	.80	Moderate Extent
2	The explanation of what needs to be done is often unclear.	76 (9.7%)	186 (23.8%)	274 (35.0%)	131 (16.8%)	115 (14.7%)	2.971	.80	Moderate Extent
3	What is expected of me is often exact	126 (16.1%)	215 (27.5%)	285 (36.4%)	95 (12.1%)	62 (7.9%)	3.321	.84	Moderate Extent
4	I know what my responsibilities are	131 (16.8%)	291 (37.2%)	284 (36.3%)	54 (6.9%)	22 (2.8%)	3.582	.87	High Extent
5	I have a clear, planned goals and objectives for my job	129 (16.5%)	276 (35.3%)	279 (35.7%)	51 (6.5%)	47 (6.0%)	3.497	.85	Moderate Extent

Criterion Mean = 3.000; Weighted Mean = 3.263; Standard Deviation = .83; Overall Decision = Moderate Extent

Source: Fieldwork Survey, 2022

Key: Very High Extent (VHL) = 5, High Extent (HL) = 4, Moderate Extent (ML) = 3, Low Extent (LL) = 2 and Very Low Extent (VLL) = 1;

Mean Threshold: If the mean is 0.000-1.499 = Very Low Extent; 1.500-2.499 = Low Extent; 2.500-3.499 = Moderate Extent; 3.500-4.499 = High Extent; 4.500-5.0000 = Very High Extent

Table 4.9 shows the extent of work indices of lecturers at colleges of education in terms of role ambiguity. The five rating scale of very low extent (1) to very high extent (5) was used. Five (5) items were used to determine the extent of role ambiguity of the lecturers. Amongst these items, two were negative while three were positive items. Four of the items were found to be at a moderate extent as their means are within 2.500-3.499 while an item was found to be at a high extent as its mean is within 3.500-4.499. This result therefore imply that most of the lecturers are unclear about the aims of their job and

the explanation of what needs to be done at a moderate extent. They also have a clear, planned goals and objectives for my job and know what is expected of them at a moderate extent. However, they know what their responsibilities are at a high extent. Generally, the weighted mean (standard deviation) of **3.263** (0.83) shows that the role ambiguity of lecturers at colleges of education is at a moderate extent.

Table 4.10: Extent of Work Indices among Academic Staff

S/N	Item	Weighted Mean	Decision
1	Extent of Workload Among Academic Staffs	3.407	Moderate Level
2	Extent of Role Conflict among Academic Staffs	3.042	Moderate Level
3	Extent of Role Ambiguity Among Academic Staffs	3.263	Moderate Level
Ground Weighted Mean		3,237	Moderate Level

Source: Fieldwork Survey, 2022

In answer to research question two, the level of work indices of lecturers at colleges of education, Southwest, Nigeria is at a moderate extent.

Research Question Three: What is the level of environmental factors (management support, interpersonal relationship and facilities) in colleges of education, Southwest Nigeria?

Table 4.11: The Level of Management Support for Academic Staff (n= 782)

S/N	Items	VHL	HL	ML	LL	VLL	Mean (\bar{x})	Std. Dev.	Decision
1	Managers at my workplace consult employees about issues affecting staff	103 (13.2%)	200 (25.6%)	285 (36.4%)	115 (14.7%)	79 (10.1%)	3.170	.80	Moderate Level
2	Employees are treated fairly at my workplace	95 (12.1%)	174 (22.3%)	302 (38.6%)	118 (15.1%)	93 (11.9%)	3.077	.80	Moderate Level
3	Management ensures that the interest of academic staff is considered when making strategic decisions	102 (13.0%)	201 (25.7%)	296 (37.9%)	94 (12.0%)	89 (11.4%)	3.170	.80	Moderate Level
4	Management appreciates and rewards great contributions made by staff	102 (13.0%)	193 (24.7%)	246 (31.5%)	143 (18.3%)	98 (12.5%)	3.074	.80	Moderate Level
5	Management allows me to grow professionally especially in attending courses, conferences and furthering a degree	101 (12.9%)	208 (26.6%)	304 (38.9%)	95 (12.1%)	74 (9.5%)	3.214	.82	Moderate Level
Criterion Mean = 3.000; Weighted Mean = 3.141; Standard Deviation = .80; Overall Decision = Moderate Level									

Source: Fieldwork Survey, 2022

Key: Very High Level (VHL) = 5, High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2 and Very Low Level (VLL) = 1;

Mean Threshold: If the mean is 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500-4.449 = High Level; 4.500-5.0000 = Very High Level

Table 4.11 shows the level of environmental factors in terms of management support for lecturers at colleges of education, Southwest, Nigeria. The five rating scale of very low level (1) to very high level (5) was used. Five (5) items were used to determine the level of management support for lecturers. All the items were found to be at a moderate level as their means are within 2.500-3.499. The results imply that according to most of the lecturers, their managers consult them about issues affecting them, treat them fairly, ensure that their interest is considered when making strategic decisions, appreciate

and rewards great contributions made by them and allows them to grow professionally especially in attending courses, conferences and furthering a degree at a moderate level. Generally, the weighted mean (standard deviation) of **3.141** (0.80) shows that the management support for lecturers at colleges of education, Southwest, Nigeria is at a moderate level.

Table 4.12: The Level of Interpersonal Relationship amongst Academic Staff (n=782)

S/N	Items	VHL	HL	ML	LL	VLL	Mean (x̄)	Std. Dev.	Decision
1	People look out for each other at my workplace	91 (11.6%)	264 (33.8%)	292 (37.3%)	78 (10.0%)	57 (7.3%)	3.325	.84	Moderate Level
2	Management have a cordial relationship with staff	101 (12.9%)	209 (26.7%)	282 (36.1%)	106 (13.6%)	84 (10.7%)	3.175	.81	Moderate Level
3	Everybody relates with each other without the issue of cliques	131 (16.8%)	213 (27.2%)	254 (32.5%)	100 (12.8%)	84 (10.7%)	3.265	.83	Moderate Level
4	I have the assurance that my colleagues will support me if I run into difficulties	147 (18.8%)	216 (27.6%)	297 (38.0%)	81 (10.4%)	41 (5.2%)	3.444	.86	Moderate Level
5	People respect each other's opinions and suggestions at my workplace	132 (16.9%)	208 (26.6%)	281 (35.9%)	93 (11.9%)	68 (8.7%)	3.311	.84	Moderate Level

Criterion Mean = 3.000; Weighted Mean = 3.304; Standard Deviation = .84; Overall Decision = Moderate Level

Source: Fieldwork Survey, 2022

Key: Very High Level (VHL) = 5, High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2 and Very Low Level (VLL) = 1;

Mean Threshold: If the mean is 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500-4.449 = High Level; 4.500-5.0000 = Very High Level

Table 4.12 shows the level of environmental factors in terms of interpersonal relationship amongst lecturers at colleges of education, Southwest, Nigeria. The five rating scale of very low level (1) to very high level (5) was used. Five (5) items were used to determine the level of interpersonal relationship amongst lecturers. All the items were found to be at a moderate level as their means are within 2.500-3.499. The results imply that according to most of the lecturers, people look out for each other, respect each other's

opinions and suggestions and can support each other if any runs into difficulties at their workplace, management have a cordial relationship with staff and everybody relates with each other without the issue of cliques at a moderate level. Generally, the weighted mean (standard deviation) of **3.304** (0.83) shows that interpersonal relationship amongst lecturers at colleges of education, Southwest, Nigeria is at a moderate level.

Table 4.13: The Level of Facilities for Academic Staff's Work (n= 782)

S/N	Items	VHL	HL	ML	LL	VLL	Mean (x̄)	Std. Dev.	Decision
1	Instructional materials (visual, audio and audio-visual aids) are adequate for teaching the students	49 (6.3%)	107 (13.7%)	122 (15.6%)	342 (43.7%)	162 (20.7%)	2.410	.75	Low Level
2	Libraries and Laboratories are well equipped	47 (6.0%)	110 (14.1%)	116 (14.8%)	343 (43.9%)	166 (21.2%)	2.398	.75	Low Level
3	Classroom is well spaced and ventilated	92 (11.8%)	111 (14.2%)	246 (31.5%)	231 (29.5%)	102 (13.0%)	2.821	.80	Moderate Level
4	Staff offices are comfortable	41 (5.2%)	109 (13.9%)	124 (15.9%)	347 (44.4%)	161 (20.6%)	2.389	.74	Low Level
5	There are modern facilities like ICT for teaching and learning	38 (4.9%)	101 (12.9%)	129 (16.5%)	366 (46.8%)	148 (18.9%)	2.380	.74	Low Level

Criterion Mean = 3.000; Weighted Mean = 2.480; Standard Deviation = .76; Overall Decision = Low Level

Source: Fieldwork Survey, 2022

Key: Very High Level (VHL) = 5, High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2 and Very Low Level (VLL) = 1;

Mean Threshold: If the mean is 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500-4.449 = High Level; 4.500-5.0000 = Very High Level

Table 4.13 shows the level of environmental factors in terms of facilities for lecturers' work at colleges of education, Southwest, Nigeria. The five rating scale of very low level (1) to very high level (5) was used. Five (5) items were used to determine the level of facilities for use by lecturers. Four of the items were found to be at a low level as their means are within 1.500-2.499. However, only one item was found to be at a moderate level as its mean is within 2.500-3.499. The results imply that instructional materials (visual, audio and audio-visual aids) are adequate for teaching the students,

libraries and laboratories are well equipped, staff offices are comfortable and modern facilities like ICT for teaching and learning are available at a low level. However, classrooms for teaching and learning is well spaced and ventilated at a moderate level. Generally, the weighted mean (standard deviation) of **2.480** (0.76) shows that the facilities for lecturers' usage at colleges of education, Southwest, Nigeria is at a low level. This suggests that there is need for improve the facilities at the colleges of education.

Table 4.14: Level of Environmental Factors

S/N	Item	Weighted Mean	Decision
1	Level of Management Support for Academic Staff	3.141	Moderate Level
2	Level of Interpersonal Relationship	3.304	Moderate Level
3	Level of Facilities	2.450	Low Level
Ground Weighted Mean		2.975	Moderate Level

Source: Fieldwork Survey, 2022

In answer to research question three, the level of environmental factors is at moderate level at colleges of education, Southwest, Nigeria.

4.2.3 Test of Hypotheses

H₀₁: There will be no significant joint contribution of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria

Table 4.15: Multiple Regression analysis and Model Summary for the combined influence of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria.

Anova							
Model		Sum of Squares	Df	Mean Square	F	Significance Value	Decision
1	Regression	404.798	6	48.587	3.295	.004	Significant at 0.05
	Residual	5953.392	775	31.287			
	Total	6358.190	781				

Model Summary	
R =	.916
R square =	.839
Adjusted R Square =	.811
Standard Error of the Estimate =	.003261

Source: Field Survey, 2022

Dependent Variable: Academic Staff Job Performance

Predictor Variables: interpersonal relationship, workload, management support, role ambiguity, facilities, role conflict

Table 4.15 shows a significant combined influence of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria ($F_{6, 775} = 3.295$ is significant (.004) at $P < 0.05$) which means that the regression model is a good fit of the data. This results imply that the work indices alongside environmental factors jointly influence how well academic staff perform their job duties in areas of instruction and publication/supervision. The model summary shows the R value to

be .916; $R^2 = .839$; Adjusted $R^2 = .811$ and Standard Error of the Estimate = .003261. The adjusted R^2 value which gives a more accurate or true prediction shows that 81.1% (.811) of the variation in academic staff job performance can be explained by the independent variables (work indices and environmental factors) which are to be kept in the model. The remaining 18.9% could be due to errors not included in the model. Lastly, the larger the standard error value, the less precise would be the model and vice versa. Since, the standard error value of .003261 is small, it implies that the model fit has greater precision or accuracy. The value also means that the estimates of academic staff job performance with this model will be wrong by only .003261 which is a small amount that could easily be ignored.

H₀₂: There will be no significant relative influence of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria

Table 4.16: Coefficients of Multiple Regression for the relative influence of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria

Model		Coefficients			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	33.185	1.859		11.243	.000
	Workload	.196	.056	.105	2.557	.014*
	Role Conflict	.163	.062	.093	2.207	.022*
	Role Ambiguity	.177	.066	.099	2.361	.019*
	Management Support	.141	.055	.062	1.801	.039*
	Interpersonal Relationship	.094	.052	.041	.732	.204
	Facilities	.256	.064	.131	2.696	.010*

Dependent Variable: Academic staff job performance

* β coefficients significant at 0.05 level of significance ($P < 0.05$)

Source: Field Survey, 2022

Table 4.16 shows the individual or relative influence of each predictor – workload, role conflict, role ambiguity, management support, interpersonal relationship, and facilities on the job performance of academic staff in the model 1. It is revealed that the β coefficient and t- values for workload ($\beta = .105$; $t = 2.557$), role conflict ($\beta = .093$; $t = 2.207$), role ambiguity ($\beta = .099$; $t = 2.361$), management support ($\beta = .062$; $t = 1.801$) and facilities ($\beta = .131$; $t = 2.696$) are significant on academic staff job performance at $P < 0.05$. However, the β coefficient and t- value for interpersonal relationship ($\beta = .041$; $t = .732$) is not significant on academic staff job performance at $P > 0.05$. This result implies that interpersonal relationship is no more useful in the model, when the other five variables are already in the model. In other words, with workload, role conflict, role ambiguity, management support and facilities in the model, the other variable (interpersonal relationship) no more add a substantial contribution to explaining academic staff job performance. Secondly, the magnitude of t-statistics of the predictors show that

facilities ($t = 2.696$; $\text{Sig.} = .010$) contributes more to academic staff job performance followed by workload ($t = 2.557$; $\text{Sig.} = .014$), role ambiguity ($t = 2.361$; $\text{Sig.} = .019$), role conflict ($t = 2.207$; $\text{Sig.} = .022$) and management support ($t = 1.801$; $\text{Sig.} = .039$).

The B-coefficient value indicates the average increase in academic staff job performance associated with a unit increase in the predictors. Since the values for B for all the predictors is positive, it would therefore mean that a unit increase or decrease in the predictors would result to a respective increase or decrease in academic staff job performance. Therefore, a unit increase or decrease in workload would result to an average of .196 increase or decrease in academic staff job performance. A unit increase or decrease in role conflict would result to an average of .163 increase or decrease in academic staff job performance. A unit increase or decrease in role ambiguity would result to an average of .177 increase or decrease in academic staff job performance. A unit increase or decrease in management support would result to an average of .141 increase or decrease in academic staff job performance. Lastly, a unit increase or decrease in facilities would result to an average of .256 increase or decrease in academic staff job performance. This also shows that facilities have a greater impact on academic staff job performance. Lastly, the standard error for each of the indices - workload (.056), role conflict (.062), role ambiguity (.066), management support (.055) and facilities (.064) is quite small which shows precision and accuracy of the model.

H₀₃: There will be no Significant Institutional Difference (Federal and State) in Job Performance of Academic Staff in Colleges of Education, Southwest Nigeria

Table 4.17a: T-test (Group Statistics) for Institutional Difference (Federal and State) in Job Performance of Academic Staff in Colleges of Education, Southwest Nigeria

Group Statistics					
	Type of Institution	N	Mean	Std. Deviation	Std. Error Mean
Academic Staff Job Performance	Federal	487	2.1192	.52747	.00414
	State	295	1.8654	.51211	.00418

Source: Field Survey, 2022

Table 4.17a shows the t-test (group statistics) for the institutional difference (federal and state) in job performance of academic staff in colleges of education, Southwest Nigeria. The mean (standard deviation) for federal institution is 2.1192 (.52747) while that of state institution is 1.8654 (.51211). The mean of federal institution is found to be higher than that of state institution. However, the standard error of their means were both found to be indicating a higher precision of their mean values.

Table 4.17b: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	P-value	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Academic Staff Job Performance	Equal variances assumed	3.812	.019	2.797	780	.012	.12534	.00254	.20512	.05271
	Equal variances not assumed			2.794	749.6	.012	.12534	.00257	.20524	-.05263

t-test value is significant at 0.05 level of significance (**Source:** Field Survey, 2022)

Table 4.17b shows the independent samples test consisting of the Levene's Test for Equality of variances and t-test for equality of means. These were done to ascertain if

there is any difference between the means of academic staff job performance in federal colleges of education and state colleges of education. First of all, the F value of 3.812 and the P-value of .019 under the column for Levene's Test for equality of variances shows that "equal variances is assumed" since the value is greater than 0.05 level of significance. If the "equal variances assumed" is strictly followed, it would mean that there is a significant difference in the job performance of academic staff in federal and state colleges of education ($t_{2, 0.05, df \text{ of } 780} = 2.797; P < 0.05$). The null hypothesis is therefore rejected. This implies that the performance of academic staff at federal colleges of education differ from that of state colleges of education.

4.3 Discussion of Findings

This study was carried out to investigate Work Indices and Environmental Factors as Predictors of Job Performance of Academic Staff in Colleges of Education, Southwest Nigeria. Six objectives were raised for the study. These objectives comprised of three (3) research questions and three (3) hypotheses. This section discusses the result obtained from the study and compares them with previous empirical studies.

Demography of academic staff reveals that a major fraction of the lecturers, 481(61.5%) lecture at federal owned colleges of education while 301(38.5%) lecturer works at state owned colleges of education. 401(51.3%) of the lecturers are males while 381(48.7%) of them are females. Most of the lecturers, 272 (34.8%) are within 50-59 years of age which is followed by 251 (32.1%) who are within 40-49 years of age followed by 145 (18.5%) who are within 30-39 years of age. However, a small fraction of the lecturers, 43(5.5%) are above 60 years of age. Many of the lecturers, 694(88.7%) are married while 70(9%) of them are single. However, only 18(2.3%) of the lecturers indicated that they are either divorced or separated from their spouse. Most of the lecturers, 288(36.8%) have Bachelor's degree as their highest level of education which is

followed by 275(35.2%) who have Master's degree as their highest level of education. Only few of the lecturers, 79(10.1%) have obtained PhD or doctorate degree. Furthermore, it is revealed that most of the lecturers, 152 (19.4%) are in the rank of lecturer III which is followed by 146 (18.7%) who are in the rank of lecturer II which is also by 118 (15.1%) who are in the rank of lecturer II. However, only few of the lecturers, 68(8.7%) are chief lecturers. Lastly, most of the lecturers, 219 (28%) have worked for 10-14 years of service which is followed by 211 (27%) who have worked for 5-9 years of service. However, only few of them, 114 (14.6%) have worked for 0-4 years of service while very few, 105 (13.4%) have worked above 20 years in service. This result is in line with the work on "Colleges of Education Lecturers Attitude towards the Use of Information and Communication Technology in Nigeria" which revealed that most lecturers work at federal than state colleges of education in southwest Nigeria. It also revealed that most of the lecturers are males, within 40-60 years of age, married on permanent appointment and have Bachelor's degree in education¹. Another study on "Colleges of Education Lecturers' Attitude and Intention towards Using Social Media in Instruction in South-West, Nigeria" also showed that most lecturers are at federal colleges of education in the region, are males, married, have Bachelor and Master's degrees and have worked for 5-15 years².

The demography of the 300L students at the colleges of education revealed that most of them, 527(54.4%) are females while 441(45.6%) are males. It also revealed that majority of the students, 583(60.2%) are below 20 years of age, 244(25.2%) are within 20-25 years of age while the remaining 141(14.6%) are above 25 years of age. This result is also in line with the research work on "Factors Affecting Students' Academic Performance in Colleges of Education in Southwest, Nigeria" which reported that most

students in colleges of education are females (67.6%) while 32.4% are males. The study also reported that most of the students (89.7%) are within the ages of 15-24 years³.

Research question one reveals that the level of job performance of lecturers in areas of instruction and publication/supervision at colleges of education, Southwest Nigeria is at a moderate level. This result implies that the way lecturers instruct their students, publish research works and supervise their students/supervisee is at a moderate level. This result disagrees with a work carried out in the year 2017 on “Employee training, socio-demographic characteristics and job performance of academic staff in public colleges of education in South-West, Nigeria” which reported that the level of job performance of academic staff in areas of instruction and research is low⁴. The findings of this study also disagrees with that of a study carried out in the year 2021 on “Employee Information Sharing and Job Performance in Public Colleges of Education in South-West, Nigeria” which reported that the level of job performance of academic staff is low⁵. The differences in the study may be in the year in which the studies were carried out. This present study was carried out in the year 2022 which suggests that the academic staff may have improved their job performance from a low to a moderate level.

Research question two reveals that work indices such as workload, role conflict and role ambiguity of lecturers at colleges of education, Southwest, Nigeria is at a moderate extent. This result partially agrees with the work on “Role Stressors and Job Satisfaction in Health Surveillance Assistants in Malawi” which revealed that Health Surveillance Assistants have lower role ambiguity (16%) and moderate extent of role conflict (28%) and workload (32%)⁶. This result is however in line with the research work on “The Impact of Organizational Stressors on Job Performance among Academic Staff” which revealed that organizational stressors such as role conflict, role ambiguity

and workload are at moderate levels amongst academic staff in research universities in Malaysia⁷.

Research question three reveals that environmental factors in terms of management support and interpersonal relationship is at a moderate level while facilities is at a low level at colleges of education, Southwest, Nigeria. This result is in line with the work on “Empirical investigation of management support and academic staff engagement of selected private universities in southwest Nigeria” which revealed moderate extent of management support for academic staff in the southwest universities⁸. Another similar study on “Job Satisfaction and Interpersonal Relation: A Determinant of Job Performance of Academic Staff of Colleges of Education in Lagos State, Nigeria” also showed a moderate level of interpersonal relationships amongst the academic staff and also with the students⁹. This result is also supported by that of a study carried out in the year 2022 on “Educational Resources Availability and Utilization as Determinant of Students Academic Performance in South West Nigeria” also revealed low level of facilities such as office accommodation, libraries, laboratories and lecture hall at colleges of education, Southwest Nigeria¹⁰.

Hypothesis one revealed a significant joint contribution of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria ($F_{6, 775} = 3.295$ is significant (.004) at $P < 0.05$). This result tallies with the work on “The Impact of Organizational Stressors on Job Performance among Academic Staff” which revealed a joint contribution of role conflict, role ambiguity and workload on academic staff job performance in research universities in Malaysia⁷. The result is also in line with the work on “Campus environmental factors and job commitment of staff in state

universities in Ogun Southwest Nigeria” which showed a joint influence of environmental factors such as Management Approach, Boss Personality, University Policies, Physical Working Conditions and Interpersonal Relationships on academic staff job commitment in the universities¹¹.

Hypothesis two revealed relative influence of each predictor – workload, role conflict, role ambiguity, management support, interpersonal relationship, and facilities on the job performance of academic staff in colleges of education, Southwest, Nigeria. This result is also in line with the work on “The Impact of Organizational Stressors on Job Performance among Academic Staff” which revealed that a relative influence of role conflict, role ambiguity and workload on academic staff job performance in research universities in Malaysia⁷. The result also agrees with the work on “Campus environmental factors and job commitment of staff in state universities in Ogun Southwest Nigeria” which showed a relative influence of Management Approach, Boss Personality, University Policies, Physical Working Conditions and Interpersonal Relationships on academic staff job commitment in the universities¹¹.

Hypothesis three revealed a significant difference in the academic staff job performance between federal colleges of education and state colleges of education, Southwest, Nigeria. This result is supported by the work on “Employee training, socio-demographic characteristics and job performance of academic staff in public colleges of education in South-West, Nigeria” which also reported a significant difference in the job performance of academic staff in federal and state public colleges of education, Southwest, Nigeria⁴.

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations, contribution to knowledge and the areas of further research.

5.1 Summary of Findings

This study was carried out to investigate Work Indices and Environmental Factors as Predictors of Job Performance of Academic Staff in Colleges of Education, Southwest Nigeria. Findings revealed that majority of the lecturers are males, lecturers at federal owned colleges of education, within 50-59 years of age, are married, have Bachelor's degree as their highest academic qualification, on permanent appointment, on the rank of lecturer III and have worked for 10-14 years. It also revealed that most of the 300L students at the colleges of education, 527(54.4%) are females while majority of them, 583(60.2%) are below 20 years of age.

Research questions revealed moderate level of instructional ($\bar{x} = 2.994$) and publication/supervision ($\bar{x} = 3.122$) job performance of academic staff. It also showed a moderate extent of work indices of academic staff such as workload ($\bar{x} = 3.407$), role conflict ($\bar{x} = 3.042$) and role ambiguity ($\bar{x} = 3.263$). Lastly, it revealed moderate level of environmental factors such as management support ($\bar{x} = 3.141$) and interpersonal relationship ($\bar{x} = 3.304$) amongst academic staff but low level of facilities ($\bar{x} = 3.480$) for academic staff use in colleges of education.

Hypotheses revealed a significant joint contribution of work indices (workload, role conflict and role ambiguity) and environmental factors (management support, interpersonal relationship and facilities) on job performance (instruction and publication/supervision) of academic staff in colleges of education, Southwest Nigeria ($F_{6, 775} = 3.295$ is significant (.004) at $P < 0.05$). It also showed significant relative influence of

workload ($\beta = .105$; $t = 2.557$), role conflict ($\beta = .093$; $t = 2.207$), role ambiguity ($\beta = .099$; $t = 2.361$), management support ($\beta = .062$; $t = 1.801$) and facilities ($\beta = .131$; $t = 2.696$) on academic staff job performance at $P < 0.05$. However, interpersonal relationship ($\beta = .041$; $t = .732$) did not have significant relative influence on academic staff job performance. Lastly, it revealed a significant difference in the job performance of academic staff in the federal and state colleges of education, Southwest, Nigeria ($t_{2, 0.05, df \text{ of } 780} = 2.797$; $P < 0.05$).

5.2 Conclusion

This study was carried out to investigate Work Indices and Environmental Factors as Predictors of Job Performance of Academic Staff in Colleges of Education, Southwest Nigeria. Findings revealed moderate level of instructional and publication/supervision job performance of academic staff. It also showed a moderate extent of work indices of academic staff such as workload, role conflict and role ambiguity. Lastly, it revealed moderate level of environmental factors such as management support and interpersonal relationship amongst academic staff but low level of facilities for academic staff use in colleges of education. Results also showed a significant combined influence of work indices and environmental factors on job performance of academic staff in colleges of education, Southwest Nigeria. It also showed that workload, role conflict, role ambiguity, management support and facilities except interpersonal relationship all had significant relative influence on academic staff job performance. Lastly, there was a significant difference in the job performance of academic staff in the federal and state colleges of education, Southwest, Nigeria. It can therefore be concluded based on the above findings that the moderate level of work indices (workload, role conflict and role ambiguity) and moderate/low level of environmental factors (management support, interpersonal relationship and facilities) should be responsible for the moderate level of instructional

and publication/supervision job performance of academic staff in colleges of education, Southwest, Nigeria.

5.3 Recommendations

On the basis of the findings, the following recommendations are given:

1. Work indices such as workload should be adjusted in such a way that it is within the capacity of the lecturers so they don't become overly stressed at their workplace so that their performance can be improved;
2. Lecturers' roles should be made clearer to them so that they understand what they are supposed to do and also not have conflicting roles as this could hamper their job performance;
3. Management at the colleges of education should provide support for the lecturers in whatever way they might need it;
4. All hands must be on deck in ensuring their interpersonal relationship among lecturers is improved upon. The issue of cliques should be thoroughly dealt with;
5. The federal and state government should ensure that modern facilities are provided, maintained and improved upon for use by the lecturers and students;
and
6. All hands should be on deck in ensuring that the bridge in the job performance of academic staff in federal and state colleges of education be closed drastically.

5.4 Contributions to Knowledge

This study contributes to knowledge conceptually, empirically and theoretically. It contributes conceptually by ensuring richer insights into salient concepts and constructs of the study. These concepts are – instructional job performance, publication/supervision job performance, work indices, workload, role conflict, role ambiguity, environmental factors, management support, interpersonal relationships and facilities.

The study also contributes to knowledge theoretically by providing the connection between important theories/models such as job demand and job resources model and Herzberg Two Factor Theory to the study. The job demand and job resources model renders support to the influence of work indices and environmental factor on academic staff job performance. The theory shows the relationship between work indices (job demands) and environmental factors (job resources) in affecting the job outcome (performance) of workers. Job demand or work indices such as workload (especially role overload), high role conflict and ambiguity may place a high demand on lecturers of colleges of education which could result in stress that may negatively impact on their health, cause burnout and reduced performance. However, when factors (resources) within the college of education work environment such as support from management, adequate job aids/facilities and good interpersonal relationships are available, they could buffer the effect of work indices (demand) on the performance of the academic staff. The Herzberg Two Factor Theory also renders support to the influence of work indices and environmental factors on academic staff job performance in colleges of education. The indices of work indices considered in this study are: workload, role conflict and role ambiguity while the environmental factors considered in this research are: management support, interpersonal relationships and facilities. Most of the indices can be categorized as hygiene factors which when maintained could prevent dissatisfaction and result in good job performance of the lecturers.

The study also contributes to knowledge empirically by adding to the pool of previous studies in that it reveals that there is a significant joint and relative influence of work indices and environmental factors on academic staff job performance in the areas of instruction and publication/supervision. This empirical finding thus bridges the gap in empirical literature and adds to knowledge.

5.5 Suggestions for Further Research

1. **Research Methods:** There are two kinds of research methods – the qualitative methods that involve the use of interview guides and focus group discussions and quantitative methods that involve the use of questionnaires. This study employed the quantitative method which suggests that in further research, the qualitative methods should be employed.
2. **Research Design:** This study employed the use of descriptive research design. Meanwhile, other research designs such as export facto and correlational designs could be employed in further research.
3. **Population/Sector:** This study employed the use of lecturers and 300L students as population of the study. It also used colleges of education in the tertiary educational sector in Southwest, Nigeria. In further studies, secondary or primary educational sector could be used. Also, teachers and students/pupils could be used in further studies.
4. **Variables:** This study made used of independent, dependent and moderating variables. The moderating variable that was used in this study was ‘type of institution’ which includes federal and state colleges of education. However, while maintaining or keeping the independent and dependent variables, other moderating variables such as demographic characteristics of the lecturers like their age, gender, rank, nature of appointment, length of service and educational qualifications could be used in further studies.

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Statistical Report

Establishment records office and Academic planning units of the Colleges of Education, 2022.

Appendices

Appendix I (Research Instrument)

**Department of Arts and Social Science Education
Faculty of Arts and Education,
Lead City University, Ibadan**

Work Indices, Environmental Factors and Academic Staff Job Performance Questionnaire (WIEFASJPQ)

Dear Sir/Ma,

This questionnaire is designed to collect information on whether indicators of a job and the factors within the surrounding environment affect the performance of lecturers' job.

The questionnaire is essentially for research purposes, hence your participation and contributions to the success of this study will be greatly appreciated.

Your responses will be treated with utmost confidentiality.

Thank you for your kind assistance and cooperation,

Researcher

Section A – Demographic Information

Please, tick () as appropriate or fill the spaces provided.

1. Name of College of Education in full (optional) _____
2. Ownership: Federal [] State []
3. Gender: Male [] Female []
4. Age: Below 30 years [] 30 – 39years [] 40 – 49years [] 50 – 59 years []
Above 60 years []
5. Marital Status: Married [] Single [] Divorced/Separated []
6. Highest qualification at present: _____
7. Rank: Chief Lecturer [] Principal Lecturer [] Senior Lecturer [] Lecturer I []
Lecturer II [] Lecturer III [] Assistant Lecturer [] Graduate Assistant []
8. Length of Service: 0 – 4 years [] 5 – 9 years [] 10 – 14years [] 15 – 19 years []
20years and above []

Section B: Level of Academic Staff Publication/Supervision Job Performance (Lecturer)

S/N	Kindly use the five point scale below to rate the statement that is close to your experience by ticking (√) the information. key:- 5 = Very High Level, 4= High Level, 3= Moderate Level, 2 = Low Level and 1= Very Low Level	ITEMS				
		5	4	3	2	1
		VHL	HL	ML	LL	VLL
1	I attend at least one national conference per annum	5	4	3	2	1
2	I attend at least one international conference in every three (3) years	5	4	3	2	1
3	I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years	5	4	3	2	1
4	I publish my research articles in university, polytechnic or college of education affiliated journals.	5	4	3	2	1
5	At least 1-3 of my research articles have been published in foreign journals in the past 3 years	5	4	3	2	1
6	I have authored and co-authored book (s)	5	4	3	2	1
7	I have contributed chapters in Book of Readings				2	1
8	My research articles have been published in a newspaper/magazine.				2	1
9	I supervise research students allocated to me as scheduled					

Section C: Extent of Work Indices

KEY: 5 = Very High Extent, 4= High Extent, 3= Moderate Extent, 2 = Low Extent and 1= Very Low Extent

S/N	Items	5	4	3	2	1
		VHE	HE	ME	LE	VLE
	Workload					
1.	I am made to spend more hours at work than the stipulated daily amount of hours					
2.	I am given more activities to do than the stipulated amount of time required for them					
3	I teach more classes than I should					
4	The class I teach is large					
5	I teach more students than I am suppose to					

Role conflict						
6	I usually have more than one role that requires my attention at the same time					
7	Before I finish a particular role, more are added					
8	I have to do things that should be done in a different way					
9	I receive incompatible requests from two or more people at the same time.					
10	I do things that seem acceptable to one person and unacceptable to others					
Role Ambiguity of Lecturers						
11	The aims of my job seem usually unclear					
12	The explanation of what needs to be done is often unclear.					
13	What is expected of me is often exact					
14	I know what my responsibilities are all about					
15	I have a clear, planned goals and objectives for my job					

Section D: Level of Environmental Factors

KEY: 5 = Very High Level, 4= High Level, 3= Moderate Level, 2 = Low Level and 1= Very Low Level

		5	4	3	2	1
S/N	Management Support	VHL	HL	ML	LL	VLL
1.	Managers at my workplace consult employees about issues affecting staff					
2.	Employees are treated fairly at my workplace					
3	Management ensures that the interest of academic staff is considered when making strategic decisions					
4	Management appreciates and rewards great contributions made by staff					
5	Management allows me to grow professionally especially in attending courses, conferences and furthering a degree					
Interpersonal Relationship						

6	People look out for each other at my workplace					
7	Management have a cordial relationship with staff					
8	Everybody relates with each other without the issue of cliques					
9	I have the assurance that my colleagues will support me if I run into difficulties					
10	People respect each other's opinions and suggestions at my workplace					
	Facilities					
11	Instructional materials (visual, audio and audio-visual aids) are adequate for teaching the students					
12	Libraries and Laboratories are well equipped					
13	Classroom is well spaced and ventilated					
14	Staff offices are comfortable					
15	There are modern facilities like ICT for teaching and learning					

Do Not Copy, Lead City University, Nigeria

APPENDIX II
Department of Arts and Social Science Education
Faculty of Arts and Education,
Lead City University, Ibadan

Instructional Job Performance Questionnaire (IJPQ) (300 Level Students)

This questionnaire is designed to collect information on the level of instruction of lecturers in your school.

The questionnaire is essentially for research purposes, hence your participation and contributions to the success of this study will be greatly appreciated.

Your responses will be treated with utmost confidentiality.

Thank you for your kind assistance and cooperation,

Researcher

Section A – Background Information of Respondents

Please, tick () as appropriate or fill the spaces provided.

1. Gender: Male [] Female []
2. Age: Below 20 years [] 20 – 25years [] Above 25 years []

Section B: Instructional Performance of Lecturers (300 Level Students)

KEY: 5 = Very High Level, 4= High Level, 3= Moderate Level, 2 = Low Level and 1= Very Low Level

S/N	Items (My lecturers)	5 VHL	4 HL	3 ML	2 LL	1 VLL
1.	attend lessons regularly according to the time-table					
2	enter the class at the right time (i.e. not late)					
3	end class at the right time (not earlier than supposed)					
4	mark all assignments given to students					
5	release the continuous assessment (CA) marked scripts and scores to students before examination commences					
6	have a good mastery of what they teach					
7	take the pain to explain and re-explain what they teach so that students can comprehend					

Appendix II (SPSS Analysis Results)

Computation Results from SPSS Analysis

Ownership of College of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Federal	481	61.5	61.5	61.5
	State	301	38.5	38.5	100.0
	Total	782	100	100	

Gender of Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	401	51.3	51.3	51.3
	Female	381	48.7	48.7	100.0
	Total	782	100	100	

Age of Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 years	71	9.1	9.1	9.1
	30-39 years	145	18.5	18.5	27.6
	40-49 years	251	32.1	32.1	59.7
	50-59 years	272	34.8	34.8	94.5
	Above 60 years	43	5.5	5.5	100.0
	Total	782	100.0	100.0	

Marital Status of Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	694	88.7	88.7	88.7
	Single	70	9.0	9.0	97.7
	Divorced/Separated	18	2.3	2.3	100.0
	Total	782	100.0	100.0	

Highest Level of Education at Present of Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	288	36.8	36.8	36.8
	PGDE	95	12.1	12.1	48.9
	Master's degree	275	35.2	35.2	84.1
	MPhil degree	45	5.8	5.8	89.9
	PhD degree	79	10.1	10.1	100.0
	Total	782	100.0	100.0	

Rank of Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chief Lecturer	68	8.7	8.7	8.7
	Principal Lecturer	85	10.9	10.9	19.6
	Senior Lecturer	101	12.9	12.9	32.5
	Lecturer I	118	15.1	15.1	47.6
	Lecturer II	146	18.7	18.7	66.3
	Lecturer III	152	19.4	19.4	85.7
	Assistant Lecturer	112	14.3	14.3	100.0
Total		782	100.0	100.0	

Length of Service of Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-4 years	114	14.6	14.6	14.6
	5-9 years	211	27.0	27.0	41.6
	10-14 years	219	28.0	28.0	69.6
	15-19 years	133	17.0	17.0	86.6
	Above 20 years	105	13.4	13.4	100.0
	Total	782	100.0	100.0	

Gender of 300L Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	441	45.6	45.6	45.6
	Female	527	54.4	54.4	100.0
	Total	375	100.0	100.0	

Age of 300L Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20 years	583	60.2	60.2	60.2
	20-25 years	244	25.2	25.2	85.4
	Above 25 years	141	14.6	14.6	100.0
	Total	375	100.0	100.0	

My lecturers attend lessons regularly according to the time-table					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	55	5.7	5.7	5.7
	Low Level	248	25.6	25.6	31.3
	Moderate Level	399	41.2	41.2	72.5
	High Level	219	22.6	22.6	95.1
	Very High Level	47	4.9	4.9	100.0
	Total	968	100.0	100.0	

My lecturers enter the class at the right time (i.e. not late)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	125	12.9	12.9	12.9
	Low Level	158	16.3	16.3	29.2
	Moderate Level	401	41.4	41.4	70.6
	High Level	169	17.5	17.5	88.1
	Very High Level	115	11.9	11.9	100.0
	Total	968	100.0	100.0	

My lecturers end class at the right time (not earlier than supposed)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	88	9.1	9.1	9.1
	Low Level	106	11.0	11.0	20.1
	Moderate Level	431	44.5	44.5	64.6
	High Level	243	25.1	25.1	89.7
	Very High Level	100	10.3	10.3	100.0
	Total	968	100.0	100.0	

My lecturers mark all assignments given to students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	102	10.5	10.5	10.5
	Low Level	215	22.2	22.2	32.7
	Moderate Level	443	45.8	45.8	78.5
	High Level	113	11.7	11.7	90.2
	Very High Level	95	9.8	9.8	100.0
	Total	968	100.0	100.0	

My lecturers release the continuous assessment (CA) marked scripts and scores to students before examination commences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	86	8.9	8.9	8.9
	Low Level	202	20.9	20.9	29.8
	Moderate Level	497	51.3	51.3	81.1
	High Level	111	11.5	11.5	92.6
	Very High Level	72	7.4	7.4	100.0
	Total	968	100.0	100.0	

My lecturers have a good mastery of what they teach					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	101	10.4	10.4	10.4
	Low Level	147	15.2	15.2	25.6
	Moderate Level	391	40.4	40.4	66.0
	High Level	217	22.4	22.4	88.4
	Very High Level	112	11.6	11.6	100.0
	Total	968	100.0	100.0	

My lecturers take the pain to explain and re-explain what they teach so that students can comprehend					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	44	4.5	4.5	4.5
	Low Level	201	20.8	20.8	25.3
	Moderate Level	477	49.3	49.3	74.6
	High Level	210	21.7	21.7	96.3
	Very High Level	36	3.7	3.7	100.0
	Total	968	100.0	100.0	

I attend at least one national conference per annum					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	58	7.4	7.4	7.4
	Low Level	57	7.3	7.3	14.7
	Moderate Level	399	51.0	51.0	65.7
	High Level	266	28.9	28.9	94.6
	Very High Level	42	5.4	5.4	100.0
	Total	782	100.0	100.0	

I attend at least one international conference in every three (3) years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	72	9.2	9.2	9.2
	Low Level	112	14.3	14.3	23.5
	Moderate Level	305	39.0	39.0	62.5
	High Level	212	27.1	27.1	89.6
	Very High Level	81	10.4	10.4	100.0
	Total	782	100.0	100.0	

I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	35	4.5	4.5	4.5
	Low Level	84	10.7	10.7	15.2
	Moderate Level	347	44.4	44.4	59.6
	High Level	276	35.3	35.3	94.9
	Very High Level	40	5.1	5.1	100.0
	Total	782	100.0	100.0	

I publish my research articles in university, polytechnic or college of education affiliated journals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	18	2.3	2.3	2.3
	Low Level	79	10.1	10.1	12.4
	Moderate Level	301	38.5	38.5	50.9
	High Level	288	36.8	36.8	87.7
	Very High Level	96	12.3	12.3	100.0
	Total	782	100.0	100.0	

At least 1-3 of my research articles have been published in foreign journals in the past 3 years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	17	2.2	2.2	2.2
	Low Level	81	10.4	10.4	12.6
	Moderate Level	303	38.7	38.7	51.3
	High Level	291	37.2	37.2	88.5
	Very High Level	90	11.5	11.5	100.0
	Total	782	100.0	100.0	

I have authored and co-authored book (s)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	101	12.9	12.9	12.9
	Low Level	120	15.3	15.3	28.2
	Moderate Level	404	51.8	51.8	80.0
	High Level	99	12.7	12.7	92.7
	Very High Level	57	7.3	7.3	100.0
	Total	782	100.0	100.0	

I have contributed chapters in Book of Readings					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	99	12.7	12.7	12.7
	Low Level	115	14.7	14.7	27.4
	Moderate Level	395	50.5	50.5	77.9
	High Level	102	13.0	13.0	90.9
	Very High Level	71	9.1	9.1	100.0
	Total	782	100.0	100.0	

My research articles have been published in a newspaper/magazine					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	118	15.1	15.1	15.1
	Low Level	398	50.9	50.9	66.0
	Moderate Level	127	16.2	16.2	82.2
	High Level	97	12.4	12.4	94.6
	Very High Level	42	5.4	5.4	100.0
	Total	782	100.0	100.0	

I supervise research students allocated to me as scheduled					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	57	7.3	7.3	7.3
	Low Level	79	10.1	10.1	17.4
	Moderate Level	295	37.7	37.7	55.1
	High Level	201	25.7	25.7	80.8
	Very High Level	150	19.2	19.2	100.0
	Total	782	100.0	100.0	

I am made to spend more hours at work than the stipulated daily amount of hours					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	46	5.9	5.9	5.9
	Low Extent	91	11.6	11.6	17.5
	Moderate Extent	321	41.0	41.0	58.5
	High Extent	225	28.8	28.8	87.3
	Very High Extent	99	12.7	12.7	100.0
	Total	782	100.0	100.0	

I am given more activities to do than the stipulated amount of time required for them					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	31	4.0	4.0	4.0
	Low Extent	95	12.1	12.1	16.1
	Moderate Extent	297	38.0	38.0	54.1
	High Extent	258	33.0	33.0	87.1
	Very High Extent	101	12.9	12.9	100.0
	Total	782	100.0	100.0	

I teach more classes than I should					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	22	2.8	2.8	2.8
	Low Extent	83	10.6	10.6	13.4
	Moderate Extent	204	26.1	26.1	39.5
	High Extent	386	49.4	49.4	88.9
	Very High Extent	87	11.1	11.1	100.0
	Total	782	100.0	100.0	

The class I teach is large					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	85	10.9	10.9	10.9
	Low Extent	108	13.8	13.8	24.7
	Moderate Extent	242	30.9	30.9	55.6
	High Extent	229	29.3	29.3	84.9
	Very High Extent	118	15.1	15.1	100.0
	Total	782	100.0	100.0	

I teach more students than I am suppose to					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	29	3.7	3.7	3.7
	Low Extent	88	11.3	11.3	15.0
	Moderate Extent	201	25.7	25.7	40.7
	High Extent	352	45.0	45.0	85.7
	Very High Extent	112	14.3	14.3	100.0
	Total	782	100.0	100.0	

I usually have more than one role that requires my attention at the same time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	38	4.9	4.9	4.9
	Low Extent	94	12.0	12.0	16.9
	Moderate Extent	302	38.6	38.6	55.5
	High Extent	244	31.2	31.2	86.7
	Very High Extent	104	13.3	13.3	100.0
	Total	782	100.0	100.0	

Before I finish a particular role, more are added					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	59	7.5	7.5	7.5
	Low Extent	97	12.4	12.4	19.9
	Moderate Extent	295	37.7	37.7	57.6
	High Extent	239	30.6	30.6	88.2
	Very High Extent	92	11.8	11.8	100.0
	Total	782	100.0	100.0	

I have to do things that should be done in a different way					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	147	18.8	18.8	18.8
	Low Extent	201	25.7	25.7	44.5
	Moderate Extent	259	33.1	33.1	77.6
	High Extent	101	12.9	12.9	90.5
	Very High Extent	74	9.5	9.5	100.0
	Total	782	100.0	100.0	

I receive incompatible requests from two or more people at the same time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	103	13.2	13.2	13.2
	Low Extent	127	16.2	16.2	29.4
	Moderate Extent	262	33.5	33.5	62.9
	High Extent	194	24.8	24.8	87.7
	Very High Extent	96	12.3	12.3	100.0
	Total	782	100.0	100.0	

I do things that seem acceptable to one person and unacceptable to others					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	116	14.8	14.8	14.8
	Low Extent	175	22.4	22.4	37.2
	Moderate Extent	287	36.7	36.7	73.9
	High Extent	119	15.2	15.2	89.1
	Very High Extent	85	10.9	10.9	100.0
	Total	782	100.0	100.0	

The aims of my job seem usually unclear					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	116	14.8	14.8	14.8
	Low Extent	124	15.9	15.9	30.7
	Moderate Extent	296	37.9	37.9	68.6
	High Extent	187	23.9	23.9	92.5
	Very High Extent	59	7.5	7.5	100.0
	Total	782	100.0	100.0	

The explanation of what needs to be done is often unclear					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	115	14.7	14.7	14.7
	Low Extent	131	16.8	16.8	31.5
	Moderate Extent	274	35.0	35.0	66.5
	High Extent	186	23.8	23.8	90.3
	Very High Extent	76	9.7	9.7	100.0
	Total	782	100.0	100.0	

What is expected of me is often exact					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	62	7.9	7.9	7.9
	Low Extent	95	12.1	12.1	20.0
	Moderate Extent	285	36.4	36.4	56.4
	High Extent	215	27.5	27.5	83.9
	Very High Extent	126	16.1	16.1	100.0
	Total	782	100.0	100.0	

I know what my responsibilities are					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	22	2.8	2.8	2.8
	Low Extent	54	6.9	6.9	9.7
	Moderate Extent	284	36.3	36.3	46.0
	High Extent	291	37.2	37.2	83.2
	Very High Extent	131	16.8	16.8	100.0
	Total	782	100.0	100.0	

I have a clear, planned goals and objectives for my job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	47	6.0	6.0	6.0
	Low Extent	51	6.5	6.5	12.5
	Moderate Extent	279	35.7	35.7	48.2
	High Extent	276	35.3	35.3	83.5
	Very High Extent	129	16.5	16.5	100.0
	Total	782	100.0	100.0	

Managers at my workplace consult employees about issues affecting staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	79	10.1	10.1	10.1
	Low Level	115	14.7	14.7	24.8
	Moderate Level	285	36.4	36.4	61.2
	High Level	200	25.6	25.6	86.8
	Very High Level	103	13.2	13.2	100.0
	Total	782	100.0	100.0	

Employees are treated fairly at my workplace					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	93	11.9	11.9	11.9
	Low Level	118	15.1	15.1	27.0
	Moderate Level	302	38.6	38.6	65.6
	High Level	174	22.3	22.3	87.9
	Very High Level	95	12.1	12.1	100.0
	Total	782	100.0	100.0	

Management ensures that the interest of academic staff is considered when making strategic decisions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	89	11.4	11.4	11.4
	Low Level	94	12.0	12.0	23.4
	Moderate Level	296	37.9	37.9	61.3
	High Level	201	25.7	25.7	87.0
	Very High Level	102	13.0	13.0	100.0
	Total	782	100.0	100.0	

Management appreciates and rewards great contributions made by staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	98	12.5	12.5	12.5
	Low Level	143	18.3	18.3	30.8
	Moderate Level	246	31.5	31.5	62.3
	High Level	193	24.7	24.7	87.0
	Very High Level	102	13.0	13.0	100.0
	Total	782	100.0	100.0	

Management allows me to grow professionally especially in attending courses, conferences and furthering a degree					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	74	9.5	9.5	9.5
	Low Level	95	12.1	12.1	21.6
	Moderate Level	304	38.9	38.9	60.5
	High Level	208	26.6	26.6	87.1
	Very High Level	101	12.9	12.9	100.0
	Total	782	100.0	100.0	

People look out for each other at my workplace					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	57	7.3	7.3	7.3
	Low Level	78	10.0	10.0	10.0
	Moderate Level	292	37.3	37.3	54.6
	High Level	264	33.8	33.8	88.4
	Very High Level	91	11.6	11.6	100.0
	Total	782	100.0	100.0	

Management have a cordial relationship with staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	84	10.7	10.7	10.7
	Low Level	106	13.6	13.6	24.3
	Moderate Level	282	36.1	36.1	60.4
	High Level	209	26.7	26.7	87.1
	Very High Level	101	12.9	12.9	100.0
	Total	782	100.0	100.0	

Everybody relates with each other without the issue of cliques					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	84	10.7	10.7	10.7
	Low Level	100	12.8	12.8	23.5
	Moderate Level	254	32.5	32.5	56.0
	High Level	213	27.2	27.2	83.2
	Very High Level	131	16.8	16.8	100.0
	Total	782	100.0	100.0	

I have the assurance that my colleagues will support me if I run into difficulties					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	41	5.2	5.2	5.2
	Low Level	81	10.4	10.4	15.6
	Moderate Level	297	38.0	38.0	53.6
	High Level	216	27.6	27.6	81.2
	Very High Level	147	18.8	18.8	100.0
	Total	782	100.0	100.0	

People respect each other's opinions and suggestions at my workplace					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	68	8.7	8.7	8.7
	Low Level	93	11.9	11.9	20.6
	Moderate Level	281	35.9	35.9	56.5
	High Level	208	26.6	26.6	83.1
	Very High Level	132	16.9	16.9	100.0
	Total	782	100.0	100.0	

Instructional materials (visual, audio and audio-visual aids) are adequate for teaching the students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	162	20.7	20.7	20.7
	Low Level	342	43.7	43.7	64.4
	Moderate Level	122	15.6	15.6	80.0
	High Level	107	13.7	13.7	93.7
	Very High Level	49	6.3	6.3	100.0
	Total	782	100.0	100.0	

Libraries and Laboratories are well equipped					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	166	21.2	21.2	21.2
	Low Level	343	23.9	23.9	45.1
	Moderate Level	116	14.8	14.8	59.9
	High Level	110	14.1	14.1	74.0
	Very High Level	47	6.0	6.0	100.0
	Total	782	100.0	100.0	

Classroom is well spaced and ventilated					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	102	13.0	13.0	13.0
	Low Level	231	29.5	29.5	42.5
	Moderate Level	246	31.5	31.5	74.0
	High Level	111	14.2	14.2	88.2
	Very High Level	92	11.8	11.8	100.0
	Total	782	100.0	100.0	

Staff offices are comfortable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	161	20.6	20.6	20.6
	Low Level	347	44.4	44.4	65.0
	Moderate Level	124	15.9	15.9	80.9
	High Level	109	13.9	13.9	94.8
	Very High Level	41	5.2	5.2	100.0
	Total	782	100.0	100.0	

There are modern facilities like ICT for teaching and learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	148	18.9	18.9	18.9
	Low Level	366	46.8	46.8	65.7
	Moderate Level	129	16.5	16.5	82.2
	High Level	101	12.9	12.9	95.1
	Very High Level	38	4.9	4.9	100.0
	Total	782	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ownership of College of Education	782	1.00	2.00	1.4671	.52991
Gender of Lecturers	782	1.00	2.00	1.4162	.51029
Age of Lecturers	782	1.00	5.00	3.1423	.77342
Marital Status	782	1.00	3.00	1.8242	.61411
Highest Level of Education at Present of Lecturers	782	1.00	5.00	3.0027	.75121
Nature of Appointment of Lecturers	782	1.00	3.00	1.9121	.67119
Rank of Lecturers	782	1.00	8.00	4.8854	.87048
Length of Service of Lecturers	782	1.00	5.00	3.0891	.74976
I attend at least one national conference per annum	782	1.00	5.00	3.1751	.79289
I attend at least one international conference in every three (3) years	782	1.00	5.00	3.1513	.78491
I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years	782	1.00	5.00	3.2584	.80211
I publish my research articles in university, polytechnic or college of education affiliated journals	782	1.00	5.00	3.4672	.81451
At least 1-3 of my research articles have been published in foreign journals in the past 3 years	782	1.00	5.00	3.4551	.81409
I have authored and co-authored book (s)	782	1.00	5.00	2.8612	.75176
I have contributed chapters in Book of Readings	782	1.00	5.00	2.9123	.76331
My research articles have been published in a newspaper/magazine	782	1.00	5.00	2.4211	.74241
I supervise research students allocated to me as scheduled	782	1.00	5.00	3.3942	.81087
I am made to spend more hours at work than the stipulated daily amount of hours	782	1.00	5.00	3.3073	.81419
I am given more activities to do than the stipulated amount of time required for them	782	1.00	5.00	3.3872	.83119

I teach more classes than I should	782	1.00	5.00	3.5541	.85413
The class I teach is large	782	1.00	5.00	3.2392	.80314
I teach more students than I am suppose to	782	1.00	5.00	3.5503	.85002
I usually have more than one role that requires my attention at the same time	782	1.00	5.00	3.3412	.84031
Before I finish a particular role, more are added	782	1.00	5.00	3.2661	.82121
I have to do things that should be done in a different way	782	1.00	5.00	2.6852	.77088
I receive incompatible requests from two or more people at the same time	782	1.00	5.00	3.0681	.80163
I do things that seem acceptable to one person and unacceptable to others	782	1.00	5.00	2.8492	.79012
The aims of my job seem usually unclear	782	1.00	5.00	2.9351	.80413
The explanation of what needs to be done is often unclear	782	1.00	5.00	2.9712	.80081
What is expected of me is often exact	782	1.00	5.00	3.3213	.84475
I know what my responsibilities are	782	1.00	5.00	3.5822	.87439
I have a clear, planned goals and objectives for my job	782	1.00	5.00	3.4972	.85452
Managers at my workplace consult employees about issues affecting staff	782	1.00	5.00	3.1702	.80192
Employees are treated fairly at my workplace	782	1.00	5.00	3.0771	.80012
Management ensures that the interest of academic staff is considered when making strategic decisions	782	1.00	5.00	3.1702	.80302
Management appreciates and rewards great contributions made by staff	782	1.00	5.00	3.0741	.80231
Management allows me to grow professionally especially in attending courses, conferences and furthering a degree	782	1.00	5.00	3.2141	.82018
People look out for each other at my workplace	782	1.00	5.00	3.3251	.84123
Management have a cordial relationship with staff	782	1.00	5.00	3.1752	.81052

Everybody relates with each other without the issue of cliques	782	1.00	5.00	3.2652	.83234
I have the assurance that my colleagues will support me if I run into difficulties	782	1.00	5.00	3.4443	.86123
People respect each other's opinions and suggestions at my workplace	782	1.00	5.00	3.3113	.84065
Instructional materials (visual, audio and audio-visual aids) are adequate for teaching the students	782	1.00	5.00	2.4102	.75291
Libraries and Laboratories are well equipped	782	1.00	5.00	2.3982	.75132
Classroom is well spaced and ventilated	782	1.00	5.00	2.8211	.80019
Staff offices are comfortable	782	1.00	5.00	2.3892	.74241
There are modern facilities like ICT for teaching and learning	782	1.00	5.00	2.3804	.74041
Valid N (listwise)	782				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender of 300L Students	968	1.00	2.00	1.4241	.57051
Age of 300L Students	968	1.00	3.00	1.7512	.60034
My lecturers attend lessons regularly according to the time-table	968	1.00	5.00	2.9543	.75034
My lecturers enter the class at the right time (i.e. not late)	968	1.00	5.00	2.9914	.76223
My lecturers end class at the right time (not earlier than supposed)	968	1.00	5.00	3.1664	.79201
My lecturers mark all assignments given to students	968	1.00	5.00	2.8803	.74476
My lecturers release the continuous assessment (CA) marked scripts and scores to students before examination commences	968	1.00	5.00	2.8772	.74301
My lecturers have a good mastery of what they teach	968	1.00	5.00	3.0951	.78299
My lecturers take the pain to explain and re-explain what they teach so that students can comprehend	968	1.00	5.00	2.9930	.76082
Valid N (listwise)	968				

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916 ^a	.839	.811	.003261
a. Predictors: (Constant), interpersonal relationship, workload, management support, role ambiguity, facilities, role conflict				

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	404.798	6	48.587	3.295	.004
	Residual	5953.392	775	31.287		
	Total	6358.190	781			
a. Dependent Variable: Academic Staff Job Performance						
b. Predictors: (Constant), interpersonal relationship, workload, management support, role ambiguity, facilities, role conflict						

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Upper Bound	Lower Bound
1	(Constant)	33.185	1.859		11.243	.000	28.415	35.643
	Workload	.196	.056	.105	2.557	.014	.074	.301
	Role Conflict	.163	.062	.093	2.207	.022	.095	.316
	Role Ambiguity	.177	.066	.099	2.361	.019	.082	.307
	Management Support	.141	.055	.062	1.801	.039	.101	.369
	Interpersonal Relationship	.094	.052	.041	.732	.204	.245	.512
	Facilities	.256	.064	.131	2.696	.010	.052	.271
a. Dependent Variable: Academic Staff Job Performance								

Group Statistics					
	Type of Institution	N	Mean	Std. Deviation	Std. Error Mean
Academic Staff Job Performance	Federal	487	2.1192	.52747	.00414
	State	295	1.8654	.51211	.00418

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	P-value	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Academic Staff Job Performance	Equal variances assumed	3.812	.019	2.797	780	.012	.12534	.00254	.20512	.05271
	Equal variances not assumed			2.794	749.6	.012	.12534	.00257	.20524	-.05263

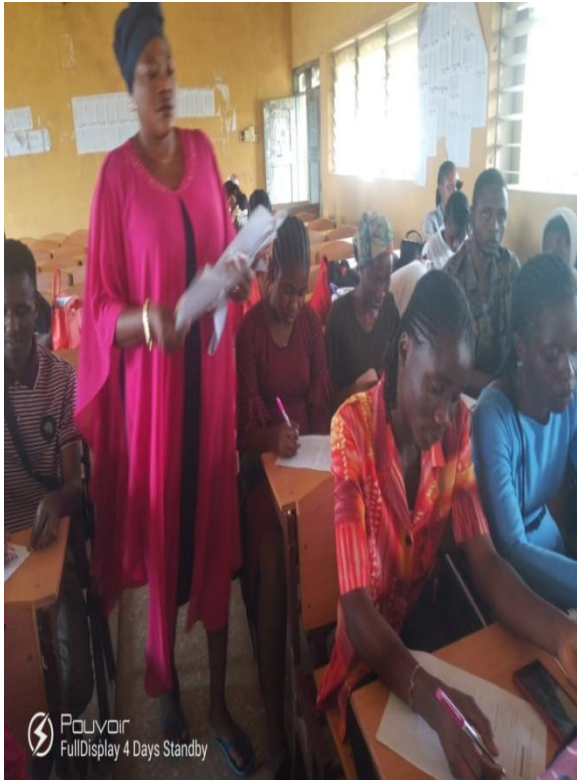
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Appendix III

Pictures of Researcher in the Field Distributing Questionnaires



Researcher administering questionnaires to 300L students in a college of education, Southwest, Nigeria



University, Nigeria

Researcher administering questionnaires to 300L students in a college of education, Southwest, Nigeria



Researcher administering questionnaires to lecturers and 300L students in a college of education, Southwest, Nigeria



University, Nigeria

Researcher with an assistant administering questionnaires to 300L students in a college of education, Southwest, Nigeria



University, Nigeria

Researcher administering questionnaires to 300L students in a college of education, Southwest, Nigeria



Researcher administering questionnaires to lecturers and 300L students in a college of education, Southwest, Nigeria



Researcher administering questionnaires to lecturers and 300L students in a college of education, Southwest, Nigeria

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Biodata

Personal Data

Name: Abidemi Omotayo, OLADEJI

Address: Kolej House, Onilada Street, Amejiogbe Area, Oyo, Oyo State

E-Mail Address: tayoabd@gmail.com

Phone No: 08034333934 08115505021

Date of Birth: June 1, 1970.

Place of Birth: Ikirun, Osun State.

Nationality: Nigerian

Name of Next of Kin: Gbolahan Segun, OLADEJI

Address of Next of Kin: Kolej House, Onilada Street, Amejiogbe Area, Oyo, Oyo State

Educational Background:

1. Educational Institutions Attended With Date:

- | | | |
|------|--|-------------|
| i. | All Saint Primary School, Idiroko, Ikirun | 1976 - 1983 |
| ii. | Onaolapo Memorial High School, Ikirun | 1983 - 1990 |
| iii. | Saint Andrews College of Education, Oyo | 1992 - 1995 |
| iv. | University of Ado-Ekiti, Ado-Ekiti | 1997 - 2002 |
| v. | General Certificate of Education | 2003 |
| vi. | University of Calabar, Calabar | 2004 - 2006 |
| vii. | Ladoke Akintola University of Technology, Ogbomoso | 2007 - 2008 |

2. Academic/Professional Qualifications With Dates

- | | | |
|------|------------------------------------|------|
| i. | Primary School Leaving Certificate | 1983 |
| ii. | West African School Certificate | 1990 |
| iii. | Nigeria Certificate in Education | 1995 |

- iv. Bachelor of Education (Nursery and Primary Education) 2002
- v. General Certificate of Education 2003
- vi. Masters of Education, Educational Administration and Planning 2006
- vii. Certificate in Computer 2008

3. **Work Experience:**

Employer	Position Held	Date
i. Teaching Service Commission, Oyo, Oyo state	Class Teacher	1997 – 2015
ii. Emmanuel Alayande College of Education, Oyo, Oyo state	Lecturer	2015 – till date

Membership of Academic Professional Bodies:

- a. Teacher Registration Council of Nigeria Reg. No. TRCN OY/S/05125
- b. Member, Nigeria Institute of Management (NIM): (186953)
- c. Member, COEASU Emmanuel Alayande College of Education, Oyo.
- d. Member, Nigerian Association for Educational Administration and Planning. (NAEAP)
- e. Member, Commonwealth Council for Educational Administration and Management. (02206)
- f. Member, Women in Colleges of Education.
- g. Member, Alumni Association, Ekiti State University.

Research and Publication:

(a)

Seminar Paper:

1. Oladeji, A. O. (2019, August). *Social media and students' academic performance in public secondary schools in Atiba Local Government Area of Oyo State*. Paper presented at the Seminar of School of Education, Emmanuel Alayande College of Education, Oyo.
2. Oladeji, A. O. (2021, July). *Infrastructural provision and maintenance in tertiary institutions in Nigeria*. Paper presented at the Seminar of the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan.

3. Oladeji, A. O. (2022, May). *Quality assurance strategies and instructional materials as determinants of teachers' task performance in Oyo state public secondary schools*. Paper presented at the Seminar of the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan.

(b) **Conference Papers:**

1. Oladejo, M. A., Oladeji, A. O. & Oladejo, S. A. (2015, October). *Teacher-parent accountability and students' scholastic achievement: Policy implications for basic education*. Paper Presented at the National Conference of the National Institute for Educational Planning and Administration.
2. Oladeji, A. O. & Adediran, K. O. (2016, March). *Repositioning the value of girl child education for national development*. Paper Presented at Association of Women in Colleges of Education.
3. Oladeji, A. O. (2016, June). *Students' over-population and academic performance of students in public secondary schools in Ibadan South West Local Government Area of Oyo State*. Paper Presented at the 4th International Conference of the Institute of Education, University of Ibadan.
4. Oladeji, A. O. (2016, July). *Teachers' professionalism in public secondary schools in Oyo West Local Government Area of Oyo State*. Paper Presented at 2nd National Conference of the School of Education, Emmanuel Alayande College of Education, Oyo.
5. Adegbite, D. O. & Oladeji, A. O. (2016, November). *Implementation of curriculum integration within the Nigeria education system for sustainable development*. Paper presented at the 3rd National Conference of the Emmanuel Alayande College of Education, Oyo Chapter.
6. Oladeji, A. O. & Azeez, T. A. (2017, June). *Managing corruption in educational sector in a recessed economy for sustainable national development*. Paper Presented at the 2017 National Conference of the School of Education, Federal College of Education (Technical), Akoka, Yaba, Lagos.

7. Oladeji, A. O. (2017, November). *Academic dishonesty among students of higher institution in Oyo town: Implication for education administration*. Paper Presented at 3rd National Conference of the School of Education, Emmanuel Alayande College of Education, Oyo Chapter.
8. Oladeji, A. O. & Yusuf, A. E. (2018, March). *Teacher education in Nigeria and trends in students' enrolment*. Paper Presented at the 9th National Conference of the Colleges of Education Academic Staff Union, Adeyemi College of Education, Ondo State.
9. Yusuf, A. E. & Oladeji, A. O. (2019, April). *Fostering a functional tertiary education for peaceful coexistence in Nigeria*. Paper presented at the 4th National Conference of the School of Education, Emmanuel Alayande College of Education.
10. Oladeji, A. O. (2019, May). *Educational management and sustainable development goals in Nigeria: problems and suspects*. Paper presented at the 10th National Conference of the Southwest, Federal College of Education, Oyo, Oyo State.
11. Oladeji, A. O. & Yusuf A. E. (2020, August). *Predictive influence of social skills and teaching styles on creative thinking among some selected College of education students in Oyo*. Paper presented at the 5th National Conference of the School of Education, Emmanuel Alayande College of Education.
12. Oladeji, A. O. (2020, October). *Sustainable educational management in Nigeria: Coping with COVID-19 challenges*. Paper presented at the 2-Day Webinars Conference on Demistifying COVID-19 Pandemic Overbearance on Nigerian Society, Department of General Studies, Federal School of Surveying, Oyo, Oyo State, Nigeria in Conjunction with The Great Thinkers Research Group (GTRG).

13. Oladeji, A. O. (2021, May). *Entrepreneurship education and parents' socio-economic status as predictors of entrepreneurship intention among higher institutions students in Oyo metropolis*. Paper presented at the 11th Annual National Conference of Colleges of Education Academic Staff Union, Adeniran Ogunsanya College of Education, Oto, Ijanikin, Lagos.
14. Oladeji, A.O. (2022, March). *Dwindling economy, insecurity and education: the role of educational administrator*. Paper presented at the Colleges of Education Academic Staff Union (COEASU), Southwest zone, 12th Annual National Conference, Held at Emmanuel Alayande College of Education, Oyo.
15. Oladeji, A.O. (2022, May). *Nexus between manpower development and lecturers' productivity in colleges of education in Oyo state*. Paper presented at the 6th National Conference, Emmanuel Alayande College of Education, Oyo, Oyo State.

(c) **Conference/Workshop Proceedings:**

1. Oladeji, A. O. (2020). *Parental investment in children education and gender difference in Oyo environs of Oyo State*. A 2-Day Virtual Socio-Academic Colloquium of the Social Studies Association of Nigeria, Emmanuel Alayande College of Education Chapter, Oyo. June. 250 - 259.

(d) **Journal Articles:**

1. Oladeji, A. O. (2015). *Impact of human capital development on economic growth in Nigeria*. **International Journal of Research in Education**, April-June, 2(2), 151 - 164. Retrieved from <http://www.paperpublications.org>.
2. Adeyemo, A. O. & Oladeji, O. A. (2015). *Effective communication as a viable tool for promoting unity in the school organization*. **The Journal of Advocacy and Rehabilitation in Special Education**, 14 (1), 32 - 35.

3. Oladeji, A. O. (2016). *Records keeping: Recipe for effective school administration in Nigeria*. **Journal of Professional Teacher Trainers**, 11(1), 147 - 153.
4. Oladeji, A. O. & Adediran, K. O. (2016). *Repositioning the value of girl child education for national development*. **South West Journal of Women in Colleges of Education**, (3), 130 - 136.
5. Oladejo, M. A., Oladeji, A. O. & Oladejo, S. A. (2016). *Teacher-parent accountability and students' scholastic achievement: Policy implications for basic education*. **The Journal of Educational Planning and Administration**, 1(2), 407 - 416.
6. Awolola, O. I. & Oladeji, A. O. (2017). *Challenges of public secondary school administration in Ona-Ara Local Government Area of Oyo State*. **PACESETTER**, 21 (1), 14 - 20.
7. Oladeji, A. O. (2017). *Teachers' professionalism in public secondary schools in Oyo West Local Government Area of Oyo State*. **The Moulder**, 5 (1), 99 - 101.
8. Oladeji, A. O. (2017). *The role of inspectors in improving the quality of teaching and learning in Nigeria education system*. **Isa Kaita College of Education Multi-disciplinary Journal**, 5 (5), 121 - 131.
9. Oladeji, A. O. & Azeez, T. A. (2018). *Managing corruption in educational sector in a recessed economy for sustainable national development*. **The Knowledge Resort**, 2 (1), 72 - 79.
10. Oladeji, A. O. (2018). *Students' over-population and academic performance of students in public secondary schools in Ibadan South West Local Government Area of Oyo State*. **International Journal of Special and General Education**, 12, 156 - 163.
11. Oladeji, A. O. & Yusuf, A. E. (2019). *Academic dishonesty among students of higher education in Oyo town: Implications for educational administration*. **International Journal of Special and General Education**, 14, 74 - 81.

12. Yusuf, A. E. & Oladeji, A. O. (2019). *Fostering a functional tertiary education for peaceful coexistence in Nigeria*. **Journal of Professional Teacher Trainers**, 13 (1&2), 152 - 158.
13. Shittu, J. I. & Oladeji, A. O. (2020). *Healthy school environment: Panacea for effective management of epidemics in schools as 21st reality*. **The Moulder**, 9 (1), 23 - 30.
14. Oladeji, O. A. (2020). *Herzberg motivational theory model as a strategy of enhancing employees productivity*. **Journal of Business and Educational Policies**, 16 (1), 126 - 135.
15. Oladeji, A. O. (2021). *Human resources management: An overview of Oyo State secondary schools managers*. **Al-hikmah Journal of Arts and Social Sciences Education**, 3 (1), 44 - 49.
16. Oladeji, A. O. (2021). *Problems and prospects of covid-19 on educational management as a tool for sustainable development goals in Nigeria*. **A Journal of Education Conodrum**, 1 (2), 129 - 137.
17. Oladeji, A. O. (2022). *Entrepreneurship education and parents' socio-economic status as predictors of entrepreneurship intention among higher institution students in Oyo metropolis*. **International Journal of Special and General Education (IJSGE)**, 20, 95-106.
18. Ileuma, S. & Oladeji, A. O. (2022). *Underscoring the relevance of workload in academic staff of performance: Empirical evidences*. **Jigawa Journal of Educational Research (JJER)**, 1 (1), 444-467.
19. Oladeji, A. O. & Dauda, I. K. (2022). *Influence of school facilities and location on teachers' effectiveness: A case study of some selected public secondary schools in Atiba local government area*. **International Journal of Educational Research and Library Science**, 10 (8), 193-204.

20. Ileuma, S. & Oladeji, A. O. (2022). *Nexus between manpower development and lecturers' productivity in colleges of education in Oyo state*. **Journal of Arts and Social Science Education (JASSE)**, 1(1), 1-8.

(e) **Chapters in Edited Books:**

1. Oladeji, A. O & Mogbeyiteren, O. L. B (2018). *Principles of supervision and challenges / problems of junior secondary school supervision in Nigeria*. In K. A. Salami (Ed.), *Educational Administration Planning and Supervision*. (pp. 123 - 134). Lagos: Kingdave Book Publishers.
2. Oladeji, A. O. & Oketunbi, O .A. (2018). *Strategies of mainstreaming child friendly school (CFS) concept and principles in Nigeria*. In K. A., Salami (Ed.), *Theory and Practice of Child Friendly Schools*. (pp. 97 - 109). Oyo: Odumatt Press and Publishers.
3. Maruff, A.O., Kehinde, A. A., Nelson, A. I & Oladeji, A. O. (2021). *COVID-19 and learning disruption in a rapidly changing world: matters arising and policy imperatives*. (pp. 435-448). Lagos: University of Lagos Press and Bookshop Ltd.

9.2.11 **Attendance at Learned Conferences:**

3rd Annual National Conference of National Institute for Educational Planning and Administrations.

Theme: Educational Planning and Administration for Integrity and Development. Held at Prof. Taiwo Auditorium (NIEPA Nigeria), Ondo, Ondo State, Nigeria, between 26 and 30 of October, 2015.

3rd Biennial Zonal Conference of Women in Colleges of Education.

Theme: Value Re-Orientation in Nigeria: Women as Change Agents. Held at Emmanuel Alayande College of Education, Oyo, between 7 and 10 of March, 2016.

4th International Conference Organized by the Institute of Education.

Theme: Educational Challenges in the Contemporary World. Held at University of Ibadan, Ibadan, between 20 and 23 of June, 2016.

2nd National Conference of School of Education.

Theme: The Trending Path to Professional Teacher Education. Held at Emmanuel Alayande College of Education, Oyo, between 18 and 21 of July, 2016.

4th National Conference of Emmanuel Alayande College of Education.

Theme: Emerging Discourse in Education for Sustainable Development in Nigeria. Held at Emmanuel Alayande College of Education, Oyo, between 28 of November and 2 of December, 2016.

2017 National Conference of School of Education.

Theme: Recessed Economy: Qualitative Education as Panacea for Sustainable National Development. Held at Federal College of Education (Technical), Akoka, Yaba, Lagos, between 5 and 8 of June, 2017.

3rd National Conference of School of Education.

Theme: Corruption and Education Policy Implementation for National Development. Held at Emmanuel Alayande College of Education, Oyo, between 6 and 9 of November, 2017.

9th National Conference of Colleges of Education Academic Staff Union.

Theme: Teacher Education and Students' Enrolment in Colleges of Education in Nigeria. Held at Adeyemi College of Education, Ondo, between 1 and 15 of March, 2018.

4th National Conference of School of Education.

Theme: Fostering a Functional Educational System for Peaceful Coexistence in Nigeria. Held at Emmanuel Alayande College of Education, Oyo, between Monday 8 and 11 of April, 2019.

10th National Conference of Colleges of Education Academic Staff Union.

Theme: Restructuring Teacher Education towards Achieving 2030 Education Agenda for Sustainable Development in Nigeria. Held at Federal college of Education (Special), Oyo, between 6 and 10 of May, 2019.

A-2 Day Interactive Virtual Socio- Educational Discourse.

Theme: Curtailing Teaching Learning Comatose in Covid-19 Pandemic Era and its Post-coping Strategies - A Socio Educational Perspective. Held at Emmanuel Alayande College of Education, Oyo, between 5 and 6 of June, 2020.

Micheal Otedola College of Primary Education E-Conference.

Theme: Leveraging E-Learning and Distance Education Strategies for Post Covid-19 Higher Education Development in Nigeria. Held at Micheal Otedola College of Primary Education, on 27 of July, 2020.

5th National Conference of School of Education

Theme: Education and National Integration: 21st Century Realities. Held at Emmanuel Alayande College of Education, Oyo, between 17 and 20 of August, 2020.

A 2-day Webinars Conference on Demistifying COVID-19 Pandemic Overbearance on Nigerian Society by Department of General Studies, Federal School of Survey, Oyo, Oyo State, Nigeria in Conjunction with Great Thinkers Research Group.

Theme: Demistifying Covid-19 Pandemic Overbearance on Nigeria Society – Clarion Call for Educational Conundrum. Held online, between 16 and 17 of October, 2020.

11th Annual National Conference of Colleges of Education Academic Staff Union.

Theme: The Future of Teacher Education in a World. Held at Adeniran Ogunsanya College of Education, Oto, Ijanikin, Lagos, between 4 and 7 of May, 2021.

4th Biennial Multidisciplinary International Conference

Theme: Harnessing Digitisation for Contemporary Educational Creativity. Held at Lead City University, Ibadan, Oyo State, between 27 and 28 of September, 2021.

12th National Conference of Colleges of Education Academic Staff Union.

Theme: Educational Delivery System Amidst Dwindling Economy & National Insecurity. Held at Emmanuel Alayande College of Education Oyo, between 28 and 31 of March, 2022.

6th National Conference of School of Education.

Theme: Revitalizing Teacher Education for Higher Productivity in the New Normal World. Held at Emmanuel Alayande College of Education Oyo, between 9 and 12 of May, 2022.

1st Virtual Research Workshop

Theme: Writing Effective Background to the Study and Statement of the Problem. Held online, Lagos State University of Education, Oto/Ijanikin, Lagos State, on 8th August, 2022

Signature

Date

Do Not Copy, Lead City University, Nigeria

University Compliance Certification

This is to certify that the thesis by Abidemi Omotayo, OLADEJI in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

Date

Do Not Copy, Lead City University, Nigeria