JOB ANALYSIS AND STAFF PERFORMANCE IN PUBLIC COLLEGES OF EDUCATION IN KANO STATE, NIGERIA

BY

Magaji Minjibir ADO

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, KADUNA STATE,
NIGERIA

JULY, 2018

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Magaji Minjibir ADO
B.Ed. ABU, Zaria 2010
P16EDFC8505

A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFULLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE (M.ED) IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA

JULY, 2018

DECLARATION

I hereby declared that the work in this thesis titled Influence of Job Analysis on Staff Performances in Colleges of Education in Kano State has been performed/conducted by me in the Department of Educational Foundations and Curriculum in Ahmadu Bello University, Zaria under the supervision of Dr. Musa Idris Harbau and Dr. A.A. Igunnu. The information derived from the literature has equally been duly acknowledged in the references. No part of this thesis was previously presented for the award of another Degree or Diploma at any university.

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Magaji Minjibir ADO **DATE**

P16EDFC8505

CERTIFICATION

This thesis titled Influence of Job Analysis on Staff Performances in Colleges of Education in Kano State, by ADO, Magaji Minjibir meets the regulations governing the award of the Masters Degree of Education (M.Ed Educational Administration and Planning) Ahmadu Bello University, Zaria and is hereby approved for its contribution to knowledge and literary presentation.

…… ……
DR. M. I. Harbau Date
Chairman, Supervisory Committee

…… ……
DR. A. A. Igunnu Date
Member, Supervisory Committee

…… ……
DR. M. I. Harbau Date
Head of Department

…… ……
PROF. A. Z. Abubakar Date
(Dean, Postgraduate School)

DEDICATION

This work is dedicated to the Family of late Alhaji Ado Maiunguwa Minjibir, my beloved wife Na'imatu Bashir and children Sunusi Magaji Ado, Saddiqa Magaji Ado and Khadija Magaji Ado for their love and support.

ACKNOWLEDGEMENTS

Praise and infinite thanks be to the Almighty Allah (SW), may His peace and blessing be upon His most beloved exalted servant, Prophet Muhammad (Peace Be Upon Him). My thanks and praises are due to the Almighty Allah (SWT) who accorded me with this golden opportunity to accomplish this great academic pursuit successfully.

I wish to sincerely express my profound gratitude to my ever helpful and committed supervisors; Dr. M. I Harbau and Dr. A. A Igunnu for their tireless guidance, endurance, scholastic guidance, professional criticism and corrections, without which this work could not have been accomplished. I sincerely appreciate and acknowledge the immeasurable support given to me by my lecturers, Prof. B. Maina, Dr. E.I. Makoju and Dr. A.M. Jumare for the numerous times spent with me correcting my work despite their tight schedules and numerous academic engagements. My special gratitude goes to all my lecturers in the Department of Educational Foundations and Curriculum.

I also wish to acknowledge with indomitable gratitude and appreciation the exceptional support, encouragement and assistance from my elder brother, Comrade Kabir Ado Minjibir, the Nigeria Labour Congress (NLC) Chairman, Kano State.

ABSTRACT

This study is entitled Job Analysis on Staff Performance in Public Colleges of Education in Kano State, Nigeria. Five objectives were set some of which are to examine the influence of recruitment process on staff performance in Colleges of Education in Kano State, find out the influence of job design on staff performance in Colleges of Education in Kano State, ascertain the influence of job description on staff performance in Colleges of Education in Kano State, assess influence of job specification on staff performance in Colleges of Education in Kano State, and determine the influence of training and development on staff performance in Colleges of Education in Kano State. Five research questions were asked in line with objectives and five null hypotheses were postulated and tested at P < 0.05 level of significance. Descriptive survey design was adopted for the study. The population of the study was 346 staff, consisting of 24 management staff, 180 academic staff and 142 non-academic staff in the three Colleges of Education in Kano State. The sample size was determined through proportionate stratified random sampling technique. A 50- item structured questionnaire titled "Job Analysis on Staff Performance Questionnaire (JASPQ)" was used as instrument for data collection. The reliability of the instrument was confirmed using test-retest method for testing stability over time, computed using Pearson Product Moment Correlation method and the value obtained was 0.82. The data collected were analysed by using frequency tables to answer the research questions, while Pearson Product Moment was used to test the null hypotheses. The results of the study revealed that both federal and state public Colleges of Education in Kano State complied with approved guidelines on staff recruitment; that public Colleges of Education in Kano State were designed into a structure of schools, departments and units as well as functional positions and offices; that job behavior required in terms of roles, duties, and responsibilities of functional positions and offices were clearly described and that the associated standard features of job specification in the Colleges of Education in Kano State were apparently employed in the process of recruitment or assigning of official positions to staff. Also training and development programmes in Colleges of Education in Kano State enhanced staff productivity and effectiveness due to active participation in national and international seminars, workshops, conferences and self-development efforts through readings of current and related articles in journals and other sources. Some of the recommendations made are: that Colleges of Education should maintain the standard of recruitment processes adopted in the employment of competent management, academic and non-academic staff; that adequate provision of job design such as placement and posting of staff into functional positions and offices should be based on training, qualification and experience of staff so as to facilitate goal attainment; that the Colleges should ensure that Staff training and development is regular and continuous and should not be sporadic.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There has been expression of great concern from different scholars, policy makers and various stakeholders in education on the gross failure of the Colleges of Education in Nigeria to provide the needed competent and professional teachers to Primary and Junior Secondary Schools in Nigeria, which is the primary objective of establishing them. The failure of the institutions to actualize the objective of establishing them has precipitated and warranted call for scrapping the institutions, which was momentum in 2008 and 2010 when there was strong move and recommendations for the complete scrapping of Colleges of Education and the Nigeria Certificate in Education (NCE) programme offered by the institutions nationwide. Scholars have strong divergent views on the unsuccessful attempts; some scholars are skeptical or pessimistic about the whole idea, as according to them, scrapping Colleges of Education and the Nigeria Certificate in Education (N.C.E.) programme would result in the mass production of unprofessional, unqualified and ill-competent teachers, especially at the primary and Junior Secondary Schools level (Adebayo, 2010). Emphasizes was made to retain the system for the provision of solid and sound educational foundation, specifically, at the primary school levels. In addition, others scholars argue that without Colleges of Education, the entire educational system in the country would inevitably collapse.

On the other hand, other scholars and researchers (Halliru, 2012, Ibrahim, 2012, Auta, 2012 Timothy, 2014 and Ndalaye, 2014) are optimistic and in strong support of the idea of scrapping N.C.E. programme and the awarding institutions, (Colleges of Education). According to them, Colleges of Education like the Teachers Training Colleges (the

latter has already been scrapped) have failed to produce the needed or expected competent and professionally-based teachers to teach in Primary and Junior Secondary Schools in Nigeria. This assertion is supported by the findings of numerous researchers (Ndalaye, 2014 and Timothy, 2014). The gross failure of Colleges of Education to achieve the basic primary objective of establishing them is, according to experts, attributed to the quality of staff employed by the institutions, poor or wrong placement of staff, job description, specification, assigning of responsibilities and the employment of wrong personnel who were incapable of giving the optimum services for the successful realization of the institutions goals and objectives (Auta, 2012). Similarly, Halliru (2012) discovered poor and wrong placement of staff in some Colleges of Education in North Central States of Nigeria, as a manifested evidence to justify the failure of Colleges of Education in producing academically and professionally qualified persons as teachers, as provided for as part of the goals of Teacher Education in the National Policy on Education (2004). In the same vein, Timothy (2014) discovered that the problems associated with Colleges of Education in Nigeria, especially in their gross failure to produce the expected qualified and competent teachers to teach at the primary schools levels are precipitated by the problems revolving around Job Analysis and Description.

The employment process of staff in Nigerian Colleges of Education, and the associated Job Analysis and Description especially on the type of academic and non-academic staff needed to work in different units, department and sections, as well as the pre-requisite skills, qualifications and abilities they are required to possess, in order to perform the specified responsibilities assign to them effectively are strictly guided and regulated by the Colleges of Education regulatory body, the National Commission for Colleges of Education, N.C.C.E. However, Timothy (2014) discovered evidence of non-compliance

with the set Minimum Standard for Job Analysis in some Colleges of Education in Nigeria. The National Commission for Colleges of Education, as a regulatory body for the Colleges of Education in Nigeria is mandated to ensure that Colleges of Education employ the services of relevant personnel and also place in position, departments and assigned with responsibilities relevant to their ability, training and area of specialization. In order to ensure conformity with the Job Specification and Description, the regulatory bodies conduct accreditation exercise at regular intervals. The primary objective is to assess the level of conformity to specified standard. Conversely, Auta (2012) and Halliru (2012) opined that the accreditation exercise is adversely affected by numerous problems; corruption, double-standard, perjury and hiring of competent staff from some other institutions to serve or disguise as permanent staff, while the employed incompetent staff were hidden. These seeming problems can negatively affect the standard and well specified job analysis and description, which in turn affect the outcome or productivity of colleges of Education in Nigeria (Ibrahim, 2012).

Effective Job Analysis and Description are seen by scholars (Jackson, 2012; Ash, 1988; Dong, 1990; Lawrence, 1990 as cited in Jacobson, 2013) as essential pre-requisite for the optimum realization of formal organizational objectives. According to them, Job Analysis entails both the Job Description in form of the scope, nature, and the role expected from the employee, as well as the job specification. In another word, Job Analysis encompasses the process of selection a competent staff, placement and positing to appropriate departments or units (environment), assigning of duties or responsibilities in accordance with the training or discipline of staff, giving additional training for the upgrading of staff skill and performances, as well as the evaluation of staff performance. Base on these activities inherently associated with Job Analysis, one can see that Job Analysis is set to regulate the employment of staff, performance,

effective discharge of responsibilities and positive outcome. It is based on this background that, a general consensus among scholars is warranted, that effective Job Analysis is essential for the success of formal organization and vice-versa. In view of this, many scholars, researchers and policy makers attributed the failure of Colleges of Education in achieving the objectives of establishing them to poor Job Analysis. The problem or gross failure of the Colleges of Education to provide professionally sound teachers for the Primary and Junior Secondary Schools level which many seen are caused by the poor Job Analysis especially in employing the required staff to work in the institution for the optimum realization of the goals and objectives for establishing them serves as the basis or background for the study. The study is therefore an attempt to evaluate the influence of Job Analysis in Colleges of Education with a view to determine its influence on the Job Performance.

The study is an attempt to rationally and empirically study or evaluate the influence of Job Analysis on the staff performances in Colleges of Education in Kano State with a view to critically assesses the relevance of assigned responsibilities to staff, both management, academic and non-academic to their professional discipline and training. In addition, the appropriateness of placement or posting of staff to departments and existing units in the three (3) Colleges of Education in Kano State be examined.

1.2 Statement of the Problem

The fundamental aim for establishing Colleges of Education in Nigeria is for the production of high quality teachers who are capable of transforming the future generation of Nigerians at the basic education level (NCCE, 1992; 2016). To achieve this laudable objective, the Colleges of Education should adopt human resource management practices that ensure effectiveness and high quality products and it is

through effective analysis of available positions in an organization that leads to the appropriate delineation of duties and responsibilities.

For every organization to achieve the desired objective for establishing them, it must consider the quality of its human resources, the quality of these resources (personnel) depends on the type of employees working in the different sections of the organization. Most of the Colleges of Education embark on recruitment drive without recourse to stipulated processes and procedures involved in employment of individuals into various positions. It is discovered that the perennial problem of poor recruitment processes and procedures affect the quality of products of any organization as witness in the Colleges of Education as people are placed in wrong positions in the various functional areas in the organization. The organizational structure as well as classification and placement of staff in Colleges of Education in Kano State guided by the principles of job Analysis, job design, job description, and job specification resulted in job performances. These situations created the need for an evaluation of the influence of job analysis on staff performance in Colleges of Education in Kano State.

Every position in an organization has defined duties and responsibilities requiring specified quality of human resourcefulness to perform such obligations assigned to it, what to do and how to do it are the basic tools of productivity to achieve the organizational goals. The attainment of these goals therefore requires demand for appropriate classification and placement as well as training and retraining of personnel in order to meet the requirements necessary to perform optimally in each of the position in the organization. However most organization within the public service in Nigeria embarked on recruitment drive without recourse to stipulated processes and procedures involved in employment of individuals into various positions. In some organizations, available vacancies are not subjected to the advertisement through which description

and specification of jobs are clearly defined and where this is done, either the federal character principle overshadows the merit system or the other primordial sentiments are giving priority of consideration above the desired requirements based on the expectation of the job design, job description, job specification and job performance. As a result of inadequate orientation and reorientation as well as the neglect for the need to periodically train and retrain become an inherent part of the public institutions.

1.3 Objectives of the Study

Study was set to achieve the following objectives:

1. examine the influence of recruitment process on staff performance in Colleges of Education in Kano State;
2. find out the influence of job design on staff performance in Colleges of Education in Kano State;
3. ascertain the influence of job description on staff performance in Colleges of Education in Kano State;
4. assess the influence of job specification on staff performance in Colleges of Education in Kano State; and
5. determine the influence of training and development on staff performance in Colleges of Education in Kano State.

1.4 Research Questions

The following research questions were asked to guide the study:

1. How does the recruitment processes influence staff performance in Colleges of Education in Kano State?
2. Do the attributes of job design have influence on staff performance in Colleges of Education in Kano State?
3. How does job description influence staff performance in Colleges of Education in Kano State?
4. Does job specification influence staff performance in Colleges of Education in Kano State?
5. How does staff training influence staff performance in Colleges of Education in Kano State?

1.5 Research Hypotheses

The following null Hypotheses were formulated to guide the study:

Ho_1: There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence of recruitment process on staff performance in Colleges of Education.

Ho_2: There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence of job design on staff performance in Colleges of Education in Kano State.

Ho_3: There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence of job description on Staff performance in Colleges of Education in Kano State.

Ho_4: There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence of job specification on Staff performance in Colleges of Education in Kano State.

Ho_5: There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence of training and development on staff performance in Colleges of Education in Kano State.

1.6 Basic Assumptions

The study was on the assumption that:

1 Whenever staff are properly recruited with clear division of labour, the institution will achieve the organizational objectives;

2 When jobs are clearly designed for every staff, the staff will perform better;

3 When jobs are well described for each staff, it is expected that mistakes will be minimized and performance will be improved;

4 Where ever there is proper job specification, performances of staff will be boost;

5 Whenever jobs are carefully analyzed, it is expected that there will be a high level of performance from the staff for the management of the institution.

1.7 Significance of the Study

Finding of the study is of significant importance to stakeholders in education, policy makers and implementers, academic and non-academic staff of Colleges of Education,

as well as researchers. Findings of the study are will provide objective, rational and clarified information on the compliance or otherwise of the Colleges of Education with minimum standard for Job Analysis in the tertiary institutions (Colleges of Education). Similarly, the level of conformity or non-conformity would provide room for the stake holders concerned to determine the worthiness, accuracy and relevance of the various accreditation report submitted to them at regular intervals by the accreditation body (ies). As the Provost of Colleges of Educations are part of the major stakeholders of Colleges of Education, findings of the study would provide a clarification and provide objective insight on the negative consequences on the Colleges of Education as a result of the indiscriminate abuse of Job Analysis, especially in the effective administration of the institutions as formal organization, as well as the repercussions on the optimum realization of the stated objectives of the institutions.

Findings of the study are of significant importance to policy makers and implementers, specifically, on those factors or aspects related to Job Analysis and how they influence or determine the successful implementation of policy. This is essential based on the fact that policy implementation is to a large extent determined by the effectiveness of Job analysis in a given organization (Frank, 2005 cited in Maishanu, 2012). In view of this, findings of the study would provide an insightful and useful clarification on how Job analysis affects policy implementation in tertiary educational institutions of learning.

Findings of the study is also of significant importance to academic and non-academic staff of the Colleges of Education is on those various issues related to Job Analysis; first, findings of the study increased staff awareness on what the formal organization expected from them as employed staff and how best to perform their assigned responsibilities for the effective realization of the institutional objectives. Second,

findings of the study encourage staff consciousness and readiness to accept placement or posting appropriately relevant to their professional qualification, ability and skills. In addition, findings of the study is expected to provide clarification on the negative consequences of the rigorous and massive assigning of administrative responsibilities that are not in any way related to academic activities but attached or given to academic staff to the detriment of academic activities in the Colleges of Education. This is equally based on the complains and concerns raised by many as a result of the influence of politics and nepotism which characterized the process of staff posting, placement and assigning responsibilities, as such it is the expectation of this study that the findings would provide the negative consequences of such act, especially in the successful and functionality of Colleges of Education as formal organizations.

Finding of the study is of significant importance to scholars and researchers, especially in Educational Administration and other relevant disciplines in the provision of various avenues for conducting other studies. It is also expected to spur more researchers' interest in conducting studies in the area of Job Analysis at the various levels of Nigerian education in order to empirically ascertain the role or influence of Job Analysis on many aspects, such as policy implementation, effective administration, maximum outcome, task performance and planning.

1.8 Scope of the Study

The scope of the study is limited to the influence of Job analysis. However, Job analysis is a multi-dimensional concept which has a wider scope. It embraces various activities and components such as, job description, processes involved in recruitment of staff, selection, placement, assigning responsibilities, performance, training and retraining. In view of the context of this study, the scope is limited to the area or aspect of evaluating

Job analysis as advocated in the theoretical framework of Fleming's Work Oriented Approach. These scope for the influence Job analysis in formal organizations are the professional requirements and skills needed to discharge the assign responsibilities competently and effectively, the environment or place where an employer is placed or posted to do his work, as well as the extent to which the assigned responsibilities to specified staff are conducted (Job Performance). In other word, Job analysis will be done in the context of this study via the assessment of assigned responsibilities or duties, professional and other stipulated mandatory requirements needed to perform the assigned responsibilities effectively, and also, Job Performance.

The study is delimited to three Public Colleges of Education in Kano State. That is Federal College of Education, Kano (FCE, Kano); Federal College of Education (Technical), Bichi (FCE (T), Bichi) and Sa'adatu Rimi College of Education, Kumbotso, Kano (SRCOE, Kumbotso). The population, sample and data for the study are to be drawn and collected from the delimited area of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature Review is the systematic study of all existing works that are relevant to research or study. It is concerned with locating, evaluating and citing reports related research or studies (Nkapa, 1997 as reported in Bello, 2014). In order to set a frame work of the study, this chapter reviewed related literature on the theme of the study and its inherent features. Therefore, the following literary opinions were reviewed under the following sub-headings:

Conceptual framework:

Job Analysis;

Recruitment;

Job design;

Job description;

Job specification;

Training and development;

Job performance;

Job Evaluation;

Theoretical Framework;

Empirical Reviews; and

Summary.

2.2 Conceptual Framework

In any study on any subject, it is necessary at the beginning to have a conception of the subject with some sort of definitions so as to be able to do proper justice to the study. Further, Analysis of the subject in an objective manner is also necessity, it has been tried, in this chapter to look at Job Analysis and its related concepts to form a conception of them along with analysis of various definitions put forth by various scholars to adopt a definition found suitable for the study.

2.2.1 Concept of Job Analysis

Scholars in the field of psychology and human resource management expressed different ways in their respective perception on the meaning, nature, features and processes of job analysis in organizations. Some scholars' perspective was narrow in scope, others went further to explore the meaning, nature, features and processes of job analysis.

According to Flippo (1983:110), job analysis is the process of studying and collecting information relating to the operations and responsibilities of a specific job. Therefore, job analysis can be described as the process to determine and describe the content of jobs. The description needs to be clear and understandable so that any jobs can be communicated to anyone who might require the information for management purposes.

Cole and Kelly (2011) defined job analysis as the process of collecting, analyzing, and setting out information in order to provide the basis for the job description and data for recruitment, training, job evaluation and job performance management. He added that job analysis concentrates on what job holder do and achieve. It identifies the tasks that job holders undertake and the outcomes and outputs they expected to produce. Outcomes are the result of performances expressed as something that has been attained,

such as tasks or a project. Outputs they are the results of performance expressed in quantified terms such as sales volume, income generated or units of production.

Fischer (2010) in Ameenu (2014) opined that job analysis involves the identification and description of what is happening in the job. He emphasized that it accurately and precisely identifies the required task, knowledge, and skills necessary for performing them and the conditions under which they must be performed.

According to Aswathappa (2013), job analysis is the process of collecting job related information that should include knowledge, skills and ability (KSA) which help in preparation of job description and job specification. He stressed that job analysis if properly done will enhances the effectiveness of all human resource activities which will result to the achievement of the organizational objectives.

Edwin (2009) in Ameenu (2014) perceived job analysis as the process of getting detail information about the job. He viewed job analysis as a technical procedures used to define the duties, responsibilities, and accountabilities of a job. Rosemary (1997) defines Job Analysis as a, "Systematic and analytical process (es) used in different of field to understand, describe and classify jobs. It methodologies involve the provision of detailed information concerning major tasks, environmental condition and the physical, cognitive and emotional capacities required for the average worker to perform a job".

This definition provides features associated with Job Analysis. First, the definition depicts the concept as a systematic process which involves a step-by-step procedure for the sole purpose of understanding, describing and classifying job. It further shows that, Job Analysis is designed to provide elucidating and explicit information about a specific job. Second, Job Analysis involves detailed information concerning the requirements and skills needed to perform a given assignment. Similarly, the definitions provide two

different perspectives on the concept; one, the capabilities or skills needed from the part of the employee to perform the assign duties competently. Two, there is the environmental condition, which signifies the placement of staff in appropriate environment relevant to his skills, experiences, training and qualifications. Another obvious feature of Job analysis as depicted in the definition is that of applicability' that is to say job analysis is applicable or can be used in any formal organization irrespective of discipline or professional affiliation.

Delan (1990) as reported in Brannick, (2007) defines job analysis as, "the process use in the collection of information about the duties, responsibilities, necessary skills, outcomes and environment of a particular job". This definition relates significantly with that given by Rosemary (1997). The definition equally indicates job analysis as process which involves collection of information about responsibilities and duties of a given specific jobs, the required skills needed to perform the job efficiently as well as the appropriate environment appropriate to employers skills and capability to discharge the assigned duties effectively. Xing (2000 as reported in Brannick, 2007) defines the concept as, "a procedure employed to identify the content of a job in terms of activities involved and attributes of a job in terms of activities involved, as well as the requirements needed to perform the activities". In addition, Wilson (2007) provides an explicit and simple definition of job analysis as "a job description which describes the duties of employer, the nature and condition of work, and also some basic qualification for the job" In the same vein, Samuel (2000 as cited in Maishanu, 2012) defines job analysis as, "the process of gathering and analyzing information about the content and the human requirements of job, as well as the context in which jobs are performed". Also, Frederick (2000 as reported in Maishanu, 2012) defines the concept as methods

used to accumulate information regarding the duties, responsibilities, compulsory skills, outcomes and the work environment of particular job.

2.2.2 Concept of Recruitment

The concept of recruitment or employment activities is open to many interpretations in the sphere of human resource management. For instance, Aswathappa (2013) defines recruitment as process of searching for and obtaining applicants for jobs, from among whom the right people can be selected. He added that it involves the process of attracting and obtaining as many applicants as possible from eligible job seekers .It is the overall process of attracting, selecting and appointing suitable candidates for jobs. Attracting candidates is primarily a matter of identifying, evaluating and using the most appropriate sources of applicants.

Armstrong (2012) sees recruitment as the process of finding and engaging the people that the organization needs. He emphasized it as the process of searching the right candidates to occupy a particular position within an organization and the set of activities used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organizations can select each other in their own interest.

Recruitment is a vital function of human resource management for any type of business organization. This term refers to the process of attracting and choosing candidates for employment. Egwu (2004) defined recruitment or employment as the process by which personnel or manpower resources are made available through appointment as in the case of board members, or directors of government enterprises especially in public organization. Thus, the overall aim of recruitment within the organization is to obtain the number and quality of employees that are required to satisfy the strategic objectives of the organization, at minimal cost (Ofori & Aryeetey, 2011).

As illustrated by Okoh (2005) recruitment is the process of finding and attracting suitably qualified people to apply for job vacancies in the organization. It is a set of activities an organization uses to attract candidates who have the needed abilities and attitudes. Recruitment is the process of generating a pool of qualified applicants for organizational job vacancies. For Ofori and Aryeetey (2011) recruitment is the process of generating a pool of competent individuals to apply for employment within an organization.

The general purpose of recruitment according to Gamage (2014) is to provide the organization with a pool of potentially qualified candidates for the job. The quality of human resource in an organization highly depends on the quality of applicants attracted because organization is going to select employees from those who were attracted. In the same vein, Henry and Temtime (2009) construed recruitment as the entry point of manpower into an organization and the path an organization must follow from there on in order to make sure that they have attracted the right individuals for their culture and vibes so that the overall strategic goals are achieved .

2.2.3 Concept of Job Design

Job design has developed a great deal of interest in the area of HRM during the recent decades. Job design according to Muhammad (2009) is the process to which jobs are structured and stimulated with motivational factors which contributed to the attitudinal and behavioural job performance outcomes.

Tarrington et al, (2011) in Truss (2013) perceived job design as, "the process of putting together a range of tasks duties and responsibilities to create a composite for individuals to undertake in their work and to regard as their own". It is crucial, not only is it the

basis of individual satisfaction and achievement at work, it is necessary to get the job done efficiently economically, reliably and safely.

Aswathappa (2013) asserts that, the logical sequence to job analysis is job design. He viewed job design as involving conscious efforts to organize tasks, duties and responsibilities into a unit of work to achieve certain objectives.

2.2.4 Concept of Job Description

Job description outlines the job tasks, duties and responsibilities and serves as a guide for the recruitment and selection process going forward in general. Byers & Rue (2006) further described job description as a written narrative of the tasks to be performed and what it entails. Fischer (2010) opined that job description is a written statement of what the job holder does, how it is done, under what condition it is done and why it is done. He further explained that job description usually includes information about the equipment used and the working conditions under which the job is performed. According to Rayfield (2009), Job description is all about collecting and recording basic job related data that includes job title, job location, job duties, working condition and equipments to be used and risk involved in it.

2.2.5 Concept of Job Specification

Job specification deals with the personal aspects of the job and education or qualification background, skills, knowledge and ability and other characteristics associated with effective job performance (Amos *et al.*, 2004). Armstrong (2012) defined job specification as a written statement of qualification, traits, physical and mental characteristics that an individual must possess to perform the job duties and discharge responsibilities effectively. It provides detailed characteristics, knowledge, education, skills and experience needed to perform the job with an overview of the specific job requirements. In a layman human resources term, the job description can be

associated with the hard issues whilst the job specification may focus some soft issues (Muhammad, 2009).

Amos *et al.* (2004) highlighted that the "content and context of the job should serve as the basis for recruiting and selecting the most suitable candidate for the job". Both, job description and job specification have a significant role in the selection process and the identification of the best possible match for a position.

2.2.6 Training and Development

Human resource management regards training and development as a function concerned with organizational activity aimed at bettering the job performances of individuals and groups in organizational setting (Eze, 2009). Training and development can be described as "an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees" (Patrick and Bruce, 2000).

Onuoha (1991) refers to training as "the teaching of lower level or technical employees how to perform in their present jobs while development is the teaching of managers and professionals the skills needed for both present and future jobs". Banjoko (2002) sees training as "an organized procedure by which people learn knowledge or skills for a definite purpose". According to him, it is a process of equipping the employees, particularly the non-managerial employees, with specific skills whereas development is the process of helping managerial employees who perform non-routine jobs improve their managerial, administrative and decision-making abilities and competence.

Development refers to the acquisition of requisite knowledge, skills and behaviours that improve employees' ability to meet changes in job requirements and in client and customer demands. It involves learning that is not necessarily related to the employee's current job. Whereas training usually focuses on employee's current jobs, development

helps prepare them for variety of jobs in the company and increases their ability to move into jobs that may not yet exist (Noe 1996). Training focuses on short term skills whereas development focuses on long term abilities (Onuoha, 1991).

There have however been differences in opinion as to whether staff training and development differ. Some conceive of training as dealing primarily with operative personnel and development as relating to managers and executives. Other authors like Laus (1990), Moffitt (1991), and Katcher (1994) cited in Onah (2011) see a considerable overlap between the two concepts in operational terms. Onuoha (1991) applied the term behaviour change to illuminate the essence of both training and development in library administration. In his view, central to the occurrence of this behaviour change is the learning process aimed at behaviour change to the extent that there is an overlap between them. Zonana (1996) is of the opinion that "behaviour modeling is a relative new method that has proved quite successful for both technical training and employee and management development". But Holley (1993) cited in Eze (2009) draws a somewhat subtle distinction between staff training and development. According to him, "as we progress from the shop floor to the boardroom, the importance of intellectual capacity, the object of training becomes essentially and fundamentally the development of sound judgment". The above statement by Holley implies that training in the sense of teaching and learning of skills, pertains more to operative library personnel, while development is associated with those at the management level.

Akpan (1982) in his own contention is of the view that staff training and development occur simultaneously or complementarily, but the two concepts do not necessarily have to have direct relationship to each other. They should in fact, be separated in concept because, according to him, training on the job and some form of in-service training are

examples of training being designed or intended to develop the knowledge or expertise, greater confidence, a higher degree of performance. The principal intention of training is to qualify them for a particular position of employment, or to improve their skills and efficiency in the position they already hold. Staff development, on the other hand, implies growth and the acquisition of wide experience for future strategic advantage of the organization. But Onah (2003) is of the view that since the two concepts produce the same effect on the staff, that is, improvement of effectiveness and efficiency on the staff, the two concepts (staff training and development) should be treated together. He further opined that any organization that has no plans for the training and development of its staff is less than dynamic, for learning is a continuous process and acquired skills get obsolete when the environment changes.

In his own view, Mahapatra (2002) cited in Eze (2009) suggests that there can be increased productivity through staff development and training. He further gives an apt description of the differences and similarities between staff training and development. According to him,

> Work environment can be redesigned for increased productivity through staff development. It is similar to training and some of the characteristics are almost identical. Staff development differs from training in the sense that it does not have to deal with specific tasks of the job description. It involves developing the employees understanding of themselves and the library so that they can be better employees regardless to their specific positions… Staff development meets the requirement to attain the professional goals of the library personnel (p.63).

But both training and development programmes include three steps: assessing the needs of the organization and the skills of the employees to determine training needs, designing training activities to meet the identified needs, and evaluating the effectiveness of the training (Eze, 2009).

According to Onah (2011), the Colleges of Education generally adopt similar approaches in their attempts to bolster up their staff training and development programmes. Such approaches include:

i) Various Schools/Departments are requested to identify the areas in which staff requires training;
ii) Study-fellowship are granted to staff to undergo post-graduate training in Nigerian Universities, Polytechnics and Colleges of Education; and foreign universities;
iii) The Federal Ministry of Education assists some staff (particularly academic staff) to undergo the Technical Teachers Training Programme (TTTP) in some Universities and Colleges of Education;
iv) The Educational Trust Fund (ETF) now Tertiary Education Trust Fund (TEFFUND) recently introduced a reasonable package to assist in staff training.

Onuaha (1991) has, however, emphasized the relative advantage of external training over internal training on account of the following reasons:

a) External training can bring together the expertise of a number of specialists over a range of subjects which might not be available internally;
b) External training can bring together a range of facilities which would not be economically viable on a small training budget;
c) External training can create opportunity for learning to take place away from the distractions and interruptions often associated with internal raining.

Croft (1964) cited in Onah (2011) also advocated that one effective way of training staff is by attendance at learned conferences, seminars, symposia and workshops. He said:

> The conference method of training leads itself admirably to changing attitudes, as well as to imparting information, it has its greatest usefulness where trainees have some knowledge of the subject to be discussed. In essence, conference training undertakes to make available each member the joint Knowledge and experience of the entire group.

In line with the foregoing prescriptions the Conditions of Service of Polytechnics and Colleges of Education of Nigeria recommended that College staff should be availed of "the opportunity of exposure to new ideas by being nominated to attend seminars, conferences, and workshops relevant to their fields of work. The achievement of staff in Colleges of Education system is determined by a criterion totally different from those normally applied in the Civil Service, the Parastatals or the Private Sector. The principle of "publish or perish" imposes on College lecturers an overwhelming obligation to continuously renew their knowledge in order to progress in their career.

2.2.7 Concept of Job Performance

The concept of job performance as defined by Steers (1999) is an act or process of getting the work or task done by an individual as demanded by the organization and producing the result that one aimed at in the organization. Raji (2009) cited Peretomode (1991) was of the opinion that job performance is the positive reactions of people in a group about themselves and their work. Therefore, it was an individual's reactions or attitudes toward the effective response to job.

Muhammad (2009) perceived job performance as "an interlocking set of policies and practices which have their focus on enhancing achievement of organizational objectives through a concentration on individual performance". Similarly, Byers and Rue (2006) as cited in Muhammad (2009) defined job performance as the degree to which an employee accomplished the tasks that made his or her job. In order to establish whether

such tasks have or are being accomplished, indicators or measures are needed to assist in tracking, measuring and managing this job performance.

Gupta (2008:20) defined performance as the degree or standard considered satisfactory to achieve the goal. On his part, Muhammad (2009) has defined performance as referring to evaluation of behavior of an individual in the organization; also it determines the monetary and non-monetary rewards to individual in an organization. It is based on the ability and standard roles and responsibilities toward an organization. Job performance may be defined as how glowing the job is being completed as per well-known standard operating procedures. McConnell, (2003) cited in Muhammad (2009) defined job performance as an accomplishment which could be pragmatic and measurable Various studies suggest that managers can measure and appraise performance effectively by comparing the requirement of the job with the extent to which the employees meet those requirements in improving performance and productivity.

2.2.8 Concept of Evaluation

Evaluation is a life pattern of our daily activities because human beings all over the world have evolved overtime a culture of judgment. At most levels of human action, individuals, groups, institutions and government pass judgment about the appropriateness or in appropriateness, goodness or badness, desirability or undesirability of events, decisions, performances, processes, goals, objectives, situations or the like (Ben-Yunusa, 2000). Many experts in the field of education have made attempts to define the term evaluation. For example, it has been defined as the process through which all participants receive feedback on their progress in achieving the programme objectives (Kissock, 1981).

Ben-Yunusa (2000) viewed evaluation as the process of determining the quality, worth, significance of any things, be it an activity, event, person, object, policy, programme etc. He further explains that the general concept of evaluation can be perceived as frequent decision making and judgments which individuals, groups, institutions and governments pass on what affect their lives and those of others.

Yoleye (1982) said evaluation deals with the appraisal value or the estimation of worth of a thing, process or programme. It is also a form of ascertaining the worth of an endeavour in terms of set objectives.

2.3 Theoretical Framework

The theory of Edward Fleishman of Worker Oriented Approach was used or adopted as the theoretical framework of the study .The main focus of the theory is to evaluate Job Performance on the basis of four main procedures or factors which the theory assumed as essential factors or pre-requisite to effective Job Performance. According to Edward Fleishman (1999), effective Job Analysis determines the success of formal organization, the quality of staff and effective service delivery. He further indicates that Job Performance is objectively measured or evaluated through Job Analysis parameters; knowledge, skills, ability, and other essential attributes expected from a staff which boost his performance and personality. The theory focuses on Job Performance as determined by variables of Job Analysis. In other words, the theory assumed that the Job Analysis variables of knowledge, skills, ability and attributes are the essential factors needed in work oriented approach to determine the effectiveness of Job Performance, without which the successful operation of organization as a formal setting is at stake. The theory is therefore an attempt to evaluate Job Performance by means of assessing. In the first place whether a staff has or possesses the required formal training,

skills and ability to perform the assign duties to him successfully. The theoretical framework of Edward Fleishman (1999) was used in the study, because of its relevance in the context of the study as the main or primary focus of this study is to evaluate Job Analysis in Colleges of Education in Kano State, and the selected theoretical framework is also primarily concerned with the evaluation of Job Analysis, with the focus on the evaluation of skills or professional requirements to perform the assigned role effectively.

(a) Knowledge

According to the worker-oriented theoretical approach, knowledge refers to the information staff needed in order to perform the assign responsibilities or task efficiently. This is essential helping the staff to work in accordance with objective, policy and guidelines of the organization. For instance, heads of department in colleges of education are given schedules or responsibilities that explicitly and categorically explain the responsibilities attached to the categorically explain the responsibilities attached to the HODs office, their mandates and boundary – all these are equally drawn from the institutions objectives, guidelines and policy. According to the advocate of workers-oriented approach, a staff must be adequately informed of the essential responsibilities attach to his position, office and job schedule.

(b) Skills

According to the Worker Oriented theoretical approach to Job Analysis, skill is also an important procedure employ for the evaluation of Job Analysis and performance in a formal organization. Skills mean the proficiencies, experiences and professional qualification that are essentially needed in order to perform each of the assigned tasks effectively and proficiently. Without the essentially needed skill, staff cannot effectively

deliver. For instance, academic staff of the Colleges of Education must be at least graduate and with education qualification, as they are expected to train professional teachers for primary schools in Nigeria. Academic staffs without teaching qualification are not expected to teach as lecturers in Colleges of Education.

(c) Abilities

Abilities are those attributes that are expected to be displayed by a competent staff, such as creativity, initiative and other essential qualities that show how competently one discharges his duties. The attributes are measured or evaluated in order to have thorough understanding on the level of Job Performance. According to scholars (Sidney, 1999; Morsh, 1964; Fleishman, 1999; Schmitt, 1983; Brannick, 2007; Wilson, 2007 and Viteles, 1992) the evaluation of staff abilities provides a clear indication on how best he performs his assign responsibilities. They consider the evaluation of abilities as the most essential as according to them, a staff may be well informed about the job, however, he may not be able to perform the assigned functions or duties effectively (abilities), as such the scholars conclude that, evaluation of staff abilities provides a viable due on the success of formal organization in the running and execution of assign mandatory (ies).

(d) Other Characteristics

These are all other attributes, usually personality that are expected from a staff, Brannick (2007) and Fleishman (1999) have indicated that there are certain personality traits or attributes that are expected to be possessed and manifested by staffs as determined by the ethics of their professions, assigned responsibilities and skills. For instance, a soldier is expected to exhibit qualities of being virile, courageous, alert minded, and patient among others. The personality traits are significantly measured or

evaluated in the worker-oriented Job Analysis. In addition, the theory identified many criteria in the job description, specification, performance and design.

The worker-oriented Job Analysis procedure, which is central in the theoretical framework of this study is also relevant in the context of this study, as such the evaluation of Job Analysis in the study is based on the assumption of the theory that job analysis is efficiently evaluated via the procedure of KSAOs discussed above. In addition, the study measure or evaluate Job Analysis in the three Colleges of Education in Kano State on the premises of the theoretical frame work of the study.

2.4 Job Evaluation Process

Once a right person is placed on a right job, the person needs to be fully compensated for the job he/ she perform. In the pursuit of equal payment, there should be a consistent and systematic relationship among base compensation rates for all the jobs within the organization. The process of such establishment is termed ***job evaluation***. Job evaluation is a systematic way of determining the value or worth of a job in relation to other jobs in an organization. It makes a systematic comparison between jobs to assess their relative worth for the purpose of establishing a rational (Cole and Kelly 2011). He emphasized that job evaluation involves deciding the relative importance of some or all of different job within an organization. He added that, It is a techniques for determining the size of one job compared with another, and the relationship between the two for assessing individual jobs objectively and avoiding prejudice or discrimination.

Armstrong (2010) described Job evaluation is a systematic and orderly process of determining the worth of a job in relation to others. He stressed that job evaluation is the rating of job in an organization. It is the process of establishing the value or worth of

jobs within an organization. It seek to provide the degree of objectively in measuring in comparative value of job within an organization and among similar organization.

According to International Labour Organization, ILO (2013), job evaluation is an attempt to determine and compare the demands which the normal performance of a particular job makes on normal workers, without taking into account the individual abilities or performance of the workers concerned. The Organization stressed that job evaluation is aimed at determining a relative worth for the purpose of establishing a rational pay structure. Job analysis and job evaluation are the two important functions of human resource management to know the characteristics of a particular position. Both tasks are performed by expert to provide essential information about the two. Job analysis is a process which determines job requirement while job evaluation ascertains the value of a job in relation to other job.

2.4.1 Importance of Job Evaluation

There is general recognition that some job some jobs are worth more than the others because their overall contribution is greater and they carry more responsibility, but measuring these attributes in any kid of objective way is very difficult to achieve in practice. Most of organizations of any size implement some form of grading structure which is used as the basis of determining the basic rate of pay for each job. Job evaluation is the most common method used to compare the relative values of different jobs in order to provide the basis for a rational pay structure.

The vital role of job evaluation in wages administration has been grown and gained importance hence several organizations are implementing alike worth policies. Das & Garcia-Diaz (2001) cited in Muhammad (2009) intimated a widely used method of job evaluation called point based job evaluation method, where jobs were rated on a set of

various factors, which were easily understandable. This system has reliability in producing accurate results. Employers carry out job evaluation for a number of reasons such as to resolve problems with the existing system to update the reward system following organizational change leading to new job design and overcome or prevent issues over equal pay and equal value.

In organizations where job evaluation is not followed as cited in Aswattappa (2013), wages and salary differentials are established not on such factors as demand for and supply for labour, ability to pay industrial parity, collective bargaining and the like. Even in such organization, job evaluation will be useful in as much as the technique provides objective pay structure from which modifications can be made.

2.4.2 Job Evaluation in Organization

Job evaluation developed out of civil service classification practices and some early employer job and pay classification systems. Whether formal job evaluation began with the United States Civil Service Commission in 1871 or with Frederick W. Taylor in 1881, it is now over 120 years old and still of great value. The first point system was developed in the 1920s. Employer associations have contributed greatly to the adoption of certain plans. The spread of unionism has influenced the installation of job evaluation in that employers gave more attention to rationalized wage structures as unionism advanced. During World War II, the National War Labor Board encouraged the expansion of job evaluation as a method of reducing wage inequities (Oyebode, 2015).

As organizations became larger and larger and more bureaucratized the need for a rational system of paying employees became evident. Wage structures became more complex and needed some way to bring order to the chaos perpetuated by supervisors setting pay rates for their employees on their own. Job evaluation became a major part

of the answer. The techniques and processes of job evaluation were developed and perfected during this time period of the late 1950s (Oyebode, 2015). A job evaluation is a systematic way of determining the value/worth of a job in relation to other jobs in an organization. It tries to make a systematic comparison between jobs to assess their relative worth for the purpose of establishing a rational pay structure.

Job evaluation is implemented in many large private and public sector organizations since long, however smaller organizations are less interested to adopt it. Formal job evaluation schemes have been prepared having empirical research conducted since the 1940s. Several attempts have been made to establish the factors and their point weight ages (Muhammad, 2009).

The development of a high performance work systems according to Aswattappa (2013), has raised questions about the viability of job evaluation in the workplace. Job evaluation is essentially a system that formally compares the characteristics of dissimilar jobs and links these to pay. It has been most prevalent in large organizations and for jobs for which there is no direct market rate of pay and can vary in terms of its content, orientation and objectives. All jobs are evaluated, but in some cases the process of evaluation is more formal. Evaluation can thus involve, on the one hand, the invocation of a formal system for comparing jobs across an organization, or, on the other, a set of ad hoc principles developed by management. Formal systems themselves can vary markedly and a key distinction is between those which involve the detailed points rating of jobs (analytical schemes) and those which adopt a more holistic approach (non-analytical).

Levine (1983) cited in Muhammad (2009) studied the nature of job evaluation which can also vary according to the rationale behind its introduction. In some cases, it represented an attempt to develop a feeling of fairness among employees about the

relative remuneration of workers who work alongside each other. As such, it could be seen as a part of the process for generating the commitment of employees to their organization's aims and objectives. Such commitments were unlikely to be impending among workers who felt that the distribution of rewards was not equitable. Consequently, their organizations were unlikely to operate at a high level of efficiency. Formal job evaluation involves the organization specifying job structures and career-paths, thereby suggesting to employees clear development paths and promotion opportunities. This could be an important element in generating the employee commitment on which many high performance work systems depend (ILO, 2013).

2.4.3 Job Evaluation in Colleges of Education

The National Commission for Colleges of Education (NCCE) has responsibility for teacher education in Nigeria. The Commission was established by Decree (now Act) No.13 of January, 1989 (Amended Act 12 of 1993) as a completion as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes, inter alia, the laying down of Minimum Standards for all programmes of teacher education and accrediting their certificates and other academic awards obtaining the prior approval of the minister. The Commission was also given responsibility to approve guidelines setting out criteria for accreditation of all Colleges of Education in Nigeria (NCCE, 2012).

According to a National Commission for Colleges of Education (NCCE, 2016:4) report, "there are one hundred and fifty two accredited Colleges of Education/NCE awarding institutions in Nigeria, of which twenty one are controlled and funded by the Federal Government, forty seven by state governments, sixty one are owned by private agencies, one (each for military and NTI, nine Polytechnics and fourteen) other NCE-awarding institutions". Colleges of Education are essentially set up to achieve certain

stated goals and objectives. Broadly, a College of Education's main functions, among others are:

i) contribute significantly to meeting in numerical terms the recurrent and expanding needs of a highly motivated, conscientious and efficient classroom teachers for primary and secondary levels of education;
ii) Epitomise a strong tradition of excellence in teaching functional or job oriented research activities, scholarship, institutional organisation and management, and community related services;
iii) Impart to its students the occupational knowledge and skills needed for the teaching of technology relevant to the Nigerian economy as well as develop the capacities for national self management.

Therefore, the performance of these onerous tasks by Colleges of Education depends upon the quantity, quality, and calibre of the staff the Colleges' system are able to employ, train, develop and maintain (Onah, 2011).

Job evaluation in the College of Education is as paramount as the success of the system. For this educational level to achieve success with respect to the objectives for which it was established, there is the need for professionalism in managing the human and material resources effectively. Admittedly, no nation can rise above the quality of its teachers as the National Policy on Education (2004) acknowledged. This implies that the caliber of lecturers employed to train teachers for the nation's education system is very crucial. Consequently, as minimum criteria, the NCCE (2002) stipulated that the qualification of an academic staff required to teach at any level shall be:

a) A professionally qualified teacher having a minimum of NCE or PGDE.
b) A good Bachelors Degree of not less than a second class lower division in the relevant discipline.

c) Holder of an HND with a minimum of a merit to be appointed as instructors.

d) Higher degrees or additional professional qualifications in the relevant disciplines are added advantage.

The NCCE stipulates that the work-load of a full-time lecturer should be a minimum of eight credit hours per semester. Nevertheless, it is observed that some lecturers are given work-load that exceed far more than the minimum standard. With large class size therefore, teacher effectiveness becomes very questionable and the quality of students so taught also leaves much to be desired.

As reported by Onah (2011) most Colleges of Education in Nigeria seem to have evaluated the jobs of their staff for the purpose of appraisal and promotion. This is more so in Colleges of Education in Kano State. However, this evaluation/appraisal system takes into account the totality of staff performance. Therefore, for any promotion from one level to another, there must be quantifiable incremental evidence of significant additional contribution since previous promotion. The most quantifiable of such contributions are research activities and publications. The College accepts as evidence of research the following:

Academic Staff

i) Published paper(s) in a reputable journal;

ii) Seminar papers based on research;

iii) Progress, reports on long term research undertakings;

iv) Articles published in reputable journals which use references;

v) Chapters In books relevant to the candidate's discipline;

vi) Patents;

vii) Creative work in the field of Auto-mechanics., Electronics: Arts, Graphic Design and the like.

viii) Effective teaching, service to the College, Department and the community.

ix) Good character, loyalty to the institution and personal integrity.

Non-Academic Senior Staff

i) Efficiency, competence, effectiveness, ability to take higher responsibilities, experience, special aptitudes, initiative and personal, integrity.

A well-planned and standardized format of staff assessment was designed by the NCCE in order to provide clear and concise guidance for the evaluation process of both management, academic and non-academic staff in Nigerian Colleges of Education. The evaluation processes include that:

i. There is transparent style of leadership and management;
ii. There is effective staff participation in decision making machinery of the institution;
iii. There is effective student participation in decision making machinery of the institution;
iv. There are clear and appropriate job descriptions for staff; and
v. There is an effective system for performance appraisal of staff (NCCE, 2016).

Some Weighting criteria contained in the job evaluation model used in Nigerian public Universities and Colleges of Education are set out below:

1. Quality of teaching 20; which comprises a) Length/tenure 5; b) Workload 10; c) Quality5;
2. Current Research 30;
3. Quality of Publication 30;
4. Contribution to University/College or country 5.

In summary the purposes of job evaluation/ appraisal in Nigerian Colleges of Education are for the following:

a) Administrative – promotion, dismissal, organizational planning

b) Motivational – self appraisal and acts as an incentive to hard work

c) Developmental – identify training needs

d) Performance Improvement – through MBO, participative goal setting and other work planning processes.

2.5 Processes in Job Analysis

Job analysis as process which involves collection of information about responsibilities and duties of a given specific jobs, the required skills needed to perform the job efficiently as well as the appropriate environment appropriate to employers skills and capability to discharge the assigned duties effectively (Rosemary,1997). To identify the best person for the job, it is crucial to fully understand the nature of the job analysis.

Adebayo (2010) explains that, in job analysis, these must be adequate description of the job that is expected to focus on the nature of the job, the expected requirements needed to perform the job, compensation and abilities. Adequate information on the job, provides the following answer to the questions that are expected to be answered in job analysis:

- What is the job
- Who should do the job?
- Where the work is performed?
- How will it be performed?
- Why is it to be performed?

Brannick (2007) argues that adequate information influence job analysis positively because it helps in getting the right person for the job and vice-verse. Garba (2012)

further indicates that adequate information especially on advertisement is essential in getting a competent person for the job and makes him ready and adequately conscious of the demand of the job, as such the information given can help in the successful discharge of duties. Below is a sample of two adverts.

Darwin (2005), job analysis is the examination of a job, its components parts and the circumstances in which it is performed. Job analysis leads to job description which set out the purpose, scope, duties and responsibilities of a job. From the job analysis and job description, a job specification may be derived which is a statement of the skills, knowledge, and other personal attributes required to carry out the job Darwin's opinion indicates that job analysis is characterized by two features, which are job description and job specifications that is the components of job analysis.

Armstrong (2012) reiterated that job analysis is the process of collecting, analyzing and setting out information about jobs in order to provide the basis for a job description and data for recruitment, training, job evaluation and performance management. He further stressed that job analysis concentrates on what job holder do and achieve. It identifies what job holder undertakes and the outcomes and out puts they are expected to produce. Outcomes are the result of performance expressed as something that has been attained. Outputs are the results of performance expressed in qualified terms for the attainment of the organizational objectives.

David (2008) sees job analysis as a systematic process for gathering, documenting and analyzing data about the work required for a job. The data collected in a job analysis and reflected through job description includes a description of the context and principle duties of the job and information about the skills, responsibilities, mental models and techniques for job analysis. He reiterates further that the features of job analysis

includes the position analysis questionnaire which focuses on generalized human behaviors and interviews ,task inventories functional job analysis and job element methods. He explained that job analysis provides an objective picture of the job, not the person performing the job and as such provides fundamental information to support all subsequent and related human resource activities such as recruitment, training, performance management and succession planning. Job analysis help to ensure that decision made with respect to Human resource processes are good decisions as they are fair and accurate through the selection of the right person for the job, appropriate decisions about training, development and performance management.

The various definitions given by scholars above have exhibited that the various definitions are related and seen to be revolving around the same idea. The main focus of the various definitions justified that job analysis involves two essential features; the first essentially indicated feature is job description which is made up or in corporate job-related issues such as duties, responsibilities, working condition and facilities associated with a particular job. The second feature is job specification which is the qualification, skills and other essential qualities required from an employer.

Scholars (Ash and Levine, 1980; Bohlander and Snell, 2009; Fleishman, 1964 and Hartely, 1999) have unanimously indicated that the primary reason for conducting job analysis is to prepare and provide job description and specification which help in the recruitment or selection of the right and appropriate workforce into organization as a formal setting. In addition, job analysis provides an insight about the requirement of a job and the work performed. Similarly Ash and Levine (1980) statement that job analysis is designed to provide answer to the following five important questions:

i. Why does the job exist?

ii. What are the physical and mental

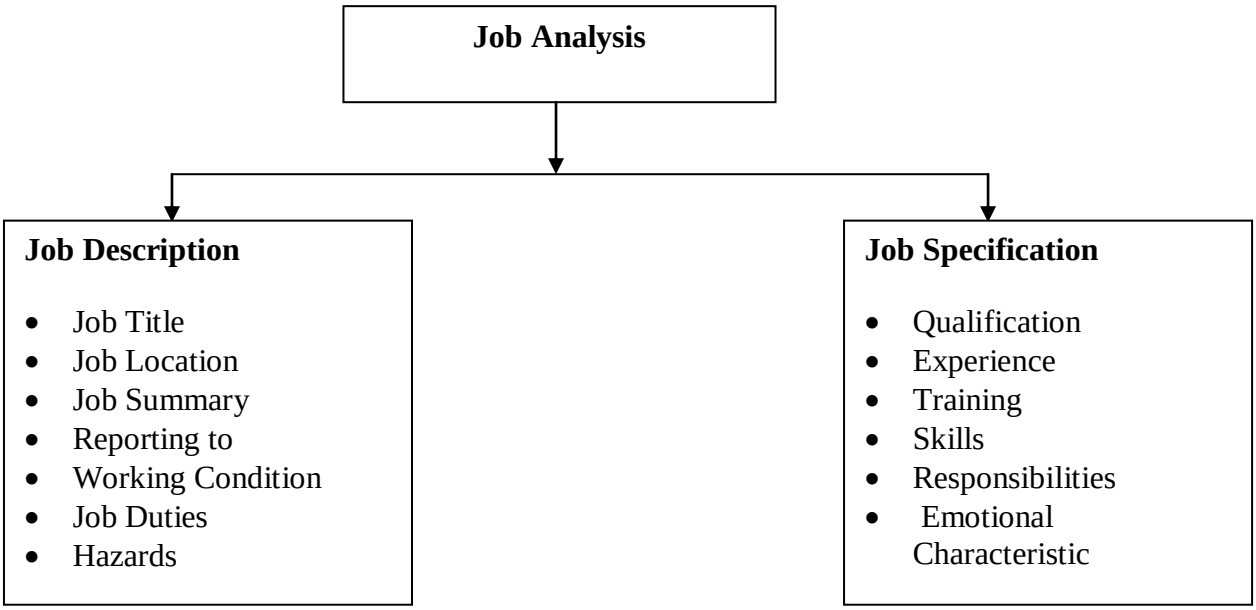
iii. Activities does the employer has to undertake the task?

iv. When is the job to be performed?

v. How does the worker do the job?

vi. What qualifications are need to perform the job?

Fig. 1: Job Analysis Process



Sources: Armstrong, M. (2012).

From the above figure it can be deduced that job analysis provides detailed information regarding tasks and activities performed in a specific job. Often this information is used to document job boundaries and assign tasks and responsibilities. The resulting products, namely job descriptions and job specifications are then used to inform human resource functions such as selection and performance management. Job analysis captures the content of jobs as they are described at one point in time. This implies that job analysis continues throughout the life of an organization and will be again be carried

out when new jobs are created and change management in the organization processes is taking place. In summary, job analysis implies clearly the change in purpose of the job: the description of work regardless of how it is distributed across specific positions; describes a number of ways in which work analysis can be useful in responding to emerging business trends, such as using work analysis to design skill-based pay programs, to facilitate organizational readiness for the future, and to identify task interdependencies and workflows.

2.5.1 Types of Job Analysis

Based on the current literature, two broad job analysis approaches or methods were identified: a '***conventional or standard approach'*** and a '***competency-focused approach'***. The conventional approach is a job- or task-oriented method of job analysis, while the competency-focused approach seeks data on special skills and competencies of employees (Anthony *et al.*, 2002 cited in Siddique, 2004). In the present study, a measure of the degree of competency focus (or conventional focus) was adopted from Siddique (2004) in order to review of the following four documents: a) job analysis forms used by Colleges of Education under investigation; b) sample job description statements; c) blank job application forms; and d) performance evaluation forms.

2.5.2 Modern Approaches to Job Analysis

Modern approaches to evaluating job analysis are developed by experts in the field of psychology and human resource management. The different approaches are designed to evaluate or collate data to be used in job analysis. Similarly, different evaluating strategies are employed by each of the approaches. Below are some of the approaches:

2.5.2.1 Task-Oriented Approach

This approach of evaluating job analysis focuses on the evaluation or assessment of the actual activities that are involved in the process of performing work/task or responsibilities that are assigned to staff in a formal organization. The approach tasks into consideration of the duties, responsibilities and function given or assigned to staff. In other word, the approach focuses on the assessment of responsibilities that are assigned to staff; the primary purpose is to see the extent by which the assigned tasks are performed. In view of this, Delan (1990 as reported in Brannick, 2007) explains that task oriented approach gives emphasis on the job performance and how effective it is carried out. Rosemary (1997) identifies two importance processes used in the task-oriented approach:

i. Task Statement

This process involves the use or creating task statements, which clearly described the task that are expected to be performed by a staff. Some experts called the statement task description (Brannick, 2007 and Rosemary, 1997). After the statement, are created, the next procedure is to rate the tasks on scale indicating the importance, difficulty, frequency and consequences of error. The information obtained from the ratings provide an explicit and clarification on job can be attained. In addition, Fine and Cronshow developed an exceptional rating scale in 1944, in which work elements are scored in relation to their relationship to three aspects: data (0-6), people (0-8) and things (0-6) the score pattern is from (0-6), lower score shows greater complexity. The main objective of the scale is to determine or assess how the employee can effectively tackle complexities and obstacles associated with job performance in relation to the identified variables. The score is an indication on how a staff can perform effectively.

2.5.2.2 Work-Oriented Approach

This approach is based on the examination of the human attributes and the ability needed to perform the job successfully. This approach takes into consideration and emphasizes on the analysis/evaluation of those essential qualities that essential for an employer to perform a given task. This is based on the assumption that duties cannot be effectively carry-out without certain qualities from the person assigned to do the job. According to the approach, the qualities needed to perform task are divided into two; first, personal qualities or attributes, and second, professional attributes. This approach to evaluating job analysis is developed by Edward Fleishman. The procedure used in the evaluation is based on the assessment of the essential attributes needed to perform a job. Four attributes are therefore evaluated; knowledge, skills, ability and other characteristics (KSAOS), the Fleishman job analysis system (F-JAS) is a rating scales design to evaluate job analysis. The primary objectives in work-oriented approach are to evaluate job performance and also evaluate the appropriateness of staff assign to do a job.

2.5.2.3 Survey or Design-Oriented Approach

This approach is based on the evaluation of staff performance through face-to-face interaction, taking data, recording the data on design instrument. The instrument used can be informed of interview, questionnaire and checklist. These instruments are designed by psychologists. One obvious peculiarity of this approach is that it involves through observation on how work is done practically, as well as observing (through face-to-face interaction) those attributes possesses by the employer to perform a given task. The procedures used in this approach include; interview, observation, critical incidents and work diaries, survey, position analysis and checklist.

2.5.3 Applications of Job Analysis in Organization

As reported by Saddique (2004), organizations exploit job data obtained by job analysis to meet a diversity of organizational objectives. Very common applications of job analysis include:-

- Employee's recruitment, selection and placement.
- Job design
- Job descriptions
- Job specification
- Training and development
- Orientation plans
- Performance management
- Compensation
- Staffing
- Proper utilization of workforce
- Review of manuals and other publications
- Organizational development.

2.5.4 Influential Factors to Effective Job Analysis

Scholars (Adebayo, 2010; Victor, 2012; Wilson, 2007; Viteles, 1992; Brannick, 2007; Sidney, 1999; Fleishman, 1999 and Garba, 2012) have identified many factors that are considered as influential to job analysis. In other word, the identified factors determined the effectiveness of job analysis or otherwise. The identified factors are:

2.5.4.1 Provision of Information

Adebayo (2010) explains that, in job analysis, these must be adequate description of the job, that is expected to focus on the nature of the job, the expected requirements needed to perform the job, compensation and abilities. Adequate information on the job, provides the following answer to the questions that are expected to be answered in job analysis:

- What is the job
- Who should do the job?
- Where the work is performed?
- How will it be performed?
- Why is it to be performed?

Brannick (2007) argues that adequate information influence job analysis positively because it helps in getting the right person for the job and vice-verse. Garba (2012) further indicates that adequate information especially on advertisement is essential in getting a competent person for the job and make him ready and adequately conscious of the demand of the job, as such the information given can help in the successful discharge of duties. See appendix C and D.

2.5.4.2 Government or Organizational Policy

Policy statements provide by government or organizations are also influential to job analysis. The obvious influence is manifested on the directive, objective and outcome expected within a stipulated time-frame, as such personnel needed to help in executing the policy statements, objectives and realization of set standard must be employed, as

such job analysis is said to be guided by policy and objective of organization. The job analysis must therefore provide information, describes job and requirement in line with the policy directives: the National Policy on Education.

The National policy on Education (2004) states the following as part of the policy guidelines on teacher Education:

> "7.1 The goal of teacher Education shall be to:
>
> (a) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
>
> (d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
>
> (e) Enhance teachers' commitment to the teaching profession.
>
> 72. All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties".
>
> "70 (b) The minimum qualification for entry into the teaching professional shall be the Nigeria Certificate in Education (NCE)"

The above policy statement is explicit on the objectives of teacher education in Nigeria as well as the right person for the teaching job at the primary schools and other levels of Educations, specifically, at the College of Education. Job analysis and Description for teachers at the various levels of education is guided by the policy statement. It is in view of the policy statement (72) that academic staff in Colleges of Education, faculty of Education (of universities), primary and secondary school levels must be professionally trained, as academic staff in Colleges of Education must be trained teachers, as also

provided for in the N.C.C.E minimum standard. Garba (2012) explains that a job analysis and Description which doesn't reflect the policy and objective governing and regulating the rationale for the establishment of any formal organization, would not be an effective job analysis, as it cannot provide the required staff, the nature of their assignment and the special abilities needed to accomplish the job or assign responsibilities for the successful realization of the organizational goals and objectives.

2.5.4.3 Regulatory Bodies (Institutions)

Based on the policy statement and in pursuance of the objectives of formal organization, regulatory bodies are established to serve as supervisory bodies, to ensure policy compliance minimum standard. The supervisory or regulatory bodies are mandated to ensure the appointment of the right and appropriate staff with the needed skills, abilities and requirement for the successful discharge of responsibilities. The National Commission for Colleges of Education (NCCE) is the regulatory for all the College of Education and Nigeria Certificate in Education Programmes. Other regulatory bodies include; National University Commission (NUC), Universities and under-Graduate and all post-Graduate programmes), National Board for Technical Education (NBTE, for Polytechnics, Monotechnics and Technical Institutions; and regulatory body for Diploma, Higher National Diploma, HND, Business Education and Technical Education programmes). These regulatory bodies influence the provision of job analysis to be made in accordance with the stipulated guidelines. In addition, through the supervisory and inspectorate exercises conducted at regular intervals (accreditation exercise), the effectiveness of job analysis is determined, especially on the quality of staff, posting, placement and efficiency of services.

These are twin problems that have been negatively affecting job analysis in Nigeria Tertiary Institution (Garba, 2012). According to Ibrahim (2012) many of the needed professional staff, especially academic staff, prefers teaching at the university levels, thereby leaving vacant positions in Colleges of Education and Polytechnics. As a result of the problem, less qualified staff are always asked to act on capacities beyond their qualifications and experience. This according to Ibrahim (2012) affects job performance which is an essential hub in job analysis. One the other hand, inadequate facilities that are necessarily required to perform certain assign responsibilities affect job performance. For instance lecturers in Sciences and vocation need some facilities to teach their students effectively, without which the objectives and professional training of teacher is at stake (Maishanu, 2012).

2.5.4.4 Corruption, Politic and Nepotism

Adebayo (2012) identifies three aspects of job analysis that are negatively affected; one, employment of staff (where staff without requirements for the job were employed leaving the qualified one). Two, placement of staff (where some provosts extended under privileges to their friends and sycophants, especially in places regarded as lucrative, while those who competent enough were deliberately ignored). Three, fraud (where money allocated for the purchase of essential facilities needed for the proper discharge of task were diverted for personal use).

2.5.5 Job Analysis in Colleges of Education

Regularly conduct of job analysis possess a much better knowledge of employees' strengths and limitations, and can take timely corrective action to improve any deficiencies in their skills and job behaviour (Muhammad, 2009). A regular or proactive

job analysis practice can help an organization in creating a proper infrastructure by defining the tasks to be performed as well as the timelines for performing them. A clear delineation of roles and responsibilities through job analysis and its availability to job incumbents ensures that every level of organizational hierarchy understands its contribution and adds value to the product/service development and delivery with minimum overlap or wastage of resources.

A proactive job analysis also contributes to personnel utilization by promoting positive job attitudes and work commitment. Among other things, it offers a useful opportunity to assess the physical and social context of work and make necessary changes to enhance employees' interest in their jobs (Dessler et al., 1999). In addition, job analysis can be used to identify factors that shape workers' motivation and job satisfaction. Timely and accurate information on job duties and responsibilities as well as level of performance required to achieve results provides workers with clear direction and definite targets to pace their performance efforts efficiently. In general, the experience of most Colleges of Education in Nigeria indicates a positive impact of job analysis leading to greater administrative efficiency and cost savings, better organizational climate and improved productivity in staff.

In view of the above, the National Commission for Colleges of Education (NCCE) was mandated statutorily to conduct regular visitations to Colleges of Education to evaluate their resources both human and materials resources. Job analysis in Colleges of Education can be seen as a process of assessing, summarizing and developing the work performance of staff in the Colleges. According to Igbojekwe and Ugo-Okoro (2015) in Nigerian Colleges of Education, every lecturer receives a written performance appraisal form annually which provides a feedback on performance and justifies personnel decision such as promotion and compensation. This official form includes a self-

assessment page for the lecturer to fill out and it is in turn sent to the respective departmental heads who state their perception. The completed form is then forwarded to the appointment and promotions committee where it is reappraised and action recommended. This could be promotion, continuity with the system, termination or warning. The behaviour standards that form the core of the performance appraisal expected of Colleges of Education staff are set out in the staff hand book and these standards relate to tasks that determine academic excellence and output. Academic peers apply these standards through collegial review of course syllabi, research methods and professional publications. Evaluation of teaching and research is a tool for quality improvement (Igbojekwe and Ugo-Okoro, 2015).

Based on the stipulated guidelines and in pursuance of the NCCE objectives, the commission is periodically conducted the job analysis in Colleges of Education through the supervisory and inspection exercises (accreditation exercise), with a view to determine the effectiveness of job analysis on staff performance. According to Ibrahim (2012) through these exercises the quality of staff, postings, placement and efficiency of services in Colleges of Education were assessed. In his own study, Timothy (2014) discovered that there is evidence of non-compliance with set of Minimum Standard for job analysis in some Colleges of Education in Nigeria. In general, the National Commission for Colleges of Education (NCCE) is mandated to ensure that Colleges of Education employ the services of relevant personnel and also place in positions, departments and assigned them with responsibilities relevant to their ability, training and area of specialization.

2.6 Job Recruitment Process

The success or failure of any institution is generally attributable to the caliber of its workforce, and quality depends mostly on how the recruitment exercises were conducted, which in turn depends on the staffing policy of the organization.

Recruitment represents the first contact that an organization makes with potential employees. It is through recruitment that many individuals will come to know the organization, and eventually decides whether they wish to work for the organization. A well-managed recruiting effort will result in mediocre ones. High quality employees cannot be selected when better candidates do not know of job openings, are not interest in working for the organization and do not apply.

Similarly, Sidney (1999) stressed that recruitment is the process of finding and hiring the best candidate from within and outside organization for a job opening in timely and cost effective manner. He observed that the recruitment process includes analyzing the requirements of the job, attracting employees for the job, screening and selecting applicants, hiring and integrating the new employees into organization.

Recruitment is a positive process of searching for prospective employees and stimulating them to apply for the jobs in organizations. When more persons apply for the job persons apply for jobs then there will be scope for recruiting better person. The job seekers too, on the other hand are in search of organizations offering them employment. Recruitment is a linkage activity bringing together those with jobs and those seeking jobs. In simple word, the term recruitment refers to discovering the source from where potential employees may be selected. Recruitment is concerned with reaching out, attracting, and ensuring a supply of qualified personnel and making out selection of requisite manpower both in their quantitative and qualitative aspect. It is the

development and maintenance of adequate manpower resources. It is a process of searching for prospective employees and stimulating and encouraging them to apply for jobs in organizations. The aims of recruitment are to ensure that the organizations demand for employees is met by attracting potential employees or candidates in a cost effective and timely manner. Recruitment focuses on the identification on job vacancy and employing the right candidate to occupy such vacancies (Cole 2004).

2.6.1 Types of Recruitment

There are basically two (2) types of recruitment. They include:

1) **Centralized Recruitment:** This is a system whereby one office handles the task of recruitment, example the Civil Service Commission that considers requests for positions, advertises them, short-lists candidates for interview and them comes up with the recommendations of the best candidates to fill the vacant positions to the various departments or ministries; which in turn issues them with appointment letter and thereafter places them in their specific functions and tasks.

2) **Decentralized Recruitment:** Here, we have a direct opposition of the centralize type; where recruitment of staff or personnel goes on in every ministry like in Nigeria, following the Civil Service, Decree No. 43 of 1988. In this system, the Civil Service Commission only to attends to ministries recruitment exercises as a moderate, to ensure general maintain of uniform standard and general guidelines on qualifications of candidates, experience, age etc while the actual task of recruitment is carried out in the various departments/ ministries (Ofori & Aryeetey, 2011).

2.6.2 Recruitment Processes in Organization

As stated above, recruitment refers to the process of identifying and attracting job seekers so as to build a pool of qualified job applicants, the process comprises of the following interrelated stages that is planning, strategy development, searching, screening and evaluation and control:

- Recruitment planning –The first stage of recruitment process is planning, planning involves the translation of likely job vacancies and information about the nature of these job into a set of objectives or targets that specify the number and type of applicants to be contacted.
- Strategy development – Once it known how many candidates are required with specific qualification, the next step is advertisement. The strategic consideration to be considered may includes issues like whether to prepare the required candidates themselves or hire it from outside.
- Searching – This step involves attracting job seeker to organization. Once a recruiting plan and strategy are worked out, the search process can begin which is the integral part of recruitment.
- Screening – Here applications are screened against the qualifications, skills and experience which prepare them for interview and employment started the final stage is evaluation and control which is done during or after the job activities in or to ascertain the strength or weaknesses of the employees employed to perform the job.

2.6.3 The Nature of Recruitment Process in Colleges of Education

Every educational system at any level depended heavily on qualified staff for the execution of its programmes. Recruitment of staff in educational institutions was the responsibility of the institutions and the Ministries of Education at Federal and States levels. Prospective applicants often put in their application forms to the appropriate authorities based on availability of vacancies made either through advertisements in newspapers, radio or television. However, the information gathered from the application forms about prospective candidates were carefully evaluated, those who matched the recruitment were shortlisted and interviewed (Raji, 2009). After the interview, the selected staff were given letters of appointment assigning them to different duties of their discipline.

The letters usually reads probationary appointment. The newly recruited staff were expected to be on probationary appointment for two (2) years. During the two years probation period, their departmental heads have to assess them every six months of each year of the probation period. Those staff who have good annual performance evaluation reports were given permanent appointment and pensionable.

Staff that have their appointment made permanent through confirmation of appointment were entitled to pension and retirement benefits. During their service, they were expected to remain loyal to their employer and adhere strictly to the rules and regulations of the institutions (Raji, 2009). Therefore, in Nigerian Colleges of Education there were two main types of appointments, probation and confirmed or permanent appointment.

The administrative and academic activities of the Colleges of Education in Nigeria are entirely regulated by the National Commission for Colleges of Education. The

commission was established by the Federal Government of Nigeria, so as to regulate the activities of the tertiary teachers training institutions and ensure quality control and the uniformity of the professional training programs offered by the institutions. In view of this, the activities of the institutions are uniform. Also, their recruitments or employment procedures are also regulated by the similar conventional standards. The N.C.C.E. provides a clear standard procedure for the employment of the different needed staff to work in the Colleges of Education nationwide. This is to ensure the provision of the relevant qualified human resources to help in the realization of the objectives of the institutions (Aboki, 2014). The National Commission for Colleges of Education provides the following mandatory procedures for the recruitment of academic and non-academic staff of the Colleges of Education in Nigeria, as summarized by Aboki (2014):

- determining the vacant positions that warrant the employment of new staff
- placement of advertisement inviting application from the qualified applicants or candidates for the job
- the advertisement should provide detail information of the nature of the job, its specifications, needed professional requirements for the job, remunerations, personal attributes needed for the job, as well as the job design.
- screening and invitation of qualified candidate for interview
- interview
- selection of the successful candidates
- placement etc

As observed by this researcher, the recruitment processes of the Colleges Education for the academic and non-academic staff in the 2005, 2006, 2007, 2008, 2009 and 2010 revealed that the processes used in the employment were in gross violation of the NCCE

standard, as well as the Kano State standard specification for the employment of staff. This was because there was no any evidence of the advertisement inviting qualified candidates to apply for the specified job. This study determined to further identify whether the employment procedures in the Colleges of Education in Kano State were done in line with the standard approved procedures of job analysis.

2.7 Job Design Application

Job design is the process of formation of structure to work activities. This is a systematic process of organizing specific job. It is thus, the logical sequence of job analysis which provides the job related data and skill requirement of the incumbent. It is the management function of organizing tasks, duties and responsibilities into a unit of work. It helps to set the purpose, fix and task characteristics and duties. Job design is another words, can be defined as the integration of job content and the method of doing the job. This combines the qualification, skills and experience required for the job intrinsic and extrinsic rewards associated with job, and the basic relationship between organizational needs and employee needs (Cole and Kelly, 2011).

A job is more than a collection of tasks recorded in job analysis and summarized in job description. Jobs are the foundation of organizational productivity and employee satisfaction. How well are job designed would reflect a vital position in the accomplishments and even survival of many organizations. Job design reflects the organizational, environmental and behavioural demands placed on it (Muhammad, 2009).

Jobs are created by people for people. Whether deliberately or by default, choices are made about which tasks to group together to form a job, the extent to which job holders should follow prescribed procedures in completing those tasks, how closely the job incumbent will be supervised, and numerous other aspects of the work. Such choices are

the essence of job design. Job design sequentially is next to job analysis, it specify the work activities of an individual or group in an organizational settings. Clegg (1998) in Armstrong (2012) observed that, job design specifies the contents of jobs in order to satisfy work requirements and meet the personal needs of the job holder, thus increasing levels of employee engagement.

Hackman and Oldham, (1976, 1980) developed Job Characteristics Model (JCM) derived from the modern research on job design. Core job characteristics of Job Characteristics Model were skill multiplicity, task distinctiveness, tasks implications, self-sufficiency and job feedback which actively contributed to job stimulus and subsequently to three vital emotional states practiced meaningfulness, experienced responsibility and knowledge of results, which has a great positively impact on employee motivation, job performance and outcome of these like job satisfaction and job retention.

Job analysis as explained earlier; provides job related data, as well as the skills and knowledge expected of the incumbent to discharge the job. Job design, then involves the specification of individual task, the specification of method(s) of performing each task and the combination of tasks into specific job to be assigned to individuals. Job designed therefore determines the content of the job and how the job shall be performed. Cole and Kelly (2011) agreed that job design involves determining the specific tasks and responsibilities the work environment and the methods by which the tasks will be carried out to meet the goals of operations. Job design is the application of motivational theories to the structure of work in order to improve productivity and satisfaction aimed to the following factors:

- Checking the work overload
- Checking the work under load

- Ensuring task are not repetitive in nature
- Defining working hours clearly
- Defining the work process clearly

Generally speaking, job design increases the value of the position to the organization, engages the workers and reduces individual and organizational risk. It leads to greater organizational effectiveness and efficiency and better result from employees.

2.7.1 Job Design Approaches

The job design approaches was attributed to the work of Hackman and Oldham (1980). Basically, there are four different approaches or methods to job design. Here is a brief description about them:

2.7.1.1 Classical/Mechanistic Job-Design Approach: Classical approach of job design is initiated by F.W Taylor with his well known Scientific Management Theory. He focused in the balance among work, motion and time at work. Taylor focused to design the jobs in such a way that the productivity can be increased significantly. Scientific management theory believes in excessive use of scientific tools, techniques and materials. According to Management Study Guide (2008), the main focus of this approach is to increase the organizational productivity by effective planning for improving human efforts and skills. Classical approach of job design popularly uses the following techniques:

i. ***Work Simplification:*** This is the method in which complex job is first divided into number of small simple activities or units. Similar activities need to be grouped into a work unit and each work unit is assigned to a worker. Jobs and assigned to employees on the basis of specialization so that the productivity can be improved through work specialization. Work units into a job are estimated to

be repetitive. This further increases the work efficiency. This method is appropriate to the lower level employees.

ii. ***Job Rotation:*** Job rotation is the most popular method of job design in which employees working in one responsibility or job will be transferred to other job. This means, under this method, jobs are created in such a way that employee should work all the responsibility one after another at certain interval of time. But level or position of employees remains same. Main purpose of this method is to remove monotony or boredom due to repetitive jobs of employees. This method provides the opportunity to work in different jobs of similar job description at different working station with different people. Employees can handle their job with the same skills, knowledge and experience.

iii. ***Job enlargement:*** Job enlargement is the process of expanding the job responsibilities within the same job. This means, under this method, different tasks or activities having similar nature and characteristics should be added to create new job. In other words, job enlargement is the horizontal expansion of job. For example, an accountant responsible to collect cash can be assigned to deposit cash in bank, preparing salary sheet, etc. as additional task.

2.7.1.2. Socio-Technical/Motivational Job-Design Approach: Employer's motivation is the most important factor in organizational productivity. Various researchers have found that employee motivation is the function of socio-factor. Their needs guide them for the better result. In this ground, jobs can be designed to the employee's individual needs and technical requirements i.e. according to individual needs and organizational requirements. This approach thus, considers the social aspects and technical system of the job. Peer supervisor relationship, need of group work and creation of supportive environment are some key elements of socio-cultural approach of job design. Jobs are

created to deal with the situational demand of technical and social needs (Management Study Guide, 2008).

2.7.1.3. Behavioral/Biological Job-Design Approach: Effectiveness of jobs depends on the behavior of employees toward that job. Job itself should be sufficient to motivate employees. So, the behavioral aspects of the employees should be included while designing jobs. This approach of job design is called behavioral approach. This means, behavioral approach of job design analyzes some behavioral aspects of employees like autonomy, variety, task identity, task significance, feedback mechanism, etc. Behavioral approach of job design includes following popular techniques:

i. ***Job enrichment method:*** Job enrichment is the method of job design in which some higher order responsibilities are added in the job. This means, under this method, jobs are designed including task demanding higher order skills, greater experience and better expertise. Job enrichment method integrates the task or activities vertically. Therefore, this method can also be said as vertical expansion of job. Specially, to those employees who desire opportunities of personal growth, jobs need to be designed with enrichment method. Enriched jobs motivate employees by adding challenging and interesting features in the job. Enriched jobs provide not only the challenging jobs but greater authority to accomplish jobs. With such practices, organization can prepare employees for the upper positions required to fulfill in the future. Such jobs reduce monotony among employees.

ii. ***Autonomous team:*** Autonomous work teams are the groups of self directed, self managed and self motivated employees who work for inter related and interdependent works. Such groups set the standard for output, set the working procedure, take actions, evaluate the outputs and take full responsibility of

outputs. They select the team members, prepare the team norms and values, fix responsibility, plan and carryout the activities, evaluate the performance, and take corrective actions if necessary. Jobs can be designed for the autonomous team. Normally, if the nature of job demands to be conducted in a group and employees are self motivated, this method becomes fruitful. In this method, area of job performance is given to group in bulks; the group sets the group goal, fixes responsibility to each member, sets the working procedure and schedule, conducts activities and evaluates the outputs. Such jobs can be designed only to those employees who have strong feeling of group goal, and are self motivated for higher level performance.

iii. ***Job Characteristics:*** Job characteristics method considers three psychological aspects i.e. experienced meaningfulness, experience determine the level of motivation, satisfaction and performance on the job. Following characteristics are suggested to include in the job:

a. *Skill variety:* Different talents and skills required to conduct different activities.
b. *Task identity:* Identifiable work unit is supposed to do by applying different skills and talents.
c. *Task significance:* Impact of job on work and lives of other employees.
d. *Autonomy:* Degree of freedom, independence and discretion to the individual in planning and performing job.
e. *Feedback:* Clear and direct information to individual regarding job performance.

2.7.1.4. Modified Work Schedule Approach: Modified work schedule method is the one in which work schedule, timing, shift, or routine of the work is rescheduled as per the convenience or demand of workers. Normally, the jobs which need to be conducted in different shifts in regular basis can be designed under this method. Shorter work

week, flex time, job sharing, home work, etc. are common methods of job design under this method. Some of them are discussed briefly as under:

i. ***Shorter work week:*** In this method, number of working days in a week can be reduced. But total working hours remain same. For example, job of an employee working 40 hours in 5 days a week working 8 hours a day can be rescheduled as a 40 hours in 4 days working 10 hours a day. This helps to reduce administrative cost as well as one day release to the worker.

ii. ***Flex time:*** In this method, different working shifts are prepared and employees are given option to choose to work in their convenient time shift. Hotels, hospitals, telecommunication office, etc. need to operate 24 hours a day. In such organizations work shifts are prepared like morning shift, day shift and night shifts having 8 hours in each shift. Employees are given freedom to chose their convenient shift to work.

iii. ***Job sharing:*** In this method, a particular full time job is shared between two or more part time employees. Full work or job is here, divided into number of jobs.

iv. ***Home work:*** In this method, employees are not required to come to the organization or work place for accomplishing their duty. They can complete their tasks at their home or any convenient place as well. Typing writing, painting, etc. jobs can be done in this way. Nowadays, this method is being popular for telecommunication center jobs. Employees get reward or remuneration on the basis of the volume or unit of work done by them (Management Study Guide, 2008).

2.7.2 Job Design in Colleges of Education

The attributes of the job design in the Nigerian Colleges of Education are expected to be guided by the Minimum Standard set by the National Regulatory body which is the

National Commission for Colleges of Education. This is as a result of the policy of ensuring uniformity in administration and the general activities of the Colleges of Education in Nigeria. Based on the provision, the features associated with the job design in the Colleges of Education in Nigeria as specified in the NCCE minimum standard include the following:

- The job design in the Colleges of Education is provided in a recommended book on the job design published and distributed to all the staff, so that each staff and those saddled with responsibilities were given adequate information on the content of the job, what to do, how to do the assigned duties within the officially assigned jurisdiction or the confinement of rules and regulations. However, failure to provide the book to all staff is an indication of poor and ineffective job design (Aboki, 2014). It is part of the objective of this study to determine the nature and attributes of the job design in Colleges of Education in Kano State.
- The attributes of the job design in the Colleges of Education in Nigeria is also based on the functional positions. This means that the job design is determined by the administrative and functional positions assigned to both the academic staff and the non-academic staff. The Colleges of Education in Kano State has specified and well defined functional positions for the academic staff and the non-academic staff of the institutions. The identified positions determine the nature of the job design.
- Another obvious attributes of the job design in Colleges of Education in Kano State as also applicable in the other Colleges of Education in Nigeria, as the nature of job design are uniformly the same in the other Colleges of Education in Nigeria is that of dichotomization of the job design between the academic staff and the non-academic staff of the Colleges of Education. This special attributes

is warranted due to the different responsibilities and functional positions of the two staff, as such the content of the job as well as the assigned responsibilities for the two remarkably differed. The academic staffs are primarily concerned with the running and the management of academic activities. In view of this the jobs design for the academic staff and their other assigned administrative responsibilities relative to academic context are solely determined by the academic scope. On the other hand, the non-academic staffs are primarily concerned with the general administration of the school, including infrastructural development and the handling of the financial issues, in view of the nature of the scope of their assigned responsibilities, the nature of the job design peculiar to them is also distinct.

- The peculiar attributes associated with the job design in Colleges of Education Kumbotso in Kano State is not contrary to that of the other Colleges of Education in Nigeria, because the institutions were centrally regulated and accredited by the same regulatory body. It is part of the objective of the study to determine the extent of conformity of the job design in the college with the conventional standard set by the regulatory body, as such the attributes of the job design in the college are expected to in line with the standard provision (Aboki, 2014).

Thus, from the above attributes and explanations about job design it is an established fact that job in Colleges of Education were broken down into simple and repetitive tasks in order to maximize productivity. This according to Truss et al (2014) encouraged employers to create jobs that allow individual workers very limited scope for innovation, creativity and variety and inevitably led to boredom and dissatisfaction.

Adebayo (2010) and Ibrahim (2012) reported that job design is not properly practiced in most Colleges of Education in Nigeria. They further noted that, in some colleges there is evidence of massive migration of staff both academic and non-academic from lower cadre to middle or senior cadres. Equally, Timothy (2014) reported that job design increases harmonious working relationship between staff and management in Colleges of Education. Truss *et al* (2014) emphasized that jobs in modern economy are more likely to be interdependent, and so job design needs to be consider not just itself, but also the way the job holder is intended to interact with those around them. In addition, Victor (2012) indicate that application of job design approaches in Nigerian Colleges of Education provides staff with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, sections, units, etc and functions efficiently and effectively.

In similar vein, a study of Alabi, Murtala and Lawal (2012) revealed that there are numerous factors affecting job design in Colleges of Education such as excessive work load, unsuitable working hours, low autonomy, low self-esteem, job insecurity, role conflict and role ambiguity, supervisory, managerial, colleagues-relationship, risk and safety status in the some colleges.

2.8 Processes of Job Descriptions

Job analysis and job description are closely interrelated the information gathered on each job through job analysis is subsequently organized and compiled in a job description. The adequacy of job description thus depends largely upon the extent of information obtained through job analysis. Job description are based on objective information obtained through job analysis, understanding the competencies and skills required to accomplished needed task and the needs of the organization to produce work.(Andrew, 2009 in Ameenu, 2014).

Job analysis consists of collecting data and applying it by preparing job descriptions, job specification and job standards (Bratton and Gold, 2007: 382). Therefore, a job description is a result of a job analysis. Where the job analysis describes the general requirements of a certain job, the job description will explain in detail the different tasks to accomplish during the day. "The process to make a job description is to have a strong reflection on the available sources of expertise" (Richard, 2007: 104).

The principle of a job description is to identify the essential function of a work. One of the main objectives of a job description is to be used as a tool during the recruiting process. The job description should be enough descriptive but also very clear to understand. Job description will give the opportunity for the team to work together and faster. It will increase also the good feeling of the employees. The job descriptions can be multipurpose tools that can be used in every aspect of the employment process (Arthur & Diane, 2005: 79).

Job description implies objective listening of the job title, task, duties and responsibilities involved in a job. It is a list that a person might use for general tasks, functions and responsibilities of a position. The purpose of job description according to Santos (2008) as cited in Ameenu, (2014), includes the following:

i. To collect job related data in order to advertise for a particular job.
ii. It is done in attracting, targeting, recruiting and selecting the right candidate for the right job.
iii. It is done to determine what needs to be delivered in a particular job thereby clarifying what employees are suppose to do if selected for a particular job.
iv. It gives a recruiting staff a clear view what kind of candidate is required by a particular department or unit to perform the task.

2.8.1 Importance of Job Descriptions in an Organization

A job description is one of the most important documents of an organization as it defines where the job is positioned in the organization structure and it provides essential information to potential employees so that they can determine the capabilities of individual applicant according to the job description and recruit the best candidate right to do the job.

The importance of these two steps in job evaluation process is quite evident; an inaccurate evaluation of job is often caused by errors in the basic data obtained in the job description. It is therefore essential to assure proper job analysis and accurate description of the job duties and specification.

According to Armstrong (2010) job descriptions are written statements that describe the duties, responsibilities, required qualification and reporting relationships of a particular job. Thus, job descriptions are based on objective information obtained through job analysis, an understanding of the competences and skills required to accomplish needed tasks and needs of the organization to increase productivity in work. He further asserted effectively developed job descriptions are communication tools that are significant in organizations success. Poorly, written job descriptions, on the other hand, add to workplace confusion, hurt communication and make people feel as if they do not know what is expected from them.

A positive job description provides an opportunity to clearly communicate to organization direction and they tell the employee where he or she fits inside of the big picture of the institution (Muhammad, 2009). Effective job descriptions will help to align employee direction. Alignment of the people to employee with specific goals, vision, and mission spells success for the organization. Moreover, job description is helpful in framing questions to be asked in the selection interviews, it helps during the

orientation or induction process and in placement of new employees on job positions or when transferring or promoting co-worker.

Likewise, Okumbe (1999) as cited in Muhammad (2009) sees job description as a check list which is useful in performance appraisal, helps in individual employees to have their own self-appraisal and self-development. Job description also, helps managers to prevent misunderstandings which could otherwise mar the performance of the organization. Thus, by using effective job descriptive, managers can decide when a worker is due for promotion on the basis of his or her job performance or when his or her experience can best be utilized elsewhere.

Job description can be used as useful tool for employee's salary administration. Comprehensive and objective job description forms a factual basis for human resource managers during the grading of all the jobs and determination of a salary structure which is both internally and externally equitable. Effective job description helps Managers to take disciplinary measures against employees who have not performed their jobs as required of them (Garba, 2012).

2.8.2 Job Description in Colleges of Education

Job description involves the act of giving adequate information on the job or assigned responsibilities given to a staff. Fischer (2010) argues that job description in a formal organizational setting have the same goal and performs the same roles. He identified the followings as the basic roles of job description in formal organizations:

1. To provide detail information on the nature and scope of job or responsibilities associated with assigned responsibilities in a given formal organization;
2. To provide a clear blueprint on the person to do the job effectively, including the required physical attributes, qualification and other relevant attributes to do the job successfully;

3. To provide clear guidelines on what the job specifically required or demand.
4. To provide adequate information on where the job would be conducted; the department, units, and offices.
5. To provide detail on the nature of the expected challenges of the job and how the employer is expected to work efficiently and overcome such challenges for maximum output.
6. To control the influx of the unqualified staff seeking for appointment into key sensitive areas or position.
7. To provide effective platform for the employment of qualified competent staff in formal organizational settings.

The roles of job descriptions in all formal organizational settings are the same universally regardless to the size and nature of the organizations. In view of this the roles of the job descriptions in Colleges of Education in Kano State are also the same as the institutions is also full pledge formal organization.

The Federal Government of Nigeria has published a manual for civil and public servants in Nigeria, known as Public Service Rules (PSR) or Federal Civil Service Manual (2008 Revised Edition). Among other things, states that "Every employee shall be given a job descriptions incorporating specific measurable objectives for the results they are to achieve within 2 years probation period before confirmation. The job description and performance objectives shall be drawn up in consultation with the employee, and shall include personal and skill development objectives as well as operational objectives". As working conditions is one of the key elements of job description, thus, employees in the Public Service have to perform with bodies of rules and regulations for it to be able to achieve its cooperate objectives and for service to be effectively and efficiently delivered. But as observed by this researcher the preliminary survey shows that although

there is Public Service Rules and Scheme of Service Policy, still most of the Colleges of Education in Nigeria have problems of unclear defined job descriptions which in return can hinder job performance and reduce productivity.

In Nigerian Colleges of Education system there is no denying the fact that the Registry as the custodian of the college's rules and regulations is the engine room of the College; the Bursary is the fuel tank, while the Audit is the Speedometer. As reported by Adebayo (2010) that although NCCE had prepared Scheme of Service but employees were not given the job description according to their working conditions which ultimately decreases employee's morale, commitment and accountability at workplace; hence planned objectives may not be achieved.

2.9 Job Specification Processes

Job specification also known as employee's specification translates job description into terms of human qualities which are required for job performances. It is intended to serve as a guide in job evaluation. Job specification states the minimum acceptable qualifications that the incumbent or employee must poses to perform the job successfully. It is a statement of human qualifications necessary to do the job. One of the main purposes of conducting job analysis is to prepare job description and job specification which in turn help hire the right quality of workforce into an organization. The general purpose of Job analysis to document the requirements of a job and work performed, description and job specification are essential part of job analysis, job analysis is a primary tool use to collect job related information and the processes involved in job description and job specification.

2.9.1 Features of Job Specifications in Nigerian Colleges of Education

Rayfield (2009) describes job specifications as "those attributes or essential qualities needed or expected from a person employed to do a job" The expected attributes needed

from a person to perform a particular job can be professional and academic requirements, can be physical or mental attributes, can be emotional and psychological. The attributes are multi-dimensional and determined by the nature of the work. In the Colleges of Education in Nigeria, such attributes are determined by the regulatory body for the Colleges of Education in Nigeria. For instance the NCCE provides the following attributes for the staff of the Colleges of Education:

i. Candidates for appointment as academic staff are expected to submit detail Curriculum Vitae (CV) highlighting their qualification, teaching experiences, publications etc for assessment. They are subsequently interviewed and place on appropriate position.
ii. The academic staff of the Colleges of Education must possess a teaching qualification and candidates with non-academic Master's Degrees such as MBA, MPA etc will not be consider for appointment as academic staff.
iii. The staff are expected to be of morally sound.
iv. The position of the Chief Security Officer should be given to a retired army not below the rank of Lieutenant or any cognate relevant positions in the Para-Military.
v. There are also provisions for the appointments of all the functional positions with their associated demands for certain requirements from the person to hold positions in either the academic or non-academic parts.

As the nature of the job specification in the Colleges of Education in Nigeria is centrally regulated and are uniform nationwide, the Colleges of Education in Kano State (FCE, Kano; FCE (T), Bichi and SRCOE, Kumbotso) are equally not exception.

2.9.2 Job Specification in Colleges of Education

The jobs in Nigerian Colleges of Education are guided by relevant documents and autonomous bodies such as the Constitution of the Federal Republic of Nigeria, the NCCE Establishing Act, the Staff Conditions of Service, the College's scheme of Service, the Public Service Rules in Nigeria, the Colleges Governing Council Regulations etc. For instance, the Public Service Rules (2008) specified conditions of service of academic staff of tertiary institutions in Nigeria to includes; housing, transport grants, children education, leave bonus, transfer allowance, medical benefits, sick leave, maternity leave, study leave, annual leave, casual leave, teaching load, payment of salaries and wages, training, hours of work, overtime, grievances procedures, termination, dismissal, pension scheme and retirement benefit. It was usually prepared and written by the management of such institutions to guide conduct and operations of the employers and the employees (Raji, 2009). Thus, the conditions of service for the staff in Nigerian Colleges of Education were as follows:

a) Teaching Load: Teaching load in Colleges of Education shall include clinical, NCE and extra-mural teaching. It is recognized that teaching load and the opportunity to undertake research are, beyond a certain point, mutually exclusive. Teaching load is also a function of staff strength and specialization in department. Teaching Load is not indicative of quality, but the load can be of such magnitude as to adversely affect quality. Minimum teaching load is the minimum number of contact hours with students required for everybody. A minimum teaching load in Colleges of Education which everyone should be expected to confirm to in terms of contact hours per week is; (i) 10 hours for Science, Technical and Vocational-based Schools (ii) 9 hours for Education, Languages, Arts and Social Sciences Schools, (iii) 5 hours for Deans of Schools and Heads of Department (NCCE, 2012).

b) Leaves and Passages: Granting leaves for staff other than the Principal Officers, Deans and Directors shall be on the recommendation of the Heads of Department. Leaves in Colleges of Education shall be granted at the discretion of the Heads of Departments with approval of the Registrar. While for Principal Officers, Deans and Directors, the approval of Provost shall be required. Leaves in COEs includes annual leave, casual leave, examination leave, maternity leave, sick leave, study leave and sabbatical leave, leave of absence, secondment and passages (NCCE, 2012).

c) Allowances, Loans and Advances: As stipulated in NCCE Scheme of Service (1992), every staff of Colleges of Education is entitled for certain allowances for the conduct of some services which include Transport Allowance, Kilometer Allowance, Rent Allowance, Overtime Allowance etc. Furthermore, the Scheme of Service also stipulated that *"All loans shall be granted upon agreement between the Colleges and the member of staff concerned whose appointment shall normally have been confirmed; All loans are made subject to availability of the funds and on such terms and conditions as the Colleges may determine from time to time…"* examples of such loans granted to the staff of Colleges of Education in Nigeria are Motor Vehicle Loan, Furniture Loan, Housing loan etc.

d) Promotions or Advancement: Promotion means the advancement of an employee to a position of higher rank on the ground of merit. Promotion in Colleges of Education is based on assessed overall profile of the staff which includes character, efficient and effective performance of the employee in his/her current position. The NCCE Scheme of Service (1992), stipulated that "*an employee to a position of higher rank shall normally be determined after such employee has spent three (3) years in the service of the College or three (3) years after the last promotions*". The Scheme of Service further stated that Promotions of academic staff shall be based essentially on research, teaching

and services within Colleges, but may include consideration of relevant national and/or international assignment. On the other hand, the parameters for promotion of non-academic staff shall include qualifications, length of service, administrative/professional duties, contribution to the College and the nation, proficiency and others to be determined by the College Governing Councils.

Thus, from the foregoing analysis of job specification in Nigerian Colleges of Education it is an established fact Colleges of Education considers promotion and other conditions of service as an effective ways of rewarding staff serving under them. The goal of the Conditions of Service is to provide clear guide in the conduct of services in the Colleges. Also is to avoid bias and discrimination especially during the allocation off teaching loads and/or during the promotion exercise. However, it is sad that the procedures is not often used as some lecturers were assigned to many teaching loads than others and also some lecturers stays several years in one rank without being promoted (Raji, 2009 and Adebayo, 2010).

2.10 Job Performance Assessment

Job performance assesses whether a person performs a job well, it is the work related activities expected of an employee and how well those activities were executed. David (2008) considers job performance as needs assessment under which job analyst performs each job to get a firsthand experience of the knowledge, skills and abilities required. He reiterated that it is a work performance in terms of quantity and quality expected from each employee. This shows that job performance is formally is formally defined as the value of the set of employee's behavior that contribute either positively or negatively to organizational accomplishment. Individual performances are a core concept within work and organizational psychology. Over the years researchers have made progress in clarifying and extending the performance concept (Campbell, 1993 in

Ameenu, 2011). With global changes influencing productivity within organizations today, the performance concepts and performance requirements are undergoing changes. Authors agree that when conceptualizing performance one has to differentiate between action i.e. behavior and outcome aspect of performance. The behavioral aspect refers to what an individual does in the work situation, not every behavior is subsumed under the performance concepts, but only the behavior that is relevant to the organizational goals. Many business organizations for example, assess the performances of each employee on an annual or quarterly basis in order to help them identify the suggested area of improvement hence organizations needs highly performing individuals in order to meet their goals. Though performance does not to be directly observable action of an individual, it consists of mental production such as answers or decisions. However, needs to be under the individual control, regardless of whether the performance of interest is behavioural.

Staff job performance can be described as an index of staff effectiveness, which explains the relationship between the characteristics of teaching and its effect on educational outcome in classroom teaching. Many researchers have carried out different studies on job analysis *vis-a-vis* job performance. The most widely published research work carried out is the inverted-u-relationship (Alabi, Murtala and Lawal, 2012).

2.10.1 Job Analysis and Staff Performance Relationships in an Organization

Amos and Ristow, (2004) stated that effective management of performance was critical if the goals and objectives of the organization were to be achieved. Organizations were in existence to succeed and the achievement of the strategy through individual output places the spotlight directly on performance and the management thereof. An integrated human resource (HR) strategy supports the fulfillment of business strategy and the attainment of organizational goals. This integrated Human Resource strategy represents

a network of human resource processes, geared towards the achievement of business goals and introduces links of performance to sourcing, staffing, development, rewards, recognition and employee relations.

According to Storey & Sisson, (1993) cited in Muhammad (2009) concept of performance management appeared relatively self-explanatory. It related to overseeing employee job performance. Formally it was defined as "an interlocking set of policies and practices which have their focus on enhancing achievement of organizational objectives through a concentration on individual performance." Performance management encompasses cascading overall business goals and objectives into individual employee objectives. Amos *et al.,* (2004) discussed that it was an approach to the management of the people which deal with setting individual objectives that are related to organization objectives.

In order to identify the vital aspects of a job and what knowledge, skills and abilities (KSA) are mandatory for thriving job performance, Job analysis methods and outcome of job analysis like job specifications and job descriptions are the organized procedures and documents extensively used in the organizations. Amos *et al.,* (2004) narrated Job performance as a complex phenomenon as diverse variables manipulate job performance. Such variables comprising age, recognition of achievements and job satisfaction. Each and every one of these variables would positively persuade employee job performance.

Judge and Ferris, (1993) in Muhammad (2009) considered Job Performance Appraisal as one of the most imperative human resource (HR) practices. Although the requirement for several variety of performance appraisal (PA) system was frequently acknowledged but the realistic worth of performance appraisals was often questioned. Sidney, (1999) discussed the performance appraisal procedure as one of the function which believed to

be a requirement in terms of making administrative and financial decisions, providing legal protections and even recuperating job performance. As noted by Muhammad (2009) this divergence view was whispered to thwart the performance appraisal procedure from attaining its targets and goals and worth to the organization.

Viteless (1992) presented a model of job performance which reflected such behaviours that were inclusive of job performance sphere, classified as either *task* or *relative* performance. He further stated that task performance was termed as behaviours that contributed in a straight line to the organization's technical core and included those actions which were typically recognized as a part of the job. And relative/appropriate performance referred to those behaviours that maintained the enormous social environment in which the technical core must function. It included more unrestricted behaviours that assisted the organizations to function Personnel selection usually requires the identification of the human attributes required for job performance and the subsequent assessment of applicants in those terms. An important issue in this process is the translation of job descriptions into the attributes required to attain appropriate levels of performance.

Two broad approaches of job performance have been developed. The first involved the '*Ability Requirements Approach'* and was characterized by the work of Fleishman and his colleagues 1978. And *'alternative approach'* concerning job components has largely been associated with the work of McCormick and his coworkers at Purdue University McCormick, 1979 (Muhammad, 2009). Fleishman's ' ability requirements approach described jobs in provisos of the abilities obligatory to perform them. The attributes involved in a job are assessed by using a set of behaviourally anchored rating scales. Profiles of basic abilities which account for job performance can therefore be derived. Fleishman & Hogan, 1978 studied that performance on tasks with ' similar' ability

requirements can be predicted and individual performance is consequently predictable on the basis of the requisite abilities possessed.

The professional HR literature is currently dedicated to measuring and reporting upon, the quantifiable relationship between an organization's human resource practices and its performance, referred to henceforth as the Human resource - Performance link. Kingsmill, in 2003 studied that the government was also interested in this link. Wright *et al.,* 1999 discussed the question of how HRM policies and practices were linked to organizational performance which was a subject of immense attention to both academics and professionals. However, linking human resource management practices with employee job performance was unexplored and required an enormous consideration predominantly in the perspective of public sector organizations. David, 2008; Bohlander and Snell, 2009 have taken a step by emphasizing the importance of job analysis not only as a vital human resource practice but also as a strategic human resource management practice having a contribution to the organizational job performance. Ash, 1998; and Dessler, 2003 explored that with the growing identification of the human resource practice - performance linkage, it has been recommended that organizations that vigorously follow job analysis as a Human Resource Planning (HRP) strategy were likely to achieve competitive lead on others.

2.10.2 Factors Affecting Job Performance in Educational Organizations

Job performance is one of the most important dependent variables and has been studies for a long decade. Job performance generally refers to whether a person performs their job well or not. Job performance is the way employees execute their work. An employee's performance is determined during job performance reviews. Therefore, the study aims to review existing studies to investigate factors affecting job performance.

Some of the factors affecting Job Performance of staff in Nigerian Colleges of Education are as follows:

2.10.2.1 Employee's Workplace Environment and Working Conditions

The location of the work, where the employee performs his duties and daily activities, such as office or site of construction, is included in workplace environment. Generally other factors like, noise level, fresh air, refreshment and the incentives e.g. child care, also become a part of workplace environment. Workplace environment may have either positive or negative impact on the satisfaction level of employees depending upon the nature of working environment. The employees can perform better if they are provided good environment. The working outcomes are directly interlinked with working environment; the more it (environment) is conducive the better the outcome will be. Employee satisfaction plays an important part in the success of organization. The employees will perform better if they are provided good environment. There are various aspects of the physical environment satisfaction that contribute in employee's satisfaction. Researchers asked the question from the employees that may include that how much you are satisfied with your working environment. When an employee is given higher level of satisfaction then it reduces turnover and in turn enhances the morale of an employee (Taiwo, 2005). Ndalaye (2000) and Zainab (2012) found that satisfaction with workplace is optimistically associated with job accomplishment and it is indirectly connected with turnovers for better future. The current workplace environment of various organizations has positive association with performance of employees.

According to Alabi *et al* (2012), there are many factors in employees' workplace environment that greatly impact their level of enthusiasm and performance. The workplace's environment affects employee confidence, output and commitment - both

positively and negatively. Therefore it is not just a coincidence that new incentive programs which focus on lifestyle changes, work/life balance, health and fitness issues were previously not considered as significant payback tactics, but are now common practices amongst well-reputed corporations, and primary considerations of potential employees. Similarly, the class of the employees' workplace environment highly affects their level of motivation and the following performance. How well they engage with the organization, especially with their workplace environment, influences to a great extent their error rate, level of innovativeness, relationship with other employees, rate of absenteeism and, finally how long they continue to work (Taiwo, 2005; Alabi, *et al.*, 2012).

2.10.2.2 Work Stress

Work stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker. This concept is often confused with challenge but they are not the same. Challenges energise psychologically and physically and motivate us to learn new skills and master our job. Work stress can lead to poor health and even injury. Alabi *et al* (2012), divided factors associated with work stress into occupational and human conditions. The occupational conditions include work environment like job task, work overload, working hours, workers' role conflict, role ambiguity, job security and such organisational factors as supervisory, managerial, colleagues-relationship, risk and safety status in the organisation. Human conditions include workers' capacities, needs, expectation, culture and private life. All these are in a dynamic interaction that may lead to emotional disturbance and behavioural disorder or problems that are likely to result in work stress.

Workers and professionals face tension as a result of continuous interaction with people who have problems. This can lead to loss of care as it is often perceived in the character of medical practitioners who seem undisturbed by patients' worried health condition. Alabi *et al* (2012) citing Maslach & Jackson (1996) opined that lecturers that face large number of students with academic problems are likely to experience stress in their job. They asserted that one visible aspect of work stress is the increased feeling of emotional exhaustion and tiredness by workers.

In another study on job stress and burnout among university senior staff, Egwunyenga and Ebule (1994) found that university senior staff (both academic and non-academic) showed high stress symptoms in performing their duties and that the commonest symptoms of stress among this category of staff include restlessness, anxiety, frustration, occasional headache, dizziness and physical pains. The study concluded that the complexity and challenges of modern tertiary institutions with respect to teaching, research, administration as well as interaction with various interest groups within the educational system are associated with stress. This assertion was corroborated by many writers who also believed that lecturers in higher institutions, when stressed, do exhibit unusual behaviours/habits such as clutching the hair, ear or nose, biting the lips, grinding the teeth, foot tapping, nodding of head during meeting or social gathering, losing sense of humour, reacting nervously, restlessness, frustration and developing full-blown anger or hostility (Egwunyenga and Ebule, 1994; Taiwo, 2005).

Lecturer job performance can be defined as an index of lecturer effectiveness, which refers to relationship between the characteristics of teaching and its effect on educational outcome in classroom teaching (Alabi, *et al.*, 2012). The study by Institute of Chartered Secretaries and Administration of Nigeria (ICSAN) (1999), proved that low/moderate influence of stress stimulates the body and increases its ability to act. Too

much stress places unattainable demands on the person which result in low performance. The inverted-u-relationship describes the reaction to stress overtime as well as the changes in stress intensity. A moderate level of stress may have negative influence on individual performance over a long period of time. Hence, a conclusion may be drawn that lecturer may use a positive influence of stress to perform well in his task of lecturing and administration but, when this is experienced over a long period of time, it may result in a low performance.

2.10.2.3 Students Academic Performance

The extent to which teaching and learning were conducted by students and teachers formed part of the research. As teachers, greater motivation was derived when students fully comprehend and could actually put into practice what has been imparted to them. Generally speaking, students academic performance was the quality of results produced by students as reflected in the quality of their examination scores (Raji, 2009). There have been various variables for measuring the students' performance in school. Timothy (2012) opined that teachers who provided good classroom conditions, good teachers-students relationship and applied suitable teaching methods might likely improve the academic performance of students. In a related view, the conduct of continuous assessment test and interview determined how the variables could be measured. It was observed that in some of our institutions, only few of them were able to reach the minimum standard of success. Such situations created frustration and lack of job motivation for teachers. Various factors might be responsible for this, including the availability of textbooks, instructional materials and laboratory equipments.

According to Raji (2009), most students studied without access to materials and fact from library thereby depending only on the production of notes given to them in the class by the teachers. The unwelcome style of learning has resulted to many things; one

of it was the examination malpractice in schools. Although, some institutions had few cases of examination malpractices, yet it was not without exception, as the few of them normally caught have links to factors affecting job performance by lecturers. Fwangle (1997) as cited in Raji (2009) listed out various reasons for students at Colleges of Education in Nigeria engaged in examination malpractices such as stress which was often induced by parental pressure. It has been noticed that lecturers were not also satisfied with the system because of the extent of pressure they received from the parents of these students, who come from various destinations to seek for examination favour for their wards and wives. Some of them even tried to intimidate and implicate those lecturers who refused to yield to pressures.

2.10.2.4 Promotion, Compensation and Performance Evaluation

Compensation processes are based on compensation philosophies and approaches which are developed and supervised to give and sustain suitable types and levels of financial compensation (Auta, 2012). Armstrong (2012) argued that compensation management is a vital part of human resource management (HRM) and it moves toward organization's performance. It leads to design and implement compensation plans that are geared to the enhancement of organization and employee's productivity. Compensation is the major element that affects the employee performance. Therefore, if employees are satisfied that organization is offering a good compensation then their motivation is at a higher level and as a result their work performance is also better off.

Importance of Human Resource practices in under-developed countries has been recognized by Siddique (2004). There are many variables which are included in HR practices but in this research work three HR practices are included which are compensation, promotion and performance evaluation. The main reason of selecting these three practices is based on fact represented by (Muhammad, 2009) that in under-

developed countries physiological requirements (compensation, promotion and performance evaluation) have significant influence on employees' job performance.

Performance evaluation and promotion practices are usually based on standard criteria, actions and strategies and executed by capable and skilled employees of the organization. Employee perception about the equality of these practices counts a lot. Promotion is the acknowledgement of employees' efforts and his devotion to work. Every employee wants to receive rewards for his good performance. According to Raji (2009) promotion was one of the ways used to increase lecturers' job performance. Normally, promotion meant increase responsibility, more prestige or status and increase in pay. It was a way of rewarding people for their efforts and services. Muzaazi (1980) cited in Raji (2009), promotion helped to boost the morale of lecturers and motivate them work harder in their job. Of course, a lack of promotion leads to low morale and may result in frustration, resignation and at times premature retirement from the job. She further explained further that promotion was based on competence, qualification and seniority. However, most educational institutions tended to attach greater importance to seniority. But he emphasizes that management should attach more importance to competence as a criterion for promotion rather than seniority. This was not to say that seniority was not important. On the contrary, seniority must be combined with criteria of competence and productivity.

2.10.2.5 Staff Development and Training

Staff development and training were the means the organization or employers used to improve the knowledge and skills of the personnel. These could be through in-service education, seminars, workshops, conferences and re-training (Umar, 2000 cited in Raji, 2009). Staff development means that provisions should be made by the education authorities and management to improve the performance of lecturers from the initial

employment to retirement stage. Staff development therefore becomes a means to an end, the end being improvement of the quality of student's learning experience and lecturer's job performance. Some of the means of encouraging lecturer's growth and job performance in the above areas might take the form of workshops, seminars, refresher courses, exchange teaching, professional writings, visits to other institutions to observe teaching methods in those institutions, post graduate work at a University, course of study at Colleges of Education and participation in the evaluation of the school programmes (Raji, 2009).

Organizations need to be aware about the importance of keeping their human resources up-to-date. New product information to perform new assignments, knowledge about their surrounding development and most importantly to keep them alive with the advancing technologies; trainings can play critical role. That is why trainings have positive impact on employee's performance as he/she will be confident and fully aware about his tasks comparative to the employee who is not being trained for important roles, he will be doing thing according his own understanding and he will definitely create problem for the organization (Muhammad, 2009).

2.10.2.6 Long Working Hours

Long working hours have negative effect on employee's performance as well as on their families, the employer and community. Muhammad (2009) indicated that long working hours have more complex relationship with risk, as long working hours can reduce the efficiency of the employee because nonstop working will increase the chances of mistakes and faults. Employees who are allowed for some rest time during their job and they work few hours' shows greater efficiency and effectiveness at their job as they are fresh and energetic during their job.

2.10.7. Communication Barriers

Communication was so pervasive in schools that it was a fundamental and integrative process in educational administration and management. Communication meant sharing massages, ideas or attitudes that produce understanding between the sender and receiver (Akpan, 2003 cited in Raji, 2009). As noted by this researcher poor channel of communication in Colleges of Education seemed to affect staff job performance, because the channel in which the information is disseminated flowed upward to the Provost of the institution. Owing to the routine processed that must be followed, it seemed to be difficult for staff to send information to the management or at times other line of authority. This process again seemed not to enhance job performance. The only channel of communication in these institutions that seemed to be effective and which aided job performance of staff was the informal channel of communication (Raji, 2009). Staff seemed to depend much on friends and informal groups to send or receive their information, because it was reliable and fast.

However, it is to be noted that communication barriers create huge hurdles for employees to discuss their routine problems and to get their solutions from the upper management. So when they feel confused to talk with their managers they feel hesitation and fear that they will be scolded and abused by their manager and decide at their own which may lead them towards wrong decisions and it can affect their efficiency. In this study we will assume that communication barriers play negative role for the employee performance.

2.11 Empirical Studies

Job Analysis forms the core of most human resource activities and can perform a number of functions. Researchers in human resource management have established a relationship between human resource management (HRM) practices and organizational

performance, but the relationship between Human Resource Management practice like Job Analysis and Job Performance, the intervening process recruitment, connecting Job Analysis and Job Performance remains unexplored. This research attempts to evaluate the impact of Job Analysis on Job Performance on the basis of the opinions of the staff of Colleges of Education in Kano State. Hence, the purpose of this section is to review some studies on the impact of job analysis on employees' job performance in organazations.

Raji (2009) carried out a study on the Assessment of Job Performance among the Academic Staff of Federal Polytechnic Offa, Kwara State. The main purpose of Raji's study was to assess the Job Performance among the Academic Staff of Federal Polytechnic Offa, Kwara State. Five (5) research questions and five (5) null hypotheses were formulated that guided her study. The design adopted for the study was descriptive survey type. A sample of 225 academic staff was used for the study. A structured questionnaire instrument was used to elicit information. Data collected were analyzed using frequency counts and percentages to answer the research questions while the Pearson Product Moment Correlation Coefficient (PPMC) was used to test the null hypotheses at 0.05 level of significant. The findings revealed that significant relationship exist between students academic status and job performance of Lecturers; availability of teaching materials enhances job performance among lecturers; condition of service is quite significant to job motivation and job performance; there is significant relationship between the leadership style of departmental heads and job performance of lecturers in Federal Polytechnics, Offa, Kwara State.

Her study is of interest to the present study in that they are all centre on staff job performance, except that she used academic staff of Polytechnics as her respondents

while this study dealt with both management, academic and non-academic staff of Colleges of Education in Kano State Nigeria.

Adebayo (2010) undertook an Evaluation of Functional Job Analysis in Some Selected Colleges of Education in North-Central Geo-Political Zone of Nigeria, The main objectives of the study was to determine the extent to which job analysis in the selected schools were applied, efficiently managed and function for the optimum realization of the schools objectives. Nine research questions guided the study. The design adopted for the study was evaluative survey. A sample of one thousand, two hundred (1200) academic and non-academic staff of the selected colleges was used for the study. A 50-item questionnaire was the major instrument used in eliciting information from the respondents. The instrument was structured on a four-point likert scale format. The researcher used mean scores to analyzed the data collected and t-test statistical tool to test the hypotheses. Findings of his study revealed that Job Analysis in the Colleges of Education studied did not use effective and functional Job Analysis procedures, as the recruitment processes, as well as assigning responsibilities to staff and ignored the formal procedures involve in effective Job Analysis. The study was further revealed that the Offer of Employment given to staff and the type of advertisement given out to invite suitably qualified candidate for possible appointment were not effectively made to reflect functional and effective Job Analysis. Furthermore, the study discovered wrong placement and posting of staff, especially the non-academic staff, as many were posted to work in areas that were not relevant to their academic discipline and training. The implication of poor Job Analysis in the schools studied by Adebayo (2010) was inefficiency and poor service delivery. The study established that there was evidence of inefficiency of service delivery which was caused by poor Job Analysis procedures.

Adebayo's study corresponds to this present study in which they all centre on evaluation of job analysis in Colleges of Education, and he used academic and non-academic staff as his respondents while this study dealt with both management, academic and non-academic staff of Colleges of Education in Kano State Nigeria .Both studies adopted a descriptive survey design.

In the same vein, Auta (2012) conducted a study on Job Analysis in Educational Institutions: A Case Study Adamu Augie College of Education, Argungu, Kebbi State, and the main objective of the study was to ascertain the relationship between Job Analysis and Job Performance. In other words, the study intended to discover how Job Analysis could effectively enhance or influence efficient execution of work. The study involved both the academic and non-academic staff of the institution. The researcher used descriptive survey design. The researcher formulated five research questions to guide the study. The sample comprised 80 Lecturers and 150 No-academic staff out of the population of 1,320 obtained from the College Registry. A 40-item questionnaire and a 33-item observation schedule were the instruments used to elicit information from the respondents and for on-the-spot assessment of the adequacy of the facilities and the equipment respectively. The questionnaire was structured on a four-point rating scale of Strongly Agree (SA); Agree (A), Disagree (D), and Strongly Disagree (SD), while the observation schedule was structured on a three-point rating scale of very Adequate (VA), Adequate (A), and Not Adequate (NA). The data were tested using simple frequency counts and percentages, while the hypotheses were tested using the t-test statistics. Findings of the study revealed that there was poor and inefficient management of Job Analysis, especially in the area of recruitment or employment of staff, placement and work schedule. These findings were justified by instances of massive recruitment of unqualified staff in both the academic and non-academic wings of the institution. In

addition, staffs were not adequately informed of their assigned schedule of responsibilities and job specification. Many redundant staffs were also discovered which clearly indicate evidence of over staffing and ineffective application of the principles of Job Analysis.

The research conducted by Auta (2012) is related to the present study in its focus on the relationship between job analysis and job performance among staff of Colleges of Education. However, he dwelt more on the management instead of the actual practice of job analysis. They differ in the use of an observation schedule.

Victor (2012) conducted a similar study titled Impact Assessment of Job Analysis on Job Performance in Some Selected Secondary Schools in Taraba State. The study was intended to identify the perception of the Principals and Teaching Staff of some selected Secondary Schools in Taraba State on the Job Performance and Job Analysis. The researcher used descriptive survey design. The researcher formulated five research questions to guide the study. The sample comprised 150 principals and 450 teaching staff out of the population of 15,787 from the State Secondary Education Board (TSSSEB). A 32-item questionnaire was used by the researcher to gather information from the respondents. The questionnaire was structured on a four-point rating scale of strongly agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). The researcher used mean scores to analyze the data collected from the respondents. The study discovered that majority of the teaching Staff expressed negative perception on the way most of the Principals undermined the principles of effective Job Analysis which is seen as essential factor for effective Job Performance and for optimum realization of organizational objectives. The findings of the study indicated that poor and ineffective Job Performance in the secondary schools of the study was caused by the way administrators of the schools undermined the effective application of Job

Analysis. According to Victors study (2012) wrong or ineffective use of Job Analysis pave way to poor performance and inefficiency in the discharge of officially assigned responsibilities in Taraba State Secondary Schools. Victor's study is closely related to the present study in that both is concerned with job analysis and job performance, but they differ in the area of study, because this study is conducted in higher institutions of learning while his study was conducted in secondary schools.

Timothy (2014) carried out a study on the Appraisal of Job Analysis in relation to Job Performance in Colleges of Education in Benue State. The objective of the study was to primarily examine Job Analysis in the selected Colleges of Education in the state and the level of Job Performance. The main focus was therefore to ascertain how Job Analysis determined the level of Job Performance in the selected institutions. Four research questions and four null hypotheses guided the study. The survey design was used. The sample comprised of 34 Management Staff and 305 Academic Staff selected from the Two Colleges of Education in the State. A 28-item questionnaire was the major instrument for data collection. Mean scores was used in answering the research questions, while the t-test statistics was used to test the null hypotheses at 0.05 Alpha level. Findings of study showed that Job Analysis in the area of study was grossly undermined by many internal and external factors discovered by the researcher, such as political, social, ethnic affiliation, gender related issues and nepotism. The researcher further discovered that the ineffective application of Job Analysis procedures had negatively affected service delivery as well as efficient performance of the staff. The findings were justified by factors related to employment of unqualified staff, posting of staff to places that were not relevant to their academic disciplines, for instance many staff that were supposed to serve as administrative staffs were wrongly posted to account or financially related units to serve as staff.

Timothy's study is closely related to the present study in the sense that they are all talking about job analysis in Colleges of Education, with difference in the former conducted in Benue State which is located in North –Central Geo-Political Zone while this one is conducted in Kano State, North-West Geo-Political Zone of Nigeria.

Ameenu (2014) conducted a study to evaluate the impact of job analysis in the Universal Basic Education Commission (UBEC), Abuja. The main purpose of his study is to evaluate job analysis in goal attainment of the Universal Basic Education Commission, Abuja. Five research questions were stated and five null hypotheses were formulated and tested at 0.05 level of significant. The study adopted the descriptive research design with survey type. A sample size of fifty four (54) was drawn from the total of population of sixty two (62) employees in the services of UBEC, Abuja. The data collected through the administration of questionnaire. Also the data were presented, interpreted and analyzed using tabulated frequency and Chi-Square statistical tools. The findings of his study revealed that there is no significant relationship between job design and employees' working relations in UBEC, Abuja; significant relationship exist between job description and employees' activities in UBEC, Abuja; there is a significant relationship between job specification and employees' activities in UBEC, Abuja; significant relationship exist between job performance and employees' status in UBEC, Abuja; and there is no significant relationship between the barriers of job design, job description, job specification and job performance and goal attainment in the Universal Basic Education Commission, Abuja.

Ameenu (2014) research related to the present study in which all the variables featured in his study are also featured in this study, with difference in the former conducted among staff of Universal Basic Education Commission, Abuja while the latter is conducted among staff of Colleges of Education in Kano State.

Findings of these researchers (Adebayo 2010,Victor 2012,Timothy 2014 and Ameenu 2014) from their studies conducted indicates that the gross failure of tertiary institutions in achieving the stated objectives for establishing the institutions was primarily attributed to poor and ineffective application of Job Analysis procedure in the institutions. This problem had undermined the effective discharge of responsibilities assigned to staff as well as the realization of the institutions set up objectives. Many identified wrong placement of staff and the employment of unqualified staff as twin responsible factors that grossly undermine the effective performance of some institutions, as according to their findings staffs are the most required resources necessarily needed for the formal organization to function effectively. This study therefore, intends to fill this gap. Bearing in mind that the reports of the various works reviewed differ from one another on the practice of job analysis, it therefore, becomes pertinent that a study on the evaluation of job analysis on staff performance in Colleges of Education in Kano State, North-West Geo-Political Zone in Nigeria be carried out to find their true application of job analysis procedures.

2.12 Summary and Uniqueness of the Study

Based on what has so far been discussed in the chapter it is obviously established that Job Analysis is multi-faced concept which involves different processes of recruitment procedures, interview for the appointment of qualified staff, posting, placement and assigning of schedules. In addition to these the processes involves sufficient information about job and job performance. In view of the wider scope of the concept different theoretical framework abound to explain and provide different theoretical approach of the concept and how to effectively apply it in different formal organizations for the purpose of employment of suitable staff, provision of adequate information regarding job as well as job performance and upgrading services. The theoretical framework to be

adopted for this study is vividly described in the chapter. The theoretical framework of Work-Oriented Approach to evaluating Job Analysis and Performance is selected for this study. The selection is based on the relevance of the theory to the context of the study and because of the fact that the selected theoretical framework is based on the assessment or evaluation of both the Job Analysis and Performance in a formal organization which is the major preoccupation of this study. The theoretical framework for the study has provided different guidelines and procedures for the evaluation of Job Analysis and Performance which are to be used as the guiding evaluating procedures for the study.

The chapter provides adequate information on the various factors that determine the effectiveness of Job Analysis in formal organizations. The information provided by scholars and researchers on this regard has indicated that various factors (internal or external) influence Job Analysis, such influence can be negative or positive. In addition, the nature of the recruitment processes in the Colleges of Education in Nigeria as well as the attributes of the job design, description and specification in the colleges was examined in the chapter. It was also understood that the various aspects of the job analysis in the Colleges were centrally regulated by the National Commission for Colleges of Education (NCCE). Finally, in spite of the various empirical studies conducted on Job Analysis in tertiary institutions in Nigeria, however this study is essentially unique in many perspectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research design is the systematic structure or plans of a research what to do and how to do it. It is a careful design on how the research should be carried out (Nkpa, 1997 in Bello, 2014). This chapter presents the general methodology of the study; it discusses the research design, the population of the study as well as sampling technique and size. It also highlights on the data collection instrument, and the procedures used of employed in the analysis of data are also presented in the chapter. In additions, the processes used to establish the validity and reliability of the instrument of the study is vividly explained in the chapter.

3.2 Research Design

The design for this study (research) is a description study. A descriptive or survey design involves systematic collection of data from all or part of a population to determine the distribution of attributes, characteristics of people and description of the present state of affairs (Sambo, 2005 as cited in Bello, 2014). Similarly, descriptive design is defined as the systematic collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, attitude and on-going practices or processes. The primary objective of descriptive study or research is to discover on-going situation or practice and describe or explain "what happen" (Sambo, 2005 as cited in Bello, 2014). This study is of descriptive one, because the nature of the problem of this study involves the collection of data from the selected subjects of the study in order to make inferences on the prevalent condition or situation, in other word, the study was an attempt to discover or study on-going practice and explain "what

happen". This situation or phenomena has suitably qualified this study. This study is also an attempt to evaluate by means of appraising the job analysis in terms of the requirement needed to perform a specified duty assign to employer, the duties assign as well as the level of job performance and explain as accurately as possible "what happed".

In a descriptive design, scholars (Sambo, 2005; Nkpa, 1997 as cited in Bello, 2014) identified two important instruments used in the collection of data from the subjects of the study. These instruments were: questionnaire, and documentary analysis. In line with the demand for the design of the study, the instrument used for the purpose this study is questionnaire. In addition, non-experimental design was used in the study, as the subjects of the study were not manipulated and conditionally subjected to any phenomena (Nkpa, 1997). Non-experimental design was also the design appropriately relevant in descriptive study (research), as such the design was used in the context of the study.

3.3 Population of the Study

The population of this study includes all the staff of the three (3) public Colleges of Education in Kano State (i.e., Management, Academic and Non-Academic staff). Statistic from the staff records obtained from the three colleges indicates that there are Two Thousand Seven Hundred and Ninety Three (2,793) staff, out of this number; Sixty Three (63) were management staff; One Thousand Five Hundred and Seventeen (1,517) were academic staff while One Thousand Two Hundred and Thirteen (1,213) are non academic staff. Table 1 shows the population distribution of the management, academic and non-academic staff and their respective Colleges:

Table 1: Population Distribution of the study

S/N	Institutions	Management Staff	Academic Staff	Non-Academic Staff	Total
1.	F.C.E, Kano	16	491	435	**942**
2.	F.C.E (T), Bichi	12	324	267	**603**
3.	SRCOE, Kumbotso	35	702	511	**1,248**
	Total	**63**	**1,517**	**1,213**	**2,793**

Source: Office of the Deputy Registrars, (Establishment) 2016.

3.4 Sample Size and Sampling Technique

A sample is a subset of a population from which data for a study is collected (Sambo, 2005 in Bello, 2014). This shows that sample is a smaller group of element drawn (through a define procedure) from a specific population. Hassan (2005) in Bello, (2014) explains sample as, "those selected elements or variables to be directly involved for the collection of data". Based on these descriptions on sample, it is deducible that samples are chosen to represent the entire population. Sampling is necessary in empirical study (research), because of the impossibility of involving the entire elements or variables (Hassan, 2015) as reported in Bello, (2014).

For the purpose of sampling in this study, the entire staffs of the colleges were stratified according to the cadre and nature of work. The staff were stratified into management, academic and non academic and non academic staff. In order to determine the required sample size, a proportionate sampling technique was used to select the sample in accordance with the Research Advisors (2006) table for determining sample sizes from a given population. The sample was drawn by proportionate stratified random sample in cognizance of the total population of the three Colleges used for the study. From the population of respondents, the Management staff has twenty four, Academic staff has

one hundred and eighty, while Non-Academic staff has one hundred and fourty two which gives a total of three hundred and forty six (346) as the sample size of this study as shown on table 2.

Table 2: Sample of the study

S/N	Strata	F.C.E, Kano	F.C.E (T), Bichi	SRCOE, Kumbotso	Total
1.	Management Staff	8	8	8	**24**
2.	Academic Staff	61	52	67	**180**
3.	Non-Academic Staff	49	40	53	**142**
	Total	**118**	**100**	**128**	**346**

Sources: Field Survey, 2016.

3.5 Instrumentation

The instrument used for the collection of data for the study is a structured questionnaire entitled *Job Analysis and Staff Performance Questionnaire (JASPQ).* A questionnaire is a research instrument that consists of a set of questions on specified subject under investigation to which the participants in a study are expected to respond. It is used to measure what information an individual possesses .It could also be used to measure the attitude and beliefs of an individual or group; their likes, dislikes, preferences and interests (Sambo, 2005 as reported in Bello, 2014). Questionnaire for this study was designed to elicit information required for testing the stated research questions and hypotheses, as well as satisfying the stated research objectives. The questionnaire designed for the study was for both the management, academic and non-academic staff of the Collages of Education in Kano State. The questionnaire is made up of two sections; section one contains demographic information of the subjects of the study, pertaining to their highest academic qualification, assigned responsibilities, department or unit, job specification, and years spent on the job. Section two contains fifty items

divided in five clusters. The items in the questionnaire were structured in a form of response alternatives consisting of a five point preferences. In other word, the questionnaire response format was structured or restricted in the form of multiple choice items or Five (5) Points Likert Scale Format of Strongly Agree (SA); Agree (A); Undecided (UD); Disagree (DA) and Strongly Disagree (SD).

3.5.1 Validity of the Instrument

An instrument is valid when it measures, as accurately as possible, what it is set to measure (Anastasin in Hassan, 2005). The questionnaire designed for this study was subjected to content validation process by supervisors and experts in order to determine its appropriateness both in content and in its ability to measure intended aspect. Similarly, Timothy (2012) and Adebayo (2012) used similar instrument in their empirical studies, thereby validating it. In addition, the instrument has content or faces validity, because the selected items of the instrument were made to cover as accurately as possible the stated objectives, research questions and hypothesis of the study. In addition, the instrument was made to cover all the areas identified as the essential aspects for effective job analysis. The aspects were drawn from the aspects of job employment procedures, job description, specification, design and performance.

3.5.2 Pilot Study

Pilot test of the instrument was conducted among some selected academic and non-academic staff of the Jigawa State College of Education, Gumel. The selection of the college and the staff for the pilot testing was based on the fact that the College shared similar characteristics with the area of study, as well as sample selected for this study, as the selected area of the pilot test was a college of education having the same formal structure and staffing system of the three Colleges of Education in Kano State. In

addition, these institutions were accredited by the same quality controlled body (NCCE). Also, the institutions were established to pursue similar goals.

3.5.3 Reliability of the Instrument

In order to establish the reliability of the instrument, thirty copies of questionnaire were administered as pilot testing of the instrument. To do this a test re-test method for testing stability over time was applied. Also, Pearson Product Moment Correlation coefficient (PPMC) formula was used to establish the reliability of the instrument. A reliability co-efficient of 0.82 was obtained. This indicate the items were reliable within the acceptable limit of what Murkerjee (2000) stated that the requirements for internal consistency is that the average of the correlation coefficient must be around 0.82.

3.6 Procedure for Data Collection

The questionnaire was distributed and collected from the subject of the study using "on-the-spot" collection technique. This means that, the questionnaire was given or distributed to the subjects, allowed them to fill and collected back on the spot. This method was adopted in order to reduce cases or high frequency of missing or unreturned questionnaire.

3.7 Methods of Data Analysis

Two methods of data analysis were employed /used in analyzing the collected data from the randomly selected sample of the study via the questionnaire instrument. Descriptive statistics, by means of simple percentage was employed to address the stated research questions of the study. On the other hand, inferential statistics was equally employed in analyzing data by means of Analysis of Variance (ANOVA) to tested the stated null hypotheses of the study with a view to find out whether there exist or not a significant

differences in the opinions of respondents on the influence of Job Analysis and Staff Performance in COEs in Kano State. The data were analysed using Statistical Package for Social Sciences (SPSS) Version 20.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

In this chapter, the data collected in the survey were presented and analysed. The chapter is divided into three sections in order to ensure orderly presentation. Section one dealt with the presentation and analysis of the responses by means of frequency and simple percentages to address the stated research questions of the study. Section two tested the five hypotheses formulated for the study while section three centered on the discussions of the findings as well as the summary of the major findings.

4.2 Data Presentation and Analysis

This section contains data presentation and analyses of the results from the survey conducted. Firstly, the bio-demographic profile of the respondents is provided, followed by data concerning the evaluation of job analysis on staff performances in Colleges of Education in Kano State. A total of Three Hundred and Forty Six copies of questionnaire were administered to the staff of three Colleges of Education in Kano State. However, in order to provide answer to the stated research questions of the study, the data were analysed using descriptive statistics of frequency (f) and percentages (%).

Table 3: Bio-Demographic Information of the Respondents

Variables	Items	Frequency (f)	Percentage (%)
Staff Distribution per Colleges	FCE, Kano	118	34.10
	FCE (T) Bichi	100	28.91
	SRCOE, Kumbotso	128	36.99
	Total	**346**	**100**
Designation/Stratification	Management	24	6.94
	Academic	180	52.02
	Non-Academic	142	41.04
	Total	**346**	**100**
Gender Distribution	Male	252	72.83
	Female	94	27.17
	Total	**346**	**100**
Age Groups	25-35 Years	124	35.83
	36-50 Years	185	53.47
	51 Years Above	37	10.70
	Total	**346**	**100**
Educational Qualification	FSLC	06	1.72
	SSCE	63	18.20
	ND/NCE	105	30.34
	HND/Degree	117	33.85
	Master's	42	12.14
	Ph.D	13	3.75
	Total	**346**	**100**
Years of Working Experience	01 – 05 Years	66	19.07
	06 – 10 Years	78	22.54
	11 – 15 Years	109	31.50
	16 – 20 Years	54	15.61
	21 Years & Above	39	11.28
	Total	**346**	**100**

Source: Field Survey, 2016

The result presented in table 3 above showed that, 118 (34.10%) of the respondents were from the Federal College of Education, Kano, 100 (28.91%) were from the Federal College of Education (Technical), Bichi and 128 (36.99%) were from Sa'adatu Rimi College of Education, Kumbotso. On the issue of designation of the respondents, 24 (6.94%) were Management Staff, 180 (52.02%) were Academic Staff while 142 (41.04%) of the respondents were Non-Academic Staff. This shows that majority of the

respondents were Academic staff. However, the result on gender distribution, shows that 252 (72.83%) of the respondents were males while their females counterparts were 94 (27.17%). This indicates that the respondents used for the study were both males and females.

In item 4 of the table, the result showed that 124 (35.83%) of the total respondents were between 25-35 age bracket, 185 (53.47%) were between the ages of 36-50 while the remaining 37 (10.70%) of the total respondents were between the ages of 51 and above years old. A close observation of the result it revealed that majority of the respondents were between 36 and 50 years of age. Considering that the youths were the most active class in any organization, it is not surprising that they had the highest representation in this study. This may be due to their activeness and readiness to express themselves, or their realization that they had more at stake than their aged leaders. As revealed in item 5 of the table, 6 respondents representing (1.72%) had First School Leaving Certificates, 63 (18.20%) had Senior Secondary School Certificates, majority of the respondents 117 (33.85%) had either HND or First Degree Certificates, followed by 105 respondents who constituted (30.34%) of the total respondents had either ND or NCE Certificates, 42 of the respondents representing (12.14%) obtained Master's Degree, while 13 (3.75%) of the respondents had Ph.D certificates. This implies that most of the respondents had high qualifications beyond Secondary education. Thus, their level of knowledge indicates they had the potential to perceive, understand and relate experiences with the appropriate responses to this study and by implication it could be reliable and valid for making inferences.

Finally, with respect to the respondent's years of working experience, the data reveals that majority of the respondents 109 (31.50%) had between 11-15 years of working experience, While those of 16-20 years of working experience were 54 (15.61%), 78

(22.54%) of the respondents have 06-10 years of working experience, 66 (19.07%) had between 01-05 years of working experience. And 39 (11.28%) had spent over 21 years of working experience the colleges. With 31.50% of the total respondents having spent 11-15 years working in the colleges, and therefore had enough experience in the operation and working structure. This period of working experience is enough to acquaint one with the operations and activities of the Colleges of Education. Therefore, the responses received from them could be reliable and valid for making inferences.

4.3 Respondents opinions to the evaluation of job analysis on staff performances in Colleges of Education in Kano State.

This section deals with issues raised on the variables as expressed by the respondents.

4.3.1 Opinions of Respondents on the nature of recruitment process in Colleges of Education in Kano State.

To provide answer to the stated items in the research question, the data collected from the selected sample of 346 management, academic and non-academic staff of the three (3) Colleges of Education in Kano State. The result is presented in table 4:

Table 4: The Influence of Recruitment Process on Staff Performances in Public Colleges of Education in Kano State

S/N	Item statements	Response Format / Pattern					
		SA	**A**	**UD**	**DA**	**SD**	**Total**
1.	Colleges of Education in Kano State adopt internal and external sources of recruitment during staff recruitment exercise.	71	127	52	70	26	346
		20.5	36.7	15.0	20.2	7.5	100
2.	There is advertisement of job vacancy to various positions in my College.	93	177	44	19	13	346
		26.9	51.2	12.7	5.5	3.8	100
3.	In this College appointment is given without advertisement and interview.	36	49	80	103	78	346
		10.4	14.2	23.1	29.8	22.5	100
4.	Screening of the applicants is based on educational qualification relevant to the job in my College.	116	141	26	51	12	346
		33.5	40.8	7.5	14.7	3.5	100
5.	There is a recruitment interview during employment exercise in this College.	107	133	3	68	35	346
		30.9	38.4	0.9	19.7	10.1	100
6.	Relevant questions related to job were asked during recruitment interview in this college.	129	156	15	32	14	346
		37.3	45.1	4.3	9.2	4.0	100
7.	Some appointments into this college were based on God fatherism.	116	139	67	17	7	346
		33.5	40.2	19.4	4.9	2.0	100
8.	Appointment of staff is based on merit in my College.	106	69	21	98	52	346
		30.6	19.9	6.1	28.3	15.0	100
9.	I was informed about the nature of the job during the interview process in this College.	104	117	22	90	13	346
		30.1	33.8	6.4	26.0	3.8	100
10.	My appointment into this College is in line with National Commission for Colleges of Education (NCCE) standard.	79	119	32	64	52	346
		22.8	34.4	9.2	18.5	15.0	100

Source: Field Survey, 2016

Table 4 shows that majority of the respondent 127 (36.7%) and 71 (20.5%) which cumulatively represents 198 or 57.3% of the entire respondents indicated that Colleges of Education in Kano State adopted both internal and external sources of recruitment during staff recruitment exercise as 26 (7.5%) strongly disagreed with the statement and also 70 (20.2%) disagreed, while 52 (15.0%) of the respondents were undecided. On the other hand 93 (26.9%) and 177 (51.2%) of the total respondents strongly agreed and agreed of the presence of advertisement of job vacancies in College of Education in Kano State, 19 (5.5%) and 13 (3.8%) of the respondents were disagreed, while 44 (12.7%) were undecided. In item 3, the table shows that 103 or (56.9%) respondents and 78 or (28.0%) both strongly disagree and disagreed with statement that appointment in Colleges of Education was Kano State is given without advertisement and interview, while 49 or (14.2%) and 36 or (10.4%) agreed and disagreed with the statement and 80 or (23.1%) of the respondents were undecided. This indicates that majority of the respondents disagreed that the appointment was given without advertisement and interview in the colleges. The response patterns on whether the screening of applicants is based on the corresponding educational qualifications needed to perform the job, majority of the respondents, 116 (33.5%) had strongly agreed and 141 (40.8%) simply agreed, which meant that the screening of candidates or selection of applicants was based on educational qualification relevant to the job in Colleges of Education in Kano State. On the other hand, 12 (3.5%) and 51(14.7%) had strongly agreed and simply agreed with the statement and 26 (7.5%) were undecided. In addition, 107 (30.9%) and 133 (38.4%) which cumulatively represents 240 or 69.1% of the respondents indicated that there was proper conduct of interview for employment in the Colleges of Education in Kano State, as 30.9% strongly agreed and 38.4% agreed, while 35 (10.1%) strongly disagreed and 68 (19.7%) disagreed and 03 or 0.9% were undecided.

On the issue on whether relevant questions were asked on the job during the recruitment interview for employment in Colleges of Education in Kano State, Table 4.2.2 indicates that majority of the respondents, 156 or 45.1% agreed as 129 or 37.3% strongly agreed and 15 or 4.3% undecided with the asking of relevant questions on the nature of job during recruitment interview in their colleges, which 14 or 4.0% strongly disagreed and 32 or 9.2% simply disagreed. In addition, 116 (33.5%) and 139 (40.2%) of the respondents both strongly agreed and simply agreed with the statement that some appointments into the Colleges of Education in Kano State were based on God-fatherism, while 7 (2.0%) and 17 (4.9 %) had strongly disagreed and simply disagreed while 67 (19.4%) of respondents were not decided to tick the statement.

Moreover, in item 8 of the table, majority of the respondents; 106 or 30.6% strongly agreed and 69 or 19.9% agreed that all appointments in the Colleges of Education in Kano State were based on merit, while 98 or 28.3% and 52 or 15.0% of the respondents indicated that the appointments of staff in their colleges were not based on merit. On whether candidates were adequately informed about the nature of job during the interview process in Colleges of Education in Kano State, majority of the respondents; 104 or 30.1% strongly agreed and 117 or 33.8% agreed that adequate information was given, while 13 or 3.8% and 90 or 26.0% were strongly disagreed and disagreed respectively, where 22 or 6.4 of the respondents were undecided. The response patterns on the conformity of the appointment or employment procedure with the National Commission for Colleges of Education (NCCE) stipulated standard, majority of the respondents of the subjects indicated their agreement with the conformity of the employment procedure with the Colleges of Education Regulatory Body (NCCE), as 52 (15.0%) strongly disagreed and 64 (18.5%) disagreed, on the other hand, 79 (22.8%) strongly agreed and 119 (34.4%), which means that 198 or 53% of the entire

respondents agreed that employment procedures in the College of Education were in conformity with the regulatory standard, and 32 (9.2%) were undecided.

In summary, the analysis in Table 4 indicates that some of the essential aspects of employment/recruitment processes were used in the process of staff employment in Colleges of Education in Kano State, especially, the most important aspect of advertisement which provides opportunity for applicants to see detailed on job specification, description and design. Moreover, the analysis on the table indicated that Colleges of Education in Kano State comply with the National Commission for Colleges of Education guidelines on recruitment of staff. This implies that the nature of recruitment processes adopted in the three Colleges of Education follow the guidelines on recruitment of staff such as recruiting staff based on areas of need, advertising vacant positions through internal and external advertisement system, shortlist and interview only candidates that met the required qualifications.

4.3.2 Opinions of Respondents on influence of job design on staff performances in Colleges of Education in Kano State.

To provide answer to the stated items in the research question, the data collected from the selected sample of 346 management, academic and non-academic staff of the three (3) Colleges of Education in Kano State. The result is presented in table 5:

Table 5: Influence on staff performance on Job Design in Colleges of Education in Kano State

S/N	Item statements	Response Format / Pattern					
		SA	**A**	**UD**	**DA**	**SD**	**Total**
1.	Our College of Education is structured into Schools, Departments and Units.	218	105	7	10	6	346
		63.0	30.3	2.0	2.9	1.7	100
2.	Each School, Department and Unit is assigned specific tasks, duties and responsibilities in the College.	198	101	35	8	4	346
		57.2	29.2	10.1	2.3	1.2	100
3.	Effective job design reduces individual and organizational risks.	111	156	37	31	11	346
		32.1	45.1	10.7	9.0	3.2	100
4.	All functional positions in Colleges of Education in Kano State are organized according to work flow of authority.	111	140	38	32	25	346
		32.1	40.5	11.0	9.2	7.2	100
5.	Job design increases harmonious working relationship between staff and management in College of Education.	239	73	5	16	13	346
		69.1	21.1	1.4	4.6	3.8	100
6.	Organizing functional positions according to work flow of authority in Colleges of Education in Kano State enhances adequate planning and goal attainment.	81	97	28	73	67	346
		23.4	28.0	8.1	21.1	19.4	100
7.	Work arrangement in an organization is aimed at reducing or overcoming job dissatisfaction.	149	72	16	65	44	346
		43.1	20.8	4.6	18.8	12.7	100
8.	Organizing functional positions according to work flow of authority in this College facilitates effective management and control.	94	120	14	72	46	346
		27.2	34.7	4.0	20.8	13.3	100
9.	Organizing functional positions according to work flow of authority in this College ensures productive output of employees.	108	146	12	55	25	346
		31.2	42.2	3.5	15.9	7.2	100
10.	Organizing functional positions according to work flow of authority enhances goal attainment in this College.	86	153	22	49	36	346
		24.9	44.2	6.4	14.2	10.4	100

Source: Field Survey, 2016

Table 5 which sought to find out the attributes of job design in Colleges of Education in Kano State, the response patterns in item one of the table indicates that majority of the respondents showed or accepted that the Colleges of Education in Kano State were structured into different schools, departments and units, and that specific duties and tasks were assigned to the different existing units and department. These were shown by 218 or 63.0% who strongly agreed, and 105 or 30.3% who simply agreed. On the other hand, 10 or 2.9% and 06 or 1.7% were disagreed and strongly disagreed, while 7 or 2.0% undecided. This implies Colleges of Education are designed into structure of Schools, Departments and Units for proper administration towards set goals. On whether each school, department and unit in the Colleges is assigned to specific tasks, duties and responsibilities, 198 or 57.2% strongly agreed and 101 or 29.4% agreed, while 08 or 2.3% and 04 or 1.2% strongly disagreed and disagreed and 35 or 10.1% are undecided. The table equally indicates that 111 or 32.1% and 156 or 45.1% of the respondents strongly agreed and simply agreed that effective job design reduces individual and organizational risks, whereby 31 or 9.0% and 11 or 3.2% were disagreed and strongly disagreed with the statement while 37 or 10.7% are undecided. This further indicates that effective job design reduces employees and organizational risks.

Moreover, the analysis in Table 5, indicates that 111 or 32.1% and 140 or 40.5% of the respondents which represents 72.6% of the respondents agreed that all the functional positions in the Colleges of Education in Kano State were organized according to flow of authority, while the responses patterns of 9.2% or 32 and 7.2% or 25 respondents did not agreed on the effective flow of authority amongst the functional positions in the colleges. This means that, majority of the respondents agreed that the different existing Schools, Units and departments in these colleges were structured into functional positions and offices. The response patterns on whether job design increases

harmonious working relationship between staff and management in Colleges of Education in Kano State shows that majority of the respondents; 239 or 69.1% and 73 or 21.1% agreed with the statement, while 16 or 4.6% and 13 or 3.8% disagreed. This implies that job design in Colleges of Education in Kano State increases harmonious working relationship between the management and staff, thereby pave ways for effective communication and conducive working relations, which are necessary elements for goal attainment in organizations. Similarly, on the relevance of work flow in facilitating adequate planning for goal attainment, cumulative majority of 178 (81 and 97) or (23.4% and 28.0%) agreed and strongly agreed that organizing functional positions according to work flow of authority among the various existing schools, units and departments in the Colleges of Education in Kano State had facilitated adequate planning for goal attainment, while 140 (73 and 67 respondents) or 40.5% respectively disagreed and strongly disagreed with the statement, and the remaining 28 or 8.1% did not decided to tick any option.

Table 5 further indicates that 149 or 43.1% and 72 or 20.8% strongly agreed and simply agreed that work arrangement in an organization is aimed at reducing or overcoming job dissatisfaction, while 65 or 18.8% and 44 or 12.7% strongly disagreed and agreed, also 16 or 4.6% are undecided. In addition, item eight in the table indicates that 94 or 27.2% and 120 or 34.7% of the respondents, strongly agreed and agreed that organizing functional positions according to workflow facilitated effective management and control in the Colleges of Education in Kano State, while 72 or 20.8% and 46 or 13.3% strongly disagreed and disagreed. This indicates that majority of the respondents of 27.2% and 34.7% which cumulatively represents 61.9% agreed that organizing functional positions according to workflow facilitated the effective control mechanism in these colleges. On the role of functional positions according to workflow in facilitating productive output

of employees in the Colleges of Education in Kano State, majority of the respondents, 108 or 31.2% and 146 or 42.2% which represent 244 or 73.4% of the respondents agreed with the role of functional position according to workflow in facilitating productive output of employees in the college, while 55 or 15.9% and 25 or 7.2% of the respondents disagreed. Finally the table indicates that 86 or 24.9% and 153 or 44.2% strongly agreed and agreed that organizing functional positions according to work flow of authority enhanced goal attainment in the colleges, while 49 or 14.2% and 36 or 10.4% strongly disagreed and simply disagreed with statement. This implies that organizing functional positions based on flow of authority in Colleges of Education in Kano State enhanced goal attainment in the colleges through data flow, effective communications, coordination and control as well as high level of employee productivity.

4.3.3 Opinions of Respondents on influence of job description on staff performances in Colleges of Education in Kano State.

To provide answer to the stated research question items in the data were collected from the selected sample of 346 management, academic and non-academic staff of the three (3) Colleges of Education in Kano State. The result is presented in table 6 below:

Table 6: Influence of Job Description on staff performance in Colleges of Education in Kano State

S/N	Item statements	Response Format / Pattern					
		SA	A	UD	DA	SD	Total
1.	Each School, Department and Unit is identified by titles and task assignment in this College.	134	98	14	45	55	346
		38.4	28.3	4.0	13.0	15.9	100
2.	Each Functional positions and offices in this College were identified by titles and task assigned.	124	129	1	43	49	346
		38.7	37.3	0.3	12.4	14.2	100
3.	The titles and task assignment of each position and office in Colleges of Education in Kano State reflect the job behaviour of that office.	98	110	5	72	61	346
		28.3	31.8	1.4	20.8	17.6	100
4.	Job duties of functional positions and offices in this College are clearly defined.	104	114	12	47	69	346
		30.1	32.9	3.5	13.6	19.9	100
5.	Job duties of functional positions in this College are used as consideration in the process of recruitment.	86	105	30	77	48	346
		24.9	30.3	8.7	22.3	13.9	100
6.	The use of job duties and functional positions in my College in the process of recruitment facilitated quality of personnel.	126	178	14	16	12	346
		36.4	51.4	4.0	4.6	3.5	100
7.	Employees in Colleges of Education in Kano State adequately motivated for desired job behaviour.	26	38	41	146	95	346
		7.5	11.0	11.8	42.2	27.5	100
8.	Employees in Colleges of Education are regularly trained for the desired job behaviour.	31	55	33	122	105	346
		9.0	15.9	9.5	35.3	30.3	100
9.	Employees in Colleges of Education in Kano State were promoted as at when due for the desired job behaviour.	28	40	36	134	108	346
		8.1	11.6	10.4	38.7	31.2	100
10.	Job description enhances effective planning in Colleges of Education in Kano State.	20	24	16	174	112	346
		5.8	6.9	4.6	50.3	32.4	100

Source: Field Survey, 2016

Data analysis in Table 6 indicates that 134 or 38.7% and 98 or 28.3% which represent the majority response patterns had strongly agreed and agreed that the existing schools, departments and units in Colleges of Education in Kano State were identified by their titles and assigned tasks, while 55 or 15.9% and 45 or 13.0% strongly disagreed and simply disagreed and 14 or 4.0% were undecided. This implies that each schools, departments and units are described by their respective tasks, duties and responsibilities. Also, on whether the functional positions and offices in Colleges of Education in Kano State were identified by titles and job assigned, majority of the respondents agreed as 129 or 37.3% of the respondents strongly agreed, and 124 or 35.8% agreed, on the other hand 49 or 14.2% strongly disagreed and 43 or 12.4% disagreed. Similarly, on whether titles and task assignment in Colleges of Education in Kano State had reflected the job behaviour of the office, majority of the respondents had agreed, as 98 or 28.3% and 110 or 31.8% had strongly agreed and agreed, while 61 or 17.6% strongly disagreed and 72 or 20.8% simply disagreed. This implies that the titles and task assignment of each positions and offices in Colleges of Education in Kano State are reflected the job behavior of that position or office.

In addition, 104 or 30.1% and 114 or 32.9% of the respondents had strongly agreed and agreed that job duties of functional positions in Colleges of Education in Kano State were well and clearly identified, while 61 (17.6%) respondents strongly disagreed and 72 (20.8%) disagreed, and 05 (1.4%) subjects of the study were undecided. This implies that job duties of functional positions and offices are clearly described by their respective tasks, duties and responsibilities. Also, it was confirmed that job duties of functional positions were considered in the process of recruitment in the Colleges of Education in Kano State, as 105 (30.3%) agreed and 86 (24.9%) strongly agreed while 48 (13.9%) strongly disagreed and 77 (22.3%), 30 respondents representing 8.7% were

undecided. This implies that the basic requirements for job duties of each functional positions and offices are considered in the processes of recruitment in the colleges. The response pattern in item six on the table indicates that the use of job duties of functional positions in the process of recruitment facilitates quality of personnel in Colleges of Education in Kano State as 126 or 36.4% and 178 or 51 or 51.4% of the respondents were strongly agreed and agreed with the statement, which 16 or 4.6% and 12 or 3.5% were strongly disagreed and simply agreed. Similarly, majority of the respondents i.e. 146 or 42.2% and 95 or 27.5% had indicated that employees in Colleges of Education in Kano State are not adequately motivated for the desired job behaviour, while 26 or 7.5% and 38 or 11.0% strongly agreed and simply agreed with the statement.

Moreover, on the issue of regular training of staff for the desired job behaviour, majority of the respondents had indicated that there was no adequate or regular training of staff for the reinforcement of the desired job behavior in Colleges of Education in Kano State, as 122 (35.3%) and 105 (30.3%) of the respondents were strongly disagreed and simply disagreed respectively. On the other hand, 31 (9.0%) and 55 (15.9%) had strongly agreed and simply agreed that there was the provision of regular training in Colleges of Education in Kano State for the creation of desired job behaviour among the staff. The result in item 9 in the table has further indicated that majority of the respondents; 134 (38.7%) and 108(31.2%), opined that employees in Colleges of Education in Kano State were not duly promoted for the desired job behavior. Conversely, 28 (8.1%), and 40 (11.6%) had strongly agreed and agreed that employees in the colleges were duly promoted as at when due for the desired job behaviour. Similarly, 60 (18.1%) and 61 (18.4%) simply agreed.

Finally, the response patterns on the job description enhances effective planning in the Colleges of Education in Kano State, the results showed that 174 (50.3%) and 112 (32.4%) of the respondents believed that job description enhances effective planning in their colleges, while 20 (5.8%) and 24 (6.9%) strongly disagreed and disagreed with the statement, in which 16 (4.6%) were undecided, as they (respondents) declined to respond to the item.

4.3.4 Opinions of Respondents on influence of job specification on staff performances in Colleges of Education in Kano State.

To provide answer to the stated items in the research question, the data were collected from the selected sample of 346 management, academic and non-academic staff of the three (3) Colleges of Education in Kano State. The result is presented in table 7 below:

Table 7: Influence of Job Specification on staff performances in Colleges of Education in Kano State

S/N	Item statements	Response Format / Pattern					
		SA	**A**	**UD**	**DA**	**SD**	**Total**
1.	The use of aptitude test in Colleges of Education in Kano State for recruitment exercise facilitates the employment of quality personnel.	86	156	29	52	21	346
		25.4	45.1	8.4	15.0	6.1	100
2.	The use of interview in Colleges of Education in Kano State for recruitment exercise produces the required job behavior.	115	89	49	61	32	346
		33.2	25.7	14.2	17.6	9.2	100
3.	The processes and procedures of recruitment of personnel in Colleges of Education in Kano State motivates employee to perform well.	80	101	45	68	52	346
		23.1	29.2	13.0	19.7	15.0	100
4.	Job requirement of functional positions in Colleges of education in Colleges of Education in Kano State are used as consideration in the process of recruitment.	89	164	16	41	36	346
		25.7	47.4	4.6	11.8	10.4	100
5.	Academic qualification is an important consideration in the process of recruitment in Colleges of Education in Kano State.	90	156	18	47	35	346
		26.0	45.1	5.2	13.6	10.1	100
6.	The use of job recruitments of functional positions in the Colleges of Education in Kano State facilitates the employment of quality personnel.	82	132	5	69	58	346
		23.7	38.2	1.4	19.9	16.8	100
7.	Employees for all functional positions undergo aptitude test before being considered for employment in Colleges of Education in Kano State.	77	127	48	58	36	346
		22.3	36.7	13.9	16.8	10.4	100
8.	Job specifications facilitate effective coordination of staff in this College.	107	159	16	17	47	346
		30.9	46.0	4.6	4.9	13.6	100
9.	Years of working experience is an important factor considered as the recruitment process in this College.	136	68	44	79	19	346
		39.3	19.7	12.7	22.8	5.5	100
10.	Levels and degree of training acquired by applicants is an important consideration in the process of recruitment in my College.	93	122	24	43	64	346
		26.9	35.3	6.9	12.4	18.5	100

Source: Field Survey, 2016

Table 7 shows the features associated with job specification in Colleges of Education in Kano State. Item one on the table, indicated that 156 (45.1%) and 88 (25.4%) of the respondents agree and strongly agree that the use of aptitude test in Colleges of Education in Kano State for recruitment exercise facilitates the employment of competent and quality personnel, while 52 (15.0%) and 21 (6.1%) disagreed and strongly disagreed that Aptitude Test for employment was conducted in the colleges for the employment of competent staff. On whether interview of applicants was capable of producing the required job behaviour in the colleges, majority of the respondents i.e. 115 (33.2%) and 89 (25.7%) strongly agreed and simply agreed, while 32 (9.2%) and 61 (17.6%) strongly disagreed and disagreed. The response patterns on the processes and procedures of recruitment of personnel in Colleges of Education in Kano State motivated employees to performed well, majority of the respondents or the subjects of the study had indicated that recruitment procedures motivates employee to performed well in the colleges, as 101 (29.2%) and 80 (23.1%) agreed and strongly agreed with the statement, while 68 (19.7%) and 52 (15.0%) were disagreed and strongly disagreed and the remaining 45 (13.0%) were undecided. Similarly, on the inclusion of job requirements of functional positions as part of consideration in the process of recruitment of staff in the colleges, majority of the respondents; 164 (47.4%) and 89 (25.7%) agreed and strongly agreed with the inclusion of the aspect of job requirement of functional positions as part of the consideration in the recruitment process in the colleges, while 36 (10.4%) and 41 (11.8%) strongly disagreed and disagreed on the inclusion or consideration of the aspect in the process of recruitment. This implies that job requirement is an effective tool used as consideration in the process of recruitment in Colleges of Education in Kano state. Also, item five in the table shows that majority of the respondents; 156 (45.1%) and 90 (26.0%) indicated that academic and

professional qualifications were part of the important aspects of consideration during the employment or recruitment process in the colleges, while 35 (10.1%) and 47 (13.6%) indicated that the due were not considered in the process of employing new staff in the college. This implies that academic qualifications are considered as an important tool in the process of recruitment in Colleges of Education in Kano State.

The analysis in item six further indicates that, the use of job requirements of functional positions in Colleges of Education in Kano State had facilitated the employment of competent and qualified staff in the colleges, as the response pattern of 132 (38.2%) and 83 (23.7%) of the respondents which cumulatively represents 215 (62.1%), strongly agreed and simply agreed. On the other hand, the response patterns of 69 (19.9%), strongly disagreed and 58 (16.8%), disagreed, indicated that the consideration of job requirements of functional position in the Colleges did not facilitate the employment of competent staff. In addition, majority of the respondents i.e. 127 or 36.7% and 77 or 22.3% were agreed and strongly agreed that employees for all functional positions undergo Aptitude Test before being considered for employment in Colleges of Education in Kano State, while 58 (16.0%) and 36 (10.4%) indicated that staff for all functional position in Colleges of Education in Kano State, did not undergo any Aptitude Test before being employed. This implies that aptitude test is an effective tool in ensuring quality standard in the process of recruitment of employees in the organization. Also, the result indicated that job specification facilities effective coordination of staff in Colleges of Education in Kano State as 159 (46.0%) and 107 (30.9%) of the respondents confirmed that there is a significant relationship between job specification and effective coordination of staff in Colleges of Education in Kano State. Though 47 (13.6%) and 17 (4.9%) of the respondents have contrary opinion. This

implies that job specification is an effective tool in the harmonization of resources and goal orientation in the organization.

Similarly, it was confirmed that years of working experience is an important factor considered as the recruitment process in Colleges of Education in Kano State. The view was represented by sixty percent (60%) of the respondents, though forty (40%) had contrary view. This implies that working experiences are considered as an important tool of evaluating candidate's ability in line with job recruitment of the positions sought but its application is not consistent or is being used selectively. Finally, the table 4.2.5 above indicated that 122 or 35.3% and 93 or 26.9% of the respondents agreed and strongly agreed that levels and degree of trainings acquired by applicants are considered as an important element in the process of recruitment in Colleges of Education in Kano state, while 64 or 18.5% and 43 or 12.4% of the respondents were strongly disagreed and simply disagreed with the statement. This implies that levels and degree of trainings acquired by applicants are important consideration in the process of recruitment in Colleges of Education in Kano State, but its application is not consistent or is being used selectively.

4.3.5 Opinions of Respondents on the influence of staff training development on staff performances in Colleges of Education in Kano State.

To provide answer to the stated items in the research question, the data were collected from the selected sample of 346 management, academic and non-academic staff of the three (3) Colleges of Education in Kano State. The result is presented in table 8 below:

Table 8: Influence of staff Training and Development in Colleges of Education in Kano State

S/N	Item statements	Response Format / Pattern					
		SA	A	UD	DA	SD	Total
1.	Acquisition of higher degree brings about better job performance of staff in this College.	136	138	12	33	27	346
		39.3	39.9	3.5	9.5	7.8	100
2.	Staff development and training through in-service, seminars, workshops, conferences and refresher courses encourage staff's growth and job performances in this College.	103	144	25	36	38	346
		29.8	41.6	7.2	10.4	11.0	100
3.	Training and development in Colleges of Education enhances staff productivity and effectiveness.	159	172	2	9	4	346
		46.0	49.7	0.6	0.6	1.2	100
4.	Staff who have trained regularly were capable in performing different tasks in this College.	97	151	20	44	34	346
		28.0	43.6	5.8	12.7	9.8	100
5.	Training and development programmes adopted by this College improved productivity and efficiency of service.	104	146	13	51	32	346
		30.1	42.2	3.8	14.7	9.2	100
6.	Regular evaluation of staff activities in Colleges of Education in Kano State leads to change in job performances.	73	146	26	47	54	346
		21.1	42.2	7.5	13.6	15.6	100
7.	There is improved staff performance through regular accreditation in this College.	115	173	13	19	26	346
		33.2	50.0	3.8	5.5	7.5	100
8.	Staff performances are regularly evaluated in this College to ensure effectiveness.	86	109	33	66	52	346
		24.9	31.5	9.5	19.1	15.0	100
9.	Job performance facilitates effective coordination in Colleges of Education in Kano State.	137	105	6	62	36	346
		39.6	30.3	1.7	17.9	10.4	100
10.	Job performances enhance effective development in Colleges of Education in Kano State.	88	120	14	53	71	346
		25.4	34.7	4.0	15.3	20.5	100

Source: Field Survey, 2016

Table 8 shows that majority of the subjects of the study indicated that acquisition of higher degree brings about better job performances of staff in Colleges of Education in Kano State as the response patterns of 136 (39.3%) and 138 (39.9%) had strongly agree and simply agree with the statement, while 27 (7.8%) and 33 (9.5%) had strongly disagreed and simply disagreed. On the issue of staff development and training for effective job performances in College of Education in Kano State, majority of the respondents, 144 (41.6%) and 103 (29.8%) indicated that staff development and training through in-service, seminars, workshops, conferences and refresher courses encourage staff's growth and job performances in their Colleges, while 38 (11.0%) and 36 (10.4%) strongly disagree and simply agree with the statement. This implies that staff of Colleges of Education in Kano State have opportunities to attend workshops, seminars, conferences and refresher courses within and outside the Colleges; that staff development and training are encouraged through study leave with pay and staff are usually selected for training based on identified areas of needs. Also, the response patterns in item 3 indicate that training and development in Colleges of Education enhance staff's productivity and effectiveness as majority of the respondents; 159 (46.0%) and 172 (49.7%) had strongly agreed and agreed. On the other hand, 9 (2.6%) and 4 (1.2%) had strongly disagreed and disagreed that training and development in Colleges of Education in Kano State do not enhance staff's productivity and effectiveness. This by implication means that training and development in Colleges of Education in Kano State enhanced staff productivity and effectiveness due to active participation in national and international seminars, workshops, conferences and self-development efforts through readings of current and related articles in journals and other sources. Similarly, the response patterns on whether staff who have been trained regularly were capable in performing different task in the College of Education, the

outcome revealed that majority of the respondents; 151 (43.6%) and 97 (28.0%) had agreed and strongly agreed with the statement, while 34 (9.81%) and 44 (12.7%) strongly disagreed and disagreed respectively. This also implies that staff who have been regularly trained are capable in performing different tasks assigned to them.

In item 5 on the Table, respondents expressed their opinion on whether the training and development programmes adopted by their Colleges improved productivity and efficiency of service delivery. The result further reveals that majority of the respondents 146 (42.2%) and 104 (30.0%) strongly agreed and agreed that trainings and development programmes adopted in the colleges improved productivity and efficiency of service, while 32 (9.2%) and 51 (14.7%) were strongly disagreed and simply disagreed. This means that staff training and development are the foremost approaches for improved productivity and achieving efficiency of service in any organization. As a corollary of the forgoing responses in item six, 146 (42.2%) and 73 (21.1%) of the respondents indicated that regular evaluation of staff activities in Colleges of Education in Kano State leads to change in job performances, while 54 (15.6%) and 47 (13.6%) of the respondents strongly disagreed and disagreed with the statement. And 26 (7.5%) were undecided. By implication this means that regular evaluation of staff activities is a powerful factor that leads to positive chance in job performance in an organization. Similarly, it was confirmed that there is improved staff performances through regular accreditation in the Colleges of Education in Kano State. This view was expressed by 173 (50.0%) and 115 (33.2%) of the respondents. Though 26 (7.5%) and 19 (5.5%) of the respondents were strongly disagreed and simply agreed with the statement, while 13 (3.8%) were undecided. The data further shows that staff performances are regularly evaluated in Colleges of Education in Kano State to ensure effectiveness. This view is expressed by the response patterns of 86 (24.9%) and 109 (31.5%) who strongly agreed

and agreed, while 52 (15.0%) and 66 (19.1%) strongly disagreed and disagreed respectively. This implies that regular evaluation of staff performances in Colleges of Education in Kano State ensured effectiveness and efficient service delivery. Moreover, it is indicated by the majority of the respondents that job performances facilitates effective coordination in Colleges of Education in Kano State, as 137 (39.6%) and 105 (30.3%) strongly agreed and agreed, while 62 (17.9%) and 36 (10.4%) did not. This implies that job performances is an effective tool in the harmonization of resources and goal orientation in the organization. Finally, the data in the table above indicated that majority of the respondents agreed that job performance enhances effective development in Colleges of Education in Kano State. This view was expressed by 120 (34.7%) and 88 (25.4%) of the respondents, while 71 (20.5%) and 53 (15.3%) are of the view that job performances did not enhances effective development in Colleges of Education in Kano State. This implies that job performances bring about effective development in any organization.

4.3 Hypotheses Testing

To test the null hypotheses formulated for the study, an inferential statistics of Analysis of Variance (ANOVA) was used to test the five hypotheses at 0.05 alpha levels of significance. To reject or retain the null hypotheses, the following decision rules were applied:

i. If the calculated value is greater than the table critical value, the hypothesis is rejected; and
ii. If the calculated value is less than the table/critical value, the hypothesis is accepted.

Hypothesis One

Ho₁: *There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence of nature of recruitment process on staff performances in Colleges of Education.*

To test the stated null research hypotheses above, data was collected from the randomly selected 346 management, academic and non-academic staff of the three Colleges of Education in Kano State, via the validated questionnaire instrument, and the result is presented in Table 9 below:

Table 9: Analysis of Variance (ANOVA) Showing the Difference in the Opinions of the Respondents on the influence of Recruitment Processes on Staff Performances in Colleges of Education in Kano State

Sources of Variance	Sum of Square (SS)	DF	Mean Square (MS)	F_{Cal}	F_{Crit}	P_{Value}	Decision
Between Group Variance	429.548	2	214.774	32.41	3.02	0.05	S Reject Ho_1
Within Group Variance	221.611	343	.646				
Total	**651.159**	**344**					

* Significant at P = 0.05

From the F-ratio distribution table, the Critical value of F with 2 and 344 degree of freedom at 0.05 level of significance is 3.02, while the F-Calculated value is 32.41. The results shows that the F- calculated value is greater than the F-critical value (32.41>3.02), therefore, we have to reject the hypothesis one (H_{01}) which states that there is no significance difference in the opinions of Management staff, Academic staff and Non-Academic staff on the influence of recruitment processes on staff performances in Colleges of Education in Kano State. In addition, from the results we can conclude that the three groups have differ in their opinions on the nature of

recruitment processes and its influence on staff performance in Colleges of Education in Kano State. This implies that the nature of recruitment processes differs from one College of Education to the other.

Hypothesis Two

> ***Ho_2:*** *There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence of job design on staff performances in Colleges of Education in Kano State.*

To test the stated research hypotheses above, data was collected from the randomly selected 346 management, academic and non-academic staff of the three (3) Colleges of Education in Kano State, via the validated questionnaire instrument, and the result is presented in Table 10 below:

Table 10: Analysis of Variance (ANOVA) Showing the Difference in the Opinions of the Respondents on the influence of Job Design on Staff Performances in Colleges of Education in Kano State

Sources of Variance	Sum of Square (SS)	DF	Mean Square (MS)	F_{Cal}	F_{Crit}	P_{Value}	Decision
Between Group Variance	317.713	2	158.856	23.69	3.02	0.05	S Reject Ho_2
Within Group Variance	233.203	343	.680				
Total	**550.916**	**344**					

* Significant at P = 0.05

Table 10 indicates that there is no significant difference in the opinions of Management staff, Academic staff and Non-Academic staff on the influence of job design on staff performances in Colleges of Education in Kano State, as the *F*-calculated value of 23.69 is greater than the *F*-critical value of 3.02 at 0.05 level of significance ($23.69 > 3.02$). Therefore the stated null hypothesis two ($H0_2$) is rejected. Hence, there exists a

significant difference in the opinions of respondents on the influence of job design on staff's job performances. It can thus be concluded that organizing functional positions is based on flow of authority which enhance effective communications, coordination and control as well as high level of employee productivity in Colleges of Education.

Hypothesis Three

Ho_3: *There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence job description on Staff performances in Colleges of Education in Kano State.*

To test the stated research hypotheses above, data was collected from the randomly selected 346 management, academic and non-academic staff of the three Colleges of Education in Kano State, via the validated questionnaire instrument, and the result is presented in Table 11 below:

Table 11: Analysis of Variance (ANOVA) Showing the Difference in the Opinions of the Respondents on the influence of Job Description on Staff Performances in Colleges of Education in Kano State

Sources of Variance	**Sum of Square (SS)**	**DF**	**Mean Square (MS)**	**F_{Cal}**	**F_{Crit}**	**P_{Value}**	**Decision**
Between Group Variance	239.310	2	119.655	20.23	3.02	0.05	S Reject Ho_3
Within Group Variance	128.161	343	.374				
Total	**367.471**	**344**					

* Significant at P = 0.05

The result in Table 11shows that the *F*-calculated value of 20.23 is greater that the *F*-critical value of 3.02 at 345 degree of freedom and at 0.05 level of significance. Looking at the result of the One-Way ANOVA analysis indicated that the three groups of respondents significantly differs in their opinions on the influence of job description

on staff performances in Colleges of Education in Kano State. This analysis clearly shows that there is a significant difference in the opinions of Management staff, Academic staff and Non-Academic staff on the influence of Job Description on staff performances in Colleges of Education in Kano State. Therefore, the null hypothesis three ($H0_3$) is hereby rejected.

Hypothesis Four

Ho_4: *There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on the influence of job specification on Staff performances in Colleges of Education in Kano State.*

To test the stated research hypotheses above, data was collected from the randomly selected 346 management, academic and non-academic staff of the three Colleges of Education in Kano State, via the validated questionnaire instrument, and the result is presented in Table 12.

Table 12: Analysis of Variance (ANOVA) Showing the Difference in the Opinions of the Respondents on the influence of Job Specification on Staff Performances in Colleges of Education in Kano State

Sources of Variance	Sum of Square (SS)	DF	Mean Square (MS)	F_{Cal}	F_{Crit}	P_{Value}	Decision
Between Group Variance	567.575	2	283.787	46.22	3.02	0.05	S Reject Ho_4
Within Group Variance	208.784	343	.609				
Total	**776.358**	**344**					

* Significant at P = 0.05

The result in table 12 above indicated that the *F*-calculated value of 46.22 is greater than the *F*-critical value of 3.02 at 344 degree of freedom and at 0.05 level of significance ($46.22 > 3.02$). This means that there is a statistically significant difference in the

opinions of Management staff, Academic staff and Non-Academic staff on the influence of the job specifications on staff performances in Colleges of Education in Kano State. Therefore, the null hypothesis four ($H0_4$) is rejected.

Hypothesis Five

Ho_5: *There is no significant difference in the opinions of Management Staff, Academic Staff and Non-Academic Staff on influence of training and development on staff performances in Colleges of Education in Kano State.*

To test the stated research hypotheses above, data was collected from the randomly selected 346 management, academic and non-academic staff of the three (3) Colleges of Education in Kano State, via the validated questionnaire instrument, and the result is presented in Table 13.

Table 13: Analysis of Variance (ANOVA) Showing the Difference in the Opinions of the Respondents on the influence of Training and Development on Staff Performances in Colleges of Education in Kano State

Sources of Variance	Sum of Square (SS)	DF	Mean Square (MS)	F_{Cal}	F_{Crit}	P_{Value}	Decision
Between Group Variance	91.348	2	45.674	14.11	3.02	0.05	S Reject Ho_5
Within Group Variance	106.493	343	.310				
Total	**197.841**	**344**					

* Significant at P = 0.05

The result in table 13 above, shows that the *F*-calculated value of 14.11 is greater that the *F*-critical value of 3.02 at 344 degree of freedom and at 0.05 level of significance. The calculated F-value is greater than the critical/table F-value ($14.11 < 3.02$). This analysis clearly indicated that there is a significant difference in the opinions of the respondents on the influence of training and development on staff performances in

Colleges of Education in Kano State. Therefore, the null hypothesis three ($H0_5$) is hereby rejected.

Table 14: Summary of Hypotheses Tested on the Differences in the Opinions of Respondents on the influence of Job Analysis on Staff Performances in Colleges of Education in Kano State

S/N	Statement of the Hypotheses	Statistical Tool		Results	Decision
$H0_1$	There is no significant difference in the opinions of respondents on the influence of recruitment processes on staff performances in Colleges of Education in Kano State.	**ANOVA**		Significant at $P \leq = (0.05)$	Rejected ($H0_1$)
		F-cal	*F*-crit		
		32.418	**3.02**		
$H0_2$	There is no significant difference in the opinions of respondents on the influence of job design on staff performances in Colleges of Education in Kano State.	**ANOVA**		Significant at $P \leq (0.05)$	Rejected ($H0_2$)
		F-cal	*F*-crit		
		23.694	**3.02**		
$H0_3$	There is no significant difference in the opinions of respondents on the influence of job description on staff performances in Colleges of Education in Kano State.	**ANOVA**		Significant at $P \leq (0.05)$	Rejected ($H0_3$)
		F-cal	*F*-crit		
		20.235	**3.02**		
$H0_4$	There is no significant difference in the opinions of respondents on the influence of job specification on staff performances in Colleges of Education in Kano State.	**ANOVA**		Significant at $P \leq (0.05)$	Rejected ($H0_4$)
		F-cal	*F*-crit		
		46.220	**3.02**		
$H0_5$	There is no significant difference in the opinions of respondents on the influence of training and development on staff performances in Colleges of Education in Kano State.	**ANOVA**		Significant at $P \leq (0.05)$	Rejected ($H0_5$)
		F-cal	*F*-crit		
		14.111	**3.02**		

4.4 Summary of the Major Findings

Based on the analysis of the collected data, the following were discovered as the major findings of the study, which were based on the influence of job analysis on staff performances in Colleges of Education in Kano State. Thus, the study confirms that:

1. That the nature and recruitment processes influenced the job performance of staff in Colleges of Education in Kano State were.

2. Adequate provisions of job design, functional position, designated offices, and effective workflow among the various designated functional offices influences job performances of staff in Colleges of Education in Kano State.

3. The job descriptions of functional positions and offices in Colleges of Education in Kano State were well and clearly defined and adequately explained to officers/employees before and after employment or designation.

4. The associated standard features of job specification in the Colleges of Education in Kano State were apparently employed in the process of recruitment or assigning of official positions to staff.

5. The training and development programmes in Colleges of Education in Kano State enhanced staff productivity and effectiveness due to active participation in national and international seminars, workshops, conferences and self-development efforts through readings of current and related articles in journals and other sources.

4.5 Discussion of the Major Findings

The main objective of this study was the influence of job analysis on staff performances in Colleges of Education in Kano State. Thus, the discussions of this sub-chapter are based on the results and on the interpretation of these results as they relate to the five (5) hypotheses tested above in terms of the variables under study.

Hypothesis one stated that there is no significant differences between the influence of recruitment processes on staff performances in Colleges of Education in Kano State. But the findings of this study in respect of hypothesis one revealed that there is a significant difference in the opinions of Management staff, Academic staff and Non-Academic staff on the influence of recruitment processes on staff performances in Colleges of Education in Kano State. Deduce from these findings, it could be asserted that both Federal and State Colleges of Education in Kano State comply with the National Commission for Colleges of Education guidelines on recruitment of staff. Therefore, the findings from this study in respect of the hypothesis one (Ho_1) agreed with previous findings reported by other investigators such as; Raji (2009), Onah (2011), Ofori and Aryeetey (2011), Aboki (2014), Gamade (2014) and Agbulu (2015), who in their individual studies discovered that nature of recruitment processes adopted in the organizations they carried out their studies, follow the guidelines on recruitment of staff such as recruiting staff based on areas of need, advertising vacant positions through internal and external advertisement system, shortlist and interview only candidates that met the required qualifications.

Furthermore, the findings of this study seems to be in disparity with the findings of Adebayo, (2010) who found out that recruitment processes adopted in Colleges of Education were not effectively made to reflect functional and effective job analysis. Also, Auta (2012) reported that there is massive recruitment of unqualified staff in both

academic and non-academic wings in Colleges of Education. Similarly, Timothy (2014) discovered that there was no significant relationship between the nature of recruitment processes and job performances in Colleges of Education.

Hypothesis two stated that there is no significant difference between job design and staff's job performances in Colleges of Education in Kano State. The findings of this study in respect of the hypothesis two indicate that significant difference exists in the opinions of the respondents on the influence of job design and staff performances in Colleges of Education in Kano State. A lot of reasons could be advanced for this difference in opinions raised. One, is that inherent design and structuring of the organization facilitates adequate planning, coordination and effective control in the processes of organizational administration. To confirm this, Aswathappa (2013) observed that job design as involving conscious effort to organize tasks, duties and responsibilities into department, section or unit of work to achieve certain objectives. In addition, Victor (2012) reported that application of job design approaches in Nigerian Colleges of Education provides staff with opportunities to broaden their horizon of knowledge, skills and abilities by working in different departments, sections, units etc and functions effectively and efficiently. Equally, Timothy (2014) reported that job design increase harmonious working relationship between staff and management in Colleges of Education and improved staff performances.

However, contrary to the finding in this study, Adebayo (2010); Alabi, Murtala and Lawal (2012); Ibrahim (2012); and Aboki (2014) reported that job design is not properly practiced in most Colleges of Education in Nigeria. They also attributed this to numerous factors such as excessive work load, unsuitable working hours, low autonomy, low self-esteem, job insecurity, role conflict and role ambiguity, supervisory, managerial, colleagues-relationship, risk and safety status in some of the colleges.

Hypothesis three stated that: "there is no significant difference between job description and staff's job performances in Colleges of Education in Kano State". Thus, the results of this study revealed that there is significant difference in the opinions of Management staff, Academic staff and Non-Academic staff on the influence of job description and job performances of staff in Colleges of Education in Kano State. This may be due to the fact that job descriptions provide adequate information on the job or assigned responsibilities given to staff. Therefore, the findings of this study is in consonance with findings of Muhammad (2009), Garba (2012) and Ameenu (2015) who in their respective studies found that there is a significant relationship between job description and employee's activities in an organization. They also revealed that using effective job description helps managers to decide when a worker is due for promotion on the basis of his or her job performance or when his or her experience can be best utilized elsewhere. But the findings of the study in respect of hypothesis three was in disparity with the findings of Adebayo (2010), who reported that although NCCE had prepared scheme of service but employees were not given the job description according to their working conditions which ultimately decreases employee's morale, commitment and accountability at workplace; hence planned objectives may not be achieved.

Hypothesis four stated that there is no significant difference between job specification and staff's job performances in Colleges of Education in Kano State. Similarly, the results in respect of hypothesis four indicated a significant difference in the opinions of Management staff, Academic staff and Non-Academic staff on the influence of job specifications and staff's job performances in Colleges of Education in Kano State. The findings of the study received the support of Muhammad (2009), Alabi, Murtala & Lawal (2012) and Ameenu (2015). The authors posit that on the aspect of job specification, all employers must ensure that employees are provided with specified

conditions of service which includes; housing, transport grants, children education, leave bonus, transfer allowance, medical benefits, sick leave, maternity leave, study leave, annual leave, casual leave, teaching load, payment of salaries and wages, training, hours of work, overtime, grievances procedures, termination, dismissal, pension scheme and retirement benefit. They also found that job specification process encourages service re-engineering; provide definite objectives'; improves efficiency of service; improves employees' performance; helps to evaluate costs and benefits of projects; help in planning and encourages prudent management of resources in organizations.

Also Raji (2009) supported the findings of the study, that the conditions of service for the staff of any organization or establishment should provide for the welfare of staff through provisions of allowances, loans and advances to staff, promotion or advancement, improved salary of staff, granting study leave with pay and leave of absence when necessary, care of staff health by providing free medical treatment, sick and maternity leave and retirement benefits promptly.

However, the findings of this study does not support the findings of Adebayo (2010), Auta (2012), Victor (2012) and Timothy (2014) who found that staff in most Colleges of Education were not adequately informed of their assigned scheduled of responsibilities and job specification which resulted in poor performances and inefficiency among staff. The result also differs from the findings of Onah (2011) who found that the Colleges of Education authorities have not leaved up to their responsibility as they implement the guidelines on staff welfare to a little extent and the consequence is seen in low morale among workers in the colleges.

Hypothesis five stated that there is no significant difference between training and development and staff's job performances in Colleges of Education in Kano State. The results indicated a significant difference in the opinions of Management staff, Academic

staff and Non-Academic staff on the influence of staff training and development and job performances in Colleges of Education in Kano State. Therefore, the null hypothesis three ($H0_5$) was rejected. It is revealed from the study that training and development is a veritable means of encouraging staff's growth and improving job performances in the colleges. Also, the study revealed that training and development in Colleges of Education in Kano State enhanced staff productivity and effectiveness due to active participation in national and international seminars, workshops, conferences and self-development efforts through readings of current and related articles in journals and other sources.

Therefore, the findings of this study have substantially corroborated with the works of Onah, (2011) and Agbulu, (2015) who revealed that staff members are aware of the staff development opportunities available in the college of education; there are opportunities for staff members to attend workshops/seminars/conferences within and outside their colleges; orientation programme is organised for new staff to familiarize them with the work environment; staff are sponsored by the colleges to workshops and conferences; staff seminars are routinely organised to enable them share new ideas; staff development is encouraged through study leave with pay; study fellowship is approved for hard working staff of the college; staff performance are regularly evaluated to ensure effectiveness; staff on training receive allowance due for training and staff members are selected for training based on area of professional development needs and that human resource managers in colleges of education do not select whomever they like for staff training especially, when remuneration is involved. Similarly, the findings of this study is in agreement with the findings of Muhammad (2009) and Raji (2009) who reported that trainings and development have positive impact on employee's performances as

he/she will be confident and fully aware about his/her task, comparative to the employee who is not been trained.

Moreover, the findings is in disparity with findings of Eze (2009) who reported lacked of staff development and training programmes among the factors that affect job performances in Colleges of Education. Also, the finding of this study is in disparity with the findings of Ameenu (2015) who found that there is no significant relationship between training and development and the staff's job performances.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is the concluding section of the study. It presents the summary of the entire work; this was followed by conclusion, recommendations as well as suggestions for further studies.

5.2 Summary

The study examined the influence of job analysis on staff performance in Colleges of Education in Kano State. The focus of the study was to appraise the performance of staff with reference to their impact on educational development in Nigeria. Thus, a five Chapter framework was set out in order to clearly address the contending and facts of the research theme.

Chapter one dealt with the background of the study which stem from the gross failure of Colleges of Education to achieve the basic primary objective of establishing them, which according to experts, attributed to the quality of staff employed by the institutions, poor or wrong placement of staff, job description, specification, assigning of responsibilities and the employment of wrong personnel who were incapable of giving the optimum services for the successful realization of the institutions goals and objectives. It went further to state the problem which hinged on the perennial problem of poor recruitment processes as well as wrong placement and classification of staff in Colleges of Education in Kano State as guided by the National Commission for Colleges of Education Scheme of Service. The general and specific objectives of the study was also addressed, which aimed at evaluating the influence of job analysis on staff performances in Colleges of Education in Kano State, and examined the nature of

recruitment processes in the colleges; find out the attributes of job design; ascertain the role of job description; assess the features of job specifications and finally determined the level to which the staff training and development programme of the Colleges have impacts on staff performances. The study answered five basic questions and tested five null hypotheses. The chapter also looked at the significance of the study which provided to the Colleges the necessary recommendations and suggestions on how to improve upon the personnel development and management policies. The scope and limitations of the study restricted itself to the study of matters that relate only to the five components of job analysis which are recruitment process, job design, job description, job specifications and training and development.

In Chapter two, a review of some relevant literature on the impact of job analysis on staff performances was done. The researcher also looked into various expositions on the meaning, nature and processes of recruitment, features of job design, job description, job specification and training and development programmes in organizations. The researcher adopted the conceptual framework, theoretical framework and empirical review of related literature. It was general view of the scholars and that of this research work that attainment of effective job analysis resulted to effective job performances.

Chapter three focuses on the methods employed in conducting the research. Descriptive research design was adopted and questionnaire was used as instrument for data collection. The population of the study made up of three hundred and fourty six, both management, academic and non-academic staff of the three Colleges of Education in Kano State. The sample was drawn by proportionate stratified random sampling techniques. Frequency counts, Percentages and Analysis of Variance (ANOVA) were used as statistical tools to answer the research questions and tested the stated hypotheses of the study respectively.

Chapter four was concerned with presentation and analyses of data collected from the questionnaires administered to employees of Federal College of Education, Kano; Federal College of Education (Technical), Bichi; and Sa'adatu Rimi College of Education, Kumbotso. The findings of the study revealed that there is a significant in the opinions of Management staff, Academic staff and Non-Academic staff on the influence of recruitment processes on staff performances in Colleges of Education in Kano State. It identified that there exists significant difference in the opinions of the respondents on the influence of job design and staff performances. Also, the study revealed that there is a significant relationship between job description and staff performances. There was a difference in the opinions of the respondents on the influence of job specifications and staff performances. Similarly, the findings revealed that the use of training and development in Colleges of Education in Kano State produced a statistically significant difference in the opinions of the respondents on the influence on the staff's job performances thereby increase productivity.

Chapter five, focused on the summary of the study, implications of the findings, conclusions and recommendations proffered based on the findings of the study.

5.3 Conclusions

Based on the discussion of the findings of the study, the researcher concludes that:

- The nature of recruitment processes adopted influences staff job performance in the Colleges of Education in Kano State as it follows the guidelines on recruitment of staff as stipulated in the National Commission for Colleges of Education (NCCE) scheme of service, such as recruiting staff based on areas of need, advertising vacant positions through internal and external advertisement system, shortlist and interview only candidates that met the required qualifications.

- Job design influence harmonious working relationship between staff and management in Colleges of Education in Kano State, thereby pave ways for effective communication and conducive working relationship which are necessary element for goal attainment in organizations.
- Job description influence effective planning and coordination as functional positions and offices are clearly described by their respective tasks, duties and responsibilities in Colleges of Education in Kano State.
- Job specifications influence effective coordination of staff in the Colleges of Education in Kano State.
- Training and development programmes adopted in Colleges of Education in Kano State influence staff's productivity and efficiency of service and that both academic and non-academic staff in the Colleges engage in similar manpower development programmes.

5.4 Recommendations

The intent of this study was to contribute to the existing body of knowledge in the area of human resource management in Colleges of Education by evaluating the influence of job analysis on staff performance in Colleges of Education in Kano State. Therefore, based on the findings from this study the following recommendations were made:

i. that the Public Colleges of Education in Kano State should maintain the recruitment processes adopted in the employment of competent management, academic and non-academic staff;

ii. that adequate provisions of job design such as placement and postings of staff into functional positions and offices as well as departments and units in the Colleges of Education should be based on training, qualification and experience so as to facilitate goal attainment;

iii. that job description mechanism adopted by the Colleges of Education should be maintained in order to achieve maximum organizational objectives;

iv. Staff for all functional positions in Colleges of Education should undergo aptitude test before being employed. This will enable them to harmonize their resources and attain their goals.

v. Staff training and development should not be a privilege, the Management of the Colleges should see it as a right of every staff and they should not be restricted from enjoying it. The Colleges should ensure that Staff training is regular and continuous and should not be sporadic. Thus, the Colleges should make more efforts to train their staff for institutionalized conference, seminar and workshop attendance, as an integral part of the training and development policies of the Colleges of Education especially with the grants being received from the Tertiary Education Trust Fund (TETFUND).

5.4.1 Suggestions for Further Studies

i. That there is need for further research on the impact of job analysis on the realization of the goals for establishing the Colleges of Education in Nigeria, as a means of providing clear insight on the problem to the rational for establishing the Colleges of Education as formal organization.

ii. The Present study involved only three public Colleges of Education in Kano State. Further studies could be conducted to cover some other States or Zones of the federation for greater generalizability. And or to involve private Colleges of Education in the state.

iii. More Studies on human resource management practices in Colleges of Education in Nigeria, especially in the North-West States should be carried out.

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APPENDIX 'A'

QUESTIONNAIRE
Job Analysis and Staff Performance Questionnaire
(JASPQ)

Department of Educational
Foundation and Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.

Dear Respondents,

I am post graduate student of the above mentioned institution conducting a research for the partial fulfillment of the award of Masters Degree (M.Ed) in Education Administration and Planning on the Topic ***"Job Analysis and Staff Performance in Public Colleges of Education in Kano State, Nigeria".***

Please, I would like you to answer the questions herein with all objectivity, as this is purely for academic purposes. You are assured that all information provided by you shall be treated with absolute confidentiality.

Yours faithfully,

Ado, Magaji Minjibir

(MED/EDUC/20675/2012-2013)

INSTRUCTION: Please indicate your response by ticking (v) in the box as appropriate

Section A: Respondent's Bio Data

1. College

   ……

2. Designation : (a) Management Staff ( ) (b) Academic Staff ( )

   (c) Non-Academic Staff ( )

3. Gender: (a) Male (a) ( ) (b) female ( )

4. Age group: (a) 25-35 years ( ) (b) 36-50 years ( ) (c) above 50 years ( )

5. Educational Qualification: (a) NCE/Diploma ( ) (b) B.Ed/B.Sc/B.A ( ) (c) P.G.D.E ( ) (d) M.Ed/M.Sc/M.A ( ) (e) Ph.D ( )

   (f) Others, specify……

6. Years of Working Experience: (a) 1-5 Years ( ) (b) 6-10 Years ( )

   (C) 11-15 Years ( ) (d) 16 years and above ( )

Section B: Items/Statements of the Questionnaire

Instruction: Please answer the following questions, the possible response option are:

SA = Strong Agree

A = Agree

UD = Undecided

DA = Disagree

SD = Strong Disagree

The scores are strongly Agree (5) points, Agree, Undecided (3) points, Disagreed (2) points, and strongly Disagreed (1) point.

Section A: The Nature of Recruitment Process in College of Education in Kano State

S/N	ITEMS	SA	A	UD	DA	SD
1	Colleges of Education in Kano State adopt internal and external sources of recruitment during staff recruitment exercise.					
2.	There is advertisement of job vacancy to various positions in my college.					
3.	In this college, appointment is given without advertisement and interview.					
4.	Screening of the applicants is based on educational qualification relevant to the job in my College.					
5.	There is a recruitment interview during employment exercise in this College.					
6.	Relevant questions related to job were asked during recruitment interview in this College.					
7.	Some appointments into this College were based on God fatherism.					
8.	Appointment of staff is based on merit in my college.					
9.	I was informed about the nature of the job during the interview process in this College.					
10.	My appointment into this college is in line with National Commission for Colleges of Education (NCCE) standard.					

Section B: Job Design in Colleges of Education in Kano State

S/N	ITEMS	SA	A	UD	DA	SD
1	Our College of Education is structured into Schools, Departments and Units.					
2	Each School, Department and Unit is assigned specific tasks, duties and responsibilities in the College.					
3	Effective job design reduces individual and organizational risk.					
4	All functional positions in Colleges of Education in Kano state are organized according to flow of authority.					
5	Job design increases harmonious working relationship between staff and management in Colleges of Education in Kano State.					
6	Organizing functional position according to work flow of authority in Colleges of Education in Kano state enhances adequate planning towards goal attainment.					
7	Work arrangement in an organization is aimed at reducing or overcoming job dissatisfaction.					
8	Organizing functional positions according to work flow of authority in this College facilitates effective management and control.					
9	Organizing functional positions according to work flow of authority in this College ensures productive output of employees.					
10	Organizing functional positions according to work flow of authority enhances goal attainment in this College.					

Section C: Job Description in Colleges of Education in Kano State

S/N	ITEMS	SA	A	UD	DA	SD
1	Each School, Department or Unit is identified by titles and task assignment in this College.					
2	Each functional positions and offices in this college are identified by titles and task assignment.					
3	The title and task assignment of each position and office in College of Education in Kano state reflect the job behaviour of that office.					
4	Job duties of functional positions and offices in this College are clearly defined.					
5	Job duties of functional positions in this College are used as consideration in the process of recruitment.					
6	The use of job duties of functional positions in my College in the process of recruitment facilitates quality of personnel.					
7	Employees in Colleges of Education in Kano State are adequately motivated for the desired job behaviour.					
8	Employees of Colleges of Education in Kano state are regularly trained for the desired job behaviour.					
9	Employees in Colleges of Education in Kano state promoted as at when due for the desired job behaviour.					
10	Job description enhances effective planning in this college.					

Section D: Job Specifications in Colleges of Education in Kano State

S/N	ITEMS	SA	A	UD	DA	SD
1	The use of aptitude test in Colleges of Education in Kano State for recruitment exercise facilitates the employment of quality personnel.					
2	The use of Interview in Colleges of Education in Kano State for recruitment exercise produces the required job behaviour.					
3	The processes and procedures of recruitment of personnel in Colleges of Education in Kano state motivates employee to perform well.					
4	Job requirements of functional positions in Colleges of Education in Kano State are used as consideration in the process of recruitment.					
5	Academic qualification is an important consideration in the process of recruitment in Colleges of Education in Kano state.					
6	The use of job requirements of functional positions in the Colleges of Education in Kano State facilitates the employment of quality personnel.					
7	Employees for all functional positions undergo aptitude test before being considered for employment in Colleges of Education in Kano State.					
8	Job specification facilitates effective coordination of staff in Colleges of Education in Kano State.					
9	Years of working experience is an important factor considered as the recruitment process in College.					
10	Levels and degree of training acquired by applicant is an important consideration in the process of equipment in Colleges of Education in Kano state.					

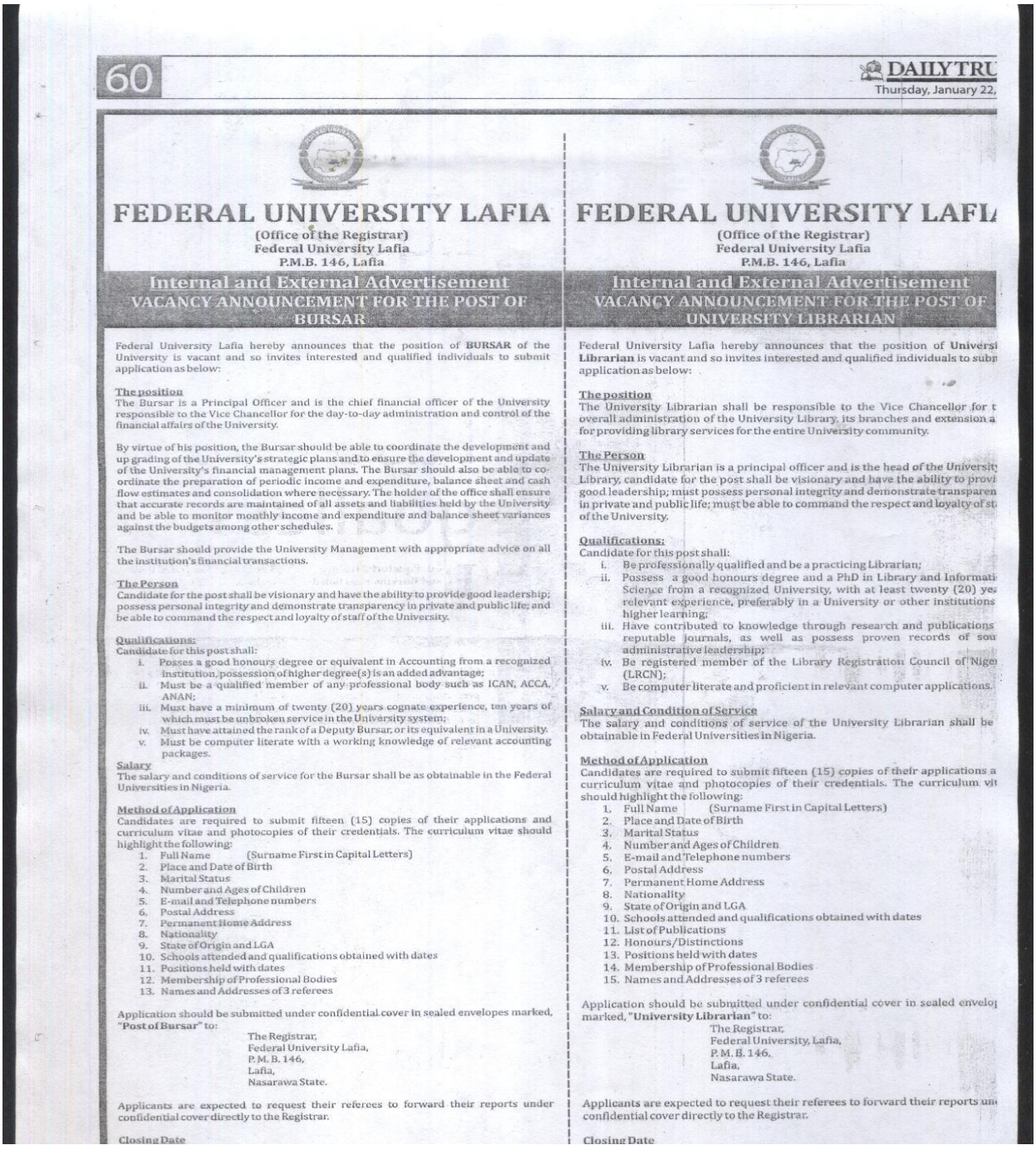
Section E: Training and Development in Colleges of Education in Kano State

S/N	ITEMS	SA	A	UD	DA	SD
1.	Acquisition of higher degree brings about better job performance of staff.					
2.	Staff development and training through in-service, seminars, workshops, conferences and refresher courses encourage staff's growth and job performances in this college.					
3.	Training and development in Colleges of Education enhance productivity and effectiveness among staff.					
4.	Staff who have been taken training regularly were capable in performing different tasks in this College.					
5.	Training and development programmes adopted by this College improved productivity and efficiency of service.					
6.	Regular evaluation of employee activities in Colleges Education in Kano State leads to change in job performances.					
7.	There is improved job performance through regular accreditation in this College.					
8.	Staff performances are regularly evaluated in this College to ensure effectiveness.					
9.	Job performances facilitate effective coordination in colleges of education in Kano State.					
10	Job performances enhance effective development in colleges of education in Kano State.					

Thanks!

APPENDIX 'B'

INTERNAL AND EXTERNAL ADVERTISEMENT OF VACANCIES



60 DAILY TRU
Thursday, January 22,

FEDERAL UNIVERSITY LAFIA
(Office of the Registrar)
Federal University Lafia
P.M.B. 146, Lafia

Internal and External Advertisement
VACANCY ANNOUNCEMENT FOR THE POST OF BURSAR

Federal University Lafia hereby announces that the position of **BURSAR** of the University is vacant and so invites interested and qualified individuals to submit application as below:

The position
The Bursar is a Principal Officer and is the chief financial officer of the University responsible to the Vice Chancellor for the day-to-day administration and control of the financial affairs of the University.

By virtue of his position, the Bursar should be able to coordinate the development and up grading of the University's strategic plans and to ensure the development and update of the University's financial management plans. The Bursar should also be able to co-ordinate the preparation of periodic income and expenditure, balance sheet and cash flow estimates and consolidation where necessary. The holder of the office shall ensure that accurate records are maintained of all assets and liabilities held by the University and be able to monitor monthly income and expenditure and balance sheet variances against the budgets among other schedules.

The Bursar should provide the University Management with appropriate advice on all the institution's financial transactions.

The Person
Candidate for the post shall be visionary and have the ability to provide good leadership; possess personal integrity and demonstrate transparency in private and public life; and be able to command the respect and loyalty of staff of the University.

Qualifications:
Candidate for this post shall:
i. Posses a good honours degree or equivalent in Accounting from a recognized institution, possession of higher degree(s) is an added advantage;
ii. Must be a qualified member of any professional body such as ICAN, ACCA, ANAN;
iii. Must have a minimum of twenty (20) years cognate experience, ten years of which must be unbroken service in the University system;
iv. Must have attained the rank of a Deputy Bursar, or its equivalent in a University.
v. Must be computer literate with a working knowledge of relevant accounting packages.

Salary
The salary and conditions of service for the Bursar shall be as obtainable in the Federal Universities in Nigeria.

Method of Application
Candidates are required to submit fifteen (15) copies of their applications and curriculum vitae and photocopies of their credentials. The curriculum vitae should highlight the following:
1. Full Name (Surname First in Capital Letters)
2. Place and Date of Birth
3. Marital Status
4. Number and Ages of Children
5. E-mail and Telephone numbers
6. Postal Address
7. Permanent Home Address
8. Nationality
9. State of Origin and LGA
10. Schools attended and qualifications obtained with dates
11. Positions held with dates
12. Membership of Professional Bodies
13. Names and Addresses of 3 referees

Application should be submitted under confidential cover in sealed envelopes marked, **"Post of Bursar"** to:

The Registrar,
Federal University Lafia,
P.M.B. 146,
Lafia,
Nasarawa State.

Applicants are expected to request their referees to forward their reports under confidential cover directly to the Registrar.

Closing Date

FEDERAL UNIVERSITY LAFI
(Office of the Registrar)
Federal University Lafia
P.M.B. 146, Lafia

Internal and External Advertisement
VACANCY ANNOUNCEMENT FOR THE POST OF UNIVERSITY LIBRARIAN

Federal University Lafia hereby announces that the position of **Universi Librarian** is vacant and so invites interested and qualified individuals to subn application as below:

The position
The University Librarian shall be responsible to the Vice Chancellor for t overall administration of the University Library, its branches and extension a for providing library services for the entire University community.

The Person
The University Librarian is a principal officer and is the head of the Universit Library, candidate for the post shall be visionary and have the ability to provi good leadership; must possess personal integrity and demonstrate transparen in private and public life; must be able to command the respect and loyalty of st of the University.

Qualifications:
Candidate for this post shall:
i. Be professionally qualified and be a practicing Librarian;
ii. Possess a good honours degree and a PhD in Library and Informati Science from a recognized University, with at least twenty (20) ye relevant experience, preferably in a University or other institutions higher learning;
iii. Have contributed to knowledge through research and publications reputable journals, as well as possess proven records of sou administrative leadership;
iv. Be registered member of the Library Registration Council of Nige (LRCN);
v. Be computer literate and proficient in relevant computer applications.

Salary and Condition of Service
The salary and conditions of service of the University Librarian shall be obtainable in Federal Universities in Nigeria.

Method of Application
Candidates are required to submit fifteen (15) copies of their applications a curriculum vitae and photocopies of their credentials. The curriculum vit should highlight the following:
1. Full Name (Surname First in Capital Letters)
2. Place and Date of Birth
3. Marital Status
4. Number and Ages of Children
5. E-mail and Telephone numbers
6. Postal Address
7. Permanent Home Address
8. Nationality
9. State of Origin and LGA
10. Schools attended and qualifications obtained with dates
11. List of Publications
12. Honours/Distinctions
13. Positions held with dates
14. Membership of Professional Bodies
15. Names and Addresses of 3 referees

Application should be submitted under confidential cover in sealed envelo marked, **"University Librarian"** to:

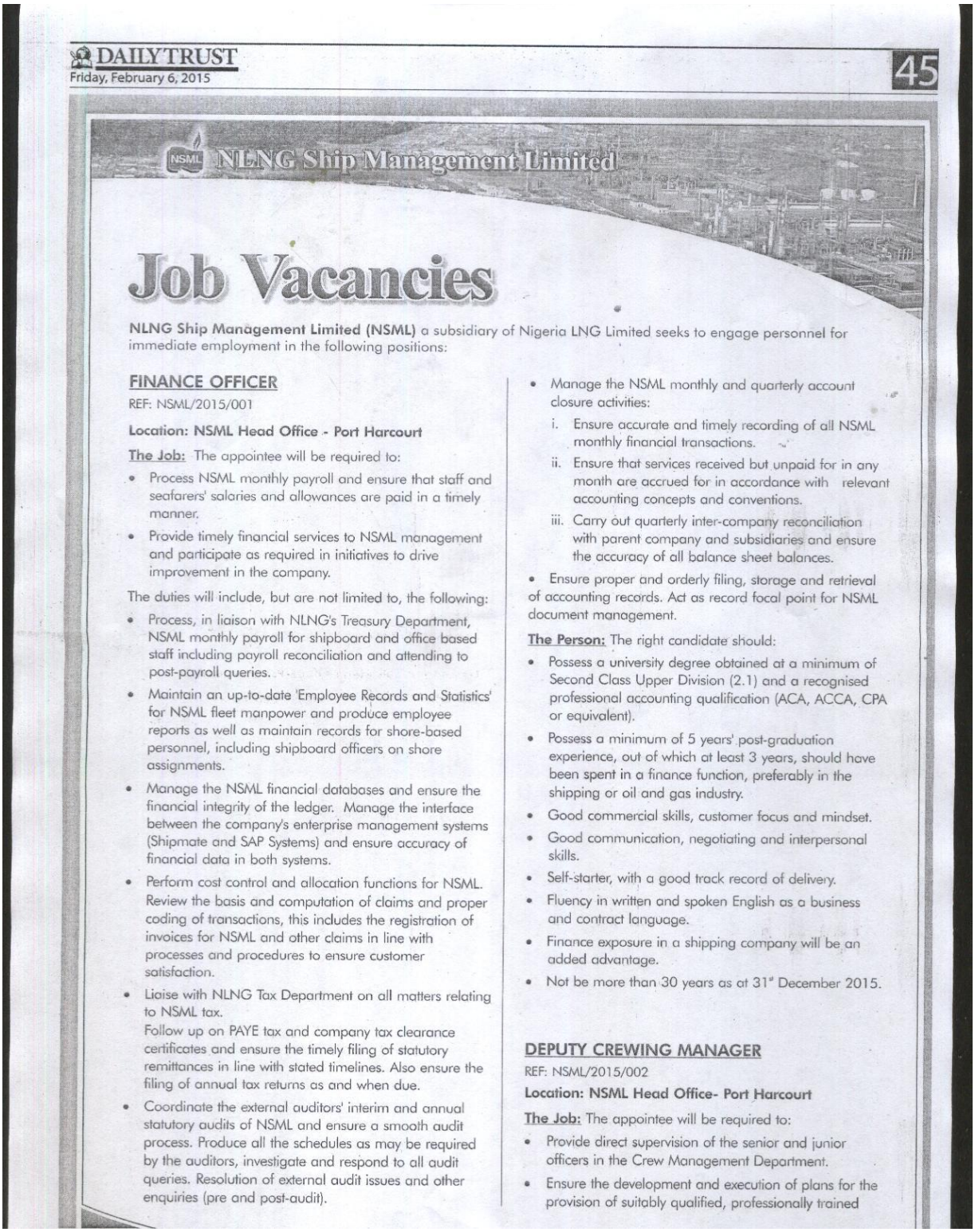
The Registrar,
Federal University, Lafia,
P.M.B. 146,
Lafia,
Nasarawa State.

Applicants are expected to request their referees to forward their reports un confidential cover directly to the Registrar.

Closing Date

Source: Daily Trust, 22nd, January, 2015

APPENDIX 'C': JOB VACANCIES ADVERTISEMENT



DAILY TRUST
Friday, February 6, 2015

45

NLNG Ship Management Limited

Job Vacancies

NLNG Ship Management Limited (NSML) a subsidiary of Nigeria LNG Limited seeks to engage personnel for immediate employment in the following positions:

FINANCE OFFICER

REF: NSML/2015/001

Location: NSML Head Office - Port Harcourt

The Job: The appointee will be required to:

- Process NSML monthly payroll and ensure that staff and seafarers' salaries and allowances are paid in a timely manner.
- Provide timely financial services to NSML management and participate as required in initiatives to drive improvement in the company.

The duties will include, but are not limited to, the following:

- Process, in liaison with NLNG's Treasury Department, NSML monthly payroll for shipboard and office based staff including payroll reconciliation and attending to post-payroll queries.
- Maintain an up-to-date 'Employee Records and Statistics' for NSML fleet manpower and produce employee reports as well as maintain records for shore-based personnel, including shipboard officers on shore assignments.
- Manage the NSML financial databases and ensure the financial integrity of the ledger. Manage the interface between the company's enterprise management systems (Shipmate and SAP Systems) and ensure accuracy of financial data in both systems.
- Perform cost control and allocation functions for NSML. Review the basis and computation of claims and proper coding of transactions, this includes the registration of invoices for NSML and other claims in line with processes and procedures to ensure customer satisfaction.
- Liaise with NLNG Tax Department on all matters relating to NSML tax.
  Follow up on PAYE tax and company tax clearance certificates and ensure the timely filing of statutory remittances in line with stated timelines. Also ensure the filing of annual tax returns as and when due.
- Coordinate the external auditors' interim and annual statutory audits of NSML and ensure a smooth audit process. Produce all the schedules as may be required by the auditors, investigate and respond to all audit queries. Resolution of external audit issues and other enquiries (pre and post-audit).
- Manage the NSML monthly and quarterly account closure activities:
  i. Ensure accurate and timely recording of all NSML monthly financial transactions.
  ii. Ensure that services received but unpaid for in any month are accrued for in accordance with relevant accounting concepts and conventions.
  iii. Carry out quarterly inter-company reconciliation with parent company and subsidiaries and ensure the accuracy of all balance sheet balances.
- Ensure proper and orderly filing, storage and retrieval of accounting records. Act as record focal point for NSML document management.

The Person: The right candidate should:

- Possess a university degree obtained at a minimum of Second Class Upper Division (2.1) and a recognised professional accounting qualification (ACA, ACCA, CPA or equivalent).
- Possess a minimum of 5 years' post-graduation experience, out of which at least 3 years, should have been spent in a finance function, preferably in the shipping or oil and gas industry.
- Good commercial skills, customer focus and mindset.
- Good communication, negotiating and interpersonal skills.
- Self-starter, with a good track record of delivery.
- Fluency in written and spoken English as a business and contract language.
- Finance exposure in a shipping company will be an added advantage.
- Not be more than 30 years as at 31st December 2015.

DEPUTY CREWING MANAGER

REF: NSML/2015/002

Location: NSML Head Office- Port Harcourt

The Job: The appointee will be required to:

- Provide direct supervision of the senior and junior officers in the Crew Management Department.
- Ensure the development and execution of plans for the provision of suitably qualified, professionally trained

Source: Daily Trust, 6th, February, 20

APPENDIX 'D'

RESEARCH ADVISOR'S TABLE FOR DETERMINING SAMPLE SIZE

Required Sample Size†

Population Size	Confidence = 95% Margin of Error				Confidence = 99% Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

Professional researchers typically set a sample size level of about 500 to optimally estimate a single population parameter (e.g., the proportion of likely voters who will vote for a particular candidate). This will construct a 95% confidence interval with a Margin of Error of about ±4.4% (for large populations).

Since there is an inverse relationship between sample size and the Margin of Error, smaller sample sizes will yield larger Margins of Error. For example, a sample size of only 100 will construct a 95% confidence interval with a Margin of Error of almost ±13%, too large a range for estimating the true population proportion with any accuracy.

Note that all of the sample estimates discussed present figures for the largest possible sample size for the desired level of confidence. Should the proportion of the sample with the desired characteristic be substantially different than 50%, then the desired level of accuracy can be established with a smaller sample. However, since you can't know what this percentage is until you actually ask a sample, it is wisest to assume that it will be 50% and use the listed larger sample size.

APPENDIX 'E'

Computation of Frequency Tables

Staff per colleges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FCE Kano	118	34.1	34.1	34.1
	FCE (T) Bichi	100	28.9	28.9	63.0
	SRCOE Kumbotso	128	37.0	37.0	100.0
	Total	346	100.0	100.0	

Designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management Staff	24	6.9	6.9	6.9
	Academic Staff	179	51.7	51.7	58.7
	Non-Academic Staff	143	41.3	41.3	100.0
	Total	346	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	251	72.5	72.5	72.5
	Female	95	27.5	27.5	100.0
	Total	346	100.0	100.0	

Age Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35 Years	124	35.8	35.8	35.8
	36-50 Years	185	53.5	53.5	89.3
	51 Yrs and above	37	10.7	10.7	100.0
	Total	346	100.0	100.0	

Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FSLC	6	1.7	1.7	1.7
	SSCE	63	18.2	18.2	19.9
	ND/NCE	105	30.3	30.3	50.3
	HND/First Degree	117	33.8	33.8	84.1
	Master's Degree	42	12.1	12.1	96.2
	Ph.d	13	3.8	3.8	100.0
	Total	346	100.0	100.0	

Years of Working Experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 Years	66	19.1	19.1	19.1
	6-10 Years	78	22.5	22.5	41.6
	11-15 Years	109	31.5	31.5	73.1
	16-20 Years	54	15.6	15.6	88.7
	21 and Above Years	39	11.3	11.3	100.0
	Total	346	100.0	100.0	

Colleges of Education in Kano State adopt internal and external sources of recruitment during staff recruitment exercise.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	7.5	7.5	7.5
	Disagree	70	20.2	20.2	27.7
	Undecided	52	15.0	15.0	42.8
	Agree	127	36.7	36.7	79.5
	Strongly Agree	71	20.5	20.5	100.0
	Total	346	100.0	100.0	

There is advertisement of job vacancy to various positions in my College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.8	3.8	3.8
	Disagree	19	5.5	5.5	9.2
	Undecided	44	12.7	12.7	22.0
	Agree	177	51.2	51.2	73.1
	Strongly Agree	93	26.9	26.9	100.0
	Total	346	100.0	100.0	

In this College appointment is given without advertisement and interview

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	78	22.5	22.5	22.5
	Disagree	103	29.8	29.8	52.3
	Undecided	80	23.1	23.1	75.4
	Agree	49	14.2	14.2	89.6
	Strongly Agree	36	10.4	10.4	100.0
	Total	346	100.0	100.0	

Screening of the applicants is based on educational qualification relevant to the job in my college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	3.5	3.5	3.5
	Disagree	51	14.7	14.7	18.2
	Undecided	26	7.5	7.5	25.7
	Agree	141	40.8	40.8	66.5
	Strongly Agree	116	33.5	33.5	100.0
	Total	346	100.0	100.0	

There is a recruitment interview during employment exercise in this College of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	10.1	10.1	10.1
	Disagree	68	19.7	19.7	29.8
	Undecided	3	.9	.9	30.6
	Agree	133	38.4	38.4	69.1
	Strongly Agree	107	30.9	30.9	100.0
	Total	346	100.0	100.0	

Relevant questions related to job were asked during recruitment interview in this college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	4.0	4.0	4.0
	Disagree	32	9.2	9.2	13.3
	Undecided	15	4.3	4.3	17.6
	Agree	156	45.1	45.1	62.7
	Strongly Agree	129	37.3	37.3	100.0
	Total	346	100.0	100.0	

Some appointments into this college were based on God-fatherism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.0	2.0	2.0
	Disagree	17	4.9	4.9	6.9
	Undecided	67	19.4	19.4	26.3
	Agree	139	40.2	40.2	66.5
	Strongly Agree	116	33.5	33.5	100.0
	Total	346	100.0	100.0	

Appointment of staff is based on merit in my college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	52	15.0	15.0	15.0
	Disagree	98	28.3	28.3	43.4
	Undecided	21	6.1	6.1	49.4
	Agree	69	19.9	19.9	69.4
	Strongly Agree	106	30.6	30.6	100.0
	Total	346	100.0	100.0	

I was informed about the nature of the job during the interview process in this college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.8	3.8	3.8
	Disagree	90	26.0	26.0	29.8
	Undecided	22	6.4	6.4	36.1
	Agree	117	33.8	33.8	69.9
	Strongly Agree	104	30.1	30.1	100.0
	Total	346	100.0	100.0	

My appointment into this college is in line with National Commission for Colleges of Education (NCCE) standard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	52	15.0	15.0	15.0
	Disagree	64	18.5	18.5	33.5
	Undecided	32	9.2	9.2	42.8
	Agree	119	34.4	34.4	77.2
	Strongly Agree	79	22.8	22.8	100.0
	Total	346	100.0	100.0	

Our College of Education is structured into Schools, Departments and Units

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.7	1.7	1.7
	Disagree	10	2.9	2.9	4.6
	Undecided	7	2.0	2.0	6.6
	Agree	105	30.3	30.3	37.0
	Strongly Agree	218	63.0	63.0	100.0
	Total	346	100.0	100.0	

Each School, Department and Unit is assigned specific tasks, duties and responsibilities in the College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.2	1.2	1.2
	Disagree	8	2.3	2.3	3.5
	Undecided	35	10.1	10.1	13.6
	Agree	101	29.2	29.2	42.8
	Strongly Agree	198	57.2	57.2	100.0
	Total	346	100.0	100.0	

Effective job design reduces individual and organizational risks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.2	3.2	3.2
	Disagree	31	9.0	9.0	12.1
	Undecided	37	10.7	10.7	22.8
	Agree	156	45.1	45.1	67.9
	Strongly Agree	111	32.1	32.1	100.0
	Total	346	100.0	100.0	

All functional positions in Colleges of Education in Kano State are organised according to flow of authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	7.2	7.2	7.2
	Disagree	32	9.2	9.2	16.5
	Undecided	38	11.0	11.0	27.5
	Agree	140	40.5	40.5	67.9
	Strongly Agree	111	32.1	32.1	100.0
	Total	346	100.0	100.0	

Job design increases harmonious working relationship between staff and management in Colleges of Education in Kano State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.8	3.8	3.8
	Disagree	16	4.6	4.6	8.4
	Undecided	5	1.4	1.4	9.8
	Agree	73	21.1	21.1	30.9
	Strongly Agree	239	69.1	69.1	100.0
	Total	346	100.0	100.0	

Organizing functional positions according to work flow of authority in Colleges of Education in Kano State enhances adequate planning towards goal attainment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	67	19.4	19.4	19.4
	Disagree	73	21.1	21.1	40.5
	Undecided	28	8.1	8.1	48.6
	Agree	97	28.0	28.0	76.6
	Strongly Agree	81	23.4	23.4	100.0
	Total	346	100.0	100.0	

Work arrangement in an organization is aimed at reducing or overcoming job dissatisfaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	12.7	12.7	12.7
	Disagree	65	18.8	18.8	31.5
	Undecided	16	4.6	4.6	36.1
	Agree	72	20.8	20.8	56.9
	Strongly Agree	149	43.1	43.1	100.0
	Total	346	100.0	100.0	

Organizing functional positions according to work flow of authority in this College facilitates effective management and control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	13.3	13.3	13.3
	Disagree	72	20.8	20.8	34.1
	Undecided	14	4.0	4.0	38.2
	Agree	120	34.7	34.7	72.8
	Strongly Agree	94	27.2	27.2	100.0
	Total	346	100.0	100.0	

Organizing functional positions according to work flow of authority in this College ensures productive output of employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	7.2	7.2	7.2
	Disagree	55	15.9	15.9	23.1
	Undecided	12	3.5	3.5	26.6
	Agree	146	42.2	42.2	68.8
	Strongly Agree	108	31.2	31.2	100.0
	Total	346	100.0	100.0	

Organizing functional positions to work flow of authority enhances goal attainment in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	10.4	10.4	10.4
	Disagree	49	14.2	14.2	24.6
	Undecided	22	6.4	6.4	30.9
	Agree	153	44.2	44.2	75.1
	Strongly Agree	86	24.9	24.9	100.0
	Total	346	100.0	100.0	

Each School, Department and Unit is identified by titles and task assignment in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	55	15.9	15.9	15.9
	Disagree	45	13.0	13.0	28.9
	Undecided	14	4.0	4.0	32.9
	Agree	98	28.3	28.3	61.3
	Strongly Agree	134	38.7	38.7	100.0
	Total	346	100.0	100.0	

Each functional positions and offices in this College are identified by titles and task assignment in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	49	14.2	14.2	14.2
	Disagree	43	12.4	12.4	26.6
	Undecided	1	.3	.3	26.9
	Agree	129	37.3	37.3	64.2
	Strongly Agree	124	35.8	35.8	100.0
	Total	346	100.0	100.0	

The titles and task assignment of each position and office in Colleges of Education in Kano State reflect the job behaviour of that office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	61	17.6	17.6	17.6
	Disagree	72	20.8	20.8	38.4
	Undecided	5	1.4	1.4	39.9
	Agree	110	31.8	31.8	71.7
	Strongly Agree	98	28.3	28.3	100.0
	Total	346	100.0	100.0	

Job duties of functional positions and offices in this College are clearly defined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	69	19.9	19.9	19.9
	Disagree	47	13.6	13.6	33.5
	Undecided	12	3.5	3.5	37.0
	Agree	114	32.9	32.9	69.9
	Strongly Agree	104	30.1	30.1	100.0
	Total	346	100.0	100.0	

Job duties of functional positions in this College are used as consideration in the process of recruitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	13.9	13.9	13.9
	Disagree	77	22.3	22.3	36.1
	Undecided	30	8.7	8.7	44.8
	Agree	105	30.3	30.3	75.1
	Strongly Agree	86	24.9	24.9	100.0
	Total	346	100.0	100.0	

The use of job duties and functional positions in my college in the process of recruitment facilitates quality of personnel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	3.5	3.5	3.5
	Disagree	16	4.6	4.6	8.1
	Undecided	14	4.0	4.0	12.1
	Agree	178	51.4	51.4	63.6
	Strongly Agree	126	36.4	36.4	100.0
	Total	346	100.0	100.0	

Employees in Colleges of Education in Kano State are adequately motivated for the desired job behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	95	27.5	27.5	27.5
	Disagree	146	42.2	42.2	69.7
	Undecided	41	11.8	11.8	81.5
	Agree	38	11.0	11.0	92.5
	Strongly Agree	26	7.5	7.5	100.0
	Total	346	100.0	100.0	

Employees in Colleges of Education in Kano State are regularly trained for the desired job behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	105	30.3	30.3	30.3
	Disagree	122	35.3	35.3	65.6
	Undecided	33	9.5	9.5	75.1
	Agree	55	15.9	15.9	91.0
	Strongly Agree	31	9.0	9.0	100.0
	Total	346	100.0	100.0	

Employees in Colleges of Education in Kano State promoted as at when due for the desired job behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	108	31.2	31.2	31.2
	Disagree	134	38.7	38.7	69.9
	Undecided	36	10.4	10.4	80.3
	Agree	40	11.6	11.6	91.9
	Strongly Agree	28	8.1	8.1	100.0
	Total	346	100.0	100.0	

Job description enhances effective planning in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	112	32.4	32.4	32.4
	Disagree	174	50.3	50.3	82.7
	Undecided	16	4.6	4.6	87.3
	Agree	24	6.9	6.9	94.2
	Strongly Agree	20	5.8	5.8	100.0
	Total	346	100.0	100.0	

The use of aptitude test in Colleges of Education in Kano State for recruitment exercise facilitates the employment of quality personnel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	6.1	6.1	6.1
	Disagree	52	15.0	15.0	21.1
	Undecided	29	8.4	8.4	29.5
	Agree	156	45.1	45.1	74.6
	Strongly Agree	88	25.4	25.4	100.0
	Total	346	100.0	100.0	

The use of interview in Colleges of Education in Kano State for recruitment exercise produces the required job behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	9.2	9.2	9.2
	Disagree	61	17.6	17.6	26.9
	Undecided	49	14.2	14.2	41.0
	Agree	89	25.7	25.7	66.8
	Strongly Agree	115	33.2	33.2	100.0
	Total	346	100.0	100.0	

The processes and procedures of recruitment of personnel in Colleges of Education in Kano State motivates employee to performed well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	52	15.0	15.0	15.0
	Disagree	68	19.7	19.7	34.7
	Undecided	45	13.0	13.0	47.7
	Agree	101	29.2	29.2	76.9
	Strongly Agree	80	23.1	23.1	100.0
	Total	346	100.0	100.0	

Job requirements of functional positions in Colleges of Education in Kano State are used as consideration in the process of recruitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	10.4	10.4	10.4
	Disagree	41	11.8	11.8	22.3
	Undecided	16	4.6	4.6	26.9
	Agree	164	47.4	47.4	74.3
	Strongly Agree	89	25.7	25.7	100.0
	Total	346	100.0	100.0	

Academic qualification is an important consideration in the process of recruitment in Colleges of Education in Kano State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	10.1	10.1	10.1
	Disagree	47	13.6	13.6	23.7
	Undecided	18	5.2	5.2	28.9
	Agree	156	45.1	45.1	74.0
	Strongly Agree	90	26.0	26.0	100.0
	Total	346	100.0	100.0	

The use of job recruitments of functional positions in the Colleges of Education in Kano State facilitates the employment of quality personnel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	58	16.8	16.8	16.8
	Disagree	69	19.9	19.9	36.7
	Undecided	5	1.4	1.4	38.2
	Agree	132	38.2	38.2	76.3
	Strongly Agree	82	23.7	23.7	100.0
	Total	346	100.0	100.0	

Employees for all functional positions undergo aptitude test before being considered for employment in Colleges of Education in Kano State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	10.4	10.4	10.4
	Disagree	58	16.8	16.8	27.2
	Undecided	48	13.9	13.9	41.0
	Agree	127	36.7	36.7	77.7
	Strongly Agree	77	22.3	22.3	100.0
	Total	346	100.0	100.0	

Job specification facilitates effective coordination of staff in this college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	47	13.6	13.6	13.6
	Disagree	17	4.9	4.9	18.5
	Undecided	16	4.6	4.6	23.1
	Agree	159	46.0	46.0	69.1
	Strongly Agree	107	30.9	30.9	100.0
	Total	346	100.0	100.0	

Years of working experience is an important factor considered as the recruitment process in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	5.5	5.5	5.5
	Disagree	79	22.8	22.8	28.3
	Undecided	44	12.7	12.7	41.0
	Agree	68	19.7	19.7	60.7
	Strongly Agree	136	39.3	39.3	100.0
	Total	346	100.0	100.0	

Levels and degree of training acquired by applicants is an important consideration in the process of recruitment in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	64	18.5	18.5	18.5
	Disagree	43	12.4	12.4	30.9
	Undecided	24	6.9	6.9	37.9
	Agree	122	35.3	35.3	73.1
	Strongly Agree	93	26.9	26.9	100.0
	Total	346	100.0	100.0	

Acquisition of higher degree brings about better job performances of staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	7.8	7.8	7.8
	Disagree	33	9.5	9.5	17.3
	Undecided	12	3.5	3.5	20.8
	Agree	138	39.9	39.9	60.7
	Strongly Agree	136	39.3	39.3	100.0
	Total	346	100.0	100.0	

Staff development and training through in-service, seminars, workshops, conferences and refresher courses encourage staff's growth and job performances in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	11.0	11.0	11.0
	Disagree	36	10.4	10.4	21.4
	Undecided	25	7.2	7.2	28.6
	Agree	144	41.6	41.6	70.2
	Strongly Agree	103	29.8	29.8	100.0
	Total	346	100.0	100.0	

Training and development in Colleges of Education enhance staff productivity and effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.2	1.2	1.2
	Disagree	9	2.6	2.6	3.8
	Undecided	2	.6	.6	4.3
	Agree	172	49.7	49.7	54.0
	Strongly Agree	159	46.0	46.0	100.0
	Total	346	100.0	100.0	

Staff who have been trained regularly were capable in performing different tasks in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	9.8	9.8	9.8
	Disagree	44	12.7	12.7	22.5
	Undecided	20	5.8	5.8	28.3
	Agree	151	43.6	43.6	72.0
	Strongly Agree	97	28.0	28.0	100.0
	Total	346	100.0	100.0	

Training and development programmes adopted by this college improved productivity and efficiency of service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	9.2	9.2	9.2
	Disagree	51	14.7	14.7	24.0
	Undecided	13	3.8	3.8	27.7
	Agree	146	42.2	42.2	69.9
	Strongly Agree	104	30.1	30.1	100.0
	Total	346	100.0	100.0	

Regular evaluation of staff activities Colleges of Education in Kano State leads to change in job performances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	54	15.6	15.6	15.6
	Disagree	47	13.6	13.6	29.2
	Undecided	26	7.5	7.5	36.7
	Agree	146	42.2	42.2	78.9
	Strongly Agree	73	21.1	21.1	100.0
	Total	346	100.0	100.0	

There is improved staff performance through regular accreditation in this College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	7.5	7.5	7.5
	Disagree	19	5.5	5.5	13.0
	Undecided	13	3.8	3.8	16.8
	Agree	173	50.0	50.0	66.8
	Strongly Agree	115	33.2	33.2	100.0
	Total	346	100.0	100.0	

Staff performances are regularly evaluated in this college to ensure effectveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	52	15.0	15.0	15.0
	Disagree	66	19.1	19.1	34.1
	Undecided	33	9.5	9.5	43.6
	Agree	109	31.5	31.5	75.1
	Strongly Agree	86	24.9	24.9	100.0
	Total	346	100.0	100.0	

Job performances facilitates effective coordination in Colleges of Education in Kano State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	10.4	10.4	10.4
	Disagree	62	17.9	17.9	28.3
	Undecided	6	1.7	1.7	30.1
	Agree	105	30.3	30.3	60.4
	Strongly Agree	137	39.6	39.6	100.0
	Total	346	100.0	100.0	

Job performances enhance effective development in Colleges of Education in Kano State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	71	20.5	20.5	20.5
	Disagree	53	15.3	15.3	35.8
	Undecided	14	4.0	4.0	39.9
	Agree	120	34.7	34.7	74.6
	Strongly Agree	88	25.4	25.4	100.0
	Total	346	100.0	100.0	

APPENDIX 'G'

Computation of ANOVA Statistics

Recruitment Processes and Staff Performance

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	429.548	2	214.774	32.418	.000
Within Groups	221.611	343	.646		
Total	651.159	345			

Job Design and Staff Performance

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	317.713	2	158.856	23.649	.000
Within Groups	233.203	343	.680		
Total	550.916	345			

Job Description and Staff Performance

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	239.310	2	119.655	20.235	.000
Within Groups	128.161	343	.374		
Total	367.471	345			

Job Specifications and Staff Performance

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	567.575	2	283.787	46.220	.000
Within Groups	208.784	343	.609		
Total	776.358	345			

Training and Development and Staff Performance

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	91.348	2	45.674	14.111	.000
Within Groups	106.493	343	.310		
Total	197.841	345			