

Research Article

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FACTORS RESPONSIBLE FOR INEFFECTIVE JOB PERFORMANCE AMONG LECTURERS IN COLLEGES OF EDUCATION IN OSUN STATE, NIGERIA

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Abstract

This study investigated the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria. It adopted descriptive research design of survey type. The two public Colleges of Education in Osun State (Federal Colleges of Education, Iwo and Osun State College of Education, Ila-Orangun) were the study focus. The population of the study comprised 375 lecturers in the two institutions. Stratified sampling technique was used to group the institutions into federal and state. Through the use of proportionate sampling technique, 183 lecturers were selected as respondents. Data collection was done via the use of research instrument tagged, 'Factors Responsible for Ineffective Job Performance among Lecturers in Colleges of Education Questionnaire'. The questionnaire was validated with reliability coefficient of 0.81. The study found that the factors responsible for ineffective job performance included ineffective recruitment process, poor motivation of lecturers by the employer, engagement in personal activities to augment their salaries due to economic hardship and poor commitment to capacity building of lecturers by the management; and there was no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' status; institutions; and gender. It recommended among other things, that government should provide adequate funds for the institutions to help the managements provide stable power supply, internet service, adequate current textbooks; and regular and periodic capacity building through seminars, workshops and conferences, so as to enhance lecturers' job performance.

Key words: Factors, Ineffective, Job Performance, Lecturers, Colleges of Education

Introduction

Lecturers are the engine room of Colleges of Education, just like they are in other tertiary institutions. The reason being that they are the ones saddled with the responsibility of expending all the available instructional resources and also sensibly interact with students, for the purpose of ensuring that they are converted to competent and qualified teachers. However, for the Colleges of Education to achieve this goal, lecturers are required to effectively perform their job. To support this, Arogundade and Adesola (2022) maintained that tertiary institutions play crucial role in the economic, political, cultural and social development of a country. Tertiary institutions in Nigeria cannot achieve their stated goals without effective job performance of lecturers.

According to Kazimoto (2016), job performance refers to the quantification of definite result or output of employees against the established goals. Osawe (2015) explained job performance as a yardstick to gauge the extent of employee's effectiveness in a given assignment measured against correctness, completeness, speed and cost. Genzorová (2017) elucidated job performance as work targets, objectives, standards or expected outcomes realised by employees within a given time or either personally or as a team. Annabel et al. (2022) posited that job performance of lecturers is measured on their productivity in teaching, community services and research. Awodiji et al. (2020) opined thatjob performance means the degree of lecturers' effectiveness in reference to their responsibilities in their institutions. Onoyase (2017) viewed job performance as the outcome dimension which has to do with the degree to which lecturers are able to actualize educational outcomes anticipated from them. Igukor (2018) elucidated job performance as the extent to which lecturers carry out their official duties aimed at realising the institutional goals. It is ascribed to the degree to which lecturers useskills to respond to their official duties, so as to enhance productivity of the institutions. Job performance is also seen the efforts made by lecturers in higher institutions of learning in the areas of teaching, research, and community services towards actualisation of the stated goals.

Research can be described as the process of identifying a problem and exploring systematic and scientific methods towards examining it, for the purpose of arriving at a plausible solution. Mustapha (2014) defined research as the production of new knowledge or utilising already created knowledge in a different and innovative way so as to create new concepts, understandings, inventions and methodologies. It involves systematic examination of previous researches, to be able to produce or creative new findings. Ladipo (2022) observed that research is seen as a methodical investigation to discover new facts, with the purpose of gaining knowledge to address or solve a problem. Agbonna et al. (2022) maintained that lecturers' research role covers carrying out investigations on recognised problem(s), presenting the findings on such problems in seminars or conferences and publishing the findings in textbooks or journals. Basiru (2018) asserted that research efficiency is a great determinant as well as a reliable yardstick for measuring how lecturers have performed their job over a certain period of time

Community services refer to the services rendered by lecturers apart from teaching and research, either within or outside institutions, for the purpose of facilitating effective actualisation of the institutional goals, improving people's lives in their societies or contributing to the national development. Abdulkadir and Omotayo (2023) maintained that community service is another aspect of lecturers' job performance in College of Education in Nigeria. It could be performed alone or in collaboration with other lecturer(s) to one's community, department, school, college and country at large. Agbionu et al. (2019) stated that every lecturer is expected to carry out community services within and outside institution. The services range from being Head of Department, Dean of School or Faculty, an external supervisor, an adviser of student societies and a committee member within or outside institution. Arogundade and Adesola (2022) stressed that lecturers engage in community services by organising seminars on adult literacy or skill acquisition for the less privileged in their communities in order to make them have positive impacts on the communities.

Teaching is the process by which a teacher transmits skills, knowledge or information to students, so as to influence their behaviour for learning to take place. Erasmus (2018) opined that teaching is the act of transferring knowledge to students by teacher. It encompasses conveyance of information to students for them to increase in knowledge. In educational institutions, teaching could take place within or outside lecture rooms, especially in laboratories. Onwuagboke and Singh (2015) defined teaching as the process by which teachers use all human interactive skills to facilitate learning in the classroom situation. It involves application of series of instructional strategies to pass information to students for learning to take place. Agbonna et al. (2022) believed that the teaching role of lecturers encompasses preparation and presentation of lectures, assessment, marking and grading of scripts, supervision of students' project and production of teaching materials for students. Obadare (2018) asserted that there is need for lecturers to build an enabling environment that would facilitate smooth exchange of ideas between students and them for the purpose of actualising instructional objectives. Nwafor (2017) opined that in passing information to students, lecturers need to understand how to make us of various methods, approaches, techniques and strategies, so as to accomplish the stated goals.

Statement of the Problem

As observed by the researchers, in addition to the information derived from some students and heads of departments in Colleges of Education, Osun State, job performance (teaching, research & community service) of some lecturers appears not effective. For instance, some lecturers do not have the skills to personally conduct research and publish while some possess the wherewithal to do it but they are not dedicated to it, despite that it is an exercise which every academic should be highly known for. Teaching of some lecturers is not fascinating as they don't have good communication skills, not effective in instructional delivery, deficient in development of course materials for students and to cap it all, not passionate about ensuring that knowledge is passed to students in a way which would facilitate effective learning. In addition, the attitude of some to community services within the campus is not inspiring, especially when they are saddled with task(s) via membership in committees at the Departmental or School level and even by the Management. Also, they are not ready to render services towards helping students to solve some academic problems. All these are pointers to ineffective job performance and could be affecting actualisation of the College goals.

Some researchers had conducted various studies related to this present study. For instance, Agubosim et al. (2023) conducted a study on job satisfaction and job performance among university staff in Nigeria. The finding of the study revealed that there was significant relationship between job satisfaction and job performance. Abdulkadir and Omotayo (2023) carried out a research on capacity building as correlate of academic staff job performance in North-central Nigerian State Colleges of Education. The study found that significant relationship existed between capacity building and academic staff job performance. Obalowu (2020) investigated work environment and lecturers' job performance in Colleges of Education in Kogi State, Nigeria. The findings showed that there was a significant relationship between work environment and lecturers' job performance. Abolore (2019) examined the challenges facing lecturers' effectiveness in Colleges of Education in Edo State, Nigeria. The study found that the challenges facing lecturers' ineffectiveness were ineffective capacity building, inadequate salary, poor work environment, poor access to internet and inadequate teaching and learning materials. Olanipekun (2018) conducted a study on motivation and lecturers' job performance in tertiary institutions in Bauchi State, Nigeria. The study found that there was a significant relationship between motivation and lecturers' job performance. However, none of these studies focused on factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria and this necessitated the reason the study was conducted so as to fill the observed academic gap.

Objectives of the Study

The objectives of the study were to:

i. examine the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria;
ii. determine the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' status;
iii. investigate the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' institution; and
iv. assess the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' age.

Research Questions

The following research question was raised.

i. What are the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria?

Research Hypotheses

The following research hypotheses were formulated.

Ho_1: There is no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' status.

Ho_2: There is no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' institution.

Ho_3: There is no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' gender.

Methodology

The study adopted descriptive research design of survey type. The scope of the study was limited to the only two public Colleges of Education in Osun, Nigeria which were Federal Colleges of Education, Iwo and Osun State College of Education, Ila-Orangun. Two hundred and forty-seven lecturers in the two institutions constituted the study population. Proportionate sampling technique was used to select 50% of the population in each institution, that is, 59 lecturers out of the 118 in Federal College of Education, Iwo and 124 lecturers out of the 247 in Osun State College of Education, Ila-Orangun to arrive at a total of 183 respondents. Questionnaire designed by the researchers and tagged, 'Factors Responsible for Ineffective Job Performance among Lecturers in Colleges of Education Questionnaire' was utilised to elicit information from respondents. The instrument had sections A and B. Section A contained demographic information of the respondents while Section B consisted of items on the factors responsible for ineffective job performance. The questionnaire was validated by three experts and its reliability test carried out generated a reliability coefficient of 0.81. Mean and Standard Deviation was used to answer the research question, Analysis of Variance was used to test hypothesis one while t-test was used to test hypotheses two and three. Out of the 183 copies of questionnaire distributed, only 175 copies filled and collected were used for analysis. Mean scores below 2.50 were adjudged 'Disagree' while the mean score from 2.50 and above was considered 'Agree'.

Results

Research question 1: What are the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria?

Table 1

Factors Responsible for Ineffective Job Performance among Lecturers in Colleges of Education in Osun State, Nigeria

S/N	Items	$\overline{X}$	SD	Decision
1.	Poor possession of skills required for effective services delivery	3.94	0.89	Agree
2.	Poor power supply	4.42	1.55	Agree
3.	Shortage of current textbooks in the College library	4.08	1.36	Agree
4.	Poor motivation of lecturers by the employer	4.77	1.52	Agree
5.	Ineffective recruitment process	3.69	1.11	Agree
6.	Lack of thorough supervision of lecturers while performing their duties	3.95	1.34	Agree
7.	Poor access to internet service within the campus	2.97	0.60	Agree
8.	Lecturers' engagement in personal activities to augment their salaries due to economic hardship	4.51	1.48	Agree
9.	Poor commitment to capacity building of lecturers by the Management	3.88	1.24	Agree
10.	Shortage of instructional resources in the laboratories	3.76	0.77	Agree

Mean scores: 0.01-2.49 = Disagree; 2.50-5.00 = Agree

Table 1 presents the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria. As shown on the Table, items 1, 2 3, 4 and 5 (poor possession of skills required for effective services delivery, poor power supply, shortage of current textbooks in the College library, poor motivation of lecturers by the employer & ineffective recruitment process) had means scores of

3.94, 4.42, 4.08, 4.77 and 3.69 respectively and as such adjudged agree. Also, items 6, 7, 8, 9 and 10 (Lack of thorough supervision of lecturers while performing their duties, poor access to internet service within the campus, lecturers' engagement in personal activities to augment their salaries due to economic hardship, poor commitment to capacity building of lecturers by the management & shortage of instructional resources in the laboratories) had mean scores of 3.95, 2.97, 4.51, 3.88 and 3.76 and as such considered agree.

Ho_1: There is no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' status

Table 2

Factors Responsible for Ineffective Job Performance among Lecturers in Colleges of Education in Osun State, Nigeria Based on Lecturers' Status.

Source	Sum of Squares	df	Mean Square	Cal. F-ratio	p-value	Decision
Between Groups	15.339	3	.338			
Within Groups	19.262	172	.161	2.55	.068	Ho_1 Accepted
Total	34.601	175				

Table 2 shows the cal.F-ratio (2.55) and the p-value (.068) that is greater than the level of significance (0.05). Hence, the null hypothesis one (Ho_1) was accepted. This depicts that there was no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' status.

Ho_2: There is no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' institution

Table 3

T-test Showing the Difference in the Factors Responsible for Ineffective Job Performance among Lecturers in Colleges of Education in Osun State, Nigeria Based on Lecturers' Institution

Institution	N	$\bar{X}$	SD	Calculated t-value	p-value	Decision
Federal College of Education, Iwo	54	4.17	1.29	2.44	.073	Accepted
Osun State College of Education, Ila-Orangun	121	3.83	0.90			

Table 3 shows the calculated t-value (2.44), mean difference of 0.17 and the p-value (0.73) which is greater than the significance level (0.05). Hence, hypothesis two was rejected. This shows that there was no

significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' institution.

Ho_3: There is no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' gender.

Table 4

T-test Showing the Difference in the Factors Responsible for Ineffective Job Performance among Lecturers in Colleges of Education in Osun State, Nigeria Based on Lecturers' Gender.

Gender	N	$\bar{X}$	SD	Calculated t-value	p-value	Decision
Male	109	4.11	1.34			
				2.27	.068	Accepted
Female	66	3.89	0.85			

Table 4 shows calculated t-value (2.22), mean difference of 0.22 and the p-value (0.68) which is greater than the significance level (0.05). Hence, hypothesis three is accepted. This shows that there was no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' gender.

Discussion of Findings

The findings of the study revealed that the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria were driven by poor possession of skills required for effective services delivery, poor power supply, shortage of current textbooks in the college library, poor motivation of lecturers by the employer, ineffective recruitment process, lack of thorough supervision of lecturers while performing their duties, poor access to internet service within the campus, lecturers' engagement in personal activities to augment their salaries due to economic hardship, poor commitment to capacity building of lecturers by the management and shortage of instructional resources in the laboratories. This finding supports the finding of Noah (2018) which revealed that the factors responsible for poor job performance of lecturers in Colleges of Education in Kwara State were poor dedication to teaching profession, inadequate teaching and learning resources, inadequate fund, poor supervision, poor motivation of lecturers and inadequate professional development of lecturers.This finding also agrees with the finding of Aderemi (2020) which revealed that epileptic power supply, poor access to internet service, poor motivation of lecturers, inadequate availability of current textbooks in the College libraries were the factors responsible for ineffective job performance among lecturers in tertiary institutions in Kogi State, Nigeria.

The findings of the study showed that there was no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' status. This finding is in tandem with the finding of Noah (2018) which revealed that there was no significant difference in the factors responsible for poor job performance of lecturers in Colleges of Education in Kwara State based on lecturers' status. This finding also corroborates the finding of Aderemi (2020) which revealed that there was no significant difference in the factors responsible for ineffective job performance among lecturers in tertiary institutions in Kogi State, Nigeria based on lecturers' status.

The findings of the study showed that there was no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on

lecturers' gender. This finding confirms the finding of Olanipekun (2018) that there was no significant difference in the factors contributing to ineffective lecturers' job performance in tertiary institutions in Bauchi State, Nigeria based on institution. Also, this finding of Noah (2018) alsoshowed that there was no significant difference in the factors responsible for poor job performance of lecturers in Colleges of Education in Kwara State based on lecturers' institution.

The findings of the study showed that there was no significant difference in the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State, Nigeria based on lecturers' institution. This finding corroborates the finding of Abolore (2019) which showed that there was no significant difference in the opinions of lecturers on the factors challenging lecturers' effectiveness in Colleges of Education in Edo State, Nigeria.

Conclusion

The study concluded that the factors responsible for ineffective job performance among lecturers in Colleges of Education in Osun State were poor power supply, poor access to internet service within the campus,shortage of current textbooks in the college library, ineffective recruitment process, lack of thorough supervision of lecturers while performing their duties, shortage of instructional resources in the laboratories, poor possession of skills required for effective services delivery,poor motivation of lecturers by the employer,lecturers' engagement in personal activities to augment their salaries due to economic hardship and poor commitment to capacity building of lecturers by the management. Also, gender, institution and status did not cause any significant difference in the opinions of the lecturers on the factors responsible for ineffective job performance.

Recommendations

The study recommended that:

i. there is need for the managements of Colleges of Education to properly conduct recruitment exercise in order to ensure that applicants who possess the required teaching skills, knowledge, and high level of passion for teaching profession are recruited, so that there could be improved lecturers' job performance in the institutions;

ii. government should provide adequate funds for the institutions to help the managements provide stable power supply, internet service, adequate current textbooks, adequate laboratory gadgets and regular and periodic capacity building through seminars, workshops and conferences, so as to enhance lecturers' job performance;

iii. managements of the institutions should intensify effort in monitoring how lecturers are imparting knowledge to students in lecture rooms, for the purpose of having firsthand information about their weaknesses, so that necessary decisions could be taken to enhance their job performance;

iv. governments should sincerely and instantly find solutions to the worsening economy in Nigeria and provide improved motivation for lecturers through salary increment and stable provision of fringe benefits, so as so make them exhibit positive attitudes which would boost their job performance.

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