

**Development Programmes, Availability of Physical Resources and Staff Job  
Performance in Colleges of Education Delta State, Nigeria**

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Ed) Degree in Educational Management**

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## Certification

This is to certify that Stella Ekpebide OGHENERUME, with matriculation number LCU/PG/002941, completed the research work “Development Programmes, Availability of Physical Resource and Staff Job Performance in Colleges of Education Delta State, Nigeria” in the Department of Art and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Master Degree (MEd) in Educational Management.

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## **Dedication**

This study is dedicated to the Lord God Almighty and my beloved husband, Oghenerume Ejuvwevu.

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“Even though the above institutions and persons have assisted in the process of this research, I alone stand responsible for the errors, if any, found in the work.”

## Abstract

Job performance among Staff in Colleges of Education, Delta State seem to be declining. This is evident in inadequate publications, missed deadlines, poor communication and others. Factors contributing to this include: absenteeism, work-related stress, low leadership quality skills, inadequate training, and resistance to change among others. While many studies have explored the causes of these issues in other states, it appears that there is a gap in research specifically focused on Delta State. To address this gap this study aims to investigate the influence of development programmes and availability physical resources on staff job performance in Colleges of Education Delta State, Nigeria. A descriptive survey research design was used in this study. The population comprised 784 academic and senior administration staff in Colleges of Education Delta State. A complete enumeration sampling technique was used. The findings reveal that the level of Staff Job Performance was high ( $\bar{x}=2.89$ ), the level of Development Programmes, is high ( $\bar{x}=2.96$ ), and Physical resource availability is high ( $\bar{x}=2.51$ ). The combined influence of Development Programmes and the availability of physical resources had a significant influence on staff job performance (Adj.  $R^2= 0.971$ ) and ( $F_{2781} = 12880.166$ ;  $p < 0.000$ .) among staff development programme, conference demonstrate the strongest on staff job performance ( $\beta = 0.429$ ,  $t = 10.761$ ,  $p < 0.000$ ) and coaching does not have significant influence on job performance ( $\beta = -0.003$ ,  $t = -0.124$ ,  $p > 0.05$ ). Based on the findings of this study, it was recommended among other Colleges of Education should prioritise and fund Development Programmes, giving special attention to conferences, workshops, job rotation, and orientation.

**Keywords:** Staff Job Performance, Development Programmes, Physical Resource

**Word Count:** 260

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## List of Acronyms

<b>Abbreviation</b>	<b>Meaning</b>
ICT	Information Communication Technology
Fig	Figure
PAP	Presidential Amnesty Programme

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

The staff of an organisation constitute its most valuable asset, playing a vital role in upholding the organisation's positive reputation. Consequently, the effective and efficient functioning of the organisation heavily relies on the performance of its staff. A high performing staff significantly enhances the overall effectiveness of the organization. Therefore, job performance is the ability of a staff member to successfully carry out the obligations and responsibilities of their position within an organisation. Job performance is defined as the observable actions and behaviours of individuals that contribute value to the organisation<sup>1</sup>. It encompasses the actions and behaviours undertaken to achieve the organisation's objectives. Given the direct impact of staff performance on organisational success, it is a critical factor for organisations.

Staff performance is the outcome of an individual's or group's work in an organisation at a specific moment, reflecting how well the individual or group meets the requirements for a position in the mission of achieving the objectives of the organisation<sup>2</sup>. The performance of staff members is a key factor since without staff fulfilling their responsibilities, educational goals and objectives may not be reached<sup>3</sup>. In an educational setting, these staff members encompass both the academic and administrative staff. Academic staff primarily consists of teachers, researchers, and scholars who are engaged in teaching, conducting research, and contributing to the academic development of students. They play a crucial role in

curriculum design, instruction, and fostering a scholarly environment<sup>4</sup>. Administrative staff, on the other hand, handle the operational aspects of the university, managing day-to-day tasks such as admissions, student services, financial affairs, and overall administrative coordination. They ensure the smooth functioning of the institution by supporting academic activities and addressing logistics and organisational needs. Together, academic and administrative staff collaborate to create an environment conducive to learning, research, and the overall success of the institution. Thus, the researcher determined a number of dimensions related to staff job performance, including quality, job knowledge, issue solving, meeting deadlines, initiative, work relationships, and timeliness. However, in this study, meeting deadlines and punctuality are taken into consideration.

Punctuality is quality of responsible staff members. It goes beyond simply arriving on time. It is an attitude that demonstrates a person's emotional connection to their job; as a result, it can be described as a rigorous observance of keeping appointments and timeliness<sup>5</sup>. Being punctual and strictly adhering to agreements are necessary for being on time. Being on time means having the ability to finish a task or fulfil an obligation before or at the scheduled time<sup>5</sup>. Therefore, being on time entails more than just arriving on time for work, meetings, or appointments; it also entails being ready and prepared upon arrival<sup>5</sup>. Staff who arrive late to an event typically give the impression that they don't value their job or the organization as a whole<sup>6</sup>.

Also, meeting deadlines serves as a significant indicator of staff Job performance, reflecting an individual's ability to manage time effectively, prioritise tasks, and deliver results within specified timeframes<sup>7</sup>. It demonstrates a commitment to organisational goals and project

timelines, showcasing reliability and accountability<sup>8</sup>. Employees who consistently meet deadlines contribute to the overall efficiency of the team and the organisation, fostering a positive work environment. Additionally, meeting deadlines is often interconnected with other aspects of job performance, such as productivity, attention to detail, and effective communication<sup>9</sup>. Meeting deadline is critical across various professions and industries, highlighting an employee's capacity to fulfil responsibilities promptly and contribute to the overall success of the organisation<sup>9</sup>.

A detailed observation of the Nigerian education system, with a focus on public colleges of education, reveals a decline in staff performance. During the study, it was noticed that some academic staff lack proper preparation for lectures, leading to irrelevant storytelling or even missing classes altogether, negatively impacting the quality of education for students. Both academic and administrative staff consistently struggle with meeting deadlines, showcasing poor time management and organisational skills. Communication issues, whether in conveying information to students or collaborating with colleagues, further impede the effectiveness of their roles. Moreover, there is a prevalent resistance to change among staff in Colleges of Education Delta State, as many prefer traditional methods over modern approaches in both academic and administrative functions. Additionally, a significant number of staff tend to start work late, contributing to high rates of absenteeism. Addressing these challenges requires a holistic strategy encompassing staff development, accountability measures, improved communication channels, a cultural shift towards embracing innovation and change in educational practices, among others.

There are numerous literatures on the factors responsible for staff poor job performance in various states; however, to the best knowledge of the researcher, there is limited work carried out on the influence of development programmes and physical resource availability on staff job performance in Colleges of Education Delta State, Nigeria. Therefore, to fill this gap, development programmes and physical resource availability will be considered as independent variables in this study.

Through development programmes, staff can gain the information and abilities necessary to perform at the level of competency required in both present and future position assignments. It establishes a setting that fosters system renewal, human innovation, organizational effectiveness, and individual fulfilment<sup>10</sup>. Staff development advances and attains high-quality instruction and learning for students, hence supporting the primary goals of the educational system. Development programmes in education seek to improve workers' attitudes, knowledge, abilities, and experiences while also perhaps revealing their latent potential<sup>11</sup>. As a result, their potential could be increased to meet the requirements of the position both now and in the future, accomplishing its objectives. There are two types of staff development training programmes namely on-training and off-job training.

On-the-job training, commonly referred to as "internal training," is the term for training and development techniques that are applied in the workplace and are related to job responsibilities<sup>12</sup>. This method has been extremely beneficial to the educational system. Systematic on-the-job training benefits the employee as well as the entire company. Common on-the-job techniques include work instructions, coaching, mentorship, job

rotation, counselling, apprenticeship, task assignment, orientation, induction, meetings, and self-directed or self-managed learning<sup>13</sup>.

Off-the-job training is a type of external training. It includes instruction that takes place outside of the workplace and in settings including seminars, workshops, worksite conference rooms, group teaching, and discussions, role play, case studies, stimulation exercises, etc. It is away from their work environment, but they would learn to get training that is acceptable and similar to that in the workplace, but in a different location. A particular atmosphere is set up so that there is a possibility for maximum contact between trainers and trainees. This particular training is carried out outside of the workplace, and unique advanced abilities and preparations are required for properly instructing staff members in the appropriate manner and location<sup>14</sup>. Orientation, coaching, work rotation, conferences, and workshops will all be covered in this study.

Orientation is the organised process of introducing new hires to their positions, their coworkers, and the company's culture. It is long-term training. Orientation gives new employees the fundamental knowledge they need to do their work well, such as details on the policies, traditions, culture, goals, and resources of the educational institution<sup>15</sup>. Additionally, orientation helps new employees of the college gain commitment, lessen anxiety, understand expectations from the college, and communicate what to expect from the job and school. First impressions matter because they set the tone for all subsequent interactions, which is why orientation is important because it lays the foundation for a new hire's entire career with the organisation<sup>16</sup>. By introducing new hires to the business and its procedures, the employee orientation process reduces the amount of time it takes for

them to begin making a contribution. Through orientation events, new personnel can be indoctrinated with a sense of community and teamwork<sup>15</sup>.

Coaching is associated with the conduct of initiating the framework of the leader concerning the emphasis on performance enhancement, defined and controlled by the Coach the function and objectives for their staff members, However, the coach also offers encouragement and recognition to staff members in relation to the behavior that the leader considers<sup>17</sup>. Staff members can build the information, skills, and talents necessary for professional growth through a series of processes called coaching. This is because coaching makes it easier for supervisors to learn about and address the issues faced by their subordinates, it is seen to be a simple way to increase staff productivity<sup>18</sup>. It enables staff members to make more informed decisions about their future and gain a better understanding of their own struggles. It may improve their capacity to employ a variety of persuasion and leadership techniques. Staff who receive coaching may feel more capable of changing the world and increasing their personal efficacy.

Job rotation is the deliberate shifting of an employee over a certain length of time from one position to another within the same department. Institutions train staff members in many departments and divisions using this method, which helps them perform better and take on more responsibilities. Each new assignment following a rotation has challenges, which encourages people to become more engaged and improve morale at work<sup>19</sup>. Through rotation within the company, every employee acquires the capacity to perform any task that decreases in seniority. Employees get the skills and knowledge necessary for the job to generate better quality output. Therefore, job rotation is a type of job design where

employees are switched between jobs in a scheduled manner. By moving employees from one position to another, a company may give its staff members the chance to gain new skills through a variety of tasks. This technique aims to maintain or improve employee happiness, motivation, and performance<sup>20</sup>.

A workshop is a scheduled talk or hands-on activity on a certain topic. It might also be seen as a platform where a variety of people can discuss their expertise and experiences related to specific subjects<sup>21</sup>. Therefore, a workshop may include some debates and presentations of new approaches to teaching various subjects or carrying out particular tasks. A workshop has to be well planned, and the participants must be well informed of its goals and what they need to bring in order for it to be successful<sup>22</sup>. Each member of the typically moderately sized group is tasked with solving an issue that is directly relevant to his or her area of expertise. Each group is assisted by a qualified consultant. Workshops are always conducted somewhere other than the participants' places of employment. Experts in a particular field are always sought out to impart knowledge and skills to participants that will help them be employable in both professional and work settings<sup>23</sup>. Workshops are an effective way to teach participants practical skills and enable them to complete activities that were previously very challenging for them. Workshops are usually followed by practical sessions aimed at assessing and evaluating the impact of the workshop on participants as well as the educational component<sup>24</sup>.

Conferences serve as both physical and virtual learning aids, bringing individuals together to share information and effectively communicate concepts, policies, or procedures. As part of an organised strategy where participants hope to gain considerable oral engagement

and knowledge, they can also be utilised to bring up discussion themes or discuss issues<sup>25</sup>. Staff development can also be enhanced through conferences. It occurs at the school and cluster levels and often lasts a few days. Conferences provide a place for discussion and an opportunity to hear the views of reputable specialists. They are also an excellent way to address large groups of people. A multitude of professionals with a richness of ideas get together at conferences to discuss conference use and organisation. Because they have access to a greater variety of ideas during conferences, professionals are more productive<sup>26</sup>.

Physical resources are the basic elements that an organisation employs to fulfil a goal or objective. Ones that we can feel, move, smell, see, and hear are among the common resources that were created by man and help us do our everyday chores more quickly and easily<sup>27</sup>. As a result, physical resource facilities include various styles of buildings for academic and non-academic activities, grounds for sports and recreation, as well as landscape features like farms, gardens, and trees, as well as roads and trails. Other factors include lighting, acoustics, storage spaces and packaging areas, security, transportation, ICT, cleaning supplies, catering services, and special facilities for people with physical disabilities. By addressing the physical and emotional requirements of the faculty, students, and students of the school, these facilities play a crucial role in the realisation of educational goals and objectives. In this study, the researcher will deal with information and communication technology (ICT). Staff conducive office and staff Transportation system.

Information Communication Technology (ICT) as a tool refers to the use of technology to access, process, store, and communicate information<sup>28</sup>. In this context, ICT encompasses a wide range of technologies, including computers, software applications, telecommunications, and other digital devices. As a tool, ICT enables individuals and organizations to gather, manage, and exchange information efficiently and effectively. It serves as a means to enhance communication, streamline processes, and facilitate the manipulation and dissemination of data for various purposes, such as education, business, healthcare, and entertainment. Essentially, ICT as a tool empowers users to leverage technology for the acquisition and utilization of information in diverse fields and applications.

Staff Office is defined as a location where crucial paper data is created, stored, and used for current and future company activities. In the office, information and knowledge are handled, processed, and conveyed through the filing of documents as well as planning, developing, overseeing, analyzing, and communicating. Office space or building is of the utmost significance to efficiently coordinate and manage company activities<sup>29</sup>.

A staff transportation is a structured and organized framework for the movement of employees or staff from one location to another, typically between their residences and the workplace. This system is designed to provide efficient and reliable transportation services to ensure that employees can commute to and from work safely and in a timely manner<sup>30</sup>. Staff transportation systems are commonly implemented by businesses, organizations, or institutions that have a significant number of employees who may face challenges in commuting on their own. These systems often involve the use of dedicated vehicles, such as buses or vans, to transport staff members collectively. Staff

transportation system aids in the creation of a proactive work environment that ensures greater productivity, improves work quality, and has a direct beneficial effect on the reputation of the firm as a whole<sup>31</sup>. Staff transportation system reduce stress, and promote staff job performance in an organization. Therefore, this study investigates the influence of staff development programmes, physical resources on staff job performance in Colleges of Education (Colleges of Education), Delta State Nigeria.

## **1.2 Statement of the Problem**

Stakeholders in education sector express serious concerns about the performance of staff, especially in colleges of education in Delta State. As observed by the researcher, there seems to be a noticeable decline in job performance at Delta colleges of education, evident in factors such as poor publications, missed deadlines for tasks, poor communication skills, absenteeism, turnover intention, late arrivals to work, and resistance to change. This observed trend may stem from various factors like poor organisational culture, workplace stress, low leadership quality, inadequate training, and a less-than-ideal work environment, among other factors<sup>32,33,34</sup>. While many studies have explored the causes of these issues in other states, it appears that there's a gap in research specifically focused on Delta State. To address this gap, this study aims to investigate the influence of development programmes and physical resources availability on Staff Job Performance in Colleges of Education Delta State, Nigeria.

## **1.3 Aim and Objectives of the Study**

The aim to this study is to investigate the influence of development programmes and physical resources on Staff Job Performance in College of Education Delta State, Nigeria.

The specific objectives are to:

- i. identify the level of staff job performance (punctuality and meeting deadline) in Colleges of Education Delta State Warri, Nigeria.
- ii. identify the level development programmes (orientation, coaching, job rotation, conferences, and workshop) in Colleges of Education Delta State, Nigeria.
- iii. to ascertain the level of available physical resources (ICT, conducive office, transportation system) in Colleges of Education Delta State, Nigeria.
- iv. examine the joint contribution of development programmes (orientation, coaching, job rotation, conferences, and workshop) and physical resources (ICT, staff conducive office and transportation system) staff job performance in Colleges of Education Delta State, Nigeria.
- v. examine the relative influence of development programmes (orientation, coaching, job rotation, conferences, and workshop) and physical resources (ICT, conducive office and transportation system) staff job performance in Colleges of Education Delta State, Nigeria.
- vi. examine the staff type (Academic and Administrative) difference in the level of job performance in Colleges of Education Delta State, Nigeria.

#### **1.4 Research Questions**

1. What is the level of staff job performance (punctuality and meeting deadline) in Colleges of Education Delta State?

2. What is the level of development programmes (orientation coaching, job rotation, conferences and workshop) in Colleges of Education Delta State?
3. What is the level available physical resources (ICT, staff office and staff transportation) in Colleges of Education Delta State?

### **1.5 Hypotheses**

H<sub>01</sub>: There will be no significant joint contribution of development programmes (orientation, coaching, job rotation, conferences, and workshop) and physical resources (ict, staff office and staff transportation) on staff job performance at College of Educations Delta State, Nigeria.

H<sub>02</sub>: There will be no significant relative influence of development programmes (orientation, coaching, job rotation, conferences, and workshop) and physical resources (i.c.t, staff office and staff transportation) on staff job performance in College of Education Delta State, Nigeria.

H<sub>03</sub>: There will be no significant staff type (academic and administrative) difference in the level of staff job performance in Colleges of Education Delta State, Nigeria

### **1.6 Significance of the Study**

The study will be issued in a reputable journal, and the finding will be made accessible to stakeholders in educations, thereby giving policymakers detailed information on the level of development programmes and physical resources which will aid policymakers

in formulating policies that will help enhance and sustain a high level of Staff job performance in Delta College of Education.

School administrators in Delta State will also benefit from the findings of this study, as it will provide essential information on the factors that could be responsible for boost the perform to its staff and also increasing the productivity of their student.

The study's findings will be beneficial to administrators and staff since they will uphold and enhance their capacity to complete assignments on time, increase parent and student satisfaction, and foster profitability in the field of education.

Moreover, these programmes help students learn in a supportive environment that is enhanced by current information and instructional techniques. The influence transcends immediate communities, shaping educational standards and fostering innovation in pedagogy at a broader level. Thus, investments in staff development and physical resources not only enhance educational outcomes but also enrich the fabric of society by nurturing competent and engaged citizens.

### **1.6 Scope of the Study**

The geographical scope of this study is limited to Delta State, Nigeria. By focusing on Delta State, Nigeria, the study will investigate the influence of development programmes (orientation, coaching, job rotation, conference and workshop) and availability of physical resources (information communication technology, staff office and staff transportation) on Colleges of Education Staff Job Performance in Delta State, Nigeria. Delta is the 23rd largest in size and the tenth most populous, with a 2016 population of about 5.6 million.

Geographically, the state is divided between Central African mangroves in the southwest coastal region and Nigerian lowland woods in the rest of the state, with a minor piece of the Niger Delta swamp forests in the far south. The river Niger and its distributary, the Forçados River, flow along the eastern and southern borders of the Delta, respectively, while another Niger distributary, the Escravos River, runs through Warri and the coastal areas are riddled with dozens of smaller Niger distributaries that make up much of the western Niger Delta.

The study will examine two factors (development programmes and availability of physical resource) on colleges of education staffs' job performance (punctuality and meeting deadline) in Delta State, Nigeria. Staff development programme encompass orientation, coaching, job rotation, conference and workshop while availability of physical resource encompass information communication technology, staff office, and staff transportation.

### **1.8 Limitation of the Study**

The study relied on self-reported data from staff whose responses were biased, impacting the accuracy and reliability of the results. Additionally, constraints related to time, resources, and access to participants and unwillingness also limit the depth and breadth of the data collected. The study's conclusions are nevertheless considered credible in spite of these drawbacks

### **1.9 Operational Definitions of Terms**

The followings are terms defined as they are used in the study.

**Staff.** this are academic and senior administrative in Colleges of Education Delta State, Nigeria

**Job Performance:** the manner in which staff do their work in Colleges of Education Delta State, Nigeria.

- a) Punctuality; staff acting at the appropriate or agreed-upon time.
- b) Meeting deadline. Staff member finishing assigned work at the appointed time.

**Physical Resources:** These are tools available to enhance job performance in Colleges of Education Delta State, Nigeria

- a) Information and communication technologies (ICT): computer, phone and internet used to transmit information.
- b) Staff Office; It relates to the space staff members occupy while they are not engaged in teaching.
- c) Staff Transportation: This is a private car or school bus to and from designated school locations provided by the school for her staff.

**Development Programmes:** These are programmes adopted by Colleges of Education Delta State staff.

- a) Coaching; this is a programme where expert or senior staff offers instruction and direction to help less experienced or junior reach a particular task.
- b) Orientation: it is a programme that gives staff basic attitudes, beliefs, or feelings in relation to college staff.
- c) Job rotation: It is a periodically moving employees between different roles or tasks within an organization to broaden their skills and knowledge.

- d) Conferences; A conference is a formal gathering, typically experts or professionals, to discuss and exchange information on a specific topic or industry.
- e) Workshop: A workshop is a time for conversation and hands-on work on a specific topic where a group of staff can share their expertise and experience.

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## **Chapter Two**

### **Literature Review**

This chapter contain review of related literature. It is presented in the following sub- heading.

## **2.1 Conceptual Review**

### 2.1.1 Staff Job Performances

#### 2.1.1.1 Meeting Deadline

#### 2.1.1.2 Punctuality

### 2.1.2 Staff Development Programmes

#### 2.1.2.1 Coaching

#### 2.1.2.2 Orientation

#### 2.1.2.3 Job Rotation

#### 2.1.2.4 Conference

#### 2.1.2.5 Workshop

### 2.1.3 Physical Resources

#### 2.1.3.1 Conducive Office

#### 2.1.3.2 Information Communication Technology

#### 2.1.3.3 Transportation

## **2.2 Theoretical Framework**

### 2.2.1 Learning Organisational Theory

### 2.2.2 Theory X

2.2.3 Theory Y

2.2.4 System Theory of Management

### **2.3 Review of Empirical Studies**

2.3.1 Orientation/Induction and Job Performance

2.3.2 Monitoring/Coaching and Job performance

2.3.3 Job Rotation and Job performance

2.3.4 Conference and Job Performance

2.3.5 Workshop and Job Performance

2.3.6 Information and communication Technology and Job performance

2.3.7 Transportation and Job Performance

### **2.4 Conceptual Model**

### **2.5 Summary of Literature Reviewed**

## **2.1 Conceptual Review**

### **2.1.1 Staff Job Performance**

Performance is the degree to which an individual can effectively complete tasks utilizing organizational resources under normal circumstances. Performance includes the results of activities taken by employees depending on their knowledge and abilities. Performance is simply the accomplishment of a certain job or set of responsibilities by staff or any other people, which changes the environment and benefits the organization. An employee's performance is measured by how well they carry out or complete tasks relevant to their employment. It entails achieving the organization's quantitative goals<sup>1</sup>. The effectiveness of staff performance is measured by in-role and out-of-role tasks<sup>1</sup>. A person's aptitude, availability, and adherence to the guidelines and requirements of the position are all considered aspects of in-role performance. Extra-role performance is demonstrated by qualities other than those required for the work, such as consideration for and interest in the challenges that other staff could have in doing their assigned jobs.

Job performance is simply described as all work-related activities that employees engage in as quantifiable actions, behaviors, and outputs that are either directly or indirectly induced by employees to forward organizational goals. The projected total value of the behavioral episodes an employee exhibits over the course of a certain period is their work performance. Job performance may be thought of in terms of employee behavior or results that the employee produces<sup>2</sup>.

Performance on the work or as an employee is referred to interchangeably is a multifaceted idea. This is due to the fact that employee performance is determined by a variety of factors and is influenced by many others. Employee performance is a multi-dimensional concept that includes two aspects: the behavioral (which includes the process) and the outcome (which

includes the results). The behavioral aspect refers to what people do at work, whereas the outcome aspect describes the outcomes of those behaviors<sup>3</sup>.

Staff performance refers to a person's ability to execute duties or use abilities that are connected to their job. Working toward organizational objectives is a role and activity of employees. In order to boost the productivity of the workforce, employees must also be eager to learn new skills. The activities and behaviors of an employee that support the objectives of the business are considered to be at the micro level of employee performance<sup>4</sup>. Workplace circumstances, effort, and skill level all have an impact on how well a job is performed.

Staff performance in an organizational environment is a result of all staff talents, actions, and contributions to the organization's increased production and goal attainment. The efforts made to attain goals are shown by increased performance of the organization, while enhanced staff productivity calls for greater efforts<sup>5</sup>. Staff performances is the openness and willingness to do their duties. Staff must complete their tasks on time in order to meet the organization's objective or target in order to have a standard performance.

Therefore, Staff Job Performance is characterised as a set of employee actions that have some expected benefit (either good or bad) for organizations. This action can be categorized into three major categories which are Task performance, Contextual performance, and Adaptable performance. Task performance refers to acts that are part of the formal reward system (i.e., technical core) and satisfies the needs as outlined in job descriptions. Task performance also refers to a person's contribution to organizational performance. Contextual performance is activity that supports organizational, relationships, and economic goals while not directly contributing to organizational success<sup>6</sup>. Task performance is defined as fixed task

results that set one profession apart from another. Task performance is profession-specific since it leaves out performance characteristics that are common to most professions<sup>5</sup>. It has a direct relationship to achieving corporate goals for prescribed actions, the specifics of which are indicated in the job description. It occurs when workers carry out a given activity using their technical expertise and knowledge. Contextual performance may include devoting extra time to the company, following closely to rules and regulations, promoting teamwork and participating in other voluntary actions<sup>7</sup>. When workers assist others in completing a task, work with their superiors, or offer suggestions to enhance organizational procedures, they are engaging in contextual performance, which is defined as actions that do not directly contribute to the technical essence of the task but instead create and maintain the psychological, social, and organizational settings in which task performance is prominent. When it comes to task and contextual performance, good staff are those who can exhibit the desired behaviors.

Adaptable performance is referring to as individual's capacity to transform to changing work environments<sup>8</sup>. Adaptive performance refers to an employee's capacity to cope with change and transfer knowledge from one task to another in the face of shifting job demands. It can also refer to a staff capacity to adapt their behavior in response to demands arising from new situations or the extent to which they can adapt to changes in the organizational system as a whole<sup>9</sup>.

In the context of education, Staff Job Performance refers to the effectiveness and quality with which educators and other school personnel carry out their responsibilities and contribute to the overall educational mission of the institution. It encompasses a range of activities and

behaviors that directly impact the learning environment, student outcomes, and the functioning of the educational institution<sup>10</sup>. These aspects include class planning, instruction, student evaluation, commitment, extracurricular activities, effective monitoring, record keeping, drafting memos and inspection, effective leadership, incentive, and punishment. educational, professional, and personal attributes<sup>8</sup>. Staff Job Performance can be measure with meeting deadline and punctuality.

### **2.1.1.1 Meeting Deadline**

A deadline, also called a time limit, describes the earliest time or date that a specific work, project, assignment, or goal must be finished or accomplished. It denotes a specified moment by which the task must be completed and turned in<sup>11</sup>. A sense of urgency and structure for finishing activities on time are provided by deadlines in a variety of contexts, including project management, academic settings, and professional environments. Depending on the requirements of the task at hand and the standards established by the people in charge of it, missing a deadline could have negative effects on the institution, which leads to low job performance.

An employee deadline usually describes a date or time frame by which a staff member must finish a job, project, assignment, or reach a particular objective or deliverable. Institution imposes deadlines to guarantee timely completion of work and to promote efficient project management<sup>12</sup>. Because it enables effective task coordination and the accomplishment of organisational goals, meeting deadlines is frequently essential to the overall success of a project or the efficient operation of a firm<sup>12</sup>. To make sure that

workers understand and can complete their tasks within the allotted time, employers can convey deadlines through project timelines, job assignments, or other methods.

Therefore, meeting a deadline" is finishing an assignment, project, or activity effectively in the allotted time or ahead of schedule<sup>13</sup>. It entails making certain that all required tasks, deliverables, or objectives are completed on time and in accordance with the standards and specifications established by the individual or group in charge of the deadline. A key life skill is the ability to meet deadlines, which applies to the job, school, and personal endeavours alike. It exhibits dependability, time management, and commitment fulfilment<sup>15</sup>. Meeting deadlines successfully enhances a person's or a team's general efficacy and efficiency, facilitating the seamless advancement of projects and the methodical and ordered achievement of objectives<sup>14</sup>. Staff that regularly meet deadlines are highly valued by administrators since it shows high level of job performance.

The benefits of fulfilling deadlines include the following: The sense of urgency created by deadlines motivates people to work quickly and effectively in groups as well as individually to finish assignments on time<sup>15</sup>. They assist with task prioritisation, making sure that critical work is completed first. They act as distinct markers that assist individuals and organisations in defining and accomplishing particular goals within a specified time limit. It helps keep the entire project on track; deadlines are necessary for organising and allocating responsibilities<sup>13</sup>. Teams and staff members are held accountable for achieving group objectives and for submitting their work on time when deadlines are observed. It can serve as a catalyst for people to concentrate and put in the effort needed to complete tasks<sup>15</sup>. While fulfilling

deadlines has the following drawbacks, when the goal is unachievable, it can cause stress and burnout, which can have a detrimental effect on people's wellbeing and mental health<sup>16</sup>. In an attempt to meet deadlines, rushing could compromise the quality of the work in favour of speed, which could result in mistakes or poor results. Rigid timelines may hinder some jobs, particularly those that call for creativity and innovation, as these processes frequently benefit from more flexible time restrictions. Establishing unrealistic deadlines can demoralise people or groups, which can cause dissatisfaction and a drop in spirits.

#### **2.1.1.2 Punctuality**

Punctuality refers to the quality or habit of being on time or arriving at the specified place at the appointed time. It is the act of being prompt and adhering to scheduled deadlines or commitments<sup>17</sup>. Punctuality is a valued trait in personal, professional, and social contexts as it demonstrates a person's respect for other people's time and a commitment to meeting obligations in a timely manner<sup>18</sup>. Being punctual is often associated with reliability, responsibility, and professionalism. It is considered a positive attribute in various settings, including the workplace, educational institutions, social events, and daily life. Punctual individuals are generally seen as organized, dependable, and respectful of the schedules and expectations of others<sup>19</sup>. In contrast, habitual lateness or a lack of punctuality can be perceived as a sign of disorganization, irresponsibility, or a lack of consideration for others' time. As a result, staff punctuality particularly refers to staff showing up on time and consistently for meetings, work, or other planned activities. It highlights how crucial it is for workers to show up and be prepared to begin working at the

appointed hour. Being punctual is essential to professionalism in the job, and companies frequently reward workers who regularly come on time.

Punctuality is important to staff members and institution for a number of reasons, including the perception that they are dependable and trustworthy. They will arrive at work on time and contribute to the efficient running of the company<sup>20</sup>. Punctuality makes the workplace more efficient overall. Staff punctuality contributes to the upkeep of a disciplined and well-organised work environment. Arriving on time is crucial for efficient teamwork. Attendance at the appointed time promotes effective group activities, joint projects, and meetings. Punctuality shows professionalism. It speaks well of a staff member's dedication to their position and the company overall. Being on time shows that staff value the time of your students, coworkers, and superiors.

Although being on time is usually seen as a good quality, it's vital to remember that being extremely strict about being on time or insisting on being on time regardless of the situation might have some unintended consequences<sup>21</sup>. Stress and anxiety may result from it, especially for people who have trouble managing their time or encounter unforeseen difficulties that cause delays. Rigid scheduling might hinder creative processes if they are overemphasised. For some employees to produce their best work, a more flexible approach can be necessary. A strict emphasis on timeliness may cause employees to put their own needs and health before being on time, which could have negative effects. Cultural conventions regarding punctuality can differ. In various workplaces, imposing tight timeliness rules without taking cultural differences into account may lead to conflict or misunderstandings<sup>18</sup>. Employee demotivation may result from

continual supervision and harsh penalties for infrequent tardiness. Tight enforcement without room for interpretation could foster a culture of fear as opposed to inspiration. Rigid timeliness may impede impromptu conversations or innovative brainstorming sessions that could enhance a project's overall success<sup>20</sup>.

### **2.1.2 Development Programmes**

Development refers to the process of enhancing the skills, knowledge, and capabilities of employees within an organization. The primary purpose is to improve individual and collective performance, contributing to the overall success and effectiveness of the organization. Staff development is an ongoing and strategic effort to empower employees to meet current job demands, prepare for future responsibilities, and adapt to changes in the workplace<sup>21</sup>. A Development Programmes is a structured and planned effort designed to enhance the skills, knowledge, and abilities of an organization's employees. The primary goal is to improve individual and collective performance, ultimately contributing to the overall success of the organization. Development Programmes can take various forms and may include a combination of training, education, mentoring, and other professional development activities<sup>22</sup>.

Development Programmes are a procedure intended to enhance job comprehension, encourage more productive job performance, and set goals for future professional advancement. programmes for staff development assist staff in realizing their roles in achieving the college's objectives, mission, and vision. All of the opportunities offered to both new and seasoned employees are part of staff development. These endeavors aim to elevate the caliber of services rendered and facilitate personal and professional

development for participants<sup>24</sup>. It establishes a setting that fosters human creativity, corporate effectiveness, system rejuvenation, and personal fulfillment.

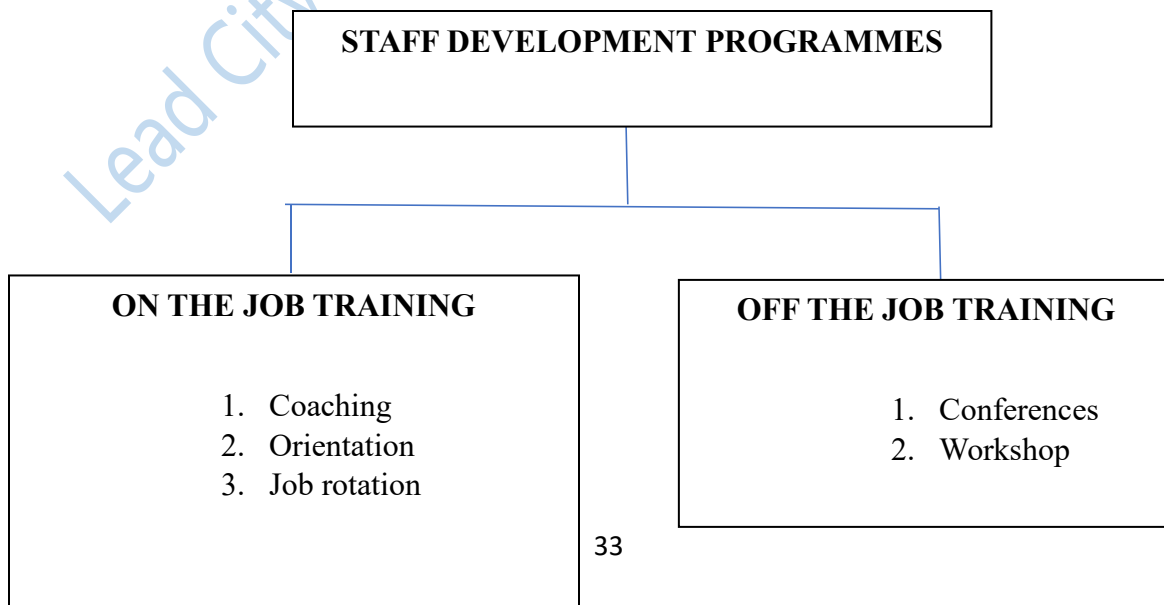
A development programmes is crucial in the field of education to guarantee staff maintain current instructional expertise, improve their abilities on a regular basis, and adjust to the changing demands of students and the educational system. It is a process that helps employees or members of an organization gain new skills, improve their competence, and advance in their careers. Development programmes are characterized as specialized processes that teach people how to carry out direct duties of various complexity and create desired job habits<sup>25</sup>.

It plays a crucial role in fostering a dynamic and effective learning environment. Here are several reasons why development programmes are essential in education: Development programmes provide educators with opportunities to enhance their teaching skills and stay current with the latest instructional strategies, methodologies, and educational technologies. This, in turn, leads to more effective and engaging teaching practices<sup>26</sup>. When educators are continually improving their skills and knowledge, it directly impacts student learning outcomes. Teachers who participate in relevant and targeted professional development are better equipped to meet the diverse needs of their students, resulting in improved academic performance. Education is a dynamic field with constant changes in curriculum standards, assessment methods, and pedagogical approaches<sup>22</sup>. Development programmes help educators stay abreast of these changes and adapt their teaching methods to align with current educational trends. Non-academic staff often work in collaborative settings where effective teamwork is essential<sup>27</sup>.

Development programmes that focus on communication, teamwork, and collaboration can contribute to a more cohesive and supportive work environment. For those in supervisory or managerial roles among administrative staff, leadership development programmes can be particularly beneficial. These programmes help build leadership skills, effective management techniques, and the ability to lead teams successfully. The smooth functioning of an organisation depends on the coordination of various departments and roles. Development programmes for non-academic staff ensure that they understand organizational goals, policies, and procedures, contributing to efficient and effective operations.

While development programmes in education can have numerous benefits, there are also potential disadvantages that should be considered. It's important to note that the impact of development programmes can vary depending on the specific context and implementation. Here are some potential disadvantages: Implementing Development programmes can be expensive. Training sessions, materials, and the time spent away from regular duties can incur costs for schools and institutions<sup>28</sup>. Teachers and staff may find it challenging to dedicate time to attend training sessions, especially during the school year when their schedules are already packed with teaching responsibilities and other obligations. Some educators may resist adopting new methodologies or technologies introduced through staff development programmes. This resistance can hinder the successful implementation of new strategies. One-size-fits-all training may not address the diverse needs and skill levels of the staff. Tailoring professional development to individual needs can be time-consuming and challenging<sup>29</sup>. If the content of the Development programmes is not relevant, engaging, or aligned with the specific needs of the educators and the school, it may not yield the desired outcomes.

In some cases, there may be insufficient follow-up or ongoing support after the initial training. This lack of support can hinder the successful integration of new knowledge and skills into daily practice. If the goals of the Development programmes do not align with the overall goals and priorities of the school or educational institution, it may not lead to meaningful improvements in teaching and learning. Intensive staff development programmes, especially when coupled with existing workloads, may contribute to teacher burnout if not managed effectively. There are two types of staff development programmes: on-the-job training and off-the-job training<sup>30</sup>.



## **Fig 2.1** Types of Development Programmes

On-the-job training may entail receiving guidance or mentoring from seasoned experts or trainers while seated at a workstation. It might also involve team leaders and supervisors, as well as individual or group projects and assignments. Such training is typically given by coworkers, managers, mentors, and supervisors to assist employees adjust and give them the skills linked to their jobs<sup>31</sup>. It can be helpful for introducing transfer or promoted staff to their new roles, training newly hired employees, improving experienced employees' abilities when technology is introduced, and cross-training personnel within a department or work unit. It is a desirable training approach since, when compared to other approaches, it requires less time or financial investment in materials, trainer salaries, or instructional design. Its objective is to alter staff understanding, mindset, skills, and habits in connection to the completion of a certain job or organizational objectives<sup>32</sup>.

On-the-job training refers to the process through which employees get instruction while they are actually performing their daily tasks<sup>30</sup>. It is said to be the most economical strategy. This practice is also known as learning by doing. on-the-job training is an approach for enhancing a worker's abilities via practical application. the trainee will use the same tools and workspace that his regular employer uses to do his duties. Staff will gain first-hand knowledge of the workplace. A supervisor's more seasoned staff member will mentor and instruct the trainee employee. This is especially helpful for education sector where a worker will receive training from an experienced staff or a supervisor<sup>33</sup>. On-the-job training is training that employees get while they are still performing their regular

responsibilities. The skills, knowledge, and abilities required for individuals to do a certain job within the workplace and work environment are reportedly taught to them on-the-job. On-the-job training makes use of the common or already present office tools, machinery, papers, equipment, information, and skills required for a staff member to learn to execute his or her job in an efficient manner. The following methods of on-the-job training are available: job rotation, peer mentorship, coaching, orientation, induction programmes, and more<sup>34</sup>. Different techniques are used to deliver on-the-job training. The techniques employed in this study are few which are mentoring/ coaching, orientation/induction, job rotation.

#### **2.1.2.1 Coaching**

Coaching is "a sort of counseling that is offered by a supervisor or management functioning as a facilitator of learning. The manager or supervisor exhibits particular behaviors that allow his or her staff to grow and learn, hence improving performance<sup>35</sup>. To improve workers' learning, growth, and job performance, daily interactions between supervisors and subordinates, one-on-one close supervision, and supervisory behavior that is helpful are all considered management activities. A partnership between the management and the employee can be developed through coaching, which fosters a common understanding of the goals and methods for achieving them. Coaching has become a vital tool for enhancing performance, whereas teaching is typically one-way contact<sup>36</sup>.

The word "coaching" is used broadly to refer to a variety of actions in various situations. As a personal development approach built on a collaboration between the coach and the client (the coachee), coaching is described as follows: a thought-provoking and imaginative

process that motivates the coachee to reach his or her full potential on both a personal and professional level<sup>37</sup>. Thus, coaching is a partnership between the coach and the coachee in which the coach acts as a facilitator of awareness for the other partner. The ability of the coach to listen, then create and pose pertinent "powerful" questions to the coachee, is what allows the coach to facilitate. The coach encourages innovative thinking in the coachee, motivating him or her to reach a particular professional or personal objective<sup>38</sup>.

In the field of education, staff coaching is the practice of offering direction, assistance, and chances for professional growth to lecturers and other staff members in educational institutions. The objective of this coaching strategy is to increase performance on both an individual and group level, encourage lifelong learning, and ultimately raise the general efficacy of the educational system<sup>39</sup>. Here are some essential elements of staff coaching in the field of education: Education coaching acknowledges the distinct requirements and objectives of every staff member. Administrators collaborate closely one-on-one to address specific issues and improve the professional abilities of their staff members<sup>35</sup>. Experts and staff work together to establish specific, attainable goals for professional development. These objectives could be related to the person's function in the educational system, such as classroom management, instructional enhancement, or personal development. the field of education. Consistent feedback is a crucial part of coaching. Based on performance statistics, assessments, and observations, experts offer helpful criticism. This feedback encourages teachers to think critically about their methods and make the required adjustments to improve their instruction<sup>34</sup>. Together, experts and staff can identify problems and come up with workable solutions. Within the educational institution, this cooperative approach to problem-solving promotes a supportive

professional community and a sense of shared responsibility. By implementing effective employee coaching in education, institutions can create a culture of continuous learning, enhance teacher effectiveness, and ultimately improve the quality of education provided to students.

Within the educational system, staff coaching can offer benefits as well as drawbacks. These are a few of their benefits<sup>40</sup>; Teachers can receive specialised and individualised professional development through staff coaching. They are able to improve their efficacy in the classroom overall, stay current on new teaching approaches, and hone their abilities. Teachers can develop self-confidence through coaching. They can address their deficiencies, build on their strengths, and eventually feel more secure in their role as educators with the help of a coach's feedback and support. Lecturers are encouraged by coaching to participate in reflective practice, which involves analysing their instructional strategies and student outcomes<sup>41</sup>. Better teaching techniques and ongoing growth may result from this self-reflection. Administrative staff members can improve their skills through coaching<sup>42</sup>. Enhancing soft skills that are important in a professional situation, such as communication, time management, and problem-solving, may fall under this category. Staff can establish goals for their personal and professional lives, get clarity on their jobs, and create plans to reach those goals through coaching. Motivation and work satisfaction can be increased by having a clear direction and purpose in life. Staff can discover their areas of strength and growth with the aid of coaching. administrative staff are likely to approach their tasks with increased self-assurance as they grow in confidence in their skills. Coaching can help with better job performance by addressing particular issues and

offering direction on practical solutions<sup>42</sup>. Administrative staff might pick up skills to succeed in their roles and overcome challenges.

Conversely, the following are the withdrawer<sup>43</sup>: Both the expert and the staff may find coaching to be time-consuming. It can be difficult to find time in a busy school schedule for regular coaching sessions, which could cause disruptions in the teaching and learning process. Staff see coaching as more of an assessment tool than a support one, they may be resistant to change<sup>43</sup>. Opposition may restrict the coaching relationship's impact on teacher development and undermine its efficacy. It's possible that certain educational environments lack the tools—such as certified coaches—needed to offer all staff members quality coaching. The widespread adoption of coaching programmes may be hampered by this restriction.

#### **2.1.2.2 Orientation**

Staff orientation involves giving new hires an overview of the company and their role. Basically, it is seen as a part of the employer's socialization process for new hires<sup>44</sup>. Socialization can be thought of as a continuous process that instills in each employee the prevalent attitudes, norms, values, and behavioral patterns expected by the company. Socialization is necessary for both organizational stability and worker performance. How well new employees do at work is greatly influenced by their knowledge of what they should and shouldn't do. the term "orientation" should be used to describe some reflection or representation of a person's overall motivational state at a particular time<sup>45</sup>. Staff orientation is commonly understood to be getting used to a new work environment. It is the procedure used to adjust a new hire to the workplace, the team, and the position.

A description or evaluation of a person's overall motivational state during a specific time period should be included in orientation. It influences of needs, values, attitudes, abilities, and other behavioral factors will be demonstrated by this state. Therefore, orientation could be interpreted as a reflection of an individual's goals and level of confidence in achieving those goals in a given circumstance<sup>46</sup>.

In the educational system, staff orientation is an essential operation used to acquaint newly hired personnel with the rules, regulations, expectations, and culture of an educational establishment<sup>47</sup>. The objective is to assist them in understanding the organization's goals and values, adjusting to their new jobs with ease, and making a positive impact on the school's overall performance. These are some essential components that are usually present in staff orientation within the educational system<sup>47</sup>: Synopsis of the educational establishment, encompassing its background, objectives, and core principles. Overview of the functions of the main administrative staff members. explanation of pertinent rules and regulations, including attendance requirements, clothing codes, and emergency measures. familiarity with the curriculum, any special teaching methods, and grading schemes. physical tour of the school grounds, emphasising key spots including the common spaces, offices, and classrooms. Staff members have access to technology training and educational tools<sup>48</sup>. Describes the institution's usage of software, grading systems, and communication tools. Details regarding the requirements for continuous learning and available possibilities for professional growth. a presentation of mentoring schemes or other new employee assistance mechanisms. direction on how to communicate with parents and children in an efficient manner. Techniques for fostering a good rapport with pupils and their families are discussed.

instruction on safety practices such as lockdown techniques, fire drills, and emergency medical response.

In the educational system, staff orientation has benefits and drawbacks. Orientation programmes must be thoughtfully planned and implemented in order to optimise their advantages and mitigate any potential disadvantages. Below is a summary of the benefits and drawbacks<sup>49</sup>. Staff members can easily become part of the educational institution and learn about its policies, processes, and culture. It increased efficacy and efficiency in their positions. Employees that receive orientation are more productive and can contribute to the educational mission more quickly since they are better aware of expectations and obligations. It decreased learning curve and enhanced productivity at work<sup>50</sup>. The institution's principles, mission, and culture might be discussed and imparted during orientation. It provides a coherent and cohesive workforce working towards shared objectives. Workers who feel informed and supported are probably more likely to be happy.

Orientation ensures that staff members are informed of critical updates and changes by fostering open communication channels<sup>51</sup>. keeps misconceptions at bay and fosters an informed team. Information regarding chances for continued professional development is frequently provided during orientation. It promotes a culture of lifelong learning among employees. Orientation exercises can help employees collaborate and form strong teams. It offers better teamwork and stronger interpersonal interactions.

On the other hand, the following are some withdrawals<sup>52</sup>. Planning and carrying out comprehensive orientations require resources, including time and money. It might be difficult

for institutions to commit enough money, which could lead to rushed or inadequate programmes. It Overloading a new employee with information in a brief amount of time might be detrimental. It's critical to strike the correct balance between preventing overload and providing the necessary information. It's possible for some employees to object to new policies or procedures that were presented during orientation. It's critical to control opposition and cultivate a change-friendly mindset<sup>47</sup>. Orientation programmes that are tailored to a single employee may not meet the unique requirements of a varied workforce. creating adaptable programmes that may be tailored to certain positions and duties.

### **2.1.2.3 Job Rotation**

Job rotation is a work design strategy that is commonly utilized by many firms at different levels of hierarchy. It involves training staff by having them switch from one task to another<sup>53</sup>. Job rotation is the indirect movement of staff among various positions and duties within a job where each requires a different set of skills and obligations. People complete each task within the allotted time while practicing a range of skills<sup>54</sup>. Employees who rotate their job duties are better able to understand the many steps involved in producing a good or providing a service, how their actions affect the caliber and competency of the final output, and how each team member advances the overall effort. Job rotation is an approach used by management to control staff dedication, productivity, and innovation in their descriptive jobs and to keep them informed about the most recent changes in the professional environment that are critical of any organization's ability to compete and survive in today's market-driven system<sup>55</sup>. The term "job rotation" refers to giving employees a variety of

responsibilities and moving them around at prearranged intervals Employee transitions alleviate employee boredom from staying in the same role for extended periods of time, increase employee morale and motivation, and provide flexibility, new experience, skills, and professional disciplines. Employees can expand their perspectives by taking on different roles through work rotation<sup>56</sup>.

Job rotation is an additional educational technique. It involves learning on both the side of the organization learning about the staff's strengths and talents, which helps to facilitate employee development and the employee learning new skills and becoming adaptable<sup>53</sup>. Job rotation entails the deliberate transfer of staff from one position to another as well as any changes in assignment, job topic, or department in order to help them acquire familiar with the functioning of different departments within the firm<sup>57</sup>. Frequent job changes are a purposeful strategy to managing people, with the goal of improving productivity and performance. It describes workers who move laterally in their positions. It can also be used to improve fundamental practical instruction, which will reduce inefficiencies and raise output. Job rotation boosts productivity and encourages the acquisition of new skills<sup>53</sup>.

Job rotation is generally understood to be the practice of moving from one position to another within the same company in order to maximize both an employee's potential and the worth of the company Jobs that rotate are those that move a staff member's sector of work to another without altering his position level. This allows employees to gain job skills from a range of diverse areas and relieve fatigue from repeated duties. The basic goal of job rotation is to familiarize employees with various organizational verticals by shifting them from one position to another<sup>54</sup>. Job rotation is described as a management

strategy used for this purpose. Nonetheless, it is required to outline the precise goals of the work rotation. As a result, the following lists some of the main goals of the job rotation<sup>58</sup>: To allow each worker to have a different department to work in. To increase job satisfaction and cross-train staff, in order to lessen the strikes' detrimental effects, to maintain seamless organizational operations during strikes, to improve employee work experience, to increase job satisfaction in order to raise worker performance and skill levels in the workplace, to lessen the repetitive and dull mindset of staff members toward same job duties<sup>52</sup>.

Job rotation can give them more chances to improve their performance, pick up new skills, and gain more knowledge and experience if done correctly. Staff can become proficient in all aspects of the working process and obtain a broad range of experience through job rotation programmes, which boosts efficiency for both companies and workers while also providing opportunities for employees to have a deeper understanding of the faculty<sup>55</sup>. Job rotation can help employees overcome boredom in routine work and the repetitiveness that results from performing the same tasks every day for an extended period of time. Job rotation have the power to boost employee interest and dedication<sup>56</sup>. When an organization devotes time to a worker and improves their skills, they may inspire them to make a more serious commitment to their profession<sup>53</sup>. Job rotation gives staff the chance to forge new connections with colleagues from different departments while also receiving on-the-job experience, which can help to improve social and unique staff development.

The drawbacks of job rotation are as follows; it appears to put more pressure on the remaining employees. Experienced staff' reluctance to use provided equipment, undesired

physical contact, and psychological strain brought on by workplace issues<sup>59</sup>. It can result in longer training times for recently transferred staff and heavier workloads for present employees. the cost of implementing job rotations is sometime expensive. Job rotation leads to low production since it takes time for new hires to become accustomed to the system. There could be a significant gap in the staff's skill levels, which could lead to higher staff training expenses or short-term productivity losses<sup>58</sup>. An additional cost is the duration of staff education and training for new positions. The resistance of seasoned staff is one thing that prevents job rotation. Highly qualified employees have no desire to move or learn new skills. The opposition of experienced workers is one barrier to job rotation<sup>55</sup>. Experienced staff do not desire to acquire new skills or relocate. Many seasoned staff believe that switching departments requires them to start their education all over again. Staff view changing jobs as a tactic to divert someone's attention from what they find most enjoyable<sup>60</sup>. It's possible that the original role doesn't exist, or management may have developed other ways to function without the person rotating, making them hesitant to commit personnel they've trained.

Off-the-job training is defined as training received outside of the workplace<sup>61</sup>. As a result, the focus is solely on the group exercises, team building, distance learning, outdoor activities, and workshops that are part of the training that is provided by the training department, by outside education and training institutions, by training providers-training consultants, or by guest speakers. off-the-job training is provided outside of the typical workplace, giving employees the chance to engage and exchange ideas with colleagues from different organizations as well as get access to outside resources and facilities<sup>62</sup>. The close involvement of managerial staff helps to facilitate learning transfer, bring

real-world examples into the classroom, and guarantee that employees taking part in off-the-job training are carefully chosen, informed, and overseen to ensure that they contribute appropriately. This training occurs away from the job. Because they learned outside of the job, such as in school and via community discussions, employees use this training to acquire new abilities<sup>62</sup>.

Off-the-job training enables employees to engage in the training programmes without interruption from outside variables since the training location is typically set up so that employees can pay attention without distraction<sup>63</sup>. A variety of techniques are used to provide off-the-job training, including case studies, workshops, seminars, role-plays, audio-visual training, vestibule training, and conferences. Conferences and workshops were the study's approach.

#### **2.1.2.4 Conferences**

A conference is an event that often lasts a few days and is planned around a certain subject or to bring people together who have similar interests<sup>64</sup>. Attending a conference entail taking part in a physical or visual communication. One of the conference's goals is to safeguard and enhance professional interests. Attending conferences, whether local, national, or international, is a means of advancing one's career<sup>65</sup>. It promotes staff and professional growth, improve connections among staff, open up new possibilities in the profession, and aid in understanding the interconnections of knowledge and information. A conference is a formal meeting or gathering of people who have similar interests who come together

to exchange ideas, discuss problems in their field, and offer solutions. It can also be a gathering of people who have similar interests<sup>66</sup>.

Conferences give instructors the chance to more effectively show off their professionalism and appreciation of the continual value of professional development for improving work performance<sup>66</sup>. Additionally, educational conferences frequently feature a variety of educational figures with a wealth of innovative ideas. The learning atmosphere provided by conferences allows participants to share experiences, concepts, and methods from their respective universities or institutions. The conference offers an opportunity for the team members to discuss the tools, technology, and procedures they may use in their school to enhance their work performance. Conferences provide staff with access to a wide variety of ideas, which improves performance<sup>67</sup>.

Therefore, conferences play a crucial role in the working environment. Since the workplace is evolving quickly, information must be tailored to the various demands of each organization. Attending conferences has the following positive impact. It enables organizations to obtain up-to-date information on important problems that impact them. They provide lecturers the chance to more effectively convey their expertise, knowledge of the continual need for professional development, and comprehension of the larger role of educators<sup>64</sup>. It improved self-worth, Greater work satisfaction and professional pride in teaching and administrative is all a result of recognizing, appreciating, and rewarding individual innovation. It develops of each participant's sense of responsibility over their school is influenced by the availability of a venue for participatory suggestions. It Help staff members organize and preserve records, files, and databases. Assisting

staff in comprehending and efficiently using new textbooks, lecturer's guides, and instructional material in the classroom, arranging meetings and keeping calendars, composing memos and typing up recorded dictation, to better serve their students' needs and faculty. In a time when staff lack the time to read several specialized books, conferences may be a very useful tool. Because the speakers, who are experts in these subjects, have already done the vetting and selection of information from a wide range of sources, it allows them to spend a fair amount of time and obtain comprehensive knowledge on a topic of interest<sup>67</sup>.

It improves staff problem-solving abilities in administration, community relations, and teaching/lecturing through reflective practice. Conference supports a process of collaboration, reducing staff isolation and increasing the possibility of encouraging meaningful change in lecturers' attitudes and actions. Delegates from other universities who may be dealing with the same concerns and difficulties might interact with others in the same faculty<sup>68</sup>. They can solve problems together as a result. This will enlarge perceptions in turn. Delegates can evaluate their faculty with the use of this information exchange.

One of the problems with conferences is that there is no gravity. Conference attendees who are ill-prepared and believe that others will handle the speaking and thinking are a frequent source of issues<sup>69</sup>. They think that with less work, they can achieve anything. Most attendees are not productive most of the time. For an extended meeting, attendees must gather in large numbers at a set location and time. This may take some time because other commitments must be postponed to make room for the meeting. It is expensive to plan conferences. It

necessitates a location in the first place, documentation, advance communications, meal preparation, work delegation, and participant travel.

#### **2.1.2.5 Workshop Programmes**

Workshops are interactive learning experiences where participants actively participate in learning activities rather than just passively listening to lectures or presentations<sup>70</sup>. It is viewed as a retraining initiative to refresh knowledge and abilities in terms of subject matter delivery rather than to upgrade qualifications. Instead, then simply listening to a lecture or presentation, participants engage in a variety of training activities during interactive training<sup>70</sup>. Additionally, it is viewed as a retraining initiative to refresh knowledge and abilities in terms of subject matter delivery rather than to upgrade qualifications. It is based on the lecture and demonstration format, the presenter prepares the ideas and methods before presenting and discussing them using a mix of visual aids, interactive devices, and demonstrations.

The term "workshop" in the field of higher learning refers to a particular kind of educational programmes that is typically created for a group of individuals, with practical content tailored to the needs, interests, and affinities of the group and facilitating cooperation and mutual support among participants<sup>71</sup>. Workshops often consist of a number of specially designed exercises given as a comprehensive, interactive educational programmes or training, with differing durations and topics covered. These can be anything from one-hour briefings to multi-day training sessions that focus on a particular topic, the development of particular knowledge, skills, and attitudes, as well as the sharing of experiences among participants<sup>72</sup>.

A workshop in a working environment helps participants to learn new skills and about themselves. A workshop may be thought of as a flexible atmosphere or setting where coaching, various kinds of work, and learning occur. Through group training with a focus on practical work, workshops encourage participants' personal growth and empowerment, active engagement, employability, and job skills. In the workshop, training for both individuals and groups as well as work training are employed<sup>73</sup>. Attendance at workshops, however, has a significant impact on staff performance. A few of these effects are listed below. Workshops provide a structure for meditation. Given that the staff member is a reflective individual, the session provided guidance on how to focus his teaching efforts<sup>74</sup>. Workshops give attendees the opportunity to speak with subject-matter specialists and provide a framework for analyzing a particular student or situation. Talking about the relevant themes of the specific subject helps the staff learn about the latest skills and knowledge related to the situation at hand. workshops that include staff from diverse educational institutions benefit from socializing so that participants may get advice and solutions to common problems<sup>74</sup>. Making new friends can open up new opportunities and promote innovative methods of learning and thinking. Facilitating team workshops may enable employees to develop relationships with coworkers, progress their careers, and experience greater fulfillment in their jobs. The staff will be inspired to investigate new topics connected to the issue of encouragement and motivation after talking and learning about a new subject. The staff will be inspired to do research and pick up new skills. Staff members are inspired to perform well with the right advice from specialists.

There are challenges with the workshop's programmes, if employees do not think the material will be useful to them, they will not attend training sessions. A few people

might even view it as a time waster and a means of avoiding the many tasks that remain incomplete. Workshop programmes' subjects could occasionally be challenging, especially if there is a lot to talk about<sup>75</sup>. To help staff quickly assimilate critical knowledge that is relevant to their field of work, certain knowledge is condensed into appropriate courses. The staff finds neither the workshop programmes nor the compliance training to be particularly engaging. Specialists are the only ones who participate sometimes. Conflicts over plans, specifications, and supplementary resources are typical workshop issues<sup>76</sup>.

### **2.1.3 Physical Resources**

Physical resources or facilities are those essential parts of all educational systems offered in the school that are provided to fulfill the general and specialized needs of students, institution, and staff as well as to support teaching, administration, and learning activities in the educational environment<sup>77</sup>. School physical resources refer to the tangible assets and facilities within an educational institution that contribute to the overall learning environment. These resources play a crucial role in supporting various academic, extracurricular, and administrative activities. Here are some common examples of school physical resources<sup>78</sup>.

School physical resources are crucial components that contribute significantly to the overall learning environment and educational experience. These resources encompass tangible assets and facilities within a school setting<sup>79</sup>. Here are some important aspects of school physical resources: Adequate and well-maintained classrooms, laboratories, libraries, sports facilities, and other infrastructure create a conducive learning environment. These spaces are essential for various academic and extracurricular activities. Access to modern educational technology,

computers, projectors, audio-visual equipment, and other tools enhances the teaching and learning process<sup>80</sup>. They facilitate interactive and engaging lessons, helping students grasp concepts more effectively. A well-stocked library with a diverse collection of books, reference materials, and digital resources supports students in their research, enhances their reading skills, and fosters a culture of lifelong learning. For schools providing transportation, well-maintained vehicles and efficient transportation services help ensure that students can attend school regularly and punctually. Basic classroom supplies, such as desks, chairs, whiteboards, and educational materials, are essential for creating a comfortable and conducive learning<sup>81</sup>. The study will consider information communication technology, conducive staff office and transportation system.

### **2.1.3.1 Information Communication Technology (ICT)**

The educational environment of the world has undergone a change in the 21st century due to information and communication technologies. Information communication technology enables individuals to access, analyze, generate, exchange, and utilize data, information, and knowledge in ways that were previously unimaginable<sup>80</sup>.

Information technology describes it as the collection, handling, archiving, and sharing of information technology that facilitates communication and access to knowledge. This covers mobile devices, laptops, desktop computers, wireless networks, email, SMS, and text messaging. In the recent years, technology has given society a wide range of communication skills and transformed society into a global village<sup>82</sup>. Information and communication technology, is defined as "a diverse set of technological tools and resources used to create,

disseminate, store, and manage information," including devices like cameras, audio, and video, networks (Internet, intranets, and extranets), computer hardware, and so on<sup>83</sup>. This category includes products that have the ability to store, modify, retrieve, send, and simultaneously receive information (text, sound, motion, etc.) that has been electronically transferred in digital form.

Information and Communication Technology (ICT) includes the use of communication devices, mobile technological hardware devices, software applications, such as Microsoft Word, Excel or spread sheets, power point, graphic design, Corel draw, Adobe page maker, online networking and connectivity, social media applications, and so on<sup>84</sup>. ICT also involves some online devices that help with effective communication within an environment. Information and communication technology also includes any gear, devices, or apparatus utilized for information processing or transmission, such as computers, mobile phones, DVD players, flash drives, CDs, and movies. ICT comprises several components such as hardware for mobile devices, computer software, cloud computing, desktop and workstations, social media applications, and other communication tools including TV transmitters and ROMs<sup>85</sup>.

ICT use in the classroom increases active engagement and participation from students in the learning process, strengthens the ability of lecturers to accommodate students with a variety of learning requirements, and helps students retain the material well. As a result, students and educational institutions both perform better academically and instructors are better able to convey their ideas, emotions, and thoughts to pupils<sup>83</sup>. ICT gives staff members the chance to access more complex and expansive areas of managing and instructing in order to sharpen

their ability to study. Through its dynamic, interactive, and engaging content, ICT enhances teaching and learning and has the potential to deepen, enrich, and accelerate skills. It also motivates and engages staff, helps to connect work experience to real-world situations, and contributes to overall development<sup>84</sup>. It enables staff to communicate with one another using chat rooms, mailing lists, and e-mail. It enables staff get quicker and simpler access to more thorough and current information. ICT may also be utilized to complete difficult jobs since it gives staff a reliable channel for releasing studies. Due to the established communicative process between members and the opportunity to disseminate information in several ways, as well as the ability to work at our own pace, with exercises, and website, ICT enable staff to learn autonomously and independently. ICT can help the staff member reflect on his or her personal progress while also assisting the supervisor in keeping track of the staff development. ICT gives staff the chance to use online educational resources, get rapid access to them, and also gives them access to new resources to support resource-based education.

Several Nigerian institutions encounter several obstacles when it comes to staff ICT utilization. One such obstacle is the lack of fundamental computer operation and ICT skills among many senior teachers, which has an impact on the caliber of their services. Additionally, this has made unused ICT services and resources available<sup>86</sup>. Staff members who are not accustomed to using ICT tools may find it challenging to include this practice into their presentations. In addition, occasionally, setting up the devices may be challenging. Financial constraints may also make it more difficult to have access to the newest equipment. ICT may also limit the staff's capacity for critical, analytical, and creative thought. Unpleasant physical side effects from ICT may include impaired vision or back ache.

Plagiarism is a problem that regularly occurs since many staff would rather copy and paste stuff from the Internet than come up with their own ideas.

### **2.1.3.2 Staff Office**

An office is a building in a place of work where information and knowledge are managed, processed, and transmitted through document filing and planning, designing, supervising, analyzing, deciding, and communicating<sup>87</sup>. An office is also a place where clerical operations take place. It is also a place where crucial information on paper is prepared, filed, and used for present and future organization operations<sup>88</sup>. The availability of amenities like furniture, equipment, appliances, and climate control are all part of the office working environment. The arrangement, cleanliness, neatness, circulation, organization, convenience, aesthetics, and beauty of the office environment are all considered to be part of the physical layout of the workplace.

A good office and work environment is one that is free from distractions like noise, interference, and other unpleasant situations, as well as from sleepy flooring, heat, cold, and moisture. It should also be free from bad lighting and unattractive color. If all amenities are there and within the employees' reach, a decent office environment improves the workers' ability to complete duties<sup>89</sup>.

Staff Office has the following good effects for staff job performance Offices help these staff be more productive while also creating a moral connection and a sense of belonging, both of which are crucial for keeping top talent inside their school. If all amenities are available and within their reach, a decent office helps employees do their duties more effectively and without undue stress. staff might be inspired and have a happy work environment

with the help of a well-designed staff room. Offices aid in communication and promote conversations in various parts of the facility, which also boosts staff spirit<sup>90</sup>. Staff can store necessary personal goods at the school office instead of bringing them to every class because they move about the building all day. Staff members need a lot of energy, and the only practical place for them to eat, drink hot beverages, and rest before the start of the next instruction is the school staff office<sup>88</sup>. Staff that work in a conducive environment encourage a growth mindset. Staff currently focus on developing their skills to further their personal and professional lives. Working in an organization might be difficult if there aren't enough facilities like warmth, lighting, furniture, space configurations, or noise levels. Poor office circumstances, such as loud surroundings, unclean walls, an atmosphere that is excessively hot or cold, a stinking environment, an unsightly workplace, etc., make it difficult for employees to stay in their offices to complete their tasks, which lowers the rate of productivity.

### **2.1.3.3 Staff Transportation**

Transportation is essential to the efficient physical distribution and provision of services in any society. The transfer of the products and services that marketing offers to clients is facilitated by transportation. Transport is the act of shipping or moving an object from one place to another<sup>91</sup>. School transportation is a special and important social issue because of its impact on work performance. As a result, Staff Transportation is a paid staff transportation service that offers workers a rapid and easy way to get to work, boosting their usage of public transportation. Choosing the choice that best suits the demands of the

staff and the institution at large is the administrator's responsibility. The type of transport system (road, air, and water) that the school uses is determined by its location<sup>92</sup>.

Staff transport, or transportation services provided for staff, holds significant importance for several reasons within an organization. Here are some key points highlighting the importance of staff transport: Staff transport provides a convenient mode of commuting for employees, especially those who may not have access to personal transportation or reliable public transit<sup>93</sup>. By providing organized transportation services, staff transport helps employees save time on their daily commute, contributing to better time management and work-life balance. Reliable and comfortable transportation services can reduce the stress and fatigue associated with long and unpredictable commutes, contributing to improved employee well-being. Staff who have a stress-free and reliable means of commuting are likely to arrive at work in a better state of mind, potentially leading to increased productivity and job satisfaction. Staff transport services often prioritize safety, implementing measures such as secure boarding and disembarking procedures, well-maintained vehicles, and trained drivers, ensuring the well-being of employees during transportation<sup>94</sup>.

Staff who might normally have to pay for individual transportation costs like fuel, maintenance, or public transportation can save money by using organised staff transportation. Providing staff transport can be a very beneficial benefit for recruiting and employee retention initiatives. It shows how dedicated an institution is to the comfort and welfare of its employees. Staff transport can help staff members feel more connected to one another by offering chances for socialising, networking, and team-building outside of the office<sup>95</sup>. School transport for staff plays a crucial role in ensuring the smooth functioning of

educational institutions. Here are some key points highlighting the importance of school transportation for staff: School transport provides staff members with a convenient and accessible means of commuting to and from the school<sup>96</sup>. This is particularly important for those who may not have their own transportation or live at a distance from the school.

School transport helps ensure that staff members arrive at the school on time, promoting punctuality and timeliness. This is essential for the efficient functioning of the educational institution and the execution of daily activities<sup>94</sup>. Having a dedicated transport system reduces the stress and fatigue associated with daily commuting. Staff members can focus on their responsibilities without the added burden of dealing with traffic, parking issues, or long commutes. School transport often comes with safety measures, such as trained drivers and well-maintained vehicles. This contributes to the overall safety of staff members during their commute, reducing the risk of accidents or incidents. Providing school transport for staff can be more cost-efficient compared to reimbursing individual transportation expenses<sup>92</sup>. It allows the school to negotiate group rates, optimise routes, and manage transportation costs more effectively. Shared transportation fosters a sense of community among staff members. The time spent together during the commute can be an opportunity for socialising, collaboration, and team building, strengthening the sense of camaraderie among the staff.

A well-organised school transport system can contribute to reducing the environmental impact associated with individual commuting<sup>97</sup>. Offering school transport as a benefit can enhance job satisfaction and contribute to staff retention. It adds to the overall appeal of working at the institution and can be a valuable factor for staff members when

considering employment opportunities. School transport helps in efficiently utilising resources by optimising routes and minimizing the number of individual vehicles on the road<sup>98</sup>. This is beneficial for traffic management and reduces the overall environmental footprint.

Staff transportation to schools offers a number of benefits, but there may also be drawbacks that need to be taken into account. The route and schedule for school transportation are frequently set in stone. Workers with certain scheduling requirements or those who would rather have more control over their commute arrangements may find this lack of flexibility to be bothersome. Staff members who depend on school transportation may face challenges when transport services are interrupted by strikes, mechanical issues, or unanticipated schedule changes. Under such circumstances, this reliance may cause inconvenience<sup>99</sup>. The privacy of employees may be jeopardised by shared transportation. Given that school transit is shared, some people may prefer to commute alone, which could limit their privacy and personal space.

## **2.2 Theoretical View**

### **2.2.1 Learning Organization Theories**

A learning organization is a collection of individuals who have knitted a continual, expanded capacity for learning into the institutional culture. Such an intuition analyses, screens, develops, and aligns learning processes with established goals. staff training is replaced with organizational problem solving, creativity, and learning in a learning institution. For instance, in a learning instruction, when a creation is poor, the staff members find the root of the issue and create ways to stop it from happening again. In a learning business, the focus is on the

single asset that increases in value over time—its staff. The ideal workplace always offers a collaborative learning atmosphere where people may benefit from one another. Every employee tries to improve and grow<sup>100</sup>.

Learning organizations are places where individuals continuously develop their potential to produce the outcomes, they genuinely desire, where fresh and expanded ways of thinking are fostered, where group aspiration is allowed to flourish, and where individuals are always learning to understand the big picture as a whole. According to the idea of the "learning organization," any effective organization must constantly learn in order to develop and respond to environmental changes. Any institution that wants to apply the learning organization concept must have a comprehensive plan with specific objectives. Once these have been determined, it is necessary to determine the instruments required to facilitate the plan<sup>101</sup>. A learning organisation has the following five traits: system thinking, personal mastery, mental models, shared vision, and team learning.

Team learning is foundational to organisational development, emphasising that the collective capacity of a team to learn surpasses that of any individual member. Conversations within teams form the bedrock of this process, requiring members to set aside beliefs and engage in genuine collaboration. Through reflective dialogue, individuals challenge presumptions, gather input, and evaluate outcomes, fostering an environment where learning is integral to achieving shared objectives. This approach not only enhances employee credibility and creativity but also diversifies organisational structures. Sharing vision acknowledges the value of individual perspectives and contributions. Each person's unique vision enriches the collective understanding and drives innovation within the organization.

However, to effectively implement these visions and structure the organisational model, thorough reflection is essential. This reflective process ensures alignment with overarching goals and promotes clarity in execution.

Personal mastery is identified as a fundamental discipline for creating a learning organisation, emphasising continuous self-improvement and lifelong learning. It involves clarifying and strengthening one's unique perspective, bridging the gap between existing skills and desired abilities. By committing to truth, fostering personal vision, and embracing creative tension, individuals gain self-confidence and resilience in navigating challenges.

System thinking is highlighted as crucial for understanding the interconnectedness of processes within an organization. It enables the analysis of systemic interactions rather than isolated cause-and-effect links, emphasising the importance of viewing systems as holistic entities. By recognising the inherent complexity of organisational dynamics, systems thinking facilitates the integration of various disciplines and promotes effective decision making by anticipating unintended consequences.

In conclusion, the five elements that have been discovered are dynamic in their interactions with one another. For instance, originality and variety of ideas will rise when workers are given actual flexibility and trusted to perform their duties with proper help from other team members and suitable resources. Their ability to understand and respond to the events will improve as a result of developing a sense of the wider picture<sup>101,100</sup>.

### **Dimension of Learning Organisation**

The elements of a learning organization, including continuous learning, discussion and inquiry, teamwork and learning, embedded systems, empowerment, system linkage, and strategic leadership<sup>102</sup>.

Continuous Learning; The goal of continuous learning in an organization is to provide ongoing learning opportunities for every staff, from the senior management group to the staff. The ability of staff to achieve the goals specified is also being improved. Because they are more competitively positioned in the job marketplace, the individual job also benefits from the dimension. People have an excellent chance to improve their skill set because of this opportunity. Additionally, it helps with employee retention since internal learning and development provides the organization with the necessary capabilities without having to hire new staff. In addition to its success, creativity, and competition factors, it has the benefit of increasing productivity. The only way for an organization to meet the demands of the modern world and continue operating and growing is using continual learning. There are several ways to enhance learning opportunities within an organization, including the establishment of research grants, training programmes, and academic scholarships.

Inquiring and Dialogue: Knowledge is acquired by people from others via inquiry and discussion. Staff at an institution with this dimension are good listeners and thoughtful about others' opinions. To improve one's capacity for comprehending fundamental assumptions and ideas, it is crucial to nurture the spirit of inquiry. People might find commonalities among themselves in an environment that is relaxed and free of distractions. Inquiry and dialogue are two key elements because they promote effective communication and system thinking and increase the possibility that the organization will promote open

communication. In such institution, communication is a two-way process that fosters the exchange of ideas and opinions as well as innovation.

Team Learning and Collaboration: It also called "intelligence of a team" outperforms that of an individual by a factor of many in fields like sports, science, and the arts. A team, employees of organizations also work together. The practice of team members developing ideas and abilities as well as a mechanism to share them with others is what team learning is concerned with as a feature of a learning organization. Members view and interact with one another as coworkers when team learning and collaboration are used. As a result, people working at the bottom of the organizational structure should feel free to express their thoughts and opinions to those in leadership positions. Building a team that works together increases the likelihood and capacity of attaining organizational goals. The information produced via teamwork and collaboration should be preserved by organizations. Despite the fact that team members may be at various learning stages, trust and support for one another improves team performance.

Embedded System; An embedded system should make use of low-tech components to facilitate analysis through targeted group discussions. Systems for assessing the differences between the actual and anticipated results are developed by the organization that has an embedded system. Additionally, the amount of time and money employees spend learning new skills is monitored. Such an integrated system is essential for maintaining a learning culture and improving organizational performance. This idea emphasizes the significance of recording learn information, keeping it, and disseminating it throughout all levels of management within the organization.

Organizations typically devise ways to save newly acquired knowledge and techniques because they aid in flexibility during periods of market instability and significant staff replacement. When the need arises to collect and keep data to improve an organization, a system of sharing captures knowledge is required. A learning organization has a culture of compiling information in a way that it may be quickly accessible and retrieved. The information gathered may subsequently be distributed and propagated across the organization, especially to the new members entering the organization.

**Staff Empowerment:** Another aspect of a learning organization is the empowerment of the staff, which focuses on inspiring employees to realize the shared or collaborative organizational goal. However, the success of this profession depends on the application of collaborative method, staff empowerment is a process that increases people's rights and will via collaboration, training, sharing, and assistance. In accordance with development and competitiveness in the global labor market, the term "employee empowerment" has undergone several revisions and adjustments. Four factors may be used to categorize employee engagement: corporate performance, decision-making authority; performance information, the real facilitation of an understanding of contribution and performance.

**System Connection:** The sixth dimension of a learning organization is system connection. Organizations typically experience resistance and become aware of how difficult it is to adapt to a changing environment. The longer it takes an organization to adapt to market changes, the less chance it has of regaining its desired position. A successful system link will aid the organization in capturing and enhancing organizational capabilities.

Strategic Leadership; It is the shifts more decision-making authority from the highest positions to the lowest ones. As a result, everyone recognizes the necessity of establishing connections with both upper and lower levels of management in order to build relationships that are genuine and long-lasting. The fundamentals of strategic leadership should assist a company in shifting capabilities and resources to forge a competitive edge against rival companies and a shifting institution. Strategic leadership is linked to improving the development of information collecting systems and fostering learning inside an organization. It enables the dissemination of knowledge within an organization and the production of new knowledge.

### **How to Achieve the Principles of a Learning Organization**

The first stage is to establish a time frame for implementing the kinds of changes required to realize the concepts of a learning organization. At level one, the focus is on establishing a communication system to facilitate information exchange, recognizing its pivotal role in organizational learning. Level two entails the creation of a readiness questionnaire to assess the gap between the current state and the ideal state across various dimensions such as continuous learning, strategic leadership, and cooperation. Level three emphasizes the commitment to fostering an environment conducive to learning, sustaining it over time. Level four involves involving every employee in developing the organization's vision and mission statement, ensuring collective ownership. Level five prioritizes enhancing employee abilities through training and awareness programs, enabling effective collaboration across departments. Level six involves leveraging both technological and human resources to embed cultural changes within the organization. At level seven, emphasis is placed on

team learning and contributions, fostering self-management skills and adaptability in employees. Level eight advocates for encouraging employees to challenge established business tenets and assumptions, fostering a culture of critical thinking. Level nine entails setting realistic expectations for behavior change, acknowledging the gradual nature of organizational transformation. Finally, at level ten, it's crucial to recognize that transforming into a learning organization is a time-intensive process, with failures being an anticipated part of the journey. This comprehensive approach ensures a systematic and sustained effort towards organizational learning and growth<sup>104</sup>.

This theory has relevant implications for this study because it can adopt a mindset of continuous improvement, fostering a culture where faculty, administrators, and students are encouraged to learn and adapt. This approach ensures that the institution stays abreast of evolving educational theories, teaching methods, and technologies. The theory emphasizes the importance of a shared vision. It can promote team learning by encouraging staff members to collaborate, share insights, and collectively develop innovative teaching methods and curricula. It emphasises systems thinking, which involves understanding how different components of an organisation interact. It cultivates an environment where adaptation and innovation are encouraged, enabling the institution to respond effectively to shifts in educational paradigms, policies, and societal needs. To embrace technological advancements involves integrating innovative educational technologies and leveraging them to enhance the learning experience. By embracing the principles of the Learning Organisation Theory, in this study help create environments that not only prepare future educators effectively but also contribute to the ongoing improvement and innovation in the field of education.

### 2.2.2 Theory X

Theory X is a style of leadership in which the administrators centralise power and makes decisions without consulting subordinates. It is a reflection of the administrator's personality, which presents an outwardly self-assured and actively controlled organisation<sup>105</sup>. This theory represents a pessimistic and traditional view of human nature and motivation. Administrators who subscribe to Theory X assume that staff are inherently lazy, dislike work and will avoid it whenever possible., lack ambition, and are resistant to change. In order to make sure that workers accomplish company objectives, administrators must constantly monitor, oversee, and guide them. Staff members are not necessarily motivated and would rather shirk accountability instead of taking the initiative, they would rather be guided and want protection. Administrators will adopt an authoritarian or directive leadership style<sup>106</sup> the management style is founded on the idea of command and control, in which administrators make choices and anticipate unquestioning compliance from their staff. The administrators rely on the reward and the threat approach, using incentives and threats to influence staff behaviour.

Communication flows primarily from top management to the staff. Decisions are made at the top, and information is disseminated downward. There is limited feedback or input sought from employees. Decision-making is centralized, and staff are expected to follow orders without much input. Theory X assumes that staff are primarily motivated by external factors such as salary, benefits, and job security. These external rewards are seen as the main drivers of performance. Fear of punishment or negative consequences is a key motivator. Managers may use coercion or disciplinary measures to enforce compliance<sup>105</sup>.

Theory X administrators tend to have limited trust in their staff. They may view staff as needing constant oversight to ensure that work is being performed.

### **2.2.3 Theory Y**

In regard to Theory Y, it is anticipated rather than necessary that brainpower will be distributed at work. When it comes to an individual's success, commitment is thought to be one of the key behaviours. When assigned duties that need a high degree of inventiveness to solve institutional difficulties, staff members in this setting will be recognised for their responsibility to the institution<sup>105</sup>. Theory Y assumes that individuals can find work fulfilling, are capable of self-motivation, seek responsibility, and can be creative in solving organisational problems. Theory Y assumes that work is a natural and inherent part of human life. Staff can derive satisfaction and fulfilment from their work.

Staff can be self-motivated and take initiative in the absence of external rewards or punishments. Staff are motivated by both intrinsic job satisfaction and extrinsic forces. Staff have an inherent desire to take on responsibilities and contribute to the achievement of organisational goals. Staff are capable of creativity and innovative problem-solving. Employees are seen as resources with valuable ideas and insights, capable of contributing to organisational success through their unique perspectives. Administrators adopt a participative and collaborative approach to decision-making. They involve staff in the decision-making process, recognising that their insights and contributions can enhance the quality of decisions and foster a sense of ownership. It emphasises the importance of employee development and continuous learning. They believe that individuals seek opportunities for personal and professional growth, and organisations should support these

aspirations. It promotes open and effective communication within the organization. The flow of communication is not strictly top-down but encourages a two-way exchange of ideas and feedback between management and employees<sup>106</sup>.

The relevance of X and Y theory to this study is in understanding managerial perspectives and approaches towards students, teachers, and the overall learning environment. Theory X may manifest in an approach that assumes staffs are inherently unmotivated, need external control, and must be directed and disciplined to stay on track. administrator must enforce strict rules and regulations, assuming that students require close supervision to ensure academic progress. School administrators subscribing to Theory X may adopt an authoritarian leadership style, closely supervising and controlling teachers. There might be a tendency to micromanage teachers, assuming that they lack intrinsic motivation and need constant oversight. Decision-making could be centralised, with limited input from teachers in the development of curriculum and teaching methodologies<sup>107</sup>. It can lead to a more structured and controlled school culture, potentially hindering creativity and intrinsic motivation among both students and teachers.

While Theory Y aligns with an approach that views students as capable of being self-motivated and engaged in the learning process, Staff and administrators might create a participatory learning environment where students are involved in decision-making and problem-solving. It involves empowering teachers and trusting them to make decisions that benefit the learning environment. emphasis on professional development, recognising that teachers seek growth and can contribute significantly to the improvement of educational practices<sup>107</sup>. Administrators might foster a collaborative culture where

teachers are encouraged to share ideas, collaborate on innovative teaching methods, and contribute to the overall improvement of the school. It contributes to a more collaborative, empowering, and positive school culture, promoting a sense of ownership, innovation, and continuous improvement.

### **2.2.3 System Theory of Management**

System theory emphasized the need for every organization to interact with its external environment. It believed that an organization should work in an open system rather than a closed system in order to thrive, much like a live body does. This is what led to the success of his work in establishing system concepts as a strategy that organizations may use to increase their efficiency and effectiveness in rapidly changing and dynamic situations<sup>107</sup>.

System denotes arrangement, and by organization we mean the structuring of the systematic whole. Each component in it clearly relates to the others, making up the total. Systems are assemblages of things or combinations of things or pieces that come together to form a complex unified whole. The term "system," according to its etymology, refers to a collection of such items that are managed and run by ongoing interactions or processes that are dependent on one another. A system is a comprehensive procedure that integrates numerous concepts in a methodical way.

The four fundamental components or parameters of the Basic System Components/Parameters System are as follows: Input is processing. Product and Environment<sup>108</sup>. The words "input" and "output" both refer to the things or resources that are used as raw materials in a system to create a good. A system is what is put into it. Process: Using current technological understanding, a process is any activity

that is taken to change a raw material used as an input into a finished good. An operation transforms input into output. It explains what goes on inside a system. The modified form of an input that a process produces is referred to as a product. Environment: An environment is the set of circumstances in which a system performs<sup>109</sup>.

The following are crucial aspects of a system: A system is a cohesive, dynamic whole made up of a number of pieces that are interconnected and dependent on one another in order to achieve the system's primary goals. A system's components and parts are interconnected, whether more or less directly or indirectly. They flow naturally into the totality. A system is not just the sum of all of its constituent components and subpart; rather, it is the way in which they are assembled. Every system has a limit. In a social system, this border is invisible, yet it nonetheless aids in building healthy relationships between the system and the environment. The boundary of each system divides it into two parts: (a) closed system and (b) open system.

In this study, there are several ways in which system theory is pertinent, considering the entire educational institution as a system with interconnected components such as students, teachers, administrators, curriculum, and the physical environment. Understanding how changes in one area (e.g., curriculum, policies) may impact other areas helps in making informed decisions. System theory's input-process-output model is applicable to education. Inputs, such as students, physical and human resources, and curriculum, go through processes (teaching and learning) to produce outputs (learning outcomes, graduates).

## **2.3 Review of Empirical Studies**

### **2.3.1 Orientation and Staff Job Performance**

Staff job performance refers to the effectiveness and efficiency with which an employee carries out their duties and responsibilities within an organization while orientation It can refer to the process of introducing a new staff to institution and job responsibilities, or it can denote the alignment of an object or system in a particular direction. A study looked at how much value orientation programmes affected teachers' performance in public universities in north central Nigeria<sup>109</sup>. The descriptive survey approach was used as the research design for this study. The population of this study is made up of all of the 7,000 academic staff members (7747) and the 25,387 students who work and attend classes at the thirteen public universities and the Federal Capital Territory in north-central Nigeria.

The sample consisted of 2363 students and 501 teachers from six public universities. This was based on the sampling formula proposed by Yamene (1967). The 'Value Orientation Programmes and Job Effectiveness of New Academic Staff' Questionnaire (VOPJENASQ) for lecturers and the Academic Staff Effectiveness Questionnaire' (ASEQ) for students were used to gather the data. While Pearson Correlation was employed to test the hypothesis at the 0.05 level of significance, Mean and Standard Deviation were used to answer the study questions. The findings indicated a strong correlation between value orientation programmes in public universities in north-central Nigeria and the work effectiveness of instructors. The results also showed that value orientation programmes for new academic staff members have a favorable impact on lecturers' ability to do their jobs effectively<sup>109</sup>.

Likewise, another study looked at how much the value of orientation sessions affected instructors' public performance. Universities in Nigeria's central region<sup>110</sup>. The study

was conducted prematurely and looked at how much value orientation programmes affected instructors' public performance. Universities in Nigeria's central region. The majority of teaching staff members at North American public colleges in the central area of Nigeria have consistently performed below average, which has led to chronic problems with the institution's bad culture. The majority of them are dissatisfied and lack motivation due to the unfavourable work environment. The absence of inadequate working conditions has undoubtedly resulted in inadequate instruction, a lack of commitment, a lack of dedication to obligation, inadequate student feedback, lower levels of research output, and community service, with subsequent effects on academic achievement and the objectives of the university. The goal of induction training is to facilitate a new hire's seamless integration into the company, which is frequently why it is conducted<sup>110</sup>.

The descriptive survey approach was used as the research strategy in this study. The participants in this study are the two hundred and fifty-three thousand eight hundred and seventy-two (253872) students and the seven thousand seven hundred and forty-seven (7747) academic staff members who work and study in the Federal Capital Territory and the thirteen public universities in north-central Nigeria. A sample consisting of 2363 students and 501 lecturers from six public universities was employed. This was predicated on Yamene's sampling formula (1967). The Academic Staff Effectiveness Questionnaire (ASEQ) for students and the Value Orientation programmes and Job Effectiveness of the New Academic Staff Questionnaire (VOPJENASQ) for lecturers were used to gather data. The study questions were answered using the mean and standard deviation, and the hypothesis was tested at the 0.05 level of significance using Pearson correlation. The

findings demonstrated a strong correlation between value orientation programmes and professors' work effectiveness in public universities in north-central Nigeria. The results also showed that value orientation workshops for recently hired academic staff members improve lecturers' productivity on the job of transferring professionalism<sup>110</sup>.

### **2.3.2 Coaching and Staff Job Performance**

In order to assist people or groups in achieving particular objectives, enhancing performance, and developing skills, administrators can offer a variety of forms of guidance and support such as coaching. A study evaluated how coaching and monitoring affected academic staff members' work performance at the University of Ibadan in Oyo State, Nigeria. For the study, data from 90 academic staff members of the Faculty of Agriculture University of Ibadan were collected using a multistage sampling technique. Chi square and Pearson Product Moment Correlation were used to analyze the data. The average age of the respondents was 51 years, with 66.3% of them being between 51 and 70 years old. 52.3% of the respondents were men, and 50.2% were married. The respondents had an average of 18.1 years of experience, and the majority of them (79.1%) had earned a PhD. Respondents cited time and workload pressure as the least restraint, whereas mentee resistance to mentoring ( $x=2.84$ ) and an environment that is not suitable to coaching and mentoring ( $x=2.67$ ) were recognized as the significant problems. The majority of responders (62.1%) exhibit high levels of job performance. The respondents' marital status and work performance had a significant connection ( $P 0.05$ ). The study found that coaching and mentoring have a positive impact on employees' job performance among academic staff at academic

institutions, and it suggested that university management provide a favorable work environment for coaching and mentoring of academic staff<sup>111</sup>.

### **2.3.3 Job Rotation and Staff Job Performances**

Job rotation is a human resource management strategy that involves moving employees between different roles and responsibilities within an organization. A study was to develop and test a model that looks at the mediating roles of organizational commitment and work satisfaction in the relationship between employee performance and job rotation policies. The study design used a cross-sectional survey methodology and polled 122 members of the University of Education, Winneba's administrative staff for data. The study's suggested model was tested using the Partial Least Squares, Structural Equation Modelling (PLS-SEM) method. The findings validated the hypothesized model, demonstrating that organizational commitment and job satisfaction play a small mediating role in the association between employees' performance and job rotation practices. Based to the findings, managers must make sure that workers are happy and committed to the job rotation methods if they are to improve performance. Therefore, work rotation policies must create an environment that stimulates employees' creativity and professional progress rather than just acting as a standard procedure or a form of discipline<sup>112</sup>.

Another study examined how organizational goal attainment in secondary schools in Bayelsa State was correlated with job rotation and career counseling. Two research questions and two hypotheses served as the study's guiding principles. The study was designed using correlation. All 9,400 teachers in the 446 public secondary schools in Bayelsa State made up

the study's population, and 384 of them were chosen as samples using the proportionate stratified random sampling technique. The Job Rotation and Career Counseling Questionnaire (JRCCQ) and Organizational Goal Attainment Questionnaire (OGAQ) were the instruments utilized to collect the data. Three professionals from the University of Port-Harcourt's Measurement and Evaluation department evaluated the questionnaire's face and content validity. To calculate the questionnaire's reliability coefficient, Cronbach alpha was employed. While OGAQ's reliability was 0.86, JRCCQ's was 0.84. The study's findings showed a somewhat positive link between job rotation, career counseling, and achieving organizational goals, with respective values of  $r=0.48$  and  $0.47$ . To effectively advance the objectives of secondary education in the State, it was advised that employment rotation take place within linked work fields or areas of expertise<sup>113</sup>.

#### **2.3.4 Conference and Job Performances**

The conference programmes act as a thorough overview of all the sessions and activities that will take place during the event. The conference programmes aid participants in navigating the entire programmes. A study looked at librarians' participation in conferences and job satisfaction in a few selected university libraries in South-South, Nigeria. The research used a descriptive approach. To direct the investigation, two research questions were developed. 113 librarians selected from all the federal university libraries in South-South Nigeria make up the study's population. A mean score of 2.5 or higher and a percentage score of 50% were deemed acceptable out of a total distribution of 113 copies of the questionnaire, which was extracted from 95 copies using descriptive statistics. The study found that attending conferences increased librarians' professional experience, their knowledge of current affairs,

their understanding of modern technology, their awareness of contemporary trends, and their level of job satisfaction. The study also confirmed that librarians attend conferences to a large level. It enhances interactions among librarians, it opens new horizon in the profession, it helps to identify the connection of knowledge and information and to improve on their basic education. Due to the report, parent institutions should make every effort to pay for librarians' attendance at conferences in order to expand their knowledge base<sup>74</sup>.

### **2.3.5 Workshop and Job Performance**

A workshop is a particular kind of meeting session that focuses on developing skills and engaging in interactive learning in a particular field of interest. Within that framework, workshops provide a more focused and specialised experience. A study investigated managerial issues relating to workshop planning at University of Education, Winneba. The poll included 150 academic staff members from the University of Education, Winneba (UEW) as a sample. Surveys were utilized to collect information from a randomly chosen group of university teachers. The data analysis utilized descriptive statistics. The findings showed that participants generally concurred that difficult workshop session guides and a lack of time for training workshops in universities were important obstacles impacting their career development sessions. On average, 74% supported decentralizing training workshops, accommodating participants' opinions, repeating workshops to improve learning results, timely availability of workshop learning materials, and incorporating computer technology into training sessions. The study's findings suggest that professional development

programmes may not deliver effective workshop sessions if they don't take adult learning characteristics into account<sup>114</sup>.

### **2.3.6 Information Communication Technology**

Technology that makes it easier to handle, process, and communicate information over a variety of channels, including as email, computers, and phones, is known as information and communication technology, (ICT). The study examined the impact of ICT on staff work performance at two universities in Nigeria's Oyo State. The necessary data were gathered using the descriptive survey study design. Statistical metrics including Mean, Standard deviation, and Pearson Product Moment Correlation were used to examine the data gathered. For this investigation, a combined total of 934 secretariat employees from the two universities were used. Purposively, 228 participants were used in this investigation. It made use of a structured questionnaire. Using Cronbach Alpha, the overall dependability coefficient was determined to be 0.76. Frequency counts, percentage scores, means, and Pearson product moment correlation analysis were used to examine the acquired data. The study found a substantial relationship between the staff's capacity to effectively use ICT and their job performance in the two institutions and the availability of ICT facilities, in-service training, and restraints. The recommendation was that there should be ongoing ICT training for the workers in order to provide them the new skills they need for using ICT devices<sup>115</sup>.

A separate study investigates how the administrative staff at Redeemer's University uses information and communication technologies and how that affects how well they do their jobs. The questionnaire instrument was used in the study's descriptive research

design to collect data. 50 members of Redeemer's University's administrative personnel make up the population. The study used a comprehensive enumerative sampling strategy. Frequency, percentages, and tables were used to assess the data that had been gathered. The results showed that the majority of participants use ICT tools to carry out their official responsibilities. It also showed that using ICT tools was simple for the respondents. The results also showed that using ITC technologies enabled the participants to produce high-quality work<sup>116</sup>.

### **2.3.7 Staff Office and Job Performance**

Staff office a location where staff are at ease both mentally and physically. This area is utilised for non-teaching activities. It's an environment that encourages prosperity, happiness, and health. The Federal University of Technology Akure Nigeria's staff offices were evaluated for their facilities, and the study also looked at the key amenities that affect worker productivity. A total of 204 questionnaires were distributed to academic and non-academic staff members from the university's eight (8) academic schools. In order to conduct the study, 184 of the administered questionnaires—representing 90.2% of the respondents—were collected from them. The data were analysed using a descriptive technique. The investigation found that the restroom facilities and conditions of fire prevention facilities, including fire extinguishers placed for workers, are both poor. The staff's extreme dissatisfaction with the quality of the sofa in the offices and the condition of the restrooms was further exposed. Finally, the survey found that Wi-Fi, water, and electricity are the facilities that have the biggest effects on staff productivity. The

study so suggests that universities should adequately equip staff offices with water, toilets, power, sofas, and fire extinguishers as they could encourage employees to give more commitment and produce more<sup>117</sup>.

### **2.3.8 Staff Transportation and Job Performance**

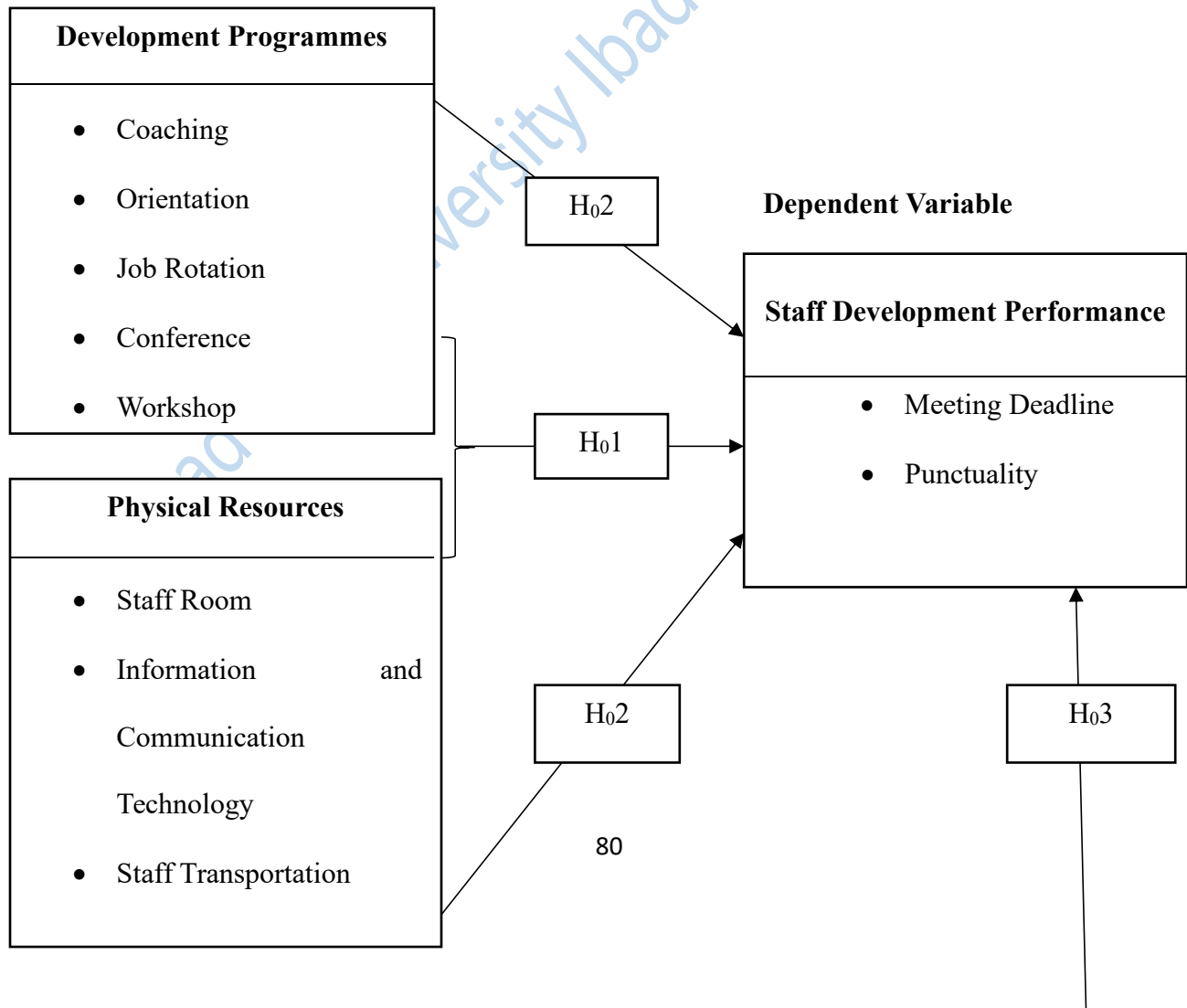
The study used a descriptive survey and focused on the effects of transportation issues on the effectiveness of primary school female teachers in the district of Lakki Marwat. The study's population consisted of (N = 810) respondents (GGPS teachers) in the district of Lakki Marwat, and (n=162) respondents (female primary school teachers) were chosen as the study's sample using the L.R. Gay sample size formula. We employed simple random, stratified, and disproportionate sampling methods. Only Lakki Marwat was used to delimit the data. A self-created questionnaire using a Likert type scale with the options "Most Affect (76-100%), More Affect (51-75%), Much Affect (26-50%), Less Affect (1-25%), and Never Affect (No Effect) bearing values 1, 2, 3, 4, and 5 was used to gather data. Results and conclusions were established by demonstrating that transportation issues negatively impacted the effectiveness of teaching for female primary school teachers in the district of Lakki Marwat<sup>118</sup>.

This study looked at how transportation and socioeconomic factors affect students' attendance in class. Self-administered questionnaires were used to collect primary data for this study project. 150 randomly chosen students from the Moshood Abiola Polytechnic in Abeokuta, Ogun State, Nigeria, received these. SPSS 21 was used for the electronic analysis of the data. Multiple Regression, Correlation Matrix, and Coefficient of Determination were the analysis methods used. The analysis's findings demonstrated that

socioeconomic and transportation factors have a favourable impact on students' attendance in class. However, neither their individual nor combined favourable effects are statistically significant. Socioeconomic considerations have a greater overall impact on students' class attendance than transportation factors. An additional 49.8% of the variation in students' class attendance is caused by socioeconomic and transportation factors. The multiple correlation coefficient result shows that there is a strong positive but unreliable link between the independent variables (transportation and socioeconomic characteristics) and the dependent variable (class attendance)<sup>111</sup>.

## 2.4 Conceptual Model

### Independent Variables



**Moderating Variable**

<b>Staff Types</b>
<ul style="list-style-type: none"><li>• Academic Staff</li><li>• Administrative Staff</li></ul>

**Fig 2.2: Conceptual Model Showing Staff Development Programmes, Physical Resources and Staff Job Performance in Colleges of Education Delta State, Nigeria**

**Source: Researcher’s Computation, 2024.**

The conceptual model above demonstrates the interconnection and interdependence of development programmes, availability of physical resource and staff job performance in Colleges of Education Delta state. The model displayed a combined and relative influence of development programmes (orientation, coaching, job rotation, conferences, and workshops) and the availability of physical resources (information and communication technology, staff offices, and staff transportation) on staff job performance (punctuality and meeting deadline) and the relative difference of staff type (academic and administrative) on staff Job Performance (punctuality and meeting deadline) in Colleges of Education Delta State, Nigeria.

**2.5 Summary of Literature Reviewed**

The literature review within the study “Development Programmes, Physical Resources, and Staff Job Performance in Colleges of Education Delta State, Nigeria” offers a comprehensive examination of factors influencing Staff Job Performance within educational institutions.

Firstly, the review delves into the conceptual aspects of Staff Job Performance, highlighting the importance of meeting deadlines and punctuality. These are foundational elements that contribute to the effective functioning of any organisation, particularly in an educational setting where time management and adherence to schedules are paramount.

Moving on, the review explores various staff development programmes, including coaching, orientation, job rotation, conferences, and workshops. These training programmes are acknowledged as crucial tools for improving employees' abilities, know-how, and general competency. By investing in these initiatives, institutions aim to cultivate a more capable and adaptable workforce, thereby improving job performance across different dimensions. Additionally, the literature review underscores the significance of physical resources in facilitating Staff Job Performance. Conducive office spaces, equipped with appropriate facilities, foster productivity and morale among staff members. Likewise, access to information and communication technology (ICT) and efficient transportation systems play vital roles in supporting the daily operations of educational institutions, ultimately influencing staff performance outcomes.

From a theoretical standpoint, the review draws upon organisational theories such as the Learning Organisational Theory, which posits that organisations evolve and improve through continuous learning and adaptation. Moreover, classical management theories like the X and Y theories offer insights into human behaviour within the workplace, informing strategies for staff development and management practices. Furthermore, empirical evidence is presented to corroborate the relationship between various development programmes and job performance metrics. Studies examining the effectiveness of orientation, coaching, job

rotation, conferences, workshops, ICT utilisation, and transportation on staff performance provide valuable insights into the practical implications of these interventions.

Finally, the literature review culminates in the proposal of a conceptual model. This model synthesises the findings from the reviewed literature, offering a framework to conceptualise the interplay between staff development programmes, physical resources, and Staff Job Performance within Colleges of Education Delta State. It serves as a guiding tool for future research endeavours and informs decision-making processes aimed at enhancing organisational effectiveness and staff productivity in educational settings.

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## **Chapter Three**

### **Methodology**

This chapter describes the methods and techniques that were used to achieve the aim and objectives of this study. It was presented in the following subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection and methods of data analysis.

#### **3.1 Research Design**

A descriptive survey research design was adopted for this study. it is appropriate because it is concerned with the collection of data for the purpose of description and interception without any form of variable manipulation. Therefore, information was collected from sampled participants to describe the population of interest.

#### **3.2 Population of the Study**

The population for this study comprised all the academic and senior Administration staff (CONPCASS 1-7 and CONTEDISS 6-14) in Colleges of Education Delta State, Nigeria, which comprises of three collages, eight hundred and thirty-six staff. five hundred and sixty-

four (564) academic staff and two hundred and seventy – two (272) administrative in Colleges of Education Delta State, Nigeria. The total population eight hundred and thirty-six (836).

**Table 3.1 Population of the Study**

S/N	Names of Colleges of Education	Year of Establishment	Academic Staff	Administrative Staff
1	College of Education Warri	1979	304	195
2	Federal College of Education (Technical), Asaba	1987	168	43
3	Delta State College of Physical Education, Mosogar	2006	92	34
Total			564	272
<b>Grand Total = 836</b>				

Source<sup>1,2,3</sup>

### 3.3 Sample and Sampling Techniques

The study employed a complete enumeration sampling technique. The method was chosen to due to the relatively small size of the population, consisting of five hundred and sixty-four (564) academic staff and two hundred and seventy-two (272) administrative Staff in Colleges of Education Delta State at the time of the study. As the population can be entirely included in the research, a complete enumeration approach ensures that data will be collected from every individual within the population, providing a comprehensive and accurate representation of the entire academic staff and senior administrative staff in the Delta Colleges of Education.

**Table 3.2 Sampled Population of the Study**

S/N	Names of Colleges of Education	Year of Establishment	Academic Staff	Administrative Staff
1	College of Education Warri	1979	304	195
2	Federal College of Education (Technical), Asaba	1987	168	43
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Total			564	272
<b>Grand Total = 836</b>				

Source<sup>1,2,3</sup>

### 3.4 Instrument for Data Collection

To guide the research, a self-developed structured questionnaire titled SDPPRSJP. This was used to obtain information from the respondents. The instrument consists of four (4) sections (A, B C and D). Section A demographic data such as gender, age range, years of working experience and staff type. Section B, 10 items carefully structured the level of Staff job performance in College of Education Delta State Such that 1-5 measure punctuality, 6-10 meeting deadline.

Section C, contain 25 items carefully structured to measure the level of development programmes in Colleges of Education Delta State such that item 1-5 describe orientation, 6-

10 describe coaching, 10-15 describe job rotation, 16-20 describe conference, 20-25 describe workshop. Section D, 15 items carefully structured to measure the level of available physical resources in Colleges of Education Delta State such that item 1-5 describe conducive staff office, 1-10 describe information communication technology, 11-15 describe transportation system. Section B to D will be measures with 4-Point Likert Scale.

### **3.5 Validity of Research Instrument**

The questionnaire was subjected to face and content validity for this reason, the research instrument will be scrutinized by the supervisor. Also, experts in research items generation in the department of educational management, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria will be consulted. all corrections were made before administration

### **3.6 Reliability of Research Instrument**

The reliability of the instrument was carried out using 30 staff of the Federal College of Education Technical Ekiadolor, Benin, Edo State, Nigeria, who were not be part of the ones used for the actual research. The collected data was collated and subjected to the Cronbach alpha method to determine the internal consistency of the instrument. The result was analysed, and Cronbach's alpha coefficients ( $r = 0.953, 0.923$  and  $0.825$  respectively) were generated, meaning that the instrument was reliable.

### **3.7 Method of Data Collection**

The researcher obtained a letter of introduction from the Head of Department, which served as a means to seek the necessary permission from the selected respondents. To assist with the data collection, five research assistants helped out in the administration of the

questionnaire. The researcher closely supervised the research assistants and personally participated in administering the research instrument.

### **3.8 Method of Data Analysis**

The data gathered from the field were subjected to analysis through inferential and descriptive statistics. Descriptive statistics such as frequency, percentage, mean, and standard deviation were utilised to address the research questions. While, inferential statistics of multiple regression analysis and t-test was employed to test the hypotheses, at a significance level of 0.05.

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### **Endnotes**

1. Field Report, College of Education, Warri, 2023.
2. Field Report, Federal College of Education (Technical), Asaba, 2023.
3. Field Report, Delta State College of Physical Education, Mosogar, 2023.

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## Chapter four

### Results and Discussion of Findings

This chapter presents results of the analyses and discussion of findings. The results and discussion of findings are organized to cover the following: demographic characteristics of the respondents, research question and hypotheses testing and discussion of findings.

#### 4.1 Questionnaire Return Rate

Eight hundred and thirty-four (836) copies of the questionnaire were sent out to field staff members who work in academia and administration. Eight hundred and ten (810) of these questionnaire copies were successfully retrieved, making up 96.9 % of the total. Seven hundred and eighty-four (784) of the 96.8% of the collected questionnaires were judged suitable for analysis. It was not possible to retrieve the twenty-six (26) copies of the questionnaire that made up the remaining 3.31%. due to incomplete items.

#### 4.2 Demographic Data Analysis

The analysis of demographic characteristics of the participants is presented in tables below

**Table 4.2.1: Distribution of Participants Demographic Characteristics by Gender**

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Gender	Frequency	Percentage
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Female	226	28.8
Male	558	71.2
Total	784	100.0

**Source: Researcher's Field Survey, 2024**

Table 4.1.1 and Appendix II shows that a total of 784 individuals participated in the study among which 226 (28.8%) of the participants are females, while 558 (71.2%) are male

**Table 4.2.2: Distribution of Participants Demographic Characteristics by Age**

Age Range	Frequency	Percentage
25-29	25	3.2
30-34	304	38.8
35above	455	58.0
Total	784	100.0

**Source: Researcher's Field Survey, 2024.**

Table 4.2.2. and Appendix III reveals that seven hundred and eighty- four participate in the study among which 25 (3.2%) of the participants were in the age range of 25-29 years, 304 (38.8%) are between 30-34 years and 455 (58.0%) are 35 years and above.

**Table 4.2.3: Distribution of Participants Demographic Characteristics by Years of Experience**

Years of experiences	Frequency	Percentage
1-5	150	19.1
6-10	108	13.8
11-15	304	38.8
16ab0ve	222	28.3
Total	784	100.0

**Source: Researcher's Field Survey, 2024**

Table 4.2.3 and Appendix IV reveals that 150 (19.1) of the participants have 1–5 years of experience, and 108 (13.8) have years of experience. 6–10, 304 (38.8) of the participants have 11–15 years of experience, and 222 (28.3) of the participants have 16 years and above.

**Table 4.2.4: Distribution of Participants Demographic Characteristics by Staff Type**

<b>Staff type</b>	<b>Frequency</b>	<b>Percentage</b>
Academic	531	67.7
Administrative	253	32.3
Total	784	100.0

**Source: Researcher’s Field Survey, 2024**

Table 4.2.4 and Appendix V reveals that 531 (67.7%) of the participants are academic staff and 253(32.3) are administrative staff.

### **4.3 Presentation of Answers to Research Questions**

This sub-section contains tables showing analysis of responses to answer formulated research questions.

#### **4.3.1 Question one**

What is the level of staff job performance (punctuality and meeting deadline) in COEs Delta State?

**Table 4.3.1a: Level of Punctuality among Staff in Colleges of Education, Delta State**

S/N	Items	VO%	O%	ST %	R %	Means	SD	RE
1	I regularly arrive to work on time	506 (64.5)	230 (29.3)	48 (6.1)		3.58	.60	High Level
2	I adhere to the attendance requirements set by the school.	402 (51.3)	338 (43.1)	44 (5.6)		3.46	.60	High Level
3	I give prior notification of any absences or delays.	84 (11.0)	508 (64.8)	190 (24.2)		2.87	.58	High
4	I consistently exceed the permitted number of vacation days.		42 (5.4)	107 (13.6)	635 (81.0)	1.24	.54	Low Level
5	I haven't been to work for a few days or arrive lately.		253 (32.3)	1 (0.1)	530 (67.6)	1.65	.94	Low Level

**Weighted Mean =2.56 (High)**

**Source: Researcher's Field Survey, 2024**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

**Forholds:** Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

Table 4.3.1a reveals the five items of the participants' responses to the level of punctuality among staff of Colleges of Education, Delta State. These items are: I consistently arrive at work on time (3.58), indicating a high level; item 2: I follow the school's attendance policies (3.46), indicating a high level. Item 3, I give prior notification of any absences or delays (2.87), which indicates a high level, is followed by Item 4, which indicates a low level (1.24), in that I consistently take more vacation days than is allowed, and Item 5, which indicates a low level (1.65), is that I haven't been to work in a few days or have only now arrived.

**Table 4.3.1b: Level Meeting Deadline among Staff in Colleges of Education, Delta State**

S/N	Items	VO%	O%	ST%	R%	Mean	SD	RE
6	I foster a culture of accountability at my work	106 13.5	592 75.5	86 11.0		3.03	.49	High
7	Considering that I am careful, I consistently complete my assignment with excellence.	570 (72.7)	173 (22.1)	41 (5.2)		3.68	.57	High Level
8	I completed every task that is given to me on time.	250 (31.9)	520 (66.3)	10 (1.3)	4 (0.5)	3.30	.51	High Level
9	I encourage teamwork and actively contributes to a positive team dynamic.	55 (7.0)	600 (76.5)	19 (2.4)	110 (14.0)	2.77	.78	High
10	I created goals for myself so that I could properly handle things.	294 (37.5)	452 (57.7)	35 (4.5)	3 (0.4)	3.32	.58	High Level
<b>Weighted Mean =3.22(High)</b>								

**Source: Researcher's Field Survey, 2024**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

Forholds: Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74 (very low)

Table 4.3.1b items present analysis of responses in the research instrument to assess the level of meeting deadline among Staff in Colleges of Education, Delta State. The followings are the means, item 6, I foster a culture of accountability at my work is 3.03 which indicate a high , item 7, I always do my work in a high-quality manner because I pay attention to details is 3.68 which indicate high level, item 8 I completed every task that is given to me on time is 3.30 which indicate a high level , item 9, I encourage teamwork and actively contributes to a positive team dynamic is 2.77 which indicates high level, item 10, I created goals for myself so that I could properly handle things is 3.32 which indicate high level.

**Table 4.3.1c: Level of Staff job Performance in Colleges of Education Delta State**

Items	Very often Freq (%)	Often Freq (%)	Sometimes Freq (%)	Rarely Freq (%)	Means Freq (%)
Punctuality	198.4(25.4)	274.2(35)	78(9.9)	233(29.7)	2.56
Meeting deadline	255(32.5)	467(59.6)	38(4.9)	23(2.9)	3.22

**Overall weighted mean=2.89 High level**

**Sources: Researcher's Field Survey, 2024**

The table 4.3.1c presents the level of staff job performance among Colleges of Education, Delta State, focusing on punctuality and meeting deadlines. Regarding punctuality, approximately 25.4% of respondents reported very often, while 35% reported often, with 29.7% indicating rarely, resulting in a mean score of 2.58, suggesting a high level of adherence to punctuality standards. However, meeting deadlines appears to be more consistently maintained, with 32.5% reporting very often and a substantial 59.6% often, yielding a higher mean score of 3.22, indicative of a better performance in this aspect. Overall, the weighted mean for both factors averages at 2.89, reflecting a high level of staff job performance across Colleges of Education, Delta State. This suggests that while meeting deadlines is a strength, there is room for improvement in ensuring punctuality among staff.

#### **4.3.2 Question two**

What is the level of Staff Development Programmes (orientation, coaching, job rotation, conferences and workshop) in COEs Delta State?

**Table 4.3.2a: Orientation Programmes among Staff in Colleges of Education Delta State**

S/N	Items	VO%	O%	ST%	R%	Means	SD	RE
1	I feel well-informed about the organizational structure and policies of the college	449 57.3	297 37.9	38 4.8		3.52	.59	Very High level
2	I understand how my role contributes to the overall goals and objectives of the college	509 64.9	275 35.9			3.65	.48	Very High level
3	I effectively communicate my job responsibilities and expectation.	83 10.6	556 70.9	145 18.5		2.92	.53	High level
4	I have access to the necessary resources and tools to perform my tasks efficiently	296 37.8	149 19.0	293 37.4	46 5.9	2.89	.99	High level
5	I integrate myself into the campus community and cultivate a feeling of acceptance.	146 18.8	551 70.3	87 11.1		3.08	.54	High level
<b>Weighted Mean =3.21</b>								

**Source: Researcher's Field Survey, 2024**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

Forholds: Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

The table 4.3.2a items present analysis of responses in the research instrument to assess the level orientation programmes among staff in Collages of Education, Delta State. The following are means, item 1, I feel well-informed about the organizational structure and policies of the college is 3.52. which indicate a very high level, item 2, I understand how my role contributes to the overall goals and objectives of the college is 3.65, which indicates

very high level, item 3, I effectively communicated my job responsibilities and expectations is 2.92 which indicates high level, item 4, I have access to the necessary resources and tools to perform my tasks efficiently is 2.89 which indicates high level 1 item 5, I integrate myself into the campus community and cultivate a feeling of acceptance is 3.1 which indicates high level.

**Table 4.3.2b Level of Coaching Programmes among Staff in Colleges of Education, Delta State**

S/N	Items	VO%	O%	ST%	R%	Means	SD	RE
6	I am aware of the relevant details and skills that are relevant to my role	41 5.2	532 67.9	210 26.9		2.78	.52	High level
7	It addresses my unique strength and areas of improvement	154 19.6	408 52.0	222 28.3		2.91	.69	High level
8	I received constructive and actionable feedback	199 25.4	234 29.8	103 13.1	248 31.6	2.49	1.18	Low level
9	I understand the specific areas of my work	364 46.4	321 40.9	99 12.6		3.34	.69	High level
10	I get in touch with experts whenever I need additional information or assistance.	191 24.4	358 45.7	120 15.3	115 14.7	2.80	.97	High level

**Weighted Mean =2.86 (high)**

**Source: Researcher's Field Survey, 2024**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

Forholds: Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

The table 4.3.2b presents analysis of responses in the research instrument to assess the level of coaching among Staff in Delta State Collages of Education. The following are the means, item 6, I am aware of the relevant details and skills that are relevant to my role is 2.78 which

indicates high level , item 7, It addresses my unique strength and areas of improvement is 2.91 which indicate high level, item 8, I received constructive and actionable feedback is 2.49 which indicate low level, item 9, I understand the specific areas of my work is 3.34 which indicate high level, item 10, I get in touch with experts whenever I need additional information or assistance is 2.80 high level.

**Table 4.3.2c: Level of Job Rotation Programmes among Staff in Colleges of Education, Delta State**

S/N	Items	VO	O	ST	R	Mean	SD	RE
11	It gave me the chance to acquire a wider range of abilities necessary for my position in the college of education.	221 28.2	507 64.7	56 7.1		3.21	.56	High level
12	it enhanced my capacity to manage a variety of issues at work.	228 29.1	534 68.1	25 2.8		3.26	.50	Very High level
13	I have learned and received important perspectives from several college departments.	426 54.3	316 40.3	30 3.8	12 1.5	3.48	.65	Very High level
14	I am capable of fostering communication and collaboration across several teams or departments.	257 32.8	505 64.4	22 2.8		3.30	.52	Very High level
15	I am fully aware of the ways in which different roles support the college's overall operations.	182 23.2	449 57.3	135 17.2	18 2.3	3.01	.70	High level

**Weighted Mean =3.25 very high**

**Source: Researcher's Field Survey, 2024**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

Forholds: Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

The table 4.3.2c presents analysis of responses in the research instrument to assess the level of job rotation among staff in Delta State colleges of education. The followings are the means, item 11, It gave me the chance to acquire a wider range of abilities necessary for my position in the college of education is 3.21 which indicate high level, item 12, it enhanced my capacity to manage a variety of issues at work is 3.26 which indicate very high level, item 13, I have learned and received important perspectives from several college departments is 3.48 which indicate very high level, item 14, I am capable of fostering communication and collaboration across several teams or departments is 3.30 which indicate very high level, item 15 I am fully aware of the ways in which different roles support the college's overall operations, which is 3.01, which indicates a high level.

**Table 4.3.2d: Level of Conference Programmes among Staff in Colleges of Education Delta State**

S/N	Item	VO	O	SE	R	Means	SD	RE
16	I regularly attend conferences relevant to my field of work.	317 40.4	230 29.3	182 23.2	55 7.0	3.01	.70	High level
17	I receive adequate financial support or resources to attend conferences.	20 2.6	33 4.2	395 50.4	336 42.9	3.03	.95773	High level
18	I actively apply the knowledge gained to my work.	256 32.7	501 63.9	27 3.4		1.67	.67879	Very low level
19	I gain valuable networking opportunities and knowledge sharing.	296 37.8	339 43.2	149 19.0		3.29	.52536	Very High level
20	The interactive activities and exercises enhanced my understanding of the concepts	167 21.3	503 64.2	114 14.5		3.19	.73015	High level

**Weighted Mean =2.84**

**Source: Researcher's Field Survey, 2024**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

Forholds: Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

The table above presents analysis of responses in the research instrument to assess the level of conference among staff in Colleges of Education, Delta State. The followings are the means, item 16: I regularly attend conferences relevant to my field of work, which is 3.01, which indicates a high level; item 17: I receive adequate financial support or resources to attend conferences, which is 3.03, which indicates a high level; item 18: I actively apply the knowledge gained to my work, which is 1.67, which indicates a very low level. Item 19: I gain valuable networking opportunities and knowledge sharing which indicate 3.29 very high level. Item 20, The interactive activities and exercises enhanced my understanding of the concepts, which is 3.19, which indices a high level.

**Table 4.3.2e Level Workshop Programmes among Staff in Colleges of Education, Delta State**

S/N	Items	VO	O	SE	R	Means	SD	RE
21	facilitators were knowledgeable and effectively conveyed the material.	364 46.4	411 52.4	9 1.1		3.45	.52	Very High level
22	I feel equipped with practical skills or knowledge gained	47 6.0	405 51.7	232 29.6	100 12.8	2.51	.79	High level
23	Opportunities for me engagement and discussion were effectively facilitated.	105 13.4	550 70.2	129 16.5		2.97	.55	High level
24	The training session was at the right phase for me to understand.	215 27.4	410 52.3	123 15.7	36 4.6	3.03	.78	High level
25	The materials and resources provided was not helpful to me	2 0.3	3 0.4	129 16.5	650 82.9	1.18	.41	Very low level

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**Weighted Mean =2.63**

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**Source: Researcher's Field Survey, 2024****KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.**Forholds:** Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

The table 4.3.2e above presents analysis of responses in the research instrument to assess the level of workshop among staff in Colleges of Education, Delta State. The followings are the means, item 21, facilitators were knowledgeable and effectively conveyed the material, which is 3.45, which indicates a very high level; and item 22 I feel equipped with practical skills or knowledge gained, which is 2.51, which indicates a high level. Item 23: Opportunities for me engagement and discussion were effectively facilitated is 2.97, which indicates high level. Item 24, The training session was at the right phase for me to understand 3.03, which indicates a high level, item 25, The materials and resources provided were not helpful to me. 1.18, which indicates a very low level.

**Table 4.2.2f Level of Staff Development Programmes in Colleges of Education, Delta State**

Items	Very ofen Freg %	Often Freg%	Sometimes Freg%	Rarely Freg%	Means
Orientation	296.6(37.88)	355.6(46.8)	112.6(14.36)	9.2(1.18)	3.21
Coaching	189.8(24.2)	370.6(47.26)	150.8(19.24)	72.6(9.26)	2.86
Job rotation	262.8(33.52)	462.2(58.96)	53.6(6.74)	6(0.76)	3.25
Conference	211.2(26.96)	321.2(40.96)	173.4(22.1)	78.2(9.98)	2.84
Workshop	146.6(18.7)	355.8(45.4)	124.4(15.88)	157.2(20.06)	2.63

**Overall weighted mean 2.96 high level**

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**Source: Researcher's Field Survey, 2024**

The table 4.2.2f items the level of staff development programmes in Colleges of Education Delta State, with various activities categorized by their frequency of occurrence. The results indicate that orientation programmes are quite prevalent, with 37.88% of respondents reporting very often and 46.8% often, resulting in a mean score of 3.21, indicating a high level of availability. job rotation programmes are reported to be accessed very often by 33.52% and often by 58.96% of respondents, yielding a mean score of 3.25, very high level of availability. Coaching programmes are also accessed frequently, with 24.2% reporting very often and 47.26% often, though the mean score of 2.86 suggests slightly high level compared to orientation and job rotation. However, workshop programmes seem to have the lowest availability, with only 18.7% reporting very often and a significant 20.06% rarely, resulting in a lower mean score of 2.63, indicating a comparatively high level of availability. Overall, the weighted mean for all programmes averages at 2.96, signifying a high level of staff development programmes availability across Colleges of Education Delta State.

**4.3.3 Question Three**

What is the level available physical resources (ICT, conducive office and transportation system) in COEs Delta State.

**Table 4.3.3a: Level Availability of ICT among Staff in Colleges of Education, Delta State**

S/N	Items	VO	O	SE	R	Means	SD	RE
1	I have easy access to a well-equipped wireless network and computer system.	57 7.3	124 15.7	493 62.9	110 14.0	2.16	.75	Low level
2	It allowed me to speed up operations related to timetables, communication, registration, and student records	55 7.0	300 38.3	298 38.0	131 16.7	2.36	.84	Low level
3	It enables me collect, analyze, and store a large amount of data at once.	120 15.3	400 51.0	207 26.4	57 7.3	2.74	.80	High level
4	It gives me access to information and allows me to communicate globally.	316 40.3	305 38.9	163 20.8		3.20	.76	High Level
5	It allows me to promote immediate interaction via social media, video conferencing, emails, and messaging.	142 18.1	371 47.3	198 25.3	73 9.3	2.74	.86	High level
<b>Weighted Mean =2.64</b>								

**Source: Researcher's Field Survey, 2024**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

**Forholds:** Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

The table 4.3.3a shows analysis of responses in the research instrument to assess the level of availability of ICT among staff in Delta State Colleges of Education. The followings are the means, Item 1, I have easy access to a well-equipped wireless network and computer system is 2.16 which indicate low level, item 2, It allowed me to speed up operations related to timetables, communication, registration, and student records is 2.36 which indicate low level, item 3, It enables me collect, analyze, and store a large amount of data at once is 2.74 which indicate high level, item 4, It gives me access to information and allows me to communicate globally is 3.20 which indicate high level, item 5, It allows me to promote immediate interaction via social media, video conferencing, emails, and messaging is 2.74 which indicate high level.

**Table 4.3.3b: Level Availability of Staff Office among Staff in Colleges of Education, Delta State**

S/N	Items	VO	O	SE	R	Means	SD	RE
6	I have enough personal and shared work space to stay organised and cut down on clutter.	400 51.0	295 37.6	89 11.4		3.40	.68	Very High Level
7	It provides me with opportunities for wellness programmes and career advancement in addition to other forms of assistance.	311 39.7	463 59.1	10 1.3		3.38	.51	Very High level
8	It gives me access to a disciplined, orderly	435 55.5	345 44.0	4 0.5		3.55	.51	Very High

	workplace that is consistent with the college's ideals						level			
9	It allows me to have channels of communication open between administration and other staff.	621	163	79.2	20.8	3.79	.41	Very High level		
10	It enables me to obtain and make use of the tools and resources I need	244	412	31.1	52.6	128	16.3	3.15	.37	High level

**Weighted Mean =3.45**

**Source: Researcher's Field Survey, 2024**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

**Forholds:** Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

The table 4.3.3b presents analysis of participate in the research instrument to assess the level of availability physical resources staff among in Delta State Colleges of education. The followings are the means, item 6, I have enough personal and shared work space to stay organised and cut down on clutter, is 3.40 which indicate very high level, item 7, It provides me with opportunities for wellness programmes and career advancement in addition to other forms of assistance is 3.38 which indicate very high level, item 8, It gives me access to a disciplined, orderly workplace that is consistent with the college's ideals is 3.5 5 which indicate very high level, item 9, It allows me to have channels of communication open between administration and other staff is 3.79 which indicate very high level, item 10, It enables me to obtain and make use of the tools and resources I need is 3.15 which indicate high level

**Table 4.3.3c Level of Availability of Staff Transportation among Staff in Colleges of Education, Delta State**

S/N	Items	VO	O	ST	R	Means	SD	RE
11	I make use of the staff shuttles to get to work every day	11 1.4	59 7.5	118 15.1	596 76.0	1.34	.69	Very Low level
12	The ride to work causes me less anxiety and inconvenience.	23 2.9	170 21.7	91 11.6	500 63.8	1.64	.91	Very Low level
13	It ensures my safety	33 4.2	126 16.1	51 6.5	574 73.2	1.51	.91	Very Low level
14	It enables to meet other staff member	17 2.2	85 10.8	184 23.5	498 63.5	1.52	.77	Very Low level
15	It lowers the expense of my school transport.	7 0.9	36 4.6	54 6.9	687 87.6	1.19	.55	Very Low level

**Weighted Mean =1.44 very low**

**Source: Field Survey, 2023**

**KEY:** VO= Very often (4), O= often (3), ST= sometimes (2), R= rarely (1), SD= Standard Deviation and RE= Remarks.

**Forholds:** Mean value of 3.25-4.00(Very High), 2.50-3.24 (high), 1.75-2.49 (Low),1.00-1.74(Very low)

The table 4.3.3c presents analysis of responses in the research instrument to assess the level of availability staff transportation among staff in Delta State colleges of education. The followings are the means, item 11, I make use of the staff shuttles to get to work every day is 1.34 which indicate very low level, item 12, The ride to work causes me less anxiety and inconvenience is 1.64 which indicate very low level, item 13, It ensures my safety which is 1.51 indicate very low level, item 14, It enables to meet other staff member is 1.52 which indicate very low level, item 40, It lowers the expense of my school transport is 1.19 which indicate very low level.

**Table 4.3.3d Level of Availability Physical Resources in Colleges of Education, Delta State**

Items	Very Often Freq%	Often Freq%	Sometimes Freq%	Rarely Freq%	Means
ICT	138(17.6)	300(38.24)	271.8(34.6)	74.2(9.46)	2.64
Staff office	402.2(51.3)	335.6(42.82)	46.2(5.9)		3.45

Staff Transportation	18.2(2.32)	95.2(12.14)	99.6(12.72)	571(72.82)	1.44
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**Overall Weighted Means 2.51 high level**

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**Source: Researcher's Field Survey, 2024**

The table 4.3.3d presents the level of availability of physical resources in Colleges of Education, Delta State, segmented by various items. The results indicate that ICT resources are accessed very often by 17.6% of respondents, often by 38.24%, sometimes by 34.6%, and rarely by 9.46%, with a mean availability score of 2.68, suggesting a moderate level of availability. Similarly, staff offices are frequently accessed, with 51.3% reporting very often and 42.82% often, resulting in a higher mean availability score of 3.44, indicating a better availability compared to ICT resources. However, staff transportation appears to be less accessible, with only 2.32% reporting very often, 12.14% often, 12.72% sometimes, and a significant 72.82% rarely, resulting in a lower mean availability score of 1.44, suggesting a comparatively poor level of availability. Overall, the weighted means for all items average to 2.51, signifying a high level of availability of physical resources in Colleges of Education, Delta State.

#### **4.4 Test of Hypotheses**

H<sub>01</sub>: There will be no significant joint contribution of Staff development programmes (orientation/ induction, monitoring/coaching, job rotation, conferences, and workshop) and physical resources (ICT, conducive office and Staff transportation system) on Staff Job Performance at College of Educations, Delta State Nigeria

**Table 4.4.1: Summary of Regression Analysis Showing Joint Influence of Staff Development Programmes (Orientation, Coaching, Job Rotation, Conferences, and**

**Workshop) and Physical Resources (ICT, Staff Office and Staff Transportation) on Staff Job Performance at College of Educations Delta State, Nigeria**

**Model Summary**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.985 <sup>a</sup>	.971	.970		.08652

a. Predictors: (Constant), Availability of physical resource, staff development programmes

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	192.826	2	96.413	12880.166	.000 <sup>b</sup>
	Residual	5.846	781	.007		
	Total	198.672	783			

**Source: Researcher's Field Survey, 2024**

Table 4.4.1 shows the regression analysis conducted on the joint influence of staff development programmes and physical resources on staff job performance at Delta State College of Education in Nigeria reveals compelling insights. With a remarkably high correlation coefficient ( $R = 0.985$ ) and an impressive R Square value of 0.971, it's evident that there exists a robust positive relationship between the predictors and the outcome variable. This suggests that staff job performance is strongly impacted by both staff development programmes and the availability of physical resources such as ICT infrastructure, conducive office spaces, and efficient staff transportation systems. The Adjusted R Square value, which is nearly identical to R Square, indicates a stable and reliable model fit. Moreover, the ANOVA confirm the statistical significance of the regression model, with an exceedingly high F-statistic of 12880.166 and a corresponding P-value of 0.000, implying a negligible likelihood of obtaining these results by chance.

Therefore, both hypotheses are rejected the showing the critical importance of investing in staff development programmes and enhancing availability of physical resources within the college environment. Such investments have the potential to substantially enhance staff job performance, ultimately contributing to the overall effectiveness and success of College of Education, Delta State.

H<sub>02</sub>: There will be no significant Relative contribution of Staff development programmes (orientation/ induction, monitoring/coaching, job rotation, conferences, and workshop) and physical resources (ICT, conducive office and Staff transportation system) on Staff Job Performance at College of Educations, Delta State Nigeria.

**4.4.2a: Summary of Regression Analysis Showing Relative Influence of Staff Development Programmes and Physical Resources on Staff Job Performance at College of Educations Delta State, Nigeria.**

Model		Unstandardized Coefficients		Standardize	T	Sig.
		B	Std. Error	d Coefficients Beta		
1	(Constant)	.397	.017		23.923	.000
	Staff Development Programmes	.789	.017	.918	45.368	.000
	Availability of Physical resource	.061	.018	.070	3.472	.001

a. Dependent Variable: Staff Job Performance

Source: Researcher’s Field Survey, 2024

Table 4.4.2a shows the provides valuable insights into the relative influence of staff development programmes and physical resources on staff job performance in College of

Education, Delta State Nigeria. The result revealed the magnitude and direction of the relationship between the predictors and the outcome variable. For staff development programmes, the unstandardized coefficient (B) of 0.789, with a standard error of 0.017, indicates that for every one-unit increase in staff development programmes initiatives, there is an expected increase of 0.789 units in staff job performance. This relationship is highly statistically significant, with a t-value of 45.368 and a p-value of 0.000, emphasising the substantial impact of staff development programmes on enhancing staff job performance. The standardised coefficient (Beta) of 0.918 highlights the relative importance of staff development programmes compared to other predictors, indicating a strong positive influence.

Similarly, for physical resources, the unstandardized is 0.061, with a standard error of 0.018, suggests that for every one-unit increase in the availability or quality of physical resources, there is an expected increase of 0.061 units in staff job performance. While the coefficient is smaller compared to staff development programmes, it remains statistically significant, with a t-value of 3.472 and a p-value of 0.001, indicating that physical resources also play a significant role in influencing staff job performance. The standardised coefficient (Beta) of 0.070 suggests a comparatively smaller influence of physical resources on staff job performance relative to staff development programmes.

Overall, these findings highlight the importance of both staff development programmes and physical resources in contributing to staff job performance at College of Education, Delta State. Investing in these areas can lead to tangible improvements in staff performance, ultimately benefiting the institution as a whole.

**Table 4.4.2b Summary of Regression Analysis Showing Relative Influence of Staff Development Programmes (Orientation/ Induction, Monitoring/Coaching, Job Rotation, Conferences, and Workshop) and Physical Resources (ICT, Conducive Office and Staff Transportation System) on Staff Job Performance at Colleges of Educations, Delta State Nigeria**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.416	.039		10.622	.000
Orientation	.130	.026	.142	5.021	.000
Coaching	-.002	.017	-.003	-.124	.901
Job Rotation	.216	.017	.227	12.544	.000
Conference	.345	.032	.429	10.761	.000
Workshop	.337	.026	.354	12.930	.000
Information communication Technology	.022	.022	.030	1.030	.304
Staff office	-.155	.028	-.151	-5.493	.000

Staff transportation	-0.021	.010	-.030	-2.150	.032
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a. Dependent Variable: Staff Job Performance  
**Source: Researcher's Field Survey, 2024**

The table 4.2.2b shows the regression analysis conducted in Colleges of Education, Delta State provides valuable insights into relative influence of Staff development programmes (orientation/ induction, monitoring/coaching, job rotation, conferences, and workshop) and physical resources (ICT, conducive office and Staff transportation system) on Staff Job Performance in Colleges of Educations, Delta state, Nigeria. The coefficients generated from the analysis shed light on the strength and direction of these relationships. Firstly, regarding staff development programmes, it is evident that orientation, job rotation, conferences, and workshops significantly contribute to enhancing staff job performance. Specifically, for every unit increase in orientation, job rotation, attendance at conferences, and workshops, there are corresponding increases in staff job performance, with coefficients of 0.143, 0.227, 0.429, and 0.354, respectively. These coefficients reflect the standardized influence of each programmes on job performance, indicating their relative importance in predicting performance outcomes. Conversely, the analysis reveals that coaching has a negligible effect on staff job performance, with a coefficient close to zero and statistically insignificant ( $\beta = -0.003$ ,  $t = -0.124$ ,  $P > 0.05$ ).

This suggests that coaching may not significantly impact performance outcomes at Colleges of Education, Delta State. Moving on to physical resources, the presence of ICT resources has a minor positive influence on staff job performance, although the effect is not statistically significant ( $\beta = 0.030$ ,  $t = 1.030$ ,  $P > 0.05$ ). Conversely, a conducive office environment significantly impacts staff job performance negatively, with a coefficient of -0.151,

indicating that it may hinder rather than enhance performance. Additionally, the availability of a staff transportation system has a slightly negative but statistically significant influence on staff job performance, with a coefficient of -0.030.

In summary, the findings underscore the importance of targeted investments in staff development programmes such as orientation, job rotation, conferences, and workshops to enhance staff job performance at Colleges of Education, Delta State. However, the impact of coaching, ICT resources, a conducive office environment, and the staff transportation system appears to be either negligible or detrimental to staff performance. This highlights the need for strategic resource allocation and programmes implementation to optimise performance outcomes in educational settings.

H<sub>03</sub>: There will be no significant staff type (academic and administrative) difference in the level of staff job performance in Colleges of Education, Delta State.

**Table 4.4.3: Summary of the T-Test Showing the Significant Role of Staff Type (Academic and Administrative) in the Level of Staff Job Performance in Colleges of Education, Delta State.**

		Group Statistics			
Staff Type		N	Mean	Std. Deviation	Std. Error Mean
Staff Performance	Academic	531	3.1514	.33849	.01469
	Administrative	253	2.3360	.30862	.01940

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#### Independent Samples Test

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Levene's  
Test for  
Equality  
of  
Variances t-test for Equality of Means

		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differe nce	95% Confidence Interval of the Difference Lower Upper
Staff job performance	Equal variances assumed	20.3	.000	32.429	782	.000	.81544	.02515	.76608 .86481
	Equal variances not assumed			33.507	539.400	.000	.81544	.02434	.76764 .86325

**Source: Researcher's Field Survey, 2024**

Table 4.4.3 show the data compares the staff performance ratings between two types of staff: academic and administrative. The mean staff performance rating for academic staff is 3.1514, with a standard deviation of 0.30862 deviation of 0.33849, while for administrative staff, the mean rating is 2.3360 with a standard. The Levene's Test for Equality of Variances indicates that the assumption of equal variances is violated, as the significance value (Sig.) is less than 0.05 ( $p < 0.05$ ), suggesting unequal variances between the two groups. The t-test for Equality of Means shows a significant difference in staff performance between academic and administrative staff, with a t-value of 32.429 and 782 degrees of freedom ( $p < 0.05$ ), assuming equal variances, and a t-value of 33.507 with 539.400 degrees of freedom ( $p < 0.05$ ), not assuming equal variances. This indicates that the difference in staff performance ratings between the two groups is statistically significant.

#### 4.5 Discussion of Findings

The research question one was formulated to determine the level of Staff Job Performance at Colleges of Education Delta State and the outcome of, with an

emphasis on punctuality and meeting deadlines, the Colleges of Education Delta State staff. Results indicate that punctuality is generally high, with 25.4% reporting very often and 35% often being punctual. However, there is room for improvement, as 29.7% indicated rarely being punctual. Meeting deadlines fares better, with 32.5% reporting very often and 59.6% often meeting deadlines, suggesting a stronger performance in this area. The overall weighted mean for both factors is 2.89, indicating a high level of staff job performance, albeit with a need for improvement in punctuality. The high level of adherence to punctuality standards could be attributed to several factors, such as a strong organisational culture that values punctuality and instills it in employees, effective staff transportation system expectations regarding punctuality, and possibly the implementation of consequences for tardiness, which may contribute to this high level of compliance. However, it's essential to consider potential challenges or limitations that could affect meeting deadlines, such as inadequate physical resources, resource constraints, or workload pressures.

These results are further supported by research showing higher levels of staff punctuality and meeting deadlines in educational institutions, suggesting potential differences in organisational practices and work culture<sup>1</sup>. Similarly, effective leadership practices and workload management strategies significantly improved Staff Job Performance<sup>2</sup>. Conversely, research demonstrates the difficulties with time management and punctuality in educational settings as a result of excessive workloads and insufficient support systems<sup>3</sup>. Additionally, meeting deadlines were often compromised due to workload pressures and insufficient time allocation, supporting the reported frequency of meeting deadlines among higher institutions<sup>4</sup>.

The second research question sought to determine the level of development programmes among Colleges of Education Delta State, showcasing the frequency of various activities such as orientation, coaching, job rotation, conferences, and workshops. The data reveals differing levels of accessibility and utilisation across these programmes. Orientation programmes emerge as highly prevalent, with a substantial proportion of respondents indicating very often or often participation, resulting in a mean score of 3.21. This could be attributed to the institutional emphasis on onboarding and continuous learning. Similarly, job rotation programmes exhibit high availability, with a significant percentage reporting frequent access, indicating proactive efforts to diversify staff experiences and skill sets, as reflected in a mean score of 3.25. Conversely, coaching and conference programmes show slightly lower mean scores, indicating comparatively lower accessibility. Coaching programmes, though accessed frequently, exhibit a mean score of 2.86, suggesting potential areas for improvement in terms of availability. Likewise, conference participation, while relatively common, reflects a mean score of 2.84, indicating room for enhancement. Workshop programmes, however, show the lowest availability, with a notable percentage reporting rarely accessing them, resulting in a mean score of 2.63.

Possible reasons for the variability in programmes availability could include resource allocation, institutional priorities, and staff preferences. Factors such as budget constraints, limited facilities, or scheduling conflicts may affect the frequency and accessibility of certain programmes. Moreover, differing perceptions of the importance or relevance of specific development activities among staff members could influence their participation rates. Moreover, the perceived quality and effectiveness of the programmes themselves may vary, influencing staff members' willingness to

participate. with the findings of previous research conducted both within and outside the region. For example, research found that high development programmes have increased levels of participation because of effective strategies such as planning, investing in human capital, or good communication<sup>5</sup>. On the other hand, a study challenges the consistent implementation of development programmes across educational institutions, leading to moderate levels of participation<sup>6</sup>. Another study identified resource constraints and competing priorities as factors contributing to the observed moderate levels of development programmes implementation<sup>7</sup>.

Research question three was posed to determine the level of available physical resources to Delta College of Education Staff. The data reveals varying degrees of accessibility and utilization across these resources, which are critical for supporting the operational activities of the institution. Staff offices emerge as highly accessible, with a significant proportion of respondents indicating very often or often access, resulting in a high mean score of 3.45. This suggests that the institution has effectively provided sufficient workspace resources to support staff members in their daily activities. The high availability of staff offices is crucial for facilitating collaboration, productivity, and a conducive work environment. In contrast, ICT resources exhibit a moderate level of availability, with a notable percentage reporting frequent access but a significant proportion reporting sometimes or rarely accessing them, resulting in a mean score of 2.64. This suggests that while there is provision for ICT resources, there may be limitations in terms of consistent access or adequacy of resources to meet the demands of staff members. This could potentially hinder the integration of technology into teaching, learning, and administrative processes, impacting overall efficiency and effectiveness. The availability of

staff transportation presents a significant challenge, with a vast majority reporting rarely accessing it, resulting in a low mean score of 1.44. This indicates a substantial limitation in the provision of transportation services for staff members, which could hinder their mobility, access to professional development opportunities, and overall satisfaction.

Possible reasons for the disparities in resource availability could include budget constraints, infrastructure limitations, and logistical challenges. For instance, the high availability of staff offices may reflect a prioritization of physical infrastructure investments, while limitations in ICT and transportation resources may stem from resource allocation decisions or logistical constraints. Supporting this finding, a study reveals of infrastructure in education institutions highlighted the challenges of resource allocation and emphasised the need for a balanced approach to resource provision<sup>8</sup>. Similarly, other study emphasised the importance of adequate resources like staff offices for creating conducive learning environments<sup>9</sup>. However, contrasting perspectives exist. studies such as challenges of inadequate infrastructure in Nigerian education institutions underscored the adverse effects of limited resource availability on staff and student experiences<sup>10</sup>. Similarly, resource allocation and utilization in education a comparative study argued against moderate resource levels, suggesting that they often lead to inefficiencies in resource utilization<sup>11</sup>. These studies collectively shed light on the complex dynamics of resource management in educational institutions, emphasizing the need for strategic planning and equitable resource allocation to address the diverse needs of staff and students effectively.

Hypothesis one was tested to examine the combined influence of Development Programmes (orientation, coaching, job rotation, conferences, and workshop) and physical resources (ICT, conducive office and Staff transportation system) on staff job performance at Colleges of Education Delta State, Nigeria and staff development programmes. The findings indicate a robust relationship between staff development programmes, physical resources, and performance. The model summary illustrates a high level of explained variance in performance, with both Development Programmes and physical resources serving as significant predictors. The results further confirm the substantial impact of these variables on performance, as evidenced by the large F-value and significant p-value. Additionally, the coefficients highlight the strong positive effects of development programmes and physical resources on performance, with both predictors demonstrating statistically significant relationships. These results suggest that investing in Development Programmes and physical resources can significantly enhance performance outcomes in educational institutions. These findings align with previous studies that have emphasized the importance of investing in staff development initiatives and providing adequate physical resources to enhance overall performance outcomes. The study institutions with comprehensive development programmes reported higher levels of employee satisfaction and productivity<sup>12</sup>.

Similarly, study highlights the positive impact of access to modern physical resources, such as state-of-the-art facilities and technology, on student learning outcomes<sup>13</sup>. However, a number of studies cast doubt on these findings. For instance, research found that while development programmes were beneficial, their effectiveness was influenced by several factors of the programmes's design and execution<sup>14</sup>. Additionally, studies have shown

that an over-reliance on physical resources in the lack of adequate staff training and support may negatively impact performance outcomes<sup>15</sup>. These opposing points of view emphasise the need for a thorough understanding of the complex connections that occur in educational contexts between staff development, performance, and physical resources.

Hypothesis two was tested to examine the relative influence of development programmes (orientation, monitoring, job rotation, conferences, and workshop) and physical resources (ICT, conducive office and Staff transportation system) on Staff Job Performance at Colleges of Education Delta State. The analysis reveals significant relationships between various factors and performance outcomes in an educational context. Specifically, orientation, job rotation, conference attendance, and workshop participation exhibit positive standardized coefficients, indicating their significant positive influence on performance. Conversely, coaching and information communication technology show non-significant or negative coefficients, suggesting limited or no impact on performance. Research showing that job rotations and orientation programmes had a favourable effect on staff performance in academic institutions is one study that supports these conclusions<sup>16</sup>. In a similar vein, research has demonstrated how beneficial attending conferences and seminars is for raising staff capabilities and job satisfaction<sup>17</sup>.

Studies contradicting these findings, such as the work of, suggest that coaching programmes don't always result in appreciable performance gains, especially if they aren't customised to each individual's needs<sup>18</sup>. Furthermore, studies showed how crucial it is to successfully integrate ICT into educational settings because the effects of ICT on

student performance can differ based on staff training and implementation tactics<sup>19</sup>. These outcomes could be caused by a variety of factors, including as staff preferences and competencies, institutional support, and the differing efficacy of various development programmes.

Hypothesis three was tested to examine the significant difference between the staff status and job performance. The study revealed that a substantial performance gap between academic and administrative staff, which may have implications for organisational effectiveness and workforce management strategies within educational institutions. There are a number of reasons why the academic and administrative staff members of the educational institution performed differently from one another. Firstly, academic staff may have specialised training and expertise relevant to their roles, which could contribute to higher performance levels. Their job responsibilities may also focus more on teaching, research, and scholarly activities, which could enhance their performance metrics. Conversely, administrative staff may handle a broader range of administrative tasks, which could lead to greater variability in performance levels. Additionally, differences in job expectations, accountability structures, and performance evaluation criteria between academic and administrative staff could also influence the observed performance gap. Moreover, organizational factors such as resource allocation, leadership styles, and workplace culture may further contribute to disparities in performance outcomes between these two staff groups. This supports the idea that academic and administrative types conduct jobs differently by being in line with findings from other pertinent studies<sup>20</sup>. One of the study's main findings is that academic and administrative staff performance levels at

educational institutions do not differ statistically significantly<sup>21</sup>. This suggests that variables other than titles of positions may have an impact on results related to performance.

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## **Chapter Five**

### **Conclusion**

This chapter presents the conclusion of the study. The conclusion is organized to cover the following: summary of findings, conclusion, recommendations, contribution to knowledge, and suggested areas for further research

#### **5.1 Summary of Findings**

The research aims to explore the influence of development programmes (including orientation, coaching, job rotation, conferences, and workshops) and the availability of

physical resources (ICT, staff office and staff transportation) on staff job performance within Colleges of Education Delta State. The study encompasses 784 participants, with a male majority comprising 71.2% of the sample. Regarding age distribution, the majority fall within the age bracket of 35 years and older. In terms of experience, the highest proportion of participants has 11–15 years of experience. Additionally, the study indicates that academic staff constitutes the larger portion (67.7%) of the participants compared to administrative staff. Three research questions and three hypotheses were formulated to guide the investigation.

Research question one assesses the level of staff job performance within Colleges of Education Delta State, with a focus on punctuality and meeting deadlines. The findings reveal that punctuality is moderately maintained, with approximately 25.4% of respondents reporting very often, and 35% reporting often. However, meeting deadlines appears to be consistently upheld, with 32.5% reporting very often and a significant 59.6% reporting often. The mean score for punctuality is 2.58, indicating a high adherence level, while for meeting deadlines, it is 3.22, suggesting even better performance. The overall weighted mean for both factors is 2.89, indicating a generally high level of Staff Job Performance. Nonetheless, there's a notable area for improvement in ensuring punctuality among staff members.

Research question two investigates the prevalence of staff development programs in Colleges of Education Delta State, categorizing various activities by their frequency of occurrence. The findings reveal that orientation programs are widely available, with 37.88% of respondents accessing them very often and 46.8% often, resulting in a high mean

score of 3.21. Job rotation programs are similarly prevalent, with 33.52% accessing them very often and 58.96% often, yielding a mean score of 3.25. Coaching programmes are also accessed frequently, although slightly less so, with a mean score of 2.86. In contrast, workshop programs exhibit lower availability, with only 18.7% accessing them very often and a significant 20.06% rarely, resulting in a lower mean score of 2.63. However, the weighted mean for all programs averages at 2.96, indicating a generally high level of staff development program availability across Colleges of Education Delta State.

Research question three evaluates the availability of physical resources in Colleges of Education Delta State across various items. The findings indicate that ICT resources exhibit a moderate level of availability, with 17.6% accessing them very often and a total of 72.1% accessing them often or sometimes, resulting in a mean availability score of 2.68. Staff offices are frequently accessed, with 94.12% of respondents accessing them very often or often, yielding a higher mean availability score of 3.44. However, staff transportation appears to be less accessible, with the majority reporting rare access, resulting in a lower mean availability score of 1.44. Overall, the weighted mean for all items averages 2.51, indicating a generally high level of availability of physical resources in Colleges of Education Delta State.

Hypothesis one investigates the joint influence of development programmes and physical resources on Staff Job Performance at Colleges of Education Delta State in Nigeria. The regression analysis reveals a strong positive relationship between the predictors and the outcome variable, with a high correlation coefficient ( $R = 0.985$ ) and an impressive R square value of 0.971. This emphasises the significant impact of both development

programmes and physical resources, such as ICT infrastructure and office spaces, on Staff Job Performance. The ANOVA confirms the statistical significance of the regression model, with a very high F-statistic and  $p < 0.005$ , indicating the null hypothesis is rejected. The findings underscore the critical importance of investing in development programmes and enhancing the availability of physical resources to substantially improve Staff Job Performance. While both factors are influential, development programmes appear to have a greater impact compared to physical resources. Overall, investing in both areas can lead to tangible enhancements in staff performance, benefiting the institution as a whole.

Hypothesis two's regression analysis at Colleges of Education Delta State reveals insights into the influence of development programmes and physical resources on staff job Performance. Orientation, job rotation, conferences, and workshops significantly enhance performance, while coaching shows negligible impact. ICT resources have a minor positive influence, but a conducive office environment and staff transportation system negatively affect performance. Targeted investments in effective training programmes like orientation and workshops are crucial for performance enhancement, emphasising the need for strategic resource allocation and programme implementation in educational settings.

The hypothesis three compares staff performance ratings between academic and administrative staff. Academic staff have a higher mean rating of 3.1514 with a standard deviation of 0.30862, while administrative staff have a lower mean rating of 2.3360 with a standard deviation of 0.33849. Levene's Test for Equality of Variances reveals unequal

variances between the groups ( $p < 0.05$ ). The t-test for equality of means confirms a significant difference in staff performance between academic and administrative staff, with statistically significant t-values under both equal and unequal variance assumptions ( $p < 0.05$ ), thus rejecting the null hypothesis and indicating a substantial disparity in performance ratings between the two groups.

## **5.2 Conclusion**

In conclusion, this study delved into the dynamics of Staff Job Performance, staff development programmes, and the availability of physical resources within Colleges of Education Delta State. Through a comprehensive analysis of 784 participants, several key findings emerged. Firstly, the study revealed a moderate level of staff job performance, with notable variations in punctuality and meeting deadlines among employees. Furthermore, although development programmes were generally deemed to be reasonably effective, variations in the degrees of engagement among different programmes indicated areas that could benefit from further development. Thirdly, the availability of physical resources varied, with ICT resources showing moderate availability, staff offices being more accessible, and staff transportation facing challenges in availability. Importantly, the study's hypotheses underscored the significant positive impact of both development programmes and physical resources on performance outcomes, emphasising the importance of investing in these areas. Specifically, orientation, job rotation, conference attendance, and workshop participation were identified as key factors positively influencing performance. Conversely, coaching and ICT resources showed limited or no significant impact on performance. Additionally, the study shed light on a notable

performance gap between academic and administrative staff, suggesting implications for organizational effectiveness and the need for tailored management strategies. In essence, this study provides valuable insights into enhancing staff performance in educational institutions through targeted interventions in development programmes and the optimization of physical resources.

### **5.3 Recommendations**

In order to improve employee job performance and maximise resources at Colleges of Education Delta State, a number of recommendations can be made in light of the study's findings.

1. The institutions should prioritise and fund staff development programmes, giving special attention to those that have been shown to have a beneficial impact on performance outcomes, like conferences, workshops, job rotation, and orientation. These programmes should be made exciting, relevant, and easily accessible to all staff for optimum effect and engagement.
2. Physical resources (particularly ICT resources and personnel transportation systems) should be made more easily available and accessible. Moreover, management tactics must be customised to tackle the discrepancy in performance between administrative and academic personnel. This may involve implementing targeted training and development initiatives, creating opportunities for collaboration and knowledge sharing between different staff groups, and ensuring equitable access to resources and opportunities for career advancement.

3. Colleges should set clear policies and standards for due dates and reliability. Staff that consistently meet deadlines and arrive on time should be recognized and rewarded. This could involve rewards like bonuses, more time off, or public acknowledgement for exceptional work.
4. There should be continued investment in, expansion, and staff development initiatives. This could involve increasing funding for training programmes, workshops, and seminars aimed at enhancing staff skills and knowledge and providing good physical resources to enhance staff performance.
5. Stakeholders should provide opportunities for cross-training between academic and administrative staff members to foster a better understanding of each other's roles and responsibilities. This can promote collaboration, teamwork, and mutual support, leading to improved job performance across all staff types.

By implementing these recommendations, the institutions can promote organizational effectiveness, improve staff morale and productivity, and ultimately contribute to the achievement of their educational objectives.

#### **5.4 Contribution to Knowledge**

This study significantly contributes to the existing body of knowledge by offering comprehensive insight into the influence of development programmes and the availability of physical resources on Staff Job Performance in Colleges of Education Delta State. By assessing the level of staff job performance and the effectiveness of development programmes and physical resources within Colleges of Education Delta State, this study

provides valuable insights into the dynamics of human resource management in educational institutions. It offers a nuanced understanding of the factors that influence staff performance and highlights areas for improvement in staff development strategies.

The empirical findings from this study contribute significantly to understanding the dynamics of Staff Job Performance in Colleges of Education Delta State. Through a comprehensive investigation of development programmes and the availability of physical resources, the research unveils crucial insights. It reveals an average level of staff job performance, with punctuality and meeting deadlines being notable strengths. The study sheds light on the effectiveness and frequency of staff development programmes, highlighting variations in participation and effectiveness across different initiatives. Additionally, it highlights the importance of physical resources such as ICT resources, staff offices, and transportation systems in facilitating staff performance, albeit with varying degrees of availability. Furthermore, the study's hypotheses confirm the substantial joint contribution of development programmes and physical resources to Staff Job Performance, emphasising their significant positive impact. Its identity with the performance gap between academic and administrative staff highlights the need for targeted workforce management strategies to ensure organisational effectiveness. Thus, this study contributes to the knowledge base by offering actionable insights that can drive positive change and improvement in educational management practices.

The theoretical contributions to understanding staff job performance in Colleges of Education Delta State encompass several key frameworks. Firstly, insights from learning theory emphasize the importance of development programmes in fostering continuous

learning and skill acquisition, aligning with the study's emphasis on the effectiveness of orientation, coaching, job rotation, conferences, and workshops. Secondly, Theory X and Theory Y provide a lens through which to view staff motivation and management styles. The study's findings support Theory Y principles by demonstrating the positive impact of empowering staff through development opportunities and adequate physical resources on job performance. Lastly, a systems perspective illuminates the interconnectedness of various factors influencing staff performance, including development programmes and external physical resources elements. By highlighting the joint contribution of these factors to staff job performance, the study underscores the systemic nature of organizational effectiveness. Overall, these theoretical frameworks enrich our understanding of staff performance dynamics and provide valuable guidance for educational institutions in optimizing performance outcomes.

### **5.5 Suggested Area for Further Studies**

Further research endeavours may explore alternative indicators for both physical resources (micro-teaching labs, school libraries, etc.) and development programmes (apprenticeships, technical training, etc.) on Staff Job Performance. Hence, colleges of education were used in this study; other higher institutions can be used, such as polytechnics, universities, and monotechnic. This study was carried out in Delta; other states can also be used. Additional leadership styles, decision-making processes, etc. can be used to solve the problem of Staff Job Performance.

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**Thesis/ Dissertations (Unpublished)**

Sanusi O. A., *Availability, Adequacy and Utilization of Material Resources for Teaching Business Education Courses in Colleges of Education* (Doctoral Dissertation, Kwara State University (Nigeria). 2022.

**Appendix 1**



This section contains items to collect information from the respondents on the level of staff job performance (punctuality and meeting deadline) in Delta state teaching institute. Please respond to the statement in the table below by ticking your preferred response; Very Often, Often, Sometimes, rarely.

S/N	ITEM	Very Often	Often	Sometimes	Rarely
1	I regularly arrive to work on time.				
2	I adhere to the attendance requirements set by the school.				
3	I give prior notification of any absences or delays.				
4	I consistently exceed the permitted number of vacation days.				
5	I haven't been to work for a few days or arrive lately.				
6	I foster a culture of accountability at my work.				
7	I always do my work in a high-quality manner because I pay attention to details				
8	I completed every task that is given to me on time.				
9	I encourage teamwork and actively contributes to a positive team dynamic.				
10	I created goals for myself so that I could properly handle things.				

### Section C

This section contains items to collect information from respondents on staff development programmes (orientation, coaching, job rotation, conferences and workshop) in Delta State teaching institute. Please respond to the statement in the table below by ticking your preferred response; Very Often, Often, Sometimes, rarely.

S/N	Items	Very Often	Often	Sometimes	Rarely
1	I feel well-informed about the				

	organizational structure and policies of the college				
2	I understand how my role contributes to the overall goals and objectives of the college				
3	I effectively communicated my job responsibilities and expectations				
4	I have access to the necessary resources and tools to perform my tasks efficiently				
5	I integrate myself into the campus community and cultivate a feeling of acceptance.				
6	I am aware of the relevant details and skills that are relevant to my role				
7	It addresses my unique strength and areas of improvement				
8	I received constructive and actionable feedback				
9	I understand the specific areas of my work				
10	I get in touch with experts whenever I need additional information or assistance.				
11	It gave me the chance to acquire a wider range of abilities necessary for my position in the college of education.				
12	it enhanced my capacity to manage a variety of issues at work.				
13	I have learned and received important perspectives from several college departments.				
14	I am capable of fostering communication and collaboration across several teams or departments.				
15	I am fully aware of the ways in which different roles support the college's overall operations.				
16	I regularly attend conferences relevant to my field of work.				
17	I receive adequate financial support or resources to attend conferences.				
18	I actively apply the knowledge gained to my work.				
19	I gain valuable networking opportunities and knowledge sharing.				

20	interactive activities and exercises enhanced my understanding of the concepts				
21	facilitators were knowledgeable and effectively conveyed the material.				
22	I feel equipped with practical skills or knowledge gained				
23	Opportunities for me engagement and discussion were effectively facilitated.				
24	The training session was at the right phase for me to understand.				
25	The materials and resources provided was not helpful to me				

#### Section D

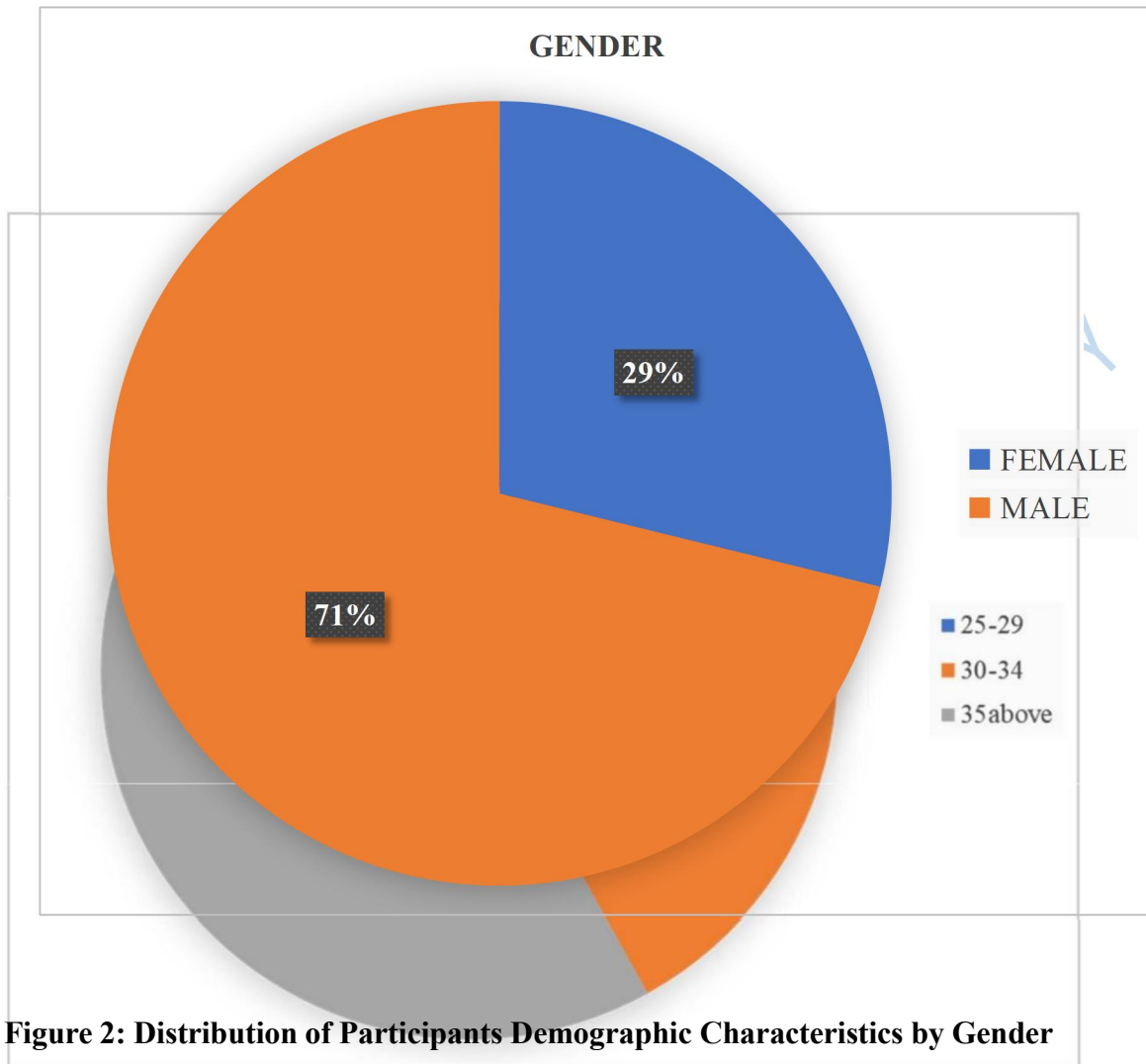
This section contains items to collect information from respondents on the level of availability of physical resources ICT tool, conducive staff room and staff transport in Delta State teaching institute. Please respond to the statement in the table below by ticking your preferred response; Very Often, Often, Sometimes, rarely.

S/N	Items	Very often	Often	sometimes	rarely
1.	I have easy access to a well-equipped wireless network and computer system.				
2.	It allowed me to speed up operations related to timetables, communication, registration, and student records				
3	It enables me collect, analyze, and store a large amount of data at once.				
4	It gives me access to information and allows me to communicate globally.				
5	It allows me to promote immediate interaction via social media, video conferencing, emails, and messaging.				
6	I have enough personal and shared work space to stay organised and cut down on clutter.				
7	It provides me with opportunities for wellness programmes and career				

	advancement in addition to other forms of assistance.				
8	It gives me access to a disciplined, orderly workplace that is consistent with the college's ideals				
9	It allows me to have channels of communication open between administration and other staff.				
10	It enables me to obtain and make use of the tools and resources I need				
11	I make use of the staff shuttles to get to work every day				
12	The ride to work causes me less anxiety and inconvenience.				
13	It ensures my safety				
14	It enables to meet other staff member				
15	It lowers the expense of my school transport.				

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**Appendix II**

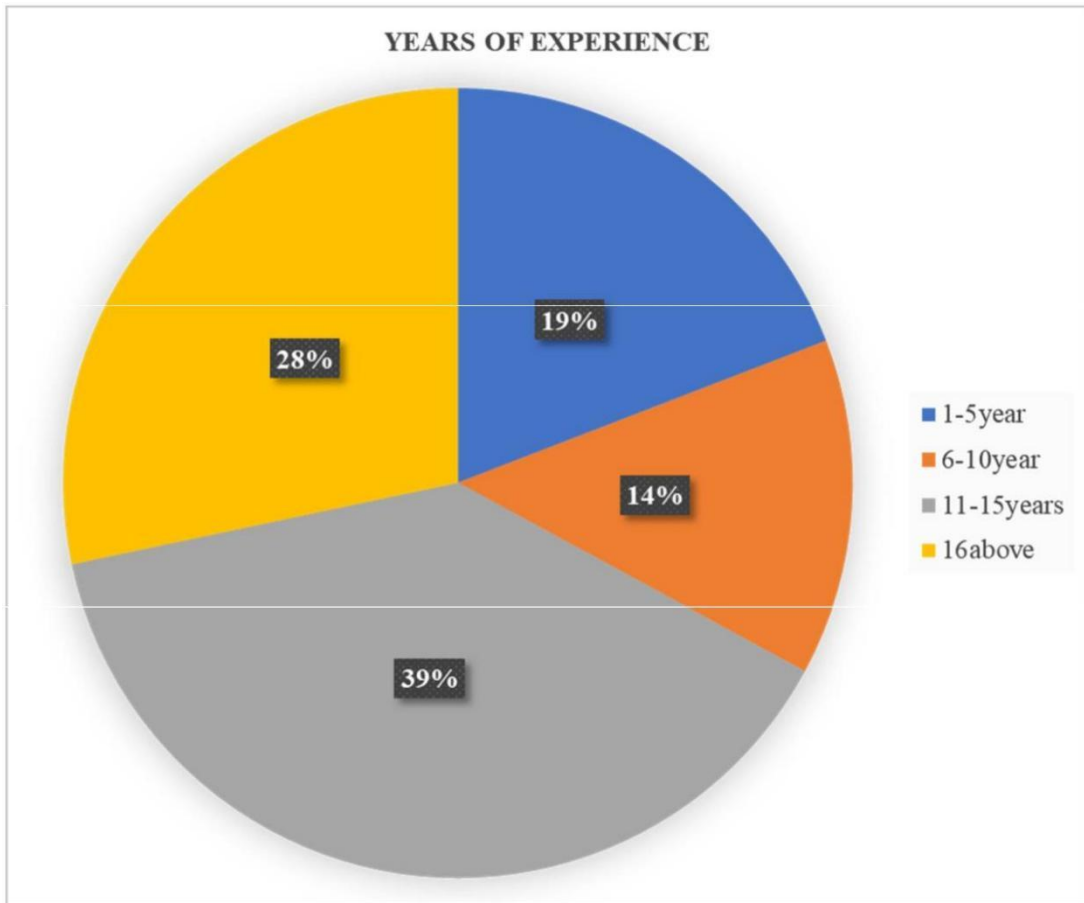


**Figure 2: Distribution of Participants Demographic Characteristics by Gender**

Source: Researcher's Field Survey, 2024

Lead City

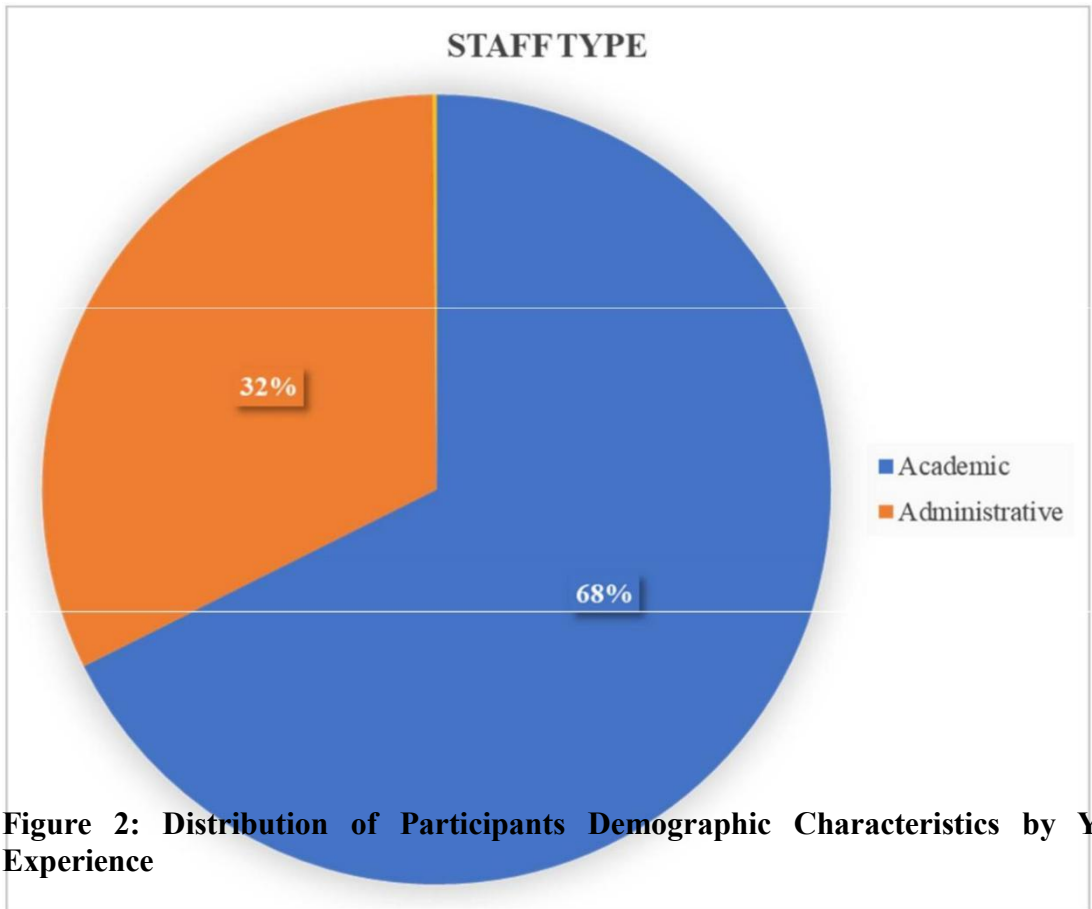
**Appendix III**



**Figure 2: Distribution of Participants Demographic Characteristics by Age**

**Source: Researcher's Field Survey, 2024**

#### Appendix IV



**Figure 2: Distribution of Participants Demographic Characteristics by Years of Experience**

Source: Researcher’s Field Survey, 2024

Lead City University

**Appendix V**

**Figure 2: Distribution of Participants Demographic Characteristics by Staff Type**

**Source: Researcher's Field Survey, 2024**

**Bio-data**

**A. Personal Data**

- **Full Name:** Stella Ekpebide OGHENERUME

- **Address:** 60 Ovie Close off Oku layout, Udu L.G.A, Delta State  
Stellaekpes1960@gmail.com  
07037503639
- **Date of Birth:** 18<sup>th</sup> July, 1989, Delta State
- **Nationality:** Nigerian
- **Marital Status:** Married
- **Name of Next of Kin:** Mr. Oghenerume Ejuvwevu
- **Address of Next of Kin:** Lead City University, Ibadan, Oyo State.

## **B. Educational Background**

### **1. Educational Institutions Attended with Dates and Qualification:**

#### **i. Primary Education**

- 1996-2000 Bodels Primary School, Warri

#### **ii. Secondary Education**

2000-2003 Royal Secondary School, Warri.

2003-2006 Obetebe Secondary School, Obetebe, Delta State

#### **iii. Higher Educational Institutions Attended with Dates & Qualification**

2007-2012 University of Ilorin (B.ed Educational Management)

## **C. Work Experience with Dates:**

2019- Till date Nigeria Maritime University, Okerenkoko

2017-2020 Kokodiagbene Secondary School, Kokodiagbene Warri south  
Subject teacher (marketing and Economic) Form mistress

## **D. Awards and Fellowship**

**E. Membership of Academic Professional Bodies**

- TRCN: Teachers Registration Council of Nigeria

**F. Publications:**

**G. Major Conference Attended with Date**

**I. Names and Addresses of Referees Names**

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Dr. Emmanuel  
Boyitie  
Principal Assistant  
Register  
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emmanuelboyitie@y  
ahoo.co.uk

**J.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**The University Compliance Certification**

This is to certify that this thesis by Stella Ekpebide OGHENERUME with matriculation number LCU/PG/002941 in the Department of Arts & Social Science Education, Faculty of

Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

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Signature

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Date

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