



INSTITUTIONAL VARIABLES AS DETERMINANTS OF LECTURER'S JOB PERFORMANCE IN KWARA STATE COLLEGES OF EDUCATION

Adeseke Sunday Olaifa¹, Kadir Abdulrahman Babamole², Abubakar Adeleke Towobola³, Moses Adeleke Adeoye⁴, Kunle Moshood Oyewale⁵

^{1*2*3*4*5}Educational Management and Counselling, Faculty of Education, Al-Hikmah University Ilorin, Nigeria.

e-mail : abeske2001@gmail.com

Abstrak - Variabel kelembagaan adalah alat yang sangat diperlukan untuk mencapai tujuan pendidikan di Sekolah Tinggi Pendidikan. Penelitian ini menguji variabel institusional sebagai determinan kinerja dosen di Kwara State Colleges of Education. Penelitian ini menggunakan survei deskriptif tipe korelasional. Dua pertanyaan penelitian dan satu hipotesis diajukan untuk memandu penelitian. Populasi penelitian terdiri dari dua ratus lima belas responden dengan menggunakan Research Advisor. Instrumen peneliti yang digunakan adalah Kuesioner Variabel Institusional (IVQ) dan Kuesioner Prestasi Kerja Dosen (LJPQ) yang digunakan untuk mengumpulkan data penelitian. Mean, Standar deviasi dan Statistik Korelasi Pearson Product-Moment digunakan untuk menganalisis data. Temuan penelitian menunjukkan bahwa tingkat prestasi kerja dosen di Sekolah Tinggi Pendidikan Negeri Kwara tergolong tinggi. Terdapat hubungan yang signifikan antara hubungan variabel kelembagaan dengan prestasi kerja dosen di Kwara State Colleges of Education. Direkomendasikan antara lain agar manajemen Sekolah Tinggi Pendidikan Negeri Kwara menyediakan fasilitas perpustakaan yang penting dan modern bagi dosen dan mahasiswa sehingga pengajaran dan pembelajaran yang efektif dapat ditingkatkan.

Kata Kunci: Kelembagaan; Peningkatan Kapasitas; Prestasi Kerja Dosen

Abstract: Institutional variables are indispensable tools for attaining educational goals in Colleges of Education. This study examined institutional variables as determinants of lecturers' job performance in Kwara State Colleges of Education. The study adopted a descriptive survey of correlational type. Two research questions and one hypothesis were raised to guide the study. The population of the study consisted of two hundred and fifteen respondents using Research Advisors. The researcher instruments used were titled Institutional Variables Questionnaire (IVQ) and Lecturers' Job Performance Questionnaire (LJPQ) were used to collect data for the study. Mean, Standard deviation and Pearson Product-Moment Correlation Statistics were used to analyze the data. The findings of the study revealed that the level of lecturers' job performance was high in Kwara State Colleges of Education. There was a significant relationship between relationship between institutional variables and lecturers' job performance in Kwara State Colleges of Education. It was recommended among others that the management of Kwara State Colleges of Education should supply essential and modern library facilities for lecturers and students so that effective teaching and learning will be improved upon.

Keyword: *Institutional Variables; Capacity Building; Lecturers' Job Performance*

INTRODUCE

Tertiary Education plays an important role in the social, economic, political and cultural development of a nation. The tertiary system in Nigeria cannot achieve its goals and objectives without committed and dedicated academic staff. The issue of lecturers' job performance in the Colleges of Education has attracted the attention of the public, educators and other stakeholders in education. Colleges of Education are tertiary educational institutions established to give professional training for the production



of highly qualified classroom teachers. Colleges of education are specially designed to develop, pursue and improve regular and liberal courses of study for the training of various categories of teachers and promote the advancement of learning and educational research. Colleges of Education are categorized into Regular, Technical and Special College of Education. The categorization reflected the nature and kinds of teachers that each produces. Institutional variables appear to be the prominent problem militating against the lecturers' job performance. Institutional Variables are those factors that influence teaching, research and community services. Institutional variables refer to all the variables within the school system that can make or mar lecturers' job performance (Alverio, 2010). Community services provided by lecturers could be in the form of membership in community associations; this will enable them to contribute to the affairs of the community to achieve the planned objectives. They may share their knowledge by organizing seminars on skill acquisition for the less privileged or organizing seminars on adult literacy; this will assist them to positively influence the society/community in which they are part. Lecturers could also offer scholarship and service learning to the members of the community which would make them relevant and invariably make to positive impact on the society/community.

Institutional variables in Colleges of Education in Nigeria have several factors that need to be addressed. The factors are working facilities and environment, location; teaching and learning policies, environment, and resources among others (Ali, et al., 2013). Lecturers are expected to engage in technical reports, consultancy services, contribution to textbooks, review of research articles and contributing to knowledge through publication of books. It is through these means that their regular research work and findings could be revealed (Alverio, 2010). Kenneth and Chukwunwike (2020) stated that institutional variables for lecturers create a conducive atmosphere for teaching and learning activities to take place in schools. The researcher observed that most of the government-owned colleges of education in Kwara State face various social, psychological and financial problems. Institutional variables for lecturers such as library services, health services, internet services and capacity buildings appear not only to be inadequate which affects lecturers' job performance. For instance, school facilities appear inadequate and un-conducive which affects students' academic performance. Cracked walls, ageing roofs, blown-off roofs and bushy surroundings are a common phenomenon in government-owned colleges of education in Kwara State. Furthermore, the importance attached to institutional variables implies that they should not only be adequately provided but should also be evaluated periodically.

Nwazue (2021) opined that the evaluation of institutional variables refers to the provision, supervision, maintenance, and replacement of facilities and services. Authorities of the colleges of education are not only concerned with, the planning and coordinating but also with the maintenance of school services. Another situational issue in the government-owned colleges of education in Kwara State is that the colleges of education lack sufficient funding which its absence prevents the colleges from carrying out their statutory roles effectively. Okwuosa et al. (2020) observed that financial problems of colleges of education are increasing because of financial mismanagement, embezzlement and fraud. The premium placed on academic performance as determined by examination results, explains why the majority of school administrators seem to pay less attention to the provision of institutional variables for lecturers in their schools which has led to the apparent relegation of job performance of lecturers in colleges of education. Provision of libraries in Kwara State Colleges of Education Ilorin, Lafiagi and Oro appear not stocked with current and modern textbooks, Newspapers, Magazines and journals and they appear not to have enough reading tables and chairs for lecturers and students. The internet services and capacity building are inadequate and in a poor state. Some lecturers' offices in some of these institutions are built in the form of dormitories (without rooms), and even rooms earmarked for their students harbour up to six students, excluding those that are squatting. The declining job performance of lectures has been a major concern to stakeholders in education. Some lecturers appear not attending classes regularly. It has been observed that some lecturers seem not to cover the course contents, and some are observed not to have good control of



class during teaching. Some lecturers appear not to have mastery of the subject matter, some lectures seem not to keep proper records of academic performance. Some appear not to be interested in carrying out research; some were found not to be interested in extra-murals and consultancy services, while all these may hurt their job performance.

In most of the government-owned Colleges of Education in Kwara State, lecturers do not provide capacity building that will improve their job performance. Health services are non-existent in most of these institutions and among other poor institutional variable for lecturers in colleges of education. Akuegwu and Nwi-ue (2013) investigated university lecturers' participation in capacity-building programmes in south-south Nigeria and its implication for sustainable development. Adesola and Ekundayo (2022) investigated the relationship between institutional factors and academic staff job performance in Southwest, Nigeria. Chidobi (2015) investigated the management of student personnel services in public secondary schools in the Enugu Education Zone for the sustainability of quality human resources for national development. From the view of these, none of the researchers had carried out research on institutional variables as determinants of lecturers' job performance in Kwara State Colleges of Education. This study will bridge the time gap, scope gap and difference in variables. The present study also considered the areas of library services, health services, internet services and capacity buildings as determinants of lecturers' job performance in Kwara State Colleges of Education as the gap was filled.

METHODS

The study adopted a correlational type of descriptive survey. This study was correlational since it sought to establish the relationship between institutional variables as determinants of lecturers' job performance in Kwara State Colleges of Education. Institutional Variables (independent variable) covered library services, health services, internet services and capacity building while lectures' Job performances (dependent variable) were limited to research and publications, teaching and community services. The population of this study comprised all the 285 lecturers in the three Colleges of Education (Ilorin, Lafiagi & Oro) owned by the Kwara State Government. A proportional sampling technique was used to select 108 lecturers out of 150 at Kwara State College of Education, Ilorin; 44 lecturers out of 60 at Kwara State College of Education, Oro; and 63 lecturers out of 75 at Kwara State College of Education (Technical), Lafiagi to make a total of 215 respondents (Research Advisors, 2006). Two sets of research instruments were used for this study entitled "Institutional Variables Questionnaire" (IVQ) and Lecturers' Job Performance Questionnaire (LJPQ). The IVQ comprised 20 items relating to the sub-variables of institutional variables. The Lecturers' Job Performance Questionnaire (LJPQ) contained 18 items on the indicators of lecturers' job performance. The research instruments were analyzed using the Cronbach Alpha method to obtain the reliability coefficient. The reliability coefficient of 0.68 and 0.60 were ascertained showing that the instruments were reliable for data collection. The data collected was subjected to analysis using Statistical Packages for Social Science 21.0 version. The research questions raised for the study were answered using descriptive statistics of mean and standard deviation while the research hypotheses formulated were tested using inferential statistics of Pearson product-moment correlation statistics at 0.05 level of significance. The p-values were compared with a 0.05 level of significance to make the decisions for the hypotheses that were tested.



RESULT AND DISCCUSION

The demographic information of the respondents was analyzed in frequency and percentages.

Table 1 Demographic Information of the Respondents.

	Frequency	Percentage
Gender		
Male	147	68.4
Female	68	31.6
Total	215	100.0
Academic Qualifications		
PhD	200	93.0
M.Ed/M.Sc.	15	7.0
B.Sc./B.Ed.	-	-
Total	215	100.0
Length of Service		
1-5years	6	2.8
6-10years	19	8.8
11-15years	181	84.2
16 – 20 years	7	3.3
21 years and above	2	0.9
Total	215	100.0

Research Question 1: What is the level of quality of institutional variables in Kwara State Colleges of Education?

Table 2 Level of Quality of Institutional Variables in Kwara State Colleges of Education

S/N	Items	Mean	SD	Rank
1	Library Services	9.22	3.91	3rd
2	Health Services	11.03	2.98	2nd
3	Internet Services	12.07	2.60	1st
4	Capacity Buildings	8.02	2.93	4th

Table 2 indicates the level of quality of institutional variables in Kwara State Colleges of Education. Internet services were ranked 1st with a mean score of 12.07, health services were ranked 2nd with a mean score of 11.03, library services were 9.22 and capacity buildings were ranked 4th with a mean score of 8.02 respectively. The standard deviations are 2.60, 2.98, 3.91 and 2.93 respectively. As a result of this, it was shown that internet services constituted the highest quality of institutional variables in Kwara State Colleges of Education.

Research Question 2: What is the level of lecturers' job performance in Kwara State Colleges of Education?



Table 3. Level of Lecturers' Job Performance in Kwara State Colleges of Education

S/N	Research and Publications	Mean	SD	Decision
1	Seminar attended	3.02	.456	Accepted
2	Seminar papers	2.85	.782	Accepted
3	Published papers in reputable journals	2.60	.124	Accepted
4	Teaching/research reports	2.50	.673	Accepted
5	Conference papers	2.86	.671	Accepted
6	Chapters in books	3.72	.220	Accepted
	Average Mean	2.9	.488	Accepted
	Teaching			
7	Lecturers' punctuality at lectures is	3.09	.349	Accepted
8	Knowledge of subject matter is	2.50	.222	Accepted
9	Lecturers' regularity at lectures is	2.71	.731	Accepted
10	Clarity of explanation is	2.78	.732	Accepted
11	Lecturers' moral behaviour is	3.50	.301	Accepted
12	Feedback on students' progress at the end of each course is	2.88	.452	Accepted
13	Student's participation in classroom discussions is	2.95	.675	Accepted
	Average Mean	2.9	.495	Accepted
	Community Services			
14	Organizer of conference or workshop is	3.03	.511	Accepted
15	Students' sporting activities are	3.21	.451	Accepted
16	The hall master or deputy hall master is	2.85	.611	Accepted
17	Students' counselling is	3.21	.765	Accepted
17	Student clubs and societies (Academic nature) is	3.45	.342	Accepted
18	Consultancy services are	3.70	.632	Accepted
	Average Mean	3.2	0.552	Accepted

Table 3 shows the mean scores on the level of lecturers' job performance in Kwara State Colleges of Education. The average mean scores of the indicators of lecturers' job performance such as research and publications, teaching and community services were 2.9, 2.9 and 3.2 with standard deviations of 0.488, 0.495 and 0.552 respectively. The analysis implies that the mean scores of these items are greater than the 2.50 benchmark mean which is all accepted and high. This shows that the level of lecturers' job performance was high in Kwara State Colleges of Education.

Ho1: There is no significant relationship between institutional variables and lecturers' job performance in Kwara State Colleges of Education.



Table 4 Institutional Variables and Lecturers' Job Performance in Kwara State Colleges of Education

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Institutional Variables	215	40.34	12.42	213	.581	0.00	Ho Rejected
Lecturers' Job Performance	215	56.9	9.69				

Table 4 shows that the p-value of 0.00 was less than the significant level at 0.05 for 213 degrees of freedom. Therefore, the null hypothesis which states that there is no significant relationship between institutional variables and lecturers' job performance in Kwara State Colleges of Education was rejected. This suggests that there was a significant relationship between institutional variables and lecturers' job performance in Kwara State Colleges of Education. This implies that institutional variables enhance the level of lecturers' job performance.

The findings of research question one indicated that internet services constituted the highest quality of institutional variables in Kwara State Colleges of Education. The findings of the study agree with Chuktu et al (2023) institutional variables as the major factor contributing to academic achievement in the school system. These include school buildings, libraries, laboratories, recreational equipment and other instructional aids. Alverio (2010) agrees with the findings that institutional factors in institutions of higher learning involve the rules, norms, and routines that guide a behaviour- in teaching and learning the core business while teaching is the ability to transfer knowledge so that the learners acquire knowledge and skills for themselves. The findings of research question two indicate that the level of lecturers' job performance was high in Kwara State Colleges of Education. Lussier (2009) supports the findings that performance encompasses certain behaviours that are characteristic of individuals. It assesses whether a person performs a job well or not. The finding of Agboola and Ikonne (2019) aligns with the findings that job performance is a set of lecturers' behaviours that can be measured, monitored and assessed as an achievement at the individual level. Ogbogu (2017) concluded that the job performance of lecturers is a continuous improvement of the employees in the school system. This depends on the productivity of lecturers; if they are productive; they perform well and achieve the targets of the organization. Alabi et al. (2012) agreed with the findings that, lecturers' job performance is an index of lecturer effectiveness, which refers to the relationship between the characteristics of teaching and their effect on educational outcomes in classroom teaching. The hypothesis revealed that there was a significant relationship between relationship between institutional variables and lecturers' job performance in Kwara State Colleges of Education. This finding is in line with the findings of Nzoka (2015) that, institutional variables improved the job performance of lecturers on the fundamental services which are provided by the school for the main purpose of enhancing the teaching and learning activities in the school system.

CONCLUSION

The findings of research question one indicated that internet services constituted the highest quality of institutional variables in Kwara State Colleges of Education. The findings of the study agree with Chuktu et al (2023) institutional variables as the major factor contributing to academic achievement in the school system. These include school buildings, libraries, laboratories, recreational equipment and other instructional aids. Alverio (2010) agrees with the findings that institutional factors in institutions of higher learning involve the rules, norms, and routines that guide a behaviour- in teaching and learning the core



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