IMPACT OF CONDITIONS OF SERVICE ON THE PERFORMANCE OF ACADEMIC STAFF IN TERTIARY INSTITUTIONS IN KOGI STATE

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BEING A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE AWARD OF MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

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MARCH, 2015

DECLARATION

I hereby declare that this thesis has been written and produced by me. The research has not been presented on any previous application for a higher degree. All sources have been duly acknowledged.

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CERTIFICATION

This thesis entitled Relationship between Conditions of Service and Performance of Academic Staff in Tertiary Institutions in Kogi State Nigeria by Keston Bukky meets the regulation governing the award of the degree of Masters of Education (M.Ed) in Educational Administration and Planing of Ahmadu Bello University, Zaria and approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my treasured heart, husband and friend Ife Keston Odiwo and my lovely kids.

ACKNOWLEDGEMENT

To Jehovah be the Glory, honour and praise for keeping me alive to see to the completion of this thesis work. All praise to him forever and ever. I am immeasurably indebted to my honourable, kind, and dynamic supervisors, Dr. B.A. Maina and Dr. M. O. Dare for their efforts and encouragement which made this research work a reality. In a special way, I thank the Dean of Faculty of Education Professor Tijani Abubakar and the Head of Department, Dr. B.A. Maina for creating the conducive environment for research work in the Department.

My appreciation goes to Professor D.O. Otu, Dr. E.I. Makoju, Dr. A.A. Igunnu and all the staff members of the Department who have offered their wealth of experience and time in regards to this work. Dr. Jumare of FCE, Zaria, Dr. and Mrs. Edward Abah, my friend, Sis Gunn and family, Stephen and Kennedy, I say a big thank you too.

To my dear course mates, I say a big thank you. You have all been very special people. May God bless you all.

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ABSTRACT

The study is on the impact of conditions of service on the performance of academic staff in some tertiary institutions in Kogi state. It examines the perceived performance of academic staff of tertiary institutions in the state. Some of the objectives of the study were to determine the impact of promotion on academic staff performance, investigate the impact of fringe benefit on performance, identify the impact of retirement benefit on staff performance. Five research questions were advanced and some of them are as follows, what is the impact of promotion on job performance of academic staff in tertiary institutions in Kogi state? What is the impact of fringe benefits on job performance of academic staff of tertiary institutions in Kogi state? What is the impact of prompt payments of retirement benefits on job performance of academic staff in tertiary institutions in Kogi state? Five null hypotheses were formulated based on the objectives and some of them are as follows, there is no significant difference in the opinions of respondents on the impact of prompt payment of retirement benefits on job performance of academic staff in tertiary institutions in Kogi state. There is no significant difference in the opinions of respondents on the impact of promotion on job performance of academic staff in tertiary institutions in Kogi state. There is no significant difference in the opinions of respondents on the impact of fringe benefits on job performance of academic staff in tertiary institutions in Kogi state. Correlational research design was used and the population of the study includes 1909 academic staff and 238 management staff while the sampled population is 342 academic staff which comprises of lecturers of all categories and 25 management staff from the following tertiary institutions in Kogi state. State University Ayingba, Salem University Lokoja, State Polytechnic Lokoja, Federal College of Education Okene, and State school of Health technology Idah. A pilot study was carried out using 10% of the sampled population to ascertain the reliability and validity of the questionnaire. Consequently, reliability co-efficient of standard Alpha of .9459, was obtained. The reliability co-efficient was considered adequate for the internal consistencies of the instruments. T-test was used for testing the hypotheses at 0.05 significant level, the findings revealed significant difference between promotion and performance of academic staff, significant difference between prompt payment of salary and academic staff performance, there is no significant difference between payment of retirement benefit and academic staff performance. Recommendation of the study includes; the government and school management staff should ensure regular promotion of academic staff as at when due in order to enhance their job effectiveness, the government and school management staff should motivate their staff by surprise packages which will spur them to action thereby enhancing their job performance.

OPERATIONAL DEFINITION OF TERMS

Conditions of Service: refer to the general and specific arrangements, provisions, requirement, rules, specifications and standards that form an integral part of an agreement or contract.

Performance: Performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness.

Promotion: The upward movement of any staff in an organization with financial and other benefits

Fringe benefit: Involved all the welfare packages that accrue to a staff in an institution or an organization

Prompt payment of retirement benefit: Retirement benefits are accrued financial benefits contributed by both government and staff during active service year.

Prompt payment of salary: Complete and immediate release and payment of staff monthly take home pay

Staff Development: Organization of Conferences, Seminars, Workshops and permission for study leave.

Correlational design: A research design aims at investigating the extent to which variations in one factor correspond with variations in one or more other factors; based on correlational coefficients.

T-test: this is the inferential statistic used in analyzing the data collected for the study and it is appropriate in comparing means of two groups.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Tertiary institutions whether University, Polytechnics or Colleges of Education contribute much to the social, political and economic development of a nation. In Nigeria, tertiary institutions face a lot of problems that may not allow the system to make the expected contributions to social, political and economic development of the nation. Among the numerous problems confronting tertiary institutions in Nigeria is the perceived poor job performance of some academic staff which some claim could be due to poor conditions of service.

In recent years, stakeholders in the education sector complained about the job performance of academic staff in the Nigerian tertiary institutions. It has often been expressed by the public that the academic staff are no longer dedicated and committed to the job. It appears that the academic staff who are trained and expected to produce a host of cherished societal virtues such as honesty, humility, fairness, integrity, punctuality, dedication and patriotism are not dedicated and committed to their job and this is indeed not unconnected to their conditions of service which is not attractive as other sectors of the national economy.

There is a common belief among scholars, researchers, educational planners and administrators that teaching as a profession deserves priority attention (Wilson & Rosenfield, 2003). It seems that no concrete efforts have been made to actualize this free opinion in our tertiary institutions. Academic staff seems not to be enjoying some of the good conditions of service that could bring about high productivity on their part such as health insurance scheme, study leave, training and retraining, regular promotion, retirement benefit, proper pension arrangement, staff training remunerations, responsibility allowances, maternity leave etc.

Good conditions of service are fundamental to the success and survival of any organization or institutions. Hence, it occupies a central role in education and organizational discourse. This is because the relationship between man and his work has always attracted the attention of philosophers, sociologist, and educationist. A major part of man's life is spent at work. Work is a social reality and social expectation to which men seem to conform. It does not only provide status to the individual but also binds him to the society (Gautam et.al, 2005). An employee who is satisfied with the conditions service would perform his duties well and be committed to his job, and subsequently to his organizations or institutions.

Employees are among the most important determinants and leading factors that determine the success of an organization in a competitive environment (Ayeni

& Popoola 2007). Besides that, if managed properly employee commitment can lead to beneficial consequences such as increased effectiveness, performance, and productivity, and decreased turnover and absenteeism at both the individual and organizational levels (Fiorita, Bozeman, Young, & Meurs, 2007). Thus, it is of utmost importance for employers to know the conditions that can affect their employees' interest, since it would affect the performance of the organization/institutions as well (Awang, Abmad & Zin, 2010).

Generally speaking, conditions of service is the name given to the terms on which workers are collectively employed. According to *Business Dictionary.Com,* conditions of service is a general and specific arrangements, provisions, requirements, rules, specifications and standards that form an integral part of an agreement or contract. However, Nwadiani (2006) reveals the major indicators that give rise to improper conditions of service to include irregular and late payment of salary, lack of adequate facilities, complex crises, lack of annual leave, lack of accommodation, high cost of living, unpaid fringe benefits, not paying retirement benefits as at when due, as well as research grant**.**

From the foregoing, it is imperative therefore that in order to meet with the increasing changing needs and demands of organizations and institutions in this global world, employers of labour must be prepared to improve the conditions of service in order bring about high performance and organizational commitment. The institutions or organizations must be ready to go beyond the

stated rules in the conditions of service. Good conditions of service is geared towards high productivity and commitment. It is in the light of the above that this study is embarked upon to determine the impact of conditions of service on performance of staff in some tertiary institutions in Kogi state. Thus, the focal point of the study are the State University, Ayingba, the State Polytechnic Lokoja, the Federal College of Education, Okene, Salem University, Lokoja, Kogi State School of Health Technology, Idah.

Federal College of Education, Okene was established in 1974 and it became autonomous in 1987. The college is financed by the Federal Government of Nigeria. It has five schools namely; School of Arts and Social Sciences, School of Education, School of Languages, School of Sciences, and finally, School of Vocational and Technical Education with a total of 28 departments.

On the other hand, Kogi State University, Ayingba came into existence on Thursday, 18th November, 1999, when the bill establishing the University was signed into law by his Excellency, the then executive governor of Kogi State, Prince Abubakar Audu. The institution's foundation stone was laid on November 30th, 1999 by the then Commander-in-Chief of the Armed Forces of the Federal Republic of Nigeria, Chief Olusegun Obasanjo. The university commenced academic activities in April 2000 with about six faculties namely, Agriculture, Arts and Humanities, Law, Management Sciences, Natural Sciences and Social Sciences.

In addition, the Kogi State Polytechnic came into being on January, 1993 as post-secondary and academic training institution with practical training in management services and technology whose distinctive attribute would be creativity and self-reliance and to accelerate the general socio-economic development of the state and the nation at large. The Kogi state Polytechnic started with Pre-National Diploma (Pre-ND), National Diploma (ND) and Higher National Diploma (HND) in Mineral Engineering, Accountancy, Business Administration, Public Administration, Statistics Office Technology and Management, Metallurgical Engineering and Arts and Industrial Design (Textile and Ceramic).

Furthermore, Salem University Lokoja was established in September 2008 in Lokoja, kogi state. It is one of the numerous private universities in Nigeria and it was established by a clergy man, Dr. Sam Ameh Amaga. Its pioneer vice chancellor was professor Paul Omogo Omayi. While the present vice chancellor is professor Joseph Adeola Furoape. The university commenced its full academic programmes in 2008 with three colleges; college of information and communication technology, college of peace studies and social sciences and college of natural and applied sciences.

Presently, the university is blessed with sixty (60) academic staff who are professionals in various fields of studies. The university held its first convocation ceremony on the 18th of May, 2013.

The Kogi State School of Health Technology was established by an Edict in 1977. It actually took off in 1977 on the temporary site in Idah Development

Association Hall now converted to Dr. Achema Handball Stadium with an initial intake of one hundred and twenty (120) students and 80 academic staff. At present the school runs four Health Programmes:

1a. Environmental Health Office (EHO)

1b. Environmental Health Assistance (EHA)

1c. Environmental Health Technician (Certificate)

2a. Junior Community Health Extension Workers (Certificate)

2b. Community Health Extension Workers (Diploma)

3a. Medical Laboratory Assistant (MLA Certificate)

3b. Medical Laboratory Technician (MLT Diploma)

4. Health Information Management Technician (HMT Diploma).

1.2 Statement of the Problems

There should be a strong correlation between happy employees and increase organizational or institutional performance. It is obvious that if people feel good about their jobs, their happiness would be a reflection of their job performance thereby leading to satisfaction which will be seen in the quality of their work and may have a positive feedback from their output and therefore contribute to success of the institutions and organization (Inyang, 2000). However, such positive picture painted above is not always a true reflection of our institutions which may include the five tertiary institutions which are the focus of this study. Therefore, how to motivate academic staff of these institutions to put in their best despite the poor

conditions of service and to attain educational goals is of greater concern to the researcher.

Over the years, there have been discourses and observations based on unsatisfactory working conditions and conditions of service which may likely be the major contributory factors that are militating against the enhancement of lecturers' effectiveness in their performance of duties. Factors such as inadequate fringe benefits, delay in prompt payment of retirement benefits, irregular staff promotion or non-promotion at all, resulting in strikes, lockouts and academic dislocation have been adduced by many as contributing to the poor performance of staff in tertiary institutions. These issues are also said to be contributing contributed to the mass exodus of academic staff into more viable organizations which has necessitated this research work. In addition, information gathered, also suggest that some academic staff of tertiary institutions are leaving either for politics or for more lucrative jobs where conditions of service are more favorable in comparison with teaching and research work. The researcher is therefore, focusing her research work on the impact of conditions of service on performance of academic staff in some tertiary institutions in Kogi state in order to determine the extent to which these factors are affecting the performance of staff in these institutions.

1.3 Objectives of the Study

This research is undertaken in order to:

1. determine the impact of promotion on the performance of academic staff in tertiary institutions in Kogi State.
2. investigate the impact of fringe benefits on performance of academic staff in tertiary institutions in Kogi State.
3. identify the impact of prompt payment of retirement benefits on the performance of academic staff in tertiary institutions in Kogi State.
4. assess the impact of prompt payment of salaries on the performance of the academic staff in tertiary institutions in Kogi State.
5. evaluate the impact of staff development on the performance of academic staff in tertiary institutions in Kogi State.

1.4 Research Questions

The following are the research questions……

1. What is the impact of promotion on the job performance of academic staff in tertiary institutions in Kogi state?
2. What is the impact of fringe benefits on the job performance of academic staff of tertiary institutions in Kogi state?
3. What is the impact of prompt payments of retirement benefits on the job performance of academic staff in tertiary institutions in Kogi state?
4. What is the impact of prompt payment of salaries on the job performance of academic staff in tertiary institutions in Kogi state?

5. What is the impact of staff development on the job performance of academic staff in tertiary institutions in Kogi state?

1.5 Hypotheses

The following are the research hypotheses…..

1. There is no significant difference in the opinions of respondents on the impact of promotion on job performance of academic staff in tertiary institutions in Kogi state.
2. There is no significant difference in the opinions of respondents on the impact of fringe benefits on job performance of academic staff in tertiary institutions in Kogi state.
3. There is no significant difference in the opinions of respondents on the impact of prompt payment of retirement benefits on job performance of academic staff in tertiary institutions in Kogi state.
4. There is no significant difference in the opinions of respondents on the impact of prompt payment of salaries on job performance of academic staff in tertiary institutions in Kogi State.
5. There is no significant difference in the opinions of respondents on the impact of staff development on the performance of academic staff in tertiary institutions in Kogi state.

1.6 Basic Assumptions

The research work is premised on the following assumptions

1. When academic staff are duly promoted, it motivate them and enhance their performance
2. Staff put in their best and make extra sacrifices when they enjoy fringe benefit
3. Academic staff will be happy to end their career in an institution where their retirement benefit will be promptly paid
4. Academic staff will perform better when their salaries are promptly paid
5. Academic staff will perform better when they are sponsored to attend seminars, conferences and workshops to enhance staff development.

1.7 Significance of the Study

The research into the conditions of service and performance is very crucial not only for the enhancement of productivity but also for the needs of the individuals in an organization or institutions. This is obvious when it is realized that one spend a reasonable part of one's life at one's work place. To this end, the significance of this study includes among other things the following…..

First, the research will provide information and knowledge in the area of job performance.

Second, the findings of the research would, first of all, enlighten the public and private sectors management on the state of conditions of service and work

performance among the public and private institutions staff especially the five institutions under study.

It would also provide valuable information to the management in understanding the factors that affect conditions of service. Good conditions of service has often been perceived as an important contributor toward job performance and work performance level; it is of utmost importance that the management knows and understands these factors. This would assist the management in creating conducive working environment so as to engender inner satisfaction, thus increased productivity.

This research would also be useful to the Government and Ministries in making decisions pertaining to the profession so as to benefit the employees, as well as institutions or organizations. The findings of the research would definitely contribute to the body of knowledge in the area of educational administration and planning.

1.8 Scope of the Study

In order to make a comprehensive evaluation of the problem, it would have been appropriate to consider a good number of institutions in the country. However, the study selected only five tertiary institutions in Kogi state which are Kogi State University, Anyigba, Federal College of Education, Okene and State Polytechnic Lokoja, Salem University Lokoja, Kogi State School of Health

Technology Idah academic staff and management staff due to time constraint and limited resources available to the researcher.

Finally, it takes into account those aspects that affect the wellbeing of the staff in the institutions and how positively or negatively they have affected their work performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher intends to provide an overview of the conditions of service, the relevant literature on conditions of service was reviewed and an analysis of previous research conducted in relation to this study was reviewed. Such areas include among other thing:

i. Theoretical Framework;
ii. Concept of Conditions of Service;
iii. Job Performance;
iv. Job Performance of Staff;
v. Impact of Promotion on Job Performance of Staff;
vi. Impact of fringe benefit on Job performances of staff;
vii. Impact of prompt payment of retirement benefits on Job performance of Staff;
viii. Impact of staff development on Job performance of Staff;
ix. Impact of prompt payment of salaries on Job performance of staff and
x. Empirical Studies.

2.2 Theoretical Framework

Many theorists have tried to formulate an explanation for why people feel the way they do with regard to their jobs. There are various job condition components that are considered to be vital to job performance, namely pay, promotion, benefits, supervisor, co-worker, work conditions, communication, safety, productivity and the work itself.

2.2.1 Maslow's Theory

Conditions of service may be a condition for high performance not a determination of it. Mbundu (2011) suggests a Maslowian interpretation of employees' basic safety and security needs (job satisfaction, job security, adequate pay, etc) that must be met before high performance is possible. However, as Rainey (2003) explains, research on work-related fulfillment does not as yet produce a clear pattern. Some researchers argue that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for performance theory. This theory explains that people seek to satisfy five specific needs in life:

- Physiological needs such as hunger, thirst and sleep are the first level on the hierarchy.
- Safety/security needs such as shelter and protection from physical danger and economic instability, contribution toward medical, insurance and pension schemes.
- Social needs such as a need to affiliate with others and supportive relationships like to be accepted and to be loved.
- Self-esteem needs such as need for recognition, achievement, independence, freedom and a belief in oneself in the next level.

- Self-actualisation which means a need to realise one's full potential, capable of being, recognition and a belief in oneself in the next level.

If these needs are fulfilled and being maintained, then, you can say the employees are fulfilled by their jobs.

2.3 Concept of Conditions of Service

Conditions of Service is that part of an employment that sets out the duties, hours of work, salary, leave and other privileges to be enjoyed by persons employed (The Free Dictionary 2007). All the conditions governing employment written in the appointment letter or any relevant document of the employee could refer to items covered in the conditions of service. According to Rainey, 2003 these includes medical examination, sick leave, maternity leave, transfer, hospitalization, payment of salaries and wages, hours of work, overtime, engagement, Leave allowance, accident and injuiries at work, grievance procedures, termination, pension scheme and training.

Poor conditions of service, heavy workloads and inadequate facilities and working environment, all lead to a state of frustration for university staff. Poor pay of academics was pinpointed by the Report of the Study Group on Brain Drain in Nigerian Universities (1982-1993), carried out by the World Bank Project Implementation Unit of the National University Commission. The development

was clearly epitomized in the popular ASUU slogan of the 1990s: "My Take Home Pay Cannot Take Me Home" (Onyeonoru 2003).

2.4 Job Performance

Job performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube, Iyagba & Fajana, 2010). Viswesveran and Ones (2000) regard it as the behaviour and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals (Onukwube, Iyagba & Fajana, 2010). It is clear from these definitions that job performance is related to the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal. Job performance is not a single unified construct but a multidimensional construct consisting of more than one kind of behaviours. Onukwube, Iyagba & Fajana, (2010) affirm that job performance was traditionally viewed as a single construct. Thus, Campbell (1990; cit. in Ijaduola 2007) proposed an eight-factor model of performance based on *factor analytic* research that attempts to capture dimensions of job performance existent (to a greater or lesser extent) across all jobs:

i. Task specific behaviours which include those behaviours that an individual undertake as part of a job. They are the core substantive tasks that delineate one job from another.

ii. Non-task specific behaviours are those behaviours which an individual is required to undertake which do not pertain only to a particular job.

iii. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.

iv. An individual's performance can also be assessed in terms of effort, either day to day, when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.

v. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.

vi. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping to maintain group goals.

vii. Many jobs also have supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishment. These aspects of performance happen in a face to face manner.

viii. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition, a manager might be responsible for monitoring organizational sources.

2.4.1 Job Performance of Staff

In order to make employees satisfied and perform their jobs, there is a need for strong and effective motivational strategies at various levels of the organization. Besides that, Ayeni and Popoola (2007) have found a strong impact on job satisfaction and organizational performance. According to them job satisfaction is mostly determined by how well the organization meets employees expectations.

On the other hand, Maxwell and Steele (2003) believed that the organization should be concerned on how well they look after employees' interest. It is clear, the higher the experience, the more positive the impact on the commitment. Further, an individual's experience with their co-workers had the impact on high commitment to the organization (Maxwell and Steele, 2003). High level of performance provide a clear focus for human resource manager on the grounds that commitment is in itself good and positive that should lead to high level of work performance.

While Lok and Crawford (2001), a number of demographic variables, frequently included in this study, variables such as age, organization tenure and position tenure have been found to be positively associated with organizational performance. It is concluded that age is considerably more strongly related to attitudinal than to behavioral commitment. The study further suggested that older workers are more satisfied with their job, receiving better positions and being 'cognitively satisfied' for their remaining in the organization. Cognitively satisfied means satisfied in all what they get and they feel comfortable in the organization. The researcher also found that the number of years in a position is significantly positive to attitudinal commitment, and length of service is significantly positive to behavioral commitment.

Organization performance refers to the employee's emotional attachment to, identification with, and involvement in the organization. In essence, measuring organizational performance is an assessment of the congruence between an individual's own values and beliefs and those of the organization (Swailes, 2002). Organizational performance is characterized as employees' willingness to contribute to organizational goals. When employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization is higher (Okpara, 2004).

2.5 Impact of Promotion on Job Performance of Staff.

According to Otu (2003), Promotion is a positive way of rewarding people for their efforts and services. Normally promotion means increased responsibilities, more prestige or status, and increased pay. Promotion helps to boost staff morale and motivates staff to work harder, thereby increasing productivity and efficiency. On the other hand, lack of promotion can lead to lower staff morale, resulting in frustration, resignation and premature retirement from the job.

She further asserted that the condition for Promotion is another system through which an organization can easily fill a vacancy internally. Ogbonna (2007) asserts that in this system servicing officers who have demonstrated some professional skills of high standard may be given preferential treatment in filling vacant posts for which they are qualified. In some tertiary institutions, before academic staff are promoted, they must have published and attended conferences. It is based on the publications and conferences attended that will determine whether the staff should be promoted or not.

At all the tertiary institutions in the country, promotion is based on confirmation of staff appointment which is usually effected after two to three years of continued satisfactory performance by the staff if such a staff is on a tenure appointment. The confirmation of appointment grants the staff a pensionable appointment status in the institution. It is after this confirmation of

appointment that staff are promoted after two to three years of active unbroken service. Promotion is based on competence, qualifications and or seniority both for academic staff.

i. Conditions for Promotion in Tertiary Institutions in Nigeria

In the country, staff are provided with evaluation form of which the grade accorded will also be a criteria for promotion. Otu listed the following factors as criteria to be considered in the promotion of its academic staff:

- Qualification
- Seniority (determined by the date of appointment)
- Competence; and
- Productivity

Some areas of consideration during promotion:

1. Academic staff effectiveness
2. Participation and effectiveness in other activities and responsibilities.
3. Attitude to work and general impression.
4. Academic qualifications and teaching experience
5. Present salary and date of last promotion
6. Judgment and qualities of leadership

7. Creativity including ability to organize people and projects

8. Responsibility and work load of the position in question.

An optimistic link exists between job uncertainty and intentions to turnover; and also there is a small negative association between job insecurity and employees commitment (Filipkowski & Johnson, 2008). Furthermore, there is a direct link between job satisfaction elements like pay, promotion, co-workers, and the work condition itself and the performance of the employees. Promotion is an important feature of employee's life style and occupation, affecting other job experience levels (Kosteas 2009, Cobb-Clark 2001; Blau & DeVaro 2007; Francesconi 2001) asserts that promotion can have an obvious impact on other job aspects like job attachment and responsibilities. In this case, the firms can apply promotions as a compensation factor for high-performance employees, developing an encouragement for them to do their superior effort. Additionally, promotion can influence the instrument of exerting better attempts, if employees put an important value on it. If not, the companies would focus on pay increase to reward high effort and productivity. Indeed, the employees may be worth the promotions since they make an increase in job services like spending account or a bigger office (the visible elements which managers do not have enough information about) or since they enjoy good performance; and this is the result of the promotion (Pergamit & Veum, 1999).

An employee's opportunities for promotions are also likely to exert an influence on their job performance. Robbins (1998 cited in Norizan 2012) maintains that promotions provides opportunities for personal growth, increased responsibility and increased social status. Bull, (2005) postulates that many people experience fulfillment when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel that they have limited opportunities for career advancement, their job performance may decrease. Employees' performance with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Moreover, not all employees wish to be promoted. The reason therefore is related to the fact that promotion entails greater responsibility and tasks of a more complex nature, for which the individuals may consider themselves unprepared (Ajayi, 2011). If employees perceive the promotion policy as unfair, but do desire to be promoted, they may still feel fulfilled. Nonetheless, opportunities for promotion appear to have a significant positive correlation with job performance (Staudt, 1997) report on a study that indicates the opportunity for promotion was found to be the best and only common predictor of job performance in child welfare, community mental health, and family services agencies. Promotional opportunities therefore have differential effects on job performance,

and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee performance.

2.6 Impact of Fringe benefits on Job Performance of Staff

Benefits refer to the part of the total compensation package provided to the employee in whole or in part by payments from the employer and it does not include the pay for time spent on work (Milkovich & Newman, 2008). Besides, benefits are group membership rewards that provide security for employees and their family members. Benefits are a non-compensation paid to employees. Some benefits are mandated by law, for example social security, unemployment compensation and worker compensation. Employees' benefits include pension, health insurance, fringe benefits, welfare and etc (Lee, et. al., 2006). Benefits are a crucial part of an employee's total compensation package. Benefits packages became popular after World War II, when wage controls made it more difficult to give competitive salaries (Enotes.com, 2008). Besides, benefits can be treated as the payment or entitlement, which one makes under an insurance policy or employment agreement, or public assistance programme or more generally, something of value or usefulness. Benefits may also be seen as a reflection of justice in society (Herman, 2005).

Employee benefits are “fringe benefits, perquisites made up of various non-wage compensations provided to employees in addition to their normal wages or salaries”. Some of these benefits are, housing (employer-provided or employer-paid), group insurance (health, dental, life, etc), disability income protection, retirement benefits, daycare, tuition reimbursement , sick leave, vacation (paid or non-paid), social security, profit-sharing funding of education and other specialized benefits (Adeleke, 2010).

The purposes of the benefits are to, among other things, increase the economic security of employees, motivate employees to improve productivity and cushion the effect of economic hardship. Perquisites often colloquially “refer to those benefits of a more discretionary nature. These are often given to employees who are doing notably well and/ or have seniority. These include official/company cars, hotel stays, free refreshment/entertainment allowances, leisure activities on work time, etc. Thus, fringe benefits are the costs of keeping an employee other than salary. In the states, “these benefits rates are typically calculated using fixed percentages that vary depending on the employee’s classification and often change from year to year”.

Historically, the term “fringe benefits” was coined in America by the War Labour Board during World War II to describe the various indirect benefits which industry had devised to attract and retain labour when direct wage increases

were prohibited. In Nigeria, prior to the implementation of monetization, fringe benefits included " residential accommodation (for deserving officers), furniture, utility, domestic servants, motor vehicles, fuelling and maintenance of transport facilities, medical treatment (local and abroad), leave grant, meal subsidy and entertainment" which were enjoyed by government workers that were still in service till year 2005.

The current employee's performance can be nurtured by managing a valid performance evaluation, bonus and reward system (Bretz, Milkovich and Read, 1992). It should be considered that the amount of fringe benefits (or certain payback) and bonuses vary among well-performing and weak-performing employees. The motivation, which is the result of employees' encouragement by cash or other things such as bonuses (e.g. car loan and payment increase), will lead to employees productivity and better performance. Therefore, it is important to recognize which rewarding strategies lead to higher employees productivity and to enhance their performance. Considering the result of this study, it can be determined that different motivating elements like promotion and bonuses, and suitable payment compensation have significant connection with higher performance (Oyebanju, 2009). Fringe benefits were introduced as additional perquisites to hold some advantages for the employers and the employers alike. Among others, fringe benefits help attract and retain better, qualified employees;

provide high risk coverage at low costs easing the employer's financial burden; improve efficiency and productivity as employees are assured of security for themselves and their families. And this guarantees peace of mind for the employees leading to increase to staff morale.

2.7 Impact of Prompt Payment of retirement Benefit on Job Performance of Staff

The issue of pension has received much attention in many countries over the past decades. In fact, in recent times, pension has increasingly attracted the attention of policy makers in many countries as a means of facilitating privately funded retirement income savings by an ageing workforce (World Bank, 1994). Many countries have opted for various forms of contributory pension scheme where employers and their employees are supposed to pay a certain percentage of the employee's monthly earnings to a retirement savings accounts from which they would be drawing their pension benefits after retirement. Besides pension funds are now among the most important institutional investment in the world capital markets (Klumpes and Mason, 2000). Nigeria adopted the contributory pension scheme following her pension reform in 2004.

Pension is the amount paid by government or company to an employee after working for some specific period of time, considered too old or ill to work or

have reached the statutory age of retirement (Odia, & Okoye, 2012). It is a monthly sum paid to a retired officer until death because the officer has worked with the organization paying the sum (Adam, 2005). Pension is also the method whereby a person pays into pension scheme a proportion of his earnings during his working life. The contributions provide an income (or pension) on retirement that is treated as earned income .This is taxed at the investors' marginal rate of income tax. On the other hand, gratuity is a lump sum of money payable to a retiring officer who has served for a minimum period of term year.

A greater importance has been given to pension and gratuity by employers because of the belief that if employees' future needs are guaranteed, their fears ameliorated and properly taken care of, they will be more motivated to contribute positively to organization's output. Similarly various governments' organizations as well as labour union have emphasized the need for sound, good and workable pension scheme (Adebayo, 2006, Rabelo, 2002). Pension scheme is broadly divided into the defined contribution plan and the defined benefits plan. In defined contribution plan, a contribution rate is fixed. For instance, in Nigeria an employee contributes 7.5% of his monthly emolument while the employer also contributes same amount or more depending on the category of employee. The retirement benefit is variable depending on the performance of the investment selected. In defined benefit plan, the retirement benefits is stipulated usually as a

percentage of average salary, but the contribution will vary according to the percentage of the average compensation a participant receives during his or her three earning years under the plan (Owojori, 2008).

Basically, the two pension plans create very different investment problems for the plan sponsors. While the defined benefit plan creates a liability pattern that must be anticipated and funded, the defined contribution plan creates a liability only as long as there is investment at any point in time. Investment is often left to the people who benefits from the decision or suffers from the consequences (Anthony & Bubble, 1997).

A major problem of the pension fund administration in Nigeria was the non-payment or delay in the payment of pension and gratuity by the Federal and State governments. For instance, the pension backlog was put at about N2.56 trillion as at December, 2005. In fact, pension fund administration became a thorny issue with millions of retired Nigerian workers living in abject poverty and often neglected and not properly catered for after retirement (Orifowomo, 2006). Sadly, retirees went through tough times and rigorous processes before they were eventually paid their pensions, gratuity and other retirement benefits. At one time the money to pay their benefits was not made available; and at another time, the Pension Fund Administrators were not there to meet the retirees' needs.

Basically, the old scheme has been beset with a lot of challenges and problems. Besides the aforementioned; other problems were: demographic challenges and funding of outstanding pensions and gratuities, merging of service for the purpose of computing retirement benefits. These problems coupled with the administrative bottlenecks, bureaucracies, corrupt tendencies and inefficiencies of the civil service, and the economic downturn have resulted in erratic and the non-payment of terminal benefits as at when due (Orifowomo, 2006; Ezeala, 2007, Abade, 2004). Other problems were: gross abuse of pensioners and pension fund benefits which were politically motivated in some cases, extended family and other traditional ways already broken down due to urbanization and increased labour and human mobility. Moreover, considering Statement of Accounting Standard (SAS) No. 8 "on accounting for employees' retirement benefits" the problems of the old pension scheme which led to the pensions reforms of 2004 include: wrong investment decision, wrong assessment of pension liabilities, arbitrary increases in pension without corresponding funding arrangements, non-preservation of benefits, some were mere saving schemes and not pension schemes, and serious structural problems of non- payment and non-coverage. There was no adequate safeguard of the funds to guarantee prompt pension and other benefits payments to retirees.

The old scheme was characteristically defined benefits, unfunded mostly pay as you go, discriminatory and not portable. The employee was not entitled to pension benefits if he is dismissed from service. Also, there was no adequate provision to secure the pension fund. Following the unsatisfying nature of the old scheme, the unpleasant experiences face by retirees and pensioners and the huge pension liabilities, it became apparent that there is the need for reform and change. Therefore, the need for the Federal Government to guarantee workers' contributions and accruing interest in the event of failure of the PFA was advocated. Besides, it was estimated that over N600 billion ($4.5 billion) investible assets could be amassed annually through the pension scheme in Nigeria. Hence, the government could not only pay the retirement benefits as they become due but also utilize the saved pension fund for long-term development purposes.

2.8 Impact of prompt Payment of Salary on Performance of Staff

Salary refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Remuneration and earnings are a cognitively complex and multidimensional factor in job performance. Prompt payment of Salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level need of people. Previous research has shown that monetary compensation is one of the most significant variables in explaining condition of

service of an employee. In their study of public sector managers, Taylor and West (1992), as cited in Bull, 2005) found that prompt payment affect job performance, reporting that those public employees experienced lower levels of performance.

According to William (2006), as cited in Till & Karren, 2011), the actual pay level and pay satisfaction is probably a function of the discrepancy of perceive pay level and the amount that employee believes their pay should be and when they are been paid. Meanwhile, Lawler (1991) had presented a perspective that views pay as a condition of service which satisfies an employee as a discrepancy between how much pay one feels one should receive and how much one feels is actually received. The primary goal of the present study is to seek a better understanding of the antecedents of pay satisfaction, and specifically, to focus on pay comparisons and the perceptions of fairness and institutional/organizational justice.

2.9 Impact of Staff Development on Job performance of Staff

Staff development can simply be defined as activities provided for the middle and upper management in and outside an organization. While Harris (1980) cited in Ajadi, (2008)) views staff development as that aspect in administration, which implies the training of an individual in organization to enhance his performance, Ngu (1989) Cited in Bull, (2005) views it as the process of behavioural modification or moulding of workers in order to integrate

organizational needs with their characteristics. This view is in consonance with the view expressed in Novit (1979), in Ajayi (2011) when he noted that staff development is the training of personnel in an organization towards motivating them to become competent and to work hard in achieving the goals of an organization.

Thus, from the above definitions it becomes clear that staff development connotes the organization's efforts in its programme to provide the need based training and education to its workers to enable them become competent in handling their present or future assigned tasks. However, the scope of staff development scheme in terms of its coverage varies from one organization to another. The variations in coverage may arise due to the resources an organization may decide to earmark for the purpose within its reach.

Staff development is itself a training process and best viewed in two dimensions. The first being an in-service training programme where individuals in an organization are given opportunities to further their education to enable them prepare for future positions. The second type of training is aimed at preparing individuals to be able to handle new job assignments (Otu, 2003). Staff development is aimed at:

- Improving the current level of performance of incumbents in their present jobs; and

- Equipping men with potentials for higher level responsibilities. The former represents the immediate pre-occupation or objective of staff development concerned with considerations currently relevant; whereas the latter involves long range considerations and planning.

The broadest scheme is made up of all the members of the management at the top level down to the lower level. Staff development is the reappraisal of the staff resources to achieve the desired objectives of an organization. It covers both managers and labour force. The objectives of staff development are as follows:

- The preparation of management succession plans;
- Recruitment objectives for specific type of managerial and technical skills;
- Training plans;
- The introduction of specific forms of incentives and wage payments; and
- The setting of limits to labour staff turnover.

Staff development is a basic factor in building and maintenance of the organizational effectiveness. According to Ngu (1990, in Otu 2003) staff development is so important that it is not only imperative but continuous. No institution can dispense with it as a programme and as a process. This means, however, that no matter the cost, tertiary institutions have to train their workers at least to enable them handle the assigned jobs.

An organization has to give the minimum training to its employees to make them at least become acquainted with the objectives, policies, rules, standards, and procedures peculiar to the organization and the particular job. At the other extreme, staff development can include a long programme of education and planned experience, leading to key positions. Some organizations have development programmes for supervisors and executives, enabling them to handle their jobs better and preparing them for greater responsibilities.

To meet the challenges of change, tertiary institutions must ensure that sufficient training and programmes for development of workers are put in place.

An organization's greatest asset is its people and so it makes sense to ensure that every employee is trained for the job he is doing and developed to take on future responsibilities within his scope of competence. This view is in consonance with view of Sharma (1979, Cit. in Otu 2003) when he noted that when the aim is to broaden the experience of an individual, it becomes necessary to offer him opportunities to develop familiarity with different and/or longer range of the organizational operations.

It is noted that although the development effort must have something to do with the organizational goals; the particular goals under consideration need not be restricted to narrow economic aims. Personal development for personal development's sake may indeed be a conscious objective of the organization.

However, it is imperative to note that although an organization can provide opportunities for staff development, it cannot actually develop employees. They need to accomplish development themselves. That is they need to assume some responsibilities for their own progress.

In any organization, personnel division is responsible for planning and coordinating training activities. The division can conduct training activities for employees. The division can conduct training activities for employees even outside their regular work assignment. Personnel development often organizes training conference to impart knowledge or to improve skills of participants (Otu, 2003). This, he went further to say, is conducted when the employees have the training needs, where for instance, certain basic ideas are imparted to the participants to develop their careers and help in enhancing the progress of the organization. Personnel management deals with an extensive programme, ranging from the placement, induction and training of new personnel to the provision of courses for management. The effort is directed to the development of careers and progress within the organization by utilizing the educational resources and facilities available to each stage.

One of the most important factors that contribute to the success of any organization is the quality and strength of its staff. Staff development is a process of behavioural modification or moulding of workers in order to integrate

organizational needs with their characteristics. It is a process of training staff to improve their skills for better performance.

2.9.1 Types of Staff Development (Training)

Training policy can be defined as a written statement on organizational plans or programmes to develop the skills of the workers. Training needs or objectives are usually derived from the current manpower situation in an organization, state or country. The existing manpower situation determines the training objectives. To be able to identify training needs will entail a comprehensive manpower survey, which will expose the type of skills of personnel that need to be trained or developed. The types of training that can be readily available for an educational organization will include:

1. **In-service Course for Teachers**

Whenever possible and necessary, the staff should be given opportunities to attend relevant useful courses, which will update their knowledge in their subject areas and help some staff and even the institution heads upgrade their qualifications and thereby improve their conditions of service and prospects of advancement in the service. Apart from the benefit to the individual members of staff who participate in in-service courses, other members of staff could benefit

as well through discussion and implementation of some of the ideas and techniques gained in the course.

2. Staff Seminar

Sometimes seminars on selected topics for staff members can be organized as part of institutional programmes, such seminar can contribute to staff professional development. There may be the very knowledgeable and experienced staff members within the institution who may be willing to lead discussions on such topics which are organized not only as a means of promoting staff professional growth but also as a way of improving staff relations.

3. Induction Courses

These are conducted to introduce the newly employed personnel to their new jobs, since most of them are not likely to possess previous experience. It is designed to bring the knowledge and skills of the new employees to a satisfactory level.

4. On-the-Job-Training

This is similar to the induction course just concluded above. The major objectives of the two types of training are similar in the sense that they entail

acquiring new skills to be able to handle new jobs. Induction course is basically meant for new employers. However, on the job training can be extended to include old employees, if a new skill is introduced in the organization.

5. Off-the-Job-Training

This is the type of training that can be conducted outside the working environment. It is usually conducted in classrooms where trainees are given theoretical knowledge on how to handle a particular operation. The only practical aspect of this type of training is the use of films or charts or diagrams for illustrations.

6. On-and-Off-the-Job Training

It combines classrooms instructions with practical instruction in the working environment. This has almost the same major objective with "Industrial Attachment" programmes for technicians or teaching practice for teacher trainees.

7. Vestibule Training

It is similar to "On-the-Job Training". Here the trainees are given instructions using the types of machines or materials they will operate in the working environment. In most cases, similar model machines are used for vestibule training. It is very costly and has the advantage of not interrupting the

flow of work in operating departments. Example of such is the Business Apprentice Training Centre (BATC) being in operation in Kaduna State and a few other States in Nigeria.

8. Refresher Courses

It is used mainly to update knowledge and skills or externally or both. It is very useful and necessary with innovations through changes of ideas. It serves as a motivating factor where the employee feels satisfied for being given the opportunity for learning.

9. Conference Training

This is sometimes conducted through conference or workshops. This is not highly formalized since the trainees are treated as participants and not just passive recipients. The theme chosen for conferences must be relevant to the organization's objectives.

10. Role Playing

This is another training device that can be used in organizations; it can be used for executive development. The participants assume the roles or positions they are expected to occupy after the training and their performance are simultaneously evaluated and corrected where necessary by the training instructors.

11. Sensitivity Training

It is used for development of awareness to behavioural pattern of oneself and one's colleagues. It is used to encourage mutual understanding among working group. It is highly recommended for leadership training and executive development.

12. Supplementary Training

Lastly, since many organizations may utilize quite a good number of the training methods discussed above it may still be inevitable for them to seek supplementary training methods from independent institutions. Public or private organizations used the supplementary training method by sponsoring their employees in different institutions of learning.

Staff development and training are geared towards improvement on skills and performance. Both involve moulding the workers characteristics towards better performance. They should be an in-built, integral part of the school system if teachers would perform their jobs well and get full satisfaction from their work.

Empirical Studies

Empirical study of related researches and the results were undertaken in correlation with the present research work, these are explained as follows….

In a study conducted by Ejaigu, (2013) on the influence of administrator's leadership styles on business educator's job performance among tertiary institutions in Delta State, Nigeria. Four research questions and one null hypothesis were raised and formulated respectively for the study. The researcher adopted a correlational survey designed for the study, were an instrument tagged "Administrators Leadership Styles on Business Educators' Job Performance Questionnaire (ALSBEJPQ)"was used to collect data on administrators leadership styles while the average performance scores in their appraisal forms were used as their job performance. One hundred and two (102) respondents which are made up of twenty-two (22) administrators and eighty (80) business education lecturers formed the sample size of the study. Pearson Product Moment Correlation (PPMC) was used to answer the research questions while multiple linear regression statistics was computed to test the null hypothesis. The findings revealed that administrator's leadership styles (democratic, autocratic, bureaucratic and laissez-faire) influence business educator's job performance. Therefore; it was recommended that positive leadership styles among administrators should be encouraged in running educational institutions which should include variables such as; motivation, human relation, communication, delegation of authority etc. These, will lead to an improved job performance among business educators.

In another study conducted on the critical analysis of career stress among academic staff of tertiary institutions in Cross River State, Ukwayi, Uko & Udida, (2013). Information on career stress among academic staff were obtained in three institutions which include Cross River University of Technology (CRUTECH)), Cross River College of Education (COE) and University of Calabar (UNICAL). However, four hundred and fifty questionnaires were administered to senior lecturers in order to assess stress indicators among academic staff of tertiary intuitions in Cross River State. Two hypotheses were tested using the analysis of variance and the results show that there was no mean variation in the causes of career stress and challenges indicators among the three tertiary institutions under study in Cross River State. Besides, the data collected show that most academic staff suffered from series of symptoms during stress. Therefore, adequate incentive must be provided to academic staff to ensure productivity in their academic career. This study which tries to investigate career stress among academic staff of tertiary institutions in Cross River State indicates that stress has constituted a major challenge in job performance among academic staff of tertiary institutions in the area.

To this end, the following recommendations were made to help avert the challenges of career stress among academic staff in tertiary institutions in the state.

- The authorities concern should provide adequate incentives that would enhance academic excellence.
- Academic staff should be exposed to research grants to enable them conduct good academic researches.
- Adequate facilities should be provided in their place of work to enhance work performance.
- The authorities concern should make sure that workload is reduced for academic staff so as to increase efficiency in work performance.

Research done by Jewell, Beavers III, Malpied and Flowers (1990) reveals that vocational agricultural teachers in North Carolina have a moderate level of general job satisfaction and average levels of intrinsic and extrinsic job satisfaction. The aim of the study was to determine the levels of job satisfaction of the vocational agriculture teachers in North Carolina and to determine whether a relationship existed between their level of job satisfaction and their perceptions of various portions of the teaching profession.

The study was conducted as a descriptive study, using the Minnesota Satisfaction Questionnaire (MSQ Shortened Version) in collecting data. The MSQ included 20 items, each item represented either an intrinsic facet or an extrinsic facet of the job and percentile scores were used. The population of the study consisted of the vocational agricultural teachers employed in North Carolina from

1985 to 1986 school year. The conclusions and recommendations that followed this study were that, since only average to moderate levels of job satisfaction were determined; efforts need to be made to provide in-service training activities to increase the various levels of job satisfaction. It was also concluded that North Carolina's vocational agricultural teachers were more dissatisfied with the financial support they receive than their working environment and professional acceptance.

Ijaduola, (2008) in a study examined the relationship between communication climate and staff efficiency in selected tertiary institutions in south-western Nigeria. Using the stratified random sampling technique, 1500 workers were drawn from public and private tertiary institutions i.e Universities, Polytechnics and Colleges of Education). The descriptive survey research design was adopted while data were collected via questionnaire tagged Communication Climate and Staff Efficiency Questionnaire (CCSEQ). This questionnaire was also complemented with an interview schedule. Five null hypotheses were generated while the Pearson's product moment correlation and t-test statistics were employed in testing the hypotheses at 0.05 error margins. Plausible recommendations were posited as a result of the findings.

The findings show significant relationship between communication climate and staff efficiency in south-western Nigeria tertiary institutions. This finding was

a strong reflection between organizational structure and staff level of efficiency. In support of the finding, Ijaduola (2001) had argued that good communication goes a long way to stimulate enthusiasm, raise the motivation of those to whom they are directed. This finding also aligns with the opinions of Ubeku (2003), Plaxton (2005) and Familola (2007) that there has to be a set of activities, functions and interactions among the member of the organization. To this end, the various activities and social interactions or climate that will result in group goal achievement depend on a system of communication among the group. The finding is also congruous with the contentions Garrett (2001), Andrews (2004) and Odewale (2005) that effective communication lies at the very foundation of all social organizations. They believe that the extent to which the group communicates effectively, to that extent would the group be functional or dysfunctional.

In another research conducted by Feistein (2006), University of Nevada, the findings were that tenure was shown to have a significant relationship with general satisfaction and several of the category variables. The study was conducted through a survey instrument consisting of demographic, job satisfaction, and organizational commitment questions adopted from the validated Minnesota Job Satisfaction and Organizational Commitment Questionnaires.

The research study generated a 74.5% response rate from 137 employees who had worked at two restaurants in Southern Nevada. Results of the study indicated that tenure had a significant ($\alpha = 0,5$) effect on several of the component scores for satisfaction; store location had a significant effect on the level of satisfaction with policies, and the level of education significantly affected satisfaction with recognition. A recommendation to this effect was that management should reward individuals who acquire higher levels of education by providing a structure for advancement or by providing some monetary compensation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedure that was employed in the answering of the research questions and testing the hypotheses of the study. The issues treated fall under the following sub-sections: Research design, population and sample of study, sampling techniques, instruments for data collection, procedure for data collection and methods of data analysis.

3.2 Research Design

This research relied on the Correlational design. A Correlational research design aims at investigating the extent to which variations in one factor correspond with variations in one or more other factors; based on correlational coefficients. This research method is concerned with discovering or clarifying relationships among variables through the use of correlation coefficients.

This is fitting because the research involves the use of questionnaire to determine the responses and perceptions of the various respondents. It is used in a situation where the whole population cannot be studied. It hinges on the fact that it is

acceptable by social and educational researchers as it yields reliable data on which generalizations can be made on the entire population.

3.3 **Population**

Population refers to group of people inhabiting a specified geographical location. The population for this study is all the academic staff and management staff of higher institutions in Kogi State. The population is therefore, all the 1909 academic staff and 238 of management staff of higher institutions in Kogi state.

S/N	Institutions	Population of Academic Staff	Population of management staff
1.	Kogi State University, Anyigba	323	40
2.	Federal College of Education, Okene	283	34
3.	Kogi State College of Education, Amkpa	305	36
4.	The Federal Polytechnic, Idah	205	30
5.	Kogi State Polytechnic, Lokoja	392	33
6.	College of Agriculture, Kabba	28	10
7.	Salem University, Lokoja	60	14
8.	Federal University, Lokoja	140	15
9.	Kogi State School of Nursing, Obangede	25	6
10.	Kogi State College of Education (Technical) Kabba	52	10
11.	Kogi State School of Health Technology, Idah	80	10
	TOTAL	**1909**	**238**

SOURCE: Office of the Registrar of all the Institutions in Kogi State.

3.4 **Sample and Sampling Technique**

A Sample is that portion of the population that is studied; it is what the researcher selects for the purpose of data collection and analysis (Best and Khan, in Nasir 2005). The sample frame for this study is the academic and management staff of higher institutions in Kogi State. The sample size for this study was selected through the format of Sambo (2008). Sambo opines that a sample size of 30% in a population can be use for the entire population. A sample size of 367 out of the population of 1163 comprising of academic and management staff were used. The researcher uses simple random sampling technique to select five tertiary institutions in Kogi state out of the eleven institutions in Kogi state.

S/N	Sample institutions	Parent Popn	Sample of academic	Parent popn	Sample of management
1.	Kogi State University, Anyigba	323	98	40	5
2.	Federal College of Education, Okene	283	84	34	5
3.	Kogi State School of Health Technology, Idah	80	24	10	5
4.	Kogi State Polytechnic, Lokoja	392	118	33	5
5.	Salem university Lokoja	60	18	10	5
	TOTAL	**1138**	**342**	**127**	**25**

3.5 Instrumentation

The method of self-report questionnaire was used for the collection of data in the study. This is in affirmation to the opinion of Afolabi (1993), Okam (1998), Gottan (2004). the instrument was a close ended question which the respondents were only limited or confined to options given by the researcher. The instrument

was based on 5 Likert-type scale which required the respondents to agree or disagree with the attitude statements. The questions are constructed to elicit relevant information pertaining to the research question. The instrument was the 5 Likert scales which compel respondents to emit their response to either agree or disagree. Section A comprises information on bio data of the respondents and section B contains the questions seeking the respondents opinion.

3.6 Validation of the Instrument

In order to make sure that the final copy of the questionnaire is valid after adopting the instrument of Gottan (2004) for the study, the researcher employed the services of some supervisors, lecturers, and statisticians during the construction of the questionnaire. Sarason (1972) established the face and content validity of the original instrument. The content validity of the instrument was determined by experts in the faculty of education and the supervisors of the research work who match the instrument with the research questions in order to determine whether or not the instrument measured what the researcher intended.

Based on the input of the supervisors expert inputs, a well-structured questionnaire consisting of 4 demographic variable and 5 sections each consisting of 5-likert scale questions of strongly agree, Agree, un-decided, Disagree and

Strongly Disagree carrying points of 5 4,3,2, and 1 respectively which were thus administered to the respondents.

3.7 **Pilot Study**

The first draft of the instrument was produced and used for pilot test and the respondent's responses determine the usefulness of the instrument. According to Bless and Higson-Smith (2000) define a pilot as "a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate". Neuman (2000) also asserts that the researcher may uncover aspects that need refinement through pilot testing. A pilot study using 10% of the sampled population i.e. thirty seven respondents, was conducted to ascertain the reliability and validity of the questionnaire. 37 copies of questionnaires were distributed in three (3) tertiary institutions in Kogi state for the pilot study i.e. Federal University Lokoja, Kogi State College of Education (Technical) Kabba and College of Agriculture Kabba.

3.8 **Reliability of Instrument**

The data thus collected from the pilot study were statistically analyzed for purpose of reliability co-efficient. The Cronbach Alpha testing was used as it is the most well accepted reliability test tools applied by social researcher (Sekaran, 2006). In Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability. (Cronbach, 1946) Cronbach measures;

1. Reliability less than 0.6 considered poor.
2. Reliability in the range 0.7 is considered to be acceptable.
3. Reliability more than 0.8 are considered to be good

Consequently, reliability co-efficient of a standard Alpha of .9459, was obtained. These reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel and Stevens (1999), is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as it fit the main work. The Cronbach Alpha testing was used as it is the most well accepted reliability test tools applied by social researcher (Sekaran, 2006). In Cronbach's Alpha reliability

analysis, the closer the Alpha is to 1.0, the higher the internal consistency of reliability. (Cronbach's Alpha; Cronbach, 1946).

3.9 Procedure for Data Collection

The data for the study were collected through the administration of structured questionnaires. The permission of the institutions' head was sort before distributing the questionnaires. The questionnaires were distributed to the academic staff and management staffs of tertiary institution in Kogi state. The trained research assistants therefore helped to administer the instruments by direct delivery technique and collect back the administered instruments from respondents of sampled institutions.

3.10 Method of Data Analysis

The various data analysis tools used in the study are discussed here. The analysis was carried out based on the research questions and hypotheses selected. Both descriptive and inferential statistical techniques were used in the analysis of the data. The descriptive statistics involve the use of frequencies and percentage, mean, standard deviation for the bio-data and other variables. The

inferential statistics involved the answering of research questions and testing of the postulated null hypothesis.

The analysis was done through the use of computer statistical package (SPSS) in the analysis of data and testing of the hypotheses, hypotheses 1, 2, 3, 4 and 5 were analyzed through the use of T-test. The data analysis is thus presented in three main sections. Section one, for bio-data analysis, section two, for answering the research questions and section three, for testing the postulated null hypotheses.

To uphold or reject the hypotheses advanced for the study, an Alpha of 0.05 level of significance was used.

In order to ensure that the opinions of the sampled population were collected, the following method for data collection was adopted.

i. First, the researcher familiarized herself with the nature and location of each institution.
ii. Copies of questionnaires were coded according to the respondents response and a professional advice from Mr. Cletus who is the statistician was used and this facilitate a solid base for easy classification and analysis of data collected from the field.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter discussed the analyses and interpretation of the data collected through questionnaire. In the course of the analyses of the data, tables of frequencies and percentages were used. The demographic characteristics of the lecturers are presented in tables of frequencies and percentages. The responses of the lecturers who are the respondents to this study on several questions and testing of research hypotheses form the basis of the analyses in this chapter. Consequently, the analyses are presented in phases or sections. Section one (1) is analysis of the personal data, section two (2) is on the response to research questions, section three (3) is on testing the research hypotheses, section four (4) is discussion on findings while section five (5) is the summary of its major findings.

4.2 **Biodata**

Introduction

Section A gives a general introduction of the Biodata of the respondents. Details of the table are shown below.

Table 4.2.1: Frequency Distribution of Respondents by Gender

Gender	**Frequency**	**Percentage**
Academic staff		
Male	257	75.1%
Female	85	24.9%
Total	**342**	**100**
Management staff		
Male	22	88.0%
Female	3	12.0%
Total	**25**	**100%**

Details of table 4.2.1 revealed that 257 of the sampled respondents representing 75.1% are males while the remaining 85 representing 24.9% are

females. The dominance of the male respondents in the study is a reflection of the population imbalance in occupational distribution which is in favor of males.

While for the management staff, 22 of the sampled respondent representing (88.0%) are male while 3 representing (12.0%) are female.

Table 4.2.2: Frequency Distribution of Respondents by Educational Qualification

Educational qualification	**Frequency**	**Percentage**
Academic staff		
Ph.D	45	13.2%
MA, MSC, ME.d, MBA, MCA	151	44.2%
BA/ BSc /BE.d / HND	139	40.6%
OTHERS	7	2.0%
Total	**342**	**100%**
Management staff		
Ph.D	7	28.0%
MA, MSC, ME.d, MBA, MCA	16	64.0%
BA/ BSc /BE.d / HND	2	8.0%
Total	**25**	**100%**

A great majority of the respondents totaling 151 and representing 44.2% have the MA/ MSC/ ME.d, MBA and the MCA qualification while 139 of those representing 40.6% possess the BA/BSC/HND qualification. 45 Respondents representing 13.2% have Ph.D qualification. While the remaining 7 respondents, representing 2.0% possess other qualifications. The implication of this is that a greater number of the respondents are qualified to provide the needed responses to the study under consideration. For the management staff, 7(28.0%) are Ph.D holders, while 16(64.0%) are MA/M.SC/M.ED,MBA, MCA holders while 2(8.0%) are BA/BSE/BED/HND holders.

Table 4.2.3: Frequency Distribution of Respondents by Age

AGE	Frequency	Percentage
Academic staff		
25-34 years	118	34.5%
35-44 years	106	31.0%
45-54years	67	19.6%
55-64years	24	7.0%

65 and above	27	7.9%
Total	**342**	**100%**
Management staff		
35-44 years	1	4.0%
45-54years	20	80.0%
55-64years	2	8.0%
65 and above	2	8.0%
Total	**25**	**100%**

In line with the details presented in table 4.2.3 age, 118 respondents representing 34.5% were between the ages of 25-34 years, 106 respondents representing 31.0% were within the age bracket of 35-44 years, between the ages of 45-54 years were 67 respondents representing 19.6%, 24 respondents representing 7.0% were within the age circle of 55-64 while those within the ages of 65 and above were 27 respondents representing 7.9%. For management staff however 1(4.0%) are between the ages of 35 – 44, 20(80.0%) were between the ages of 45-54, 2(8.0%) were 65 and above.

Table 4.2.4: Frequency Distribution of Respondents by Rank

RANK	Frequency	Percentage
Academic staff		
Assistant lecturer	30	8.8%
Graduate assistant	36	10.5%
Lecturer iii	30	8.8%
Lecturer ii	40	11.7%
Lecturer i	42	12.3%
Senior lecturer	44	12.9%
Principal lecturer	35	10.2%
Chief lecturer	40	11.7%
Ass professor	20	5.8%
Professor	25	7.3%
Total	**342**	**100%**

Management staff		
Vice Chancellor/Provost/Rector/Principal of Health Tech	0	O%
Deputy Vice Chancellor Admin/Deputy Provost/Deputy Rector/Deputy Vice Chancellor Academic/Vice Principal of Health Tech	5	20.0%
Registrar	5	20.0%
Academic Secretary	1	4.0%
Dean Student Affairs	4	16.0%
Deans	5	20.0%
Directors	3	12.0%
Heads of Department	2	8.0%
Total	**25**	**100%**

Table 4.2.4 reveals the distribution of respondents by rank. It revealed the classes of lecturers who formed the basis of responses for this study. Assistant lecturers were 30, representing 8.8%, graduate assistants were 36 representing 10.55, lecturer III were 30, representing 8.8%, lecturers II were 40, representing 11.7%,

lecturers I were 42, representing 12.3%, and senior lecturers were 44 representing12.9%, principal lecturers were 35, representing 10.2%, chief lecturers were 40 representing 11.7%, Associate Professors were 20, representing 5.8% and the professors were 25, representing 7.3%. A consideration of this classification reveals a fairly equitable distribution in the rank and files of the respondents which is capable of giving this study the desired responses for analysis and generalization. For the management staff, 0(0%) were vice chancellor/DVC/ Rector/Provost/Principal, 5(20.0%) were registrars 5(20.0%) were directors 1(4.0%) is a vice principal health tech, 4(16.0%) were deans, 5(20.0%) were academic secretary, 3(12.0%) were dean student affairs, while 2(8.0%) were Heads of departments.

4.3 Opinions of Respondents on impact of promotion on Job performance of Academic Staff in Tertiary Institutions in Kogi State

This section deals with the responses or opinions of respondents on the impact of promotion on job performance of academic staff in tertiary, institutions in Kogi state. Opinions of respondents were collected, analysed and presented in tables using frequency counts and simple percentages. The section relates to item statement 1- 10 of section B in the questionnaire which required the respondents

to strongly agree, agreed, undecided, strongly disagreed and disagreed. Details are presented in table 4.3.1.

4.3.1 Opinions of Respondents on Impact of promotion on Job performance of Academic Staff in Tertiary Institutions in Kogi State

S/No	Item statement								
		Categories of respondents	Strongly agreed	Agreed	Undecided	Dis. agreed	Strongly disagreed	Mean	SD
1	Regular promotion of academic staff lead to job performance	Academic staff	197 57.6%	130 38.0%	3 9%	1 3%	11 3.2%	4.47	.8196
		Management staff	15 60.0%	8 32.0%	1 4.0%	0 0%	1 4.0%	4.48	.770
2	Promotion guidelines have impact on job performance of academic staff	Academic staff	112 32.7%	177 51.8%	28 8.2%	16 4.7%	9 2.6%	4.073	.9113
		Management staff	12 48.0%	12 48.0%	1 4.0%	0 0%	0 0%	4.40	.583
3	Prompt promotion increases staff job performance	Academic staff	182 53.2%	133 38.9%	14 4.1%	8 2.3%	5 1.5%	4.4006	.7998
		Management staff	11 44.0%	13 52.0%	1 4.0%	0 0%	0 0%	4.40	.577
4	Payment of promotion arrears has impact on job performance of academic staff.	Academic staff	168 49.1%	136 39.8%	28 8.2%	3 .9%	7 2.0%	4.330	.8278
		Management staff	12 48.0%	13 52.0%	0 0%	0 0%	0 0%	4.48	.510
5.	Promotion in my institution is based on having series of academic publications which can enhance performance of job	Academic staff	128 37.4%	149 43.6%	36 10.5%	13 3.8%	16 4.7%	4.05526	1.0261
		Management staff	9 36.0%	15 60.0%	1 4.0%	0 0%	0 0%	4.32	.557
6	Promotion is freely and equally distributed to deserving staff which bring about job performance	Academic staff	92 26.9%	136 39.8%	48 14.0%	26 7.6%	40 11.7%	3.6257	1.2770
		Management staff	2 8.0	7 28.0	13 52.0%	0 0%	0 0%	3.32	.802
7	The institution gives a certain number of promotion yearly which encourage staff job performance	Academic staff	69 20.2%	132 38.6%	62 18.1%	33 9.6%	46 13.5%	3.4240	1.2855
		Management staff	2 8.0%	2 8.0%	4 16.0%	2 8.0%	15 60.0%	2.48	1.046
8	Hard work bring about promotion and performance	Academic staff	114 33.3%	114 42.1%	43 12.6%	20 5.8%	21 6.1%	3.9064	1.1138
		Management staff	11 44.0%	13 52.0%	0 0%	0 0%	1 4.0%	4.36	.700

9	Series of article writing, workshops enhances quick promotion that brings about job performance	Academic staff	112 32.7%	168 49.1%	26 7.6%	18 5.3%	16 4.7%	3.9825	1.0638
		Management staff	13 52.0	12 48.0	0 0%	0 0%	0 0%	4.52	.510
10	Academic staff effectiveness and responsibilities are some of the promotion considerations that enhance performance.	Academic staff	106 31.0%	179 52.3%	30 8.8%	19 5.6%	6 1.8%	4.0351	.9342
		Management staff	10 40.0%	10 40.0%		1 4.0%	4 16.0%	3.96	1.207

Table 4.3.1 response rate on item I which is regular promotion of academic staff leads to job performance in tertiary institutions in Kogi state shows that 197(57.6%) strongly agreed, 130(38.0%) agreed, 3(.9%) were undecided while 1(.3%) disagreed and 11(3.2%) respondents strongly disagreed. On the other hand 1(4.0%) of management staff strongly disagreed to the item statement, 1(4.0%) were undecided 8(32.0%) agreed and 15(60.0%) strongly agreed.

In respect to item 2 which sought the views of respondents on how promotion guidelines impact on the job performance of academic staff in tertiary institutions in Kogi state, shows that 112(32.7%) strongly agreed, 177(51.8%) agreed, 28(8.2%) were undecided while 16(4.7%) disagreed and 9(2.6%) strongly disagreed. On the part of the management staff 1(4.0%) were undecided 12(48.0%) agreed and 12(48.0%) strongly agreed.

Responding to item 3 which says prompt promotion increases staff job performance, 182(53.2%) strongly agreed 133(38.9%) agreed 14(4.1%) were

undecided 8(2.3%) disagreed 5(1.5%) strongly disagreed. However 1(4.0%) of the management staff was undecided, 13(52.0%) agreed while 11(44.0%) strongly agreed.

On the item 4 which shows payment of promotion arrears has impact on job performance of academic in tertiary institutions in Kogi state shows that 168(49.1%) strongly agreed, 136(39.8) agreed, 28(8.2%) were undecided, 3(.9%) disagreed while 7(2.0%) strongly disagreed. The response from the management staff shows that 13(52.0%) agreed and 12(48.0%) strongly agreed.

Item 5 which says promotion in any institution is based on having series of academic publications which can enhance performance of job in tertiary institutions in Kogi state shows the respondent responses as 128(37.4%) strongly agreed, 149(43.6%) agreed, 36(10.5%) were undecided, 13(3.8%) disagreed, 16(4.7%) strongly disagreed. While 1(4.0%) of management staff were undecided 15(60.0%) agreed 9(36.0%) strongly agreed.

Item 6 which is on promotion being freely and equally distributed to deserving staff which bring about job performance shows that 92(26.29%) of respondents strongly agreed, 136 (39.8%) agreed, 48(14.0%) were undecided, 26(7.6%) disagreed, 40(11.7%) strongly disagreed. In response to the stated item, 3(12.0%) of management staff strongly disagreed, 13(52.0%) were undecided, 7(28.0%) agreed, 2(8.0%) strongly agreed.

In responding to item 7 which is on the institution gives a certain number of promotion yearly which enhances staff performance in tertiary institutions in Kogi state shows that 69(20.2%) respondents strongly agreed, 132(38.6%) agreed, 62(18.1%) were undecided, 33(9.6%) disagreed while 46(13.5%) strongly disagreed.

In addition 2(8.0%) of management staff disagreed, 15(60.0%) strongly disagreed, 4(16.0%) undecided, 2(8.0%) agreed and 2(8.0%) strongly agreed.

On item (8) eight which states that hard work brings about promotion and enhances job performance of academic staff in tertiary institutions in Kogi state, 114(33.3%) strongly agreed, 114(33.3%) agreed, on the other hand, 43(12.6%) were undecided 20(5.8%) disagreed, while 21(6.1%) strongly disagreed. On the other hand, 1(4.0%) of the management staff strongly disagreed, 13(52.0%) agreed, 11(44.0%) strongly agreed.

Item nine (9) which sought respondents opinion that series of article writing, workshops enhance rapid promotion that bring about job performance in tertiary institutions in Kogi state, 112(32.7%) strongly agreed, 168(49.1%) agreed, 26(7.6%) were undecided and 18(5.3%) disagreed, while 16(4.7%) strongly disagreed. On the part of the management staff, 13(52.0%) strongly agreed while 12(48.0%) agreed to the stated item.

Item 10 which has academic staff effectiveness and responsibilities as some of the promotion consideration that enhances performance in tertiary institutions in Kogi state, 106(31.0%) of respondents strongly agreed, 179(52.3) agreed, 30(8.8%) were undecided, 19(5.6%) disagreed while 6(1.8%) strongly disagreed. However on the part of the management staff, 10(40.0%) strongly agreed to the item statement, 10(40.0%) agreed to it, 1(4.0%) disagreed and 4(16.0%) strongly disagreed.

4.3.2 Opinions of Respondents on impact of Fringe benefits on the Performance of Academic Staff in Tertiary Institutions

This section deals with the responses or opinions of respondents on the impact of fringe benefits on job performance of academic staff in tertiary institutions in Kogi state. Opinions of respondents were collected, analysed and presented in tables using frequency counts and simple percentages. The section relates to item statement 11 – 20 of section C in the questionnaire which required the respondents to strongly agreed, agreed, undecided, disagreed and strongly disagreed. Details are presented in table 4.3.2.

Table 4.3.2: Opinions of Respondents on impact of Fringe benefits on the Performance of Academic Staff in Tertiary Institutions

S/N	Item statement								
		Categories of respondents	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed	Mean	SD
1 1	My institutions do not provides a lot of fringe benefits to the workers that bring about job performance.	Academic staff	57 16.7%	101 29.5%	52 15.2%	67 19.6%	65 19.0%	3.0526	1.3860
		Management staff		1 4.0%		4 16.0%	20 80.0%	1.92	.572
12	My institution provides soft loans for workers as part of their fringe benefits and this motivates them and bring about job performance	Academic staff	39 11.4%	100 29.2%	47 13.7%	62 18.1%	94 27.5%	2.7895	1.4109
		Management staff	0 0%	0 0%	0 0%	2 8.0%	23 92.0%	1.92	.277
13	Welfare packages are granted to workers which encourages them to perform their duties	Academic staff	43 12.6%	86 25.1%	54 15.8%	76 22.2%	83 24.3%	2.7953	1.3824
		Management staff	0 0%	0 0%	0 0%	4 16.0%	21 84.0%	1.84	.374
14	Allowances are provided for conferences and other training and this bring about job performance	Academic staff	50 14.6%	72 21.1%	40 11.7%	50 14.6%	127 37.1%	3.0702	1.4228
		Management staff			1 4.0%	2 8.0%	22 88.0%	1.96	.351
15	The fringe benefit arrangement in my institution is satisfactory, hence workers perform well.	Academic staff	66 19.3%	76 22.2%	56 16.4%	35 10.2%	103 30.1%	2.8158	1.3864
		Management staff	0 0%	4 16.0%	0 0%	1 4.0%	20 80.0%	2.28	.792
16	If everyone is given equal opportunities of enjoying fringe benefit packages, job performance will be enhanced	Academic staff	90 26.3%	140 40.9%	28 8.2%	27 8.0%	51 14.9%	3.5058	1.4302
		Management staff	0 0%	15 60.0%	5 20.0%	0 0%	5 20.0%	3.40	.816
17	If loans are given as at when due, there will be high performance.	Academic staff	79 23.1%	151 44.2%	64 18.7%	19 5.6%	25 7.3%	3.6667	1.1740
		Management staff	0 0%	18 72.0%	1 4.0%	0 0%	6 24.0%	3.48	.872
18	Workers accommodation in the institution is subsidized, and this lead to their high performance on duty	Academic staff	55 16.1%	44 12.9%	84 24.6%	50 14.6%	105 30.7%	3.1462	1.2868
		Management staff	0 0%	4 16.0%	4 16.0%	0 0%	17 68.0%	2.48	.770
19	Heads of department and deans are provided official vehicles there by making performance of their duties easy.	Academic staff	39 11.4	100 29.2%	73 21.3%	70 20.5%	56 16.4%	2.9532	1.3101
		Management staff	0 0%	1 4.0%	0 0%	0 0%	24 96.0%	2.08	.400
20	The welfares of workers is paramount in my institution, hence there is high productivity and performance on the part of workers.	Academic staff	63 18.4%	85 24.9%	49 14.3%	59 17.3%	83 24.3%	2.9327	1.4865
		Management staff	0 0%	0 0%	0 0%	1 4.0%	24 96.0	1.96	.200

The respondents response on item 11, my institution do not provide a lot of fringe benefits to the workers that bring about job performance, 57(16.7%) strongly agreed, 111(29.5%) agreed, 52(15.2%) were undecided, 67(19.6%) disagreed and 65(19.0%) strongly disagreed. On the part of the management staff, 1(4.0%) agreed, 4(16.0%) disagreed while 20(80.0%) strongly disagreed.

Item 12 which is on my institution provides soft loans for workers as part of their fringe benefits and this motivates them and bring about job performance, 39(11.4%) strongly agreed, 100(29.2%) agreed, 47(13.7%) were undecided while 62(18.1%) disagreed and 94(27.5%) strongly disagreed. In addition, 2(8.0%) of the management staff disagreed to the item statement and 23(92.0%) strongly disagreed.

In respect to respondents opinion on item 13 which says welfare packages are granted to workers which encourage them to perform their duties, 43(12.6%) strongly agreed, 86(25.1) agreed, 54(15.8%) were undecided, 76(22.2%) disagreed while 83(24.3%) strongly disagreed, 4(16.0%) of the management staff disagreed, while 21(84.0%) strongly disagreed.

An overwhelming majority of the respondents response on item 14, that that allowances are provided for conferences and other training programmes and

this bring about job performance, 50(14.6%) strongly agreed, 72(21.1%_) agreed, 40(11.7%) were undecided, 50(14.6%) disagreed and 172(37.1%) strongly disagreed. 1(4.0%) of the management staff were undecided, 2(8.0%) disagreed and 22(88.0%) strongly disagreed.

Item 15 was conceived to seek the respondents opinion that fringe benefit arrangement in my institution is not satisfactory, hence workers do not perform well, 66(19.3%) strongly agreed, 76(22.2%) agreed, 56(16.4%) were undecided, 35(10.2%) disagreed, 103(30.1%) strongly disagreed. In response to the stated item, 4(16.0%) of the management staff agreed 1(4.0%) disagreed and 20(80.0%) strongly disagreed.

In respect to respondents opinions on item 16, which says if everyone is given equal opportunity of enjoying fringe benefits packages, job performance will be enhanced, 90(26.3%) strongly agreed, 140(40.9%) agreed, 28(8.2%) were undecided, 27(8.0%) disagreed, 51(14.9%) strongly disagreed. While 15(60.0%) of management staff agreed, 5(20.0%) were undecided, 5(20.5%) strongly agreed to the item statement.

Item 17 which sought the respondents opinion on, if loans are given as at when due, there will be high performance, 79(23.1%) strongly agreed, 151(44.2%) agreed, 64(18.7%) were undecided, 19(5.6%) disagreed 25(7.3%) strongly

disagreed. 18(72.0%) of the management staff agreed to the item statement 1(4.0%) was undecided, on the other hand 6(24.0%) strongly disagreed.

Item 18, workers accommodation in the institution is subsidized and this leads to their high performance on duty, 55(16.1%) strongly agreed, 44(12.9%) agreed, 84(24.6%) were undecided, 50(14.6%) disagreed and 105(30.7%) strongly disagreed. In addition 4(16.0%) of the management staff agreed to the item statement 4(16.0%) were undecided and 17(68.0%) strongly disagreed.

In respect to respondents opinion on item 19, heads of departments and deans are provided official vehicles thereby making performance of their duties easy, 39(11.4%) strongly agreed 100(29.2%) agreed, 73(21.3%) were undecided, 70(20.5%) disagreed while 56(16.4%) strongly disagreed. On the part of the management staff, 1(4.0%) agreed to the item statement and 24(96.0%) strongly disagreed.

Item 20 was developed to seek the opinions of respondents on, the welfare of workers is paramount in my institution, hence, there is high productivity and performance on the part of workers 63(18.4%) strongly agreed, 85(24.9%) agreed, 49(14.3%) were undecided, 59(17.3%) disagreed and 83(24.3%) strongly disagreed. However 1(4.0%) of the management staff disagreed to the item statement and 24(96.0%) strongly disagreed.

4.3.3. Opinions of respondents on impact of prompt payment of retirement benefits on job performance of academic staff in tertiary institutions in Kogi State

This section deals with the responses or opinions of respondents on the impact of prompt payment of retirement benefits on job performance of academic staff in tertiary institutions in Kogi state. Opinions of respondents were collected, analysed and presented in tables using frequency counts and simple percentages. The section relates to item statement 21 – 30 of section D in the questionnaire which required the respondents to strongly agree, agree, undecided, disagreed and strongly disagreed. Details are presented in table 4.3.3.

Table 4.3.3: Opinions of respondents on the impact of prompt payment of retirement benefits on job performance of academic staff in tertiary institutions in Kogi State

S/N	Item statement								
		Categories of respondents	Strongly agreed	Agreed	undecided	Disagreed	Strongly disagreed	Mean	SD
I	Retirement benefits are paid as at when due, which leads to job performance	Academic staff	46 12%	78 22%	92 26.9%	46 13.5%	79 23.1%	2.8626	1.3663
		Management staff	0 0%	0 0%	0 0%	1 4.0%	24 96.0%	1.96	.200
2	I am satisfied with the arrangement put in place for retirement benefits and this enhance my job performance	Academic staff	69 20.3%%	97 28.4%	71 20.8%	71 20.8%	31 9.1%	2.8275	1.3096
		Management staff	0 0%	0 0%	0 0%	1 4.0%	24 96.0%	1.96	.200
3	My retirement benefits can take care of my needs, thus	Academic staff	45 13.2%	88 25.7%	100 29.2%	50 14.6%	56 16.4%	3.0205	1.2916

	my commitment and performance on the job are enhanced.	Management staff	0 0%	4 16.0%	0 0%	2 8.0%	19 76.0%	2.24	.831
4	My institution is not slow in payment of retirement benefits, which affects the staff job performance.	Academic staff	50 14.6%	99 28.9%	94 27.5%	45 13.2%	51 14.9%	3.1257	1.2924
		Management staff	1 4.0%	20 80.0%	0 0%	1 4.0%	3 12.0%	3.68	.900
5	Not all allowances are included in the retirement benefits, thus the resultant effect on their job performance.	Academic staff	50 14.6%	113 33.0%	90 26.3%	35 10.2%	50 14.6%	3.1930	1.2943
		Management staff	1 4.0%	18 72.0%	0 0%	0 0%	6 24.0%	3.56	.917
6	The treatment of retirees of the institution affect their job performance.	Academic staff	50 14.6%	40 11.7%	85 24.9%	112 32.7%	52 15.2%	3.2251	1.2580
		Management staff	1 4.0%	10 40.0%		1 4.0%	13 52.0%	2.88	1.130
7	The unions in my institution fight the cause of the prompt payment of retirement benefits of academic staff, thereby enhancing their productivity.	Academic staff	58 17.0%	66 19.3%	75 21.9%	40 11.7%	100 29.2%	2.9444	1.3552
		Management staff	0 0%	0 0%	0 0%	2 8.0%	23 92.0%	1.92	.277
8	Retirement benefits in my institution are attractive thereby encouraging staff job performance.	Academic staff	39 11.4%	76 22.2%	88 25.7%	66 19.3%	70 20.5%	2.8216	1.3200
		Management staff	0 0%	1 4.0%	2 8.0%	1 4.0%	21 84.0%	2.12	.526
9	Contracts are given to retirees in my institution, hence they perform well.	Academic staff	65 19.0%	72 21.9%	0 0%	105 40.2%	101 21.9%	2.8918	1.3668
		Management staff	1 4.0%	9 36.0%	5 20.0%	0 0%	10 40.0%	3.04	.978
10	The retirement benefits help staff to plan well, thereby enhance job performance.	Academic staff	41 12.0%	61 17.8%	59 17.3%	51 14.9%	129 37.7%	3.1901	1.3426
		Management staff	9 36.0%	13 52.0%	2 8.0%	0 0%	1 4.0%	2.12	.526

In respect to item 21 which sought the respondents response on retirement benefits are paid as at when due, which leads to job performance has 44(12%) strongly agreed, 78(22%) agreed, 92(26.9%) were undecided, 46(13.5%) disagreed while 79(23.1%) strongly disagreed. 1(4.0%) of the management staff disagreed on the item statement while 24(96.0%) strongly disagreed.

Respondents response on item 22 which says I am satisfied with the arrangement put in place for retirement benefit and this enhance my job

performance shows 66 (20.3%) strongly agreed, 97(28.4%) agreed, 71(20.8%) were undecided, 71(20.8) disagreed and 31(9.1%) strongly disagreed. In addition 1(4.0%) of management staff disagreed and 24(96.0%) strongly disagreed.

Item 23 which is my retirement benefit can take care of my needs thus my commitment and performance on the job are enhanced has 45(13.2%) strongly agreed, 88(25.7%) agreed, 100 (29.2%) undecided, 50(14.6%) disagreed, 56(16.4%) strongly disagreed. On the part of the management staff 4(16.0%) agreed to the item statement, 2(8.0%) disagreed and 19(76.0%) strongly disagreed.

Item 24, my institution is not slow in payment of retirement benefit which affect the staff job performance, 50 (14.6%) strongly agreed, 99(28.9%) agreed, 94(27.5%) were undecided, 45(13.2%) disagreed while 51(14.9%) strongly disagreed.

In response to the statement item 1(4.0%) of management staff strongly agreed, 20(80.0%) agreed, 1(4.0%) disagreed and 3(12.0%) strongly disagreed.

In respect to respondents opinion on item 25, not all allowances are included in the retirement benefit, thus has resultant effect on their job performance, 50(14.6%) strongly agreed, 113(33.0%) agreed, 90(26.3%) were undecided while 35(10.2%) disagreed and 50(14.6%) strongly disagreed. In

addition 1(4.0%) of the management staff strongly agreed, 18(72.0%) agreed, 6(24.0%) strongly disagreed.

Item 26 which is, on the treatment of retirees of the institution affect their job performance, 50(14.6%) strongly agreed, 40(11.7%) agreed, 85(24.9%) were undecided, 112(32.7%) disagreed and 52(15.2%) strongly disagreed. 1(4.0%) of management staff strongly agreed, 10(40.0%) agreed, 1(4.0%) disagreed and 13(52.0%) strongly disagreed.

Item 27, the unions in my institution fight the cause of the prompt payment of retirement benefit of academic staff thereby enhancing their productivity 58(17.0%) strongly, 66(19.3%) agreed, 75(21.9%) were undecided, 40(11.7%) disagreed and 100(29.2%) strongly disagreed. In addition 2(8.0%) of management staff disagreed and 23(92.0%) strongly disagreed.

In respect to respondents response on item 28 which says retirement benefit in my institution are attractive thereby encouraging staff job performance 39(11.4%) strongly agreed, 76(22.2%) agreed, 88(25.7%) were undecided, 66(19.3%) disagreed and 70(20.5%) strongly disagreed. On the part of the management staff 1(4.0%) agreed 2(8.0%) were undecided, 1(4.0%) disagreed while 21(84.0%) strongly disagreed.

Item 29 which sought respondents opinion on contracts are given to retirees in my institution, hence they perform well has 65(19.0%) strongly agreed, 72(21.9%) agreed, (0%) for undecided, 105(40.2%) disagreed, 101(21.9%) strongly disagreed, 1(4.0%) of the management staff strongly agreed, 9(36.0%) agreed to the item statement, 5(20.0%) were undecided and 10(40.0%) strongly disagreed.

Item 30 which is on the retirement benefit help staff to plan well thereby enhancing job performance has 41(12.0%) strongly agreed, 61(17.8%) agreed, 59(17.3%) were undecided, 51(14.9%) disagreed and 129(37.7%) strongly disagreed. However 9(36.0%) of the management staff strongly agreed, 13(52.0%) agreed, 2(8.0%) were undecided and 1(4.0%) strongly disagreed.

4.3.4 Opinions of Respondents on the impact Prompt Payment of Salaries on Job Performance of Academic Staff in Tertiary Institutions in Kogi State

This section deals with the responses or opinions of respondents on the impact of prompt payment of salaries on job performance of academic staff in tertiary institutions in Kogi state. Opinions of respondents were collected, analysed and presented in tables using frequency counts and simple percentages. The section relates to item statement 31-40 of section E in the questionnaire which required the respondents to strongly agree, agreed, undecided, strongly disagreed and disagreed. Details are presented in table 4.3.4.

Table 4.3.4: Opinions of Respondents on Impact of Prompt Payment of Salaries on Job Performance of Academic Staff in Tertiary Institutions in Kogi State

S/N	Item statement								
		Categories of respondents	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed	Mean	SD
1	Salary is paid promptly which enhances job performance of staff in my institution	Academic staff	105 30.7%	132 38.6%	22 6.4%	35 10.2%	48 14.0%	3.6170	1.3794
		Management staff	6 24.0%	19 76.0%	0 0%	0 0%	0 0%	4.24	.436
2	The institution deduct from our salaries with flimsy excuses and this can affect my job performances.	Academic staff	71 20.8%	110 32.2%	39 11.4%	62 18.1%	60 17.5%	3.2047	1.4139
		Management staff	4 16.0%	21 84.0%	0 0%	0 0%	0 0%	4.16	.374
3	Not all allowances are paid, and this can bring about low job performance	Academic staff	78 22.8%	158 46.2%	36 10.5%	41 12.0%	29 8.5%	3.6287	1.2010
		Management staff	1 4.0%	22 88.0%	1 4.0%	0 0%	1 4.0%	3.92	.493
4	My take home pay is lower in my institution comparison with other institutions pay, which reduces my morale in high job performance.	Academic staff	74 21.6%	132 38.6%	32 9.4%	58 17.0%	44 12.9%	3.3743	1.3615
		Management staff	1 4.0%	20 80.0%	2 8.0%	0 0%	2 8.0%	3.80	.645
5	I am very satisfied with my pay, and this had led to performing my duties well.	Academic staff	58 17.0%	115 33.6%	38 11.1%	62 18.1%	69 20.2%	3.0906	1.4144
		Management staff	1 4.0%	5 20.0%	8 32.0%	1 4.0%	10 40.0%	2.80	.957
6	Salary increment is enjoyed yearly, which enhances staff job performance	Academic staff	52 15.2%	107 31.3%	45 13.2%	63 18.4%	72 21.1%	2.9854	1.4255
		Management staff	1 4.0%	2 8.0%	4 16.0%	1 4.0%	17 68.0%	2.40	.866
7	My salary can afford to take care of my family which gives me satisfaction to perform well	Academic staff	55 16.1%	119 34.8%	28 8.2%	58 17.0%	82 24.0	3.0205	1.4580
		Management staff	1 4.0%	8 32.0%	6 24.0%	1 4.0%	9 36.0%	2.96	1.020
8	Unions in the institution deduct from our salaries always, thus resulting in low morale in job performance	Academic staff	50 14.6%	79 23.1%	41 12.0%	94 27.5%	78 22.8%	2.7924	1.4020
		Management staff	4 16.0%	14 56.0%	2 8.0%	0 0%	5 20.0%	3.68	.988

9	Our allowances are consistent, thus resulting to staff job performance.	Academic staff	47 37.7%	108 31.6%	59 17.3%	67 19.6%	61 17.8%	3.0380	1.3336
		Management staff	4 16.0%	14 56.0%	4 16.0%	0 0%	3 12.0%	3.76	.879
10	Study allowances are paid promptly, thereby enhancing job performance.	Academic staff	63 18.4%	108 31.6%	46 13.5%	63 18.4%	62 18.1%	3.1374	1.3960
		Management staff	9 36.0%	14 56.0%	2 8.0%	0 0%	0 0%	4.28	.614

The response rate on item 31 which is on salary is paid promptly which enhances job performance of staff in my institution, 105(30.7%) strongly disagreed, 132(38.6%) agreed, 22(6.4%) were undecided, 35(10.2%) disagreed while 48(14.0%) strongly disagreed. In addition 6 (24.0%) of the management staff strongly agreed to the item statement and 19(76.0%) agreed.

Item 32 which sought the respondents opinion on, the institution deduct from our salaries with flimsy excuses and this can affect my job performance, responses from respondents show that 71(20.8%) strongly agree, 110(32.2%) agreed, 39(11.4%) were undecided, 62(18.1%) disagreed and 60(17.5%) strongly disagreed, 4(16.0%) of the management staff strongly agreed to the item statement and 19(76.0%) agreed.

In responding to item 33 which is, not all allowances are paid and this can bring about low job performance, 78(22.8%) strongly agreed 158(46.2%) agreed 36(10.5%) were undecided while 41(12.0%) disagreed and 29(8.5%) strongly disagreed. In response to item statement above 1(4.0%) of the management staff strongly agreed, 22(88.0%) agreed 1(4.0%) were undecided and 1(4.0%) strongly disagreed.

Item 34 which is no, my take home pay is lower in my institution in comparison with other institutions which reduces my morale in my job performance 74(21.6%) of the respondents strongly agreed, 132(38.6) agreed, 32(9.4%) were undecided, 58(17.0%) disagree while 44(12.9%) strongly disagreed, 1(4.0%) of the management staff strongly agreed, 20(80.0%) agreed, 2(8.0%) were undecided while 2(8.0%) strongly disagreed.

Item 35 which sought the respondents opinion on, I am very satisfied with my pay and this had led to performing my duties well, 58(17.0%) strongly agreed, 115(33.6%) agreed, 38(11.1%) were undecided, 62918.1%) disagreed and 69(20.2%) strongly disagreed. In response to the statement item, 1(4.0%) of the management staff strongly agreed, 5(20.0%) agreed, 8(32.0%) were undecided, 1(4.0%) disagreed and 10(40.0%) strongly disagreed.

Item 36 which is on salary increment is enjoyed yearly which enhances staff job performance 52(15.2%) of respondents strongly agreed, 107(31.3%) agreed, 45(13.2%) were undecided, 63(18.4%) disagreed and 72(21.1%) strongly disagreed. Responding to the item statement above 1(4.0%) of the management staff strongly agreed, 2(8.0%) agreed, 4(16.0%) were undecided 1(4.0%) disagreed and 17(68.0%) strongly disagreed.

Item 37, in responding to item 37 which sought respondents response on my salaries can afford to take care of family which gives me satisfaction to

perform well, 55(16.1%) of the respondents strongly agreed, 119(34.8%) agreed, 28(8.2%) were undecided, 58(17.0%) disagreed and 82(24.0%) strongly disagreed. On the part of the management staff, 1(4.0%) strongly agreed, 8(32.0%) agreed to the item statement, 6(24.0%) were undecided, 1(4.0%) disagreed and 9(36.0%) strongly disagreed.

Item 38 which is on unions in the institution deduct from our salaries always thus resulting in low morale in job performance, 50(14.6%) of the respondents strongly agreed, 79(23.1%) agreed, 41(12.0%) were undecided, 94(27.5%) disagreed and 78(22.8%) strongly disagreed. Responding to the item statement above by management staff, 4(16.0%) strongly agreed, 14(56.0%) agreed, 2(8.0%) were undecided and 5(20.0%) strongly disagreed.

Item 39 which sought the opinions of respondents on our allowances are consistent thus resulting to staff job performance has 47(13.6%) of respondents strongly agreed, 108(31.6%) agreed, 59(17.3%) were undecided, while 67(19.6%) disagreed and 61(17.8%) strongly disagreed. In addition 4(16.0%) of the management staff strongly agreed, 14(56.0%) agreed, 4(16.0%) were undecided and 3(12.0%) strongly disagreed.

Item 40 which is on study allowances are paid promptly, thereby enhancing job performance. Response rate shows that 63(18.4%) strongly agreed, 108(31.6%) agreed, while 46(13.5%) were undecided, 63(18.4%) disagreed and

62(18.1%) strongly disagreed, 9(36.0%) of the management staff strongly agreed, 14(56.0%) agreed 2(8.0%) were undecided.

4.3.5: Opinions of Respondents on Impact of Staff Development on Job Performance of Academic Staff in Tertiary Institutions in Kogi State

This section deals with the responses or opinions of respondents on the impact of staff development on job performance of academic staff in tertiary institutions in Kogi State. Opinions of respondents were collected, analysed and presented in tables using frequency counts and simple percentages. The section relates to item statement 41 – 50 of section F in the questionnaire which required the respondents to strongly agree, agreed, undecided, strongly disagreed and disagreed. Details, are presented in table 4.3.5.

Table 4.3.5: Opinions of Respondents on impact of Staff Development on Job Performance of Academic Staff in Tertiary Institutions in Kogi State

S/N	Item statement								
		Categories of respondents	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed	Mean	SD
1	Conferences increase academic staff job performance	Academic staff	124 36.3%	146 42.7%	29 8.5%	22 6.4%	21 6.1%	3.9649	1.1224
		Management staff	8 32.0%	16 64.0%	1 4.0%	0 0%	0 0%	4.28	.542
2	In-house workshops in the institution increase staff job performance	Academic staff	94 27.5%	162 47.7%	33 9.6%	35 10.2%	18 5.3%	3.8158	1.1064
		Management staff	9 36.0%	16 64.0%	0 0%	0 0%	0 0%	4.36	.490
3	I learned a lot from workshops which leads to high performance of job	Academic staff	99 28.9%	147 43.0%	22 6.4%	43 12.6%	31 9.1%	3.7018	1.2602
		Management staff	9 36.0%	15 60.0%	0 0%	0 0%	1 4.0%	4.28	.678
4	There is constant workshop in the department for staff job performance	Academic staff	65 19.0%	114 33.3%	43 12.6%	56 16.4%	64 18.7%	3.1754	1.4074
		Management staff	12 48.0%	12 48.0%	1 4.0%	0 0%	0 0%	4.44	.583
5	Conference allowances are always made available thus, resulting to staff commitment to job performance	Academic staff	69 20.2%	121 35.4%	53 15.5%	47 13.7%	50 14.6%	3.3099	1.3583
		Management staff	9 36.0%	9 36.0%	7 28.0%	0 0%	0 0%	4.08	.812
6	Opportunity for international studies can enhance job performance.	Academic staff	121 35.4%	138 40.4%	16 4.7%	22 6.4%	45 13.2%	3.7836	1.3418
		Management staff	5 20.0%	12 48.0%	7 28.0%	0 0%	1 4.0%	3.84	.800
7	Training and re-training of staff in their area of specialization lead to job performance	Academic staff	164 48.0%	124 36.3%	15 4.4%	24 7.0%	15 4.4%	4.1637	1.0842
		Management staff	6 24.0%	18 72.0%	1 4.0%	0 0%	0 0%	4.20	.500
8	The department introduce induction courses to newly employed personnel to enhance their job performance	Academic staff	39 11.4%	132 38.6%	34 9.9%	70 20.5%	67 19.6%	3.0175	1.3548
		Management staff	9 36.0	15 60.0%	1 4.0%	0 0%	0 0%	4.32	.557
9	Refresher courses are constantly organized to enhance staff job performance.	Academic staff	38 11.1%	101 29.5%	54 15.8%	64 18.7%	85 24.9%	2.8333	1.3780
		Management staff	11 44.0%	14 56.0%	0 0%	0 0%	0 0%	4.44	.507
10	Academic staff are frequently allowed to further their studies In order to enhance their area of discipline thus, bringing about job performance.	Academic staff	111 32.5%	133 38.9%	21 6.1%	22 6.4%	55 16.1%	3.6520	1.4055
		Management staff	12 48.0%	13 52.0%	0 0%	0 0%	0 0%	4.48	.510

Respondents responses on item 41 which sought the opinion of respondents that conferences increase academic staff job performance, an overwhelming majority of respondents with 124(36.3%) strongly agreed, 146(42.7%) agreed, 29(8.5%) were undecided while 22(6.4%) disagreed, on the other hand 21(6.1%) strongly disagreed. Responding to the item statement 8(32.0%) of the management staff strongly agreed, 16(64.0%) agreed and 1(4.0%) were undecided.

Item 42 which sought the opinions of respondents on the in-house workshops in the institutions increase staff job performance, 94(27.5%) strongly agreed, 162(47.7) agreed, 33(9.6%) were undecided, 35(10.2%) disagreed and 18(5.3%) strongly disagreed. In addition, 9(36.0%) of the management staff strongly agreed to the item statement and 16(64.0%) agreed.

In respect to respondents response on item 43 which is, I learnt a lot from workshops which leads to high performance on the Job, an overwhelming majority of the respondents indicated that they learnt a lot from workshop which leads to high performance of job and this accounted for 99 (28.9%) strongly agreed, 147(43.0%) agreed 22(6.4%) were undecided, 43(12.6%) disagreed, 31(9.1%) strongly disagreed. On the part of the management staff, 9(36.0%) strongly agreed, 15(60.0%) agreed to the item statement and 1(4.0%) strongly disagreed.

Respondents responses on item 44 which is, there is constant workshops in the department for staff job performance, 65(19.0%) strongly agreed, 144(33.3%) agreed 43(12.6%) were undecided 56(16.4%) disagreed and 64(18.7%) strongly disagreed. In addition 12(48.0%) of the management strongly agreed to the item statement, 12(48.0%) agreed and 1(4.0%) strongly disagreed.

Items 45 which sought respondents opinion on conference allowances are always made available, thus resulting to staff commitment to job performance, 69(22.2%) strongly agreed, 121(35.4%) agreed, 53(15.5%) were undecided, 47(13.7%) disagreed, while 50(14.6%) on the other hand strongly disagreed. And 9(36.0%) of the management staff strongly agreed, 9(36.0%) agreed 7(28.0%) were undecided.

An overwhelming majority of the respondents who indicated on item 46 that, opportunity of international studies can enhance job performance accounted for 121(35.4%) strongly agreed, 138(40.4%) agreed, 16(4.7%) were undecided, 22(6.4%) disagreed and 45(13.2%) strongly disagreed. Responding to the item statement above, 5(20.0%) strongly agreed, 12(48.0%) agreed, 7(28.0%) were undecided and 1(4.0%) strongly disagreed.

Item 47 which sought the opinion of respondents on training and retraining in their area of specialization leads to job performance, 164(48.0%) strongly agreed, 124(36.3%) agreed, 15(4.4%) were undecided while 24(7.0%) disagreed

and 15 (4.4%) strongly disagreed in respect to respondents. 6(24.0%) of the management staff strongly agreed, 18(72.0%) agreed 1(4.0%) were decided.

Response on item 48, which says, the departments introduce induction courses to newly employed personnel to enhance their job performance 39(11.4%) strongly agreed, 132(38.6%) agreed, 34(9.9%) were undecided, 70(20.5%) disagreed and 67(19.6%) strongly disagreed. Responding to the item statement above, 9(36.0%) of management staff strongly agreed, 15(60.0%) agreed 1(4.0%) were undecided.

Item 49 which is, refresher courses are constantly organized to enhance staff job performance, 38(11.1%) strongly agreed, 101(29.5%) agreed, 54(15.8%) were undecided, 64(18.7%) disagreed 85(24.9%) strongly disagreed. In addition 11(44.0%) of management staff strongly agreed and 14(56.0%) agreed.

An overwhelming majority of the respondents who indicated on item 50 that, academic staff are frequently allowed to further their studies in order to enhance their area of discipline thus, bringing about job performance, accounted for 111(32.5%) strongly agreed, 133(38.9%) agreed, 21(6.1%) were undecided, 22(6.4%) disagreed and 55(16.1%) strongly disagreed. On the other hand 12(48.0%) of management staff strongly agreed and 13(52.0%) agreed.

4.4. **Hypotheses Testing**

Ho_1

Table 4.4:1 T-test showing the significant difference in the Opinions of Academic and Management staff on the impact of Promotion on job performance of academic staff in tertiary institutions in Kogi state

Variables	N	Mean	S.D	T-cal	Df	Prob.	T-critical
Academic Staff	342	36.5450	4.6550	2.150	365	.032	.196
Management Staff	25	29.5526	5.4041				
Total	367						

The result of the T-test shows that the t-calculated value (2.150) is greater than the t-critical value (1.96) at 365 degree of freedom and at 0.05 level of significance. The observed level of significance p(0.32) is less than 0.05. This means that there is a significant difference in the opinion of Academic and Management staff on the impact of promotion on job performance of academic staff in tertiary institutions in Kogi state. Therefore, the null is rejected.

Ho_2

Table 4.4.2 T-test showing no significant difference in the Opinions of

Academic and Management staff on the impact of Fringe Benefits on Job Performance of Academic Staff in Tertiary Institutions in Kogi State

Variables	N	Mean	S.D	T-cal	Df	Prob.	T-critical
Academic Staff	342	32.5586	5.18580	1.020	365	.309	.196
Management Staff	25	32.5497	4.57031				
Total	367						

The result of the t-test shows that the t-calculated value (1.020) is less than the t-critical value (1.96) at 365 degree of freedom and at 0.05 level of significance. The observed level of significance p(.309) is greater than 0.05. This means that there is no significant difference in the opinion of Academic and Management staff on the impact of fringe benefits on job performance of academic staff in tertiary institutions in Kogi state. Therefore, null hypothesis is retained.

Ho_3

Table 4.4.3 T-test showing no significant difference in the Opinions of Academic and Management staff on the impact of Payment of Retirement Benefits on Job Performance of Academic Staff in Tertiary Institutions in Kogi State

Variables	N	Mean	S.D	T-cal	Df	Prob.	T-critical

Academic Staff	342	29.8474	8.6450	.067	365	.946	1.96
Management Staff	25	28.5497	7.57031				
Total	367						

The result of the t-test shows that the t-calculated value (.067) is less than the t-critical value (1.96) at 365 degree of freedom and at 0.05 level of significance. The observed level of significance p(.946)) is greater than 0.05. This means that there is no significant difference in the opinion of Academic and Management staff on the impact of payment of retirement benefits on the performance of academic staff in tertiary institutions in Kogi state Therefore, the null hypothesis is retained.

Ho_4

Table 4.4.4 T-test showing no significant difference in the Opinions of Academic and Management staff on the Impact of Prompt Payment of Salaries on Job Performance of Academic Staff in Tertiary Institutions in Kogi State

Variables	N	Mean	S.D	T-cal	Df	Prob.	T-critical
Academic Staff	342	32.5123	7.84620	2.232	365	.012	1.96
Management Staff	25	27.6393	6.56130				
Total	367						

The result of the t-test shows that the t-calculated value (2.232) is greater than the t-critical value (1.96) at 365 degree of freedom and at 0.05 level of

significance. The observed level of significance p(.012) is less than 0.05. This means that there is significant difference in the opinion of Academic and Management staff on the impact of prompt payment of salaries on job performance of academic staff in tertiary institutions in Kogi state. Therefore, the null hypothesis is rejected.

Ho_5

Table 4.4.5 T-test showing no significant difference in the Opinions of Academic and Management staff on the Impact of Staff Development on Job Performance of Academic Staff in Tertiary Institutions in Kogi State

Variables	N	Mean	S.D	T-cal	Df	Prob.	T-critical
Academic Staff	342	35.5272	7.5596	4.480	365	.013	1.96
Management Staff	25	30.5272	6.45620				
Total	367						

The result of the t-test shows that the t-calculated value (4.480) is greater than the t-critical value (1.96) at 365 degree of freedom and at 0.05 level of significance. The observed level of significance p(.13) is less than 0.05. This means that there is no significant difference in the opinion of Academic and Management staff on the impact of staff development on the performance of

academic staff in tertiary institutions in Kogi state. Therefore, the null hypothesis is rejected.

Table 4.5: Summary Table of Tested Hypotheses Testing

S/N	Hypotheses	Statistics	Sign	Result	Restate
Ho_1	There is no significant difference in the opinions of academic staff on the impact of promotion on performance of academic staff in tertiary institution in Kogi	T-test	0.05	Rejected	There is significant difference in the opinions of academic staff on the impact of promotion on performance of academic staff in tertiary institution in Kogi
Ho_2	There is no significant difference in the opinions of academic staff on the impact of fringe benefit on performance of academic staff in tertiary	T-test	0.05	Retained	There is no significant difference in the opinions of academic staff on the impact of fringe benefit on performance of academic staff in tertiary
Ho_3	There is no significant difference on the impact of prompt payment of retirement benefits on performance of academic staff in tertiary institutions in Kogi state	T-test		Retained	There is no significant difference on the impact of prompt payment of retirement benefits on performance of academic staff in tertiary institutions in Kogi state
Ho_4	There is no significant difference on the impact of prompt payment of salaries on performance of academic staff in tertiary institutions in Kogi state.	T-test	0.05	Rejected	There is significant difference on the impact of prompt payment of salaries on performance of academic staff in tertiary institutions in Kogi state.
Ho_5	There is no significance difference on the impact	T-test	0.05	Rejected	There is significance difference on the impact of

	of staff development on performance of academic staff in tertiary institutions in Kogi state				staff development on performance of academic staff in tertiary institutions in Kogi state

4.5 Summary of Major Findings

The study came out with the following major findings that:

1. There is significant difference on the impact of promotion on job performance of academic staff in tertiary institution. The research indicated that regular promotion of academic staff brings about high productivity and majority of the staff that responded to the questions indicated that promotion is a great motivating factor in enhancing their job performance.
2. Also, there is no significant difference on the impact of fringe benefit on job performance of academic staff in tertiary institutions. It was discovered that most academic staff do not enjoy much of fringe benefit in their various institutions. However, that do not in any way affect their productivity toward their job performance, the same level of industriousness, zeal and commitment were seen in their performance.
3. The study did not show a significant difference on the impact of prompt payment of retirement benefits on performance of academic staff in tertiary

institutions. The findings also show that retirement benefits are not paid to retired staff as at when due. However, this has no bearing with their job performance, they are still devoted to their jobs and this is evident by the fact that no worker leaves his/her job prematurely because of the awareness that retirement benefit are not paid promptly as at when due.

4. However significant difference was recorded on the impact of prompt payment of salaries and allowances. Prompt payment of salary enhances staff job performance.
5. Also significant difference was identified on the impact of staff development on performance of academic staff in tertiary institutions. An overwhelming majority of academic staff in tertiary institutions in Kogi state were of the opinion that study leave has enhanced greater productivity in their institutions.

4.6. Discussion of Findings

The analyses of the data collected for this study provided some insights into the main objectives of the study, which was to find the impact of conditions of service on performance of academic staff in tertiary institutions in Kogi state. The study is made of a sample of 367 respondents comprising of all categories of lecturers who are academic and management staff of tertiary institutions in Kogi State, on various issues relating to conditions of service whose responses were

analyzed in three sections of this chapter. This section discusses the findings as they conform or disagree with opinions of some authorities cited in the literature review.

There is no significant difference on the impact of promotion on job performance of academic staff in tertiary institutions in Kogi state. This hypothesis signify a significant difference as majority of the respondents accounting for over 95% are of the view that, regular promotion of academic staff lead to job performance. Promotion is seen as increased responsibilities, enhanced status, prestige, coupled with increment in the pay package help to boost staff morale and motivate them to work harder, thereby enhancing productivity and efficiency. In the words of Otu (2003) promotion is a positive way of rewarding people for their efforts and services. It is on the basis of this that, Staudt, (1997) posits that an opportunity for promotion appears to have a significant correlation with job performance. Therefore, employees can apply promotion as a compensation factor for higher performance developing and encouraging workers to put in their best efforts. To these end, employees opportunities for promotion are likely to exert an influence on their job performance. It is on the basis of this that Norizan (2012) maintains that promotion provides opportunities for personal growth, increased responsibilities and increased social status.

There is no significant difference on the impact of fringe benefits on performance of academic staff in tertiary institutions in Kogi State. This hypothesis did not indicate a significant difference. The study shows that majority of the respondents are of the view that they are able and capable of performing their duties, thereby bringing about high productivity in their work. This is in line with Fred Wish (2012) who opines that certain conditions affect fringe benefits in work places such as changes in government polices, shift in work force, demographic and the raising cost. Also, fringe benefits tend to increase pressure to raise salary.

Likewise Adeleke (2010) is of the view that fringe benefit encompasses many things such as insurance, housing, sick leave, etc. Despite the positive picture painted by Adeleke, workers are not negatively affected in their attitude toward work; the same level of industriousness, commitment and a great sense of duty is given to their jobs. The researcher is therefore saying that lack of fringe benefit is not a hindrance to performing their duties and this is evidence from the responses gotten from the opinions of respondents.

There is no significant difference on the impact of prompt payment of retirement benefits on job performance of academic staff in tertiary institutions in Kogi state. Going by the study, it shows that there is no significance difference as majority of the respondents attest to the fact that prompt payment of

retirement benefits do not affect their Job performance. This is in line with D. Atchley (2009) who opines that differences in timing of retirement of staff and prompt payment of retirement benefit do not significantly affect the overall life satisfaction of work.

This is evidence by the fact that no worker leaves his job prematurely because of the awareness that retirement benefits are not paid promptly as at when due.

There is no significant difference on the impact of prompt payment of salaries on job performance of academic staff in tertiary institutions in Kogi State. This hypothesis signify a significant difference. Prompt payment of salary to workers in any organization is very vital to effective staff job performance. This explains why the respondents' views show that the prompt payment of salary helps to enhance job performance in my institution which explain the existence of significant difference between prompt payment of salary and staff job performances. Over 70% of the respondents agreed that staff job performance will be guaranteed with prompt payment of salary to workers. In this vein, the respondents agreed that they are satisfied with their pay package and this will help to enhance their job performance. About 50.6% of the entire respondents agreed to this position. It is widely believed that remuneration and earnings are a cognitively complex and multidimensional factor in job performance. Prompt

payment of salaries does not only assist people to attain their basic needs but are also instrumental in satisfying the higher level need of people. In this perspective, when people are emotionally happy as a result of their financial position they will put in their best to achieve their organizational goals through improved performances.

There is no significant difference on the impact of staff development on the performance of academic staff in tertiary institutions in Kogi state. Lastly, a significant difference has also been established between staff development and job performance of staff. According to an overwhelming majority of the respondents, 270 representing 79.0% are of the firm believe that attending conferences, seminars and workshops increase academic staff job performance. Majority of the lecturers who attend seminars, conferences and workshops do not do so only on financial benefits attached to it but gain new ideas in order to be able to upgrade their knowledge which will enhance their job performance in their areas of disciplines. Equally, most of the respondents totaling about 246 representing 71.9% affirmed that they learned a lot from workshops which lead to high job performance. This position is in corroboration with the views of Thompson and Anyanwu, (1988) that researches are conducted daily and new grounds are broken, fresh ideas and knowledge, ideas and facts emerge and render existing knowledge obsolete. This therefore calls for renewal of

knowledge, ideas and facts through training and retraining, attending conferences, seminars and workshops to keep up to date with the dynamics of the society thus enhancing job performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the work. In addition, it presents conclusion drawn from the study. The chapter finally presented some workable recommendations arising from the findings for subsequent practical implementation of policies that will help to enhance proper motivation of academic staff of tertiary institutions for greater productivity. Suggestions for further studies are equally provided in this concluding chapter.

5.2 Summary

The Study titled impact of conditions of service and performance of academic staff in tertiary institutions in Kogi state sought to determine the impact of conditions of service and performance of academic staff. A total of five research objectives were formulated, five research questions were raised, five hypotheses were formulated and five basic assumptions were formulated. The significance of the study was outlined and the scope of the study includes 342 academic staff and 25 management staff respectively in tertiary institutions in kogi state. Various concepts and studies were reviewed. Among those reviewed

were: concept of conditions of service, job performance, job performance of staff, impact of promotion on job performance of staff, impact of fringe benefit on job performance of staff, impact of prompt payment of retirement benefits on job performance of staff, impact of prompt payment of salaries on job performance of staff, and impact on staff development on job performance of staff. The study has five empirical studies of works of other people that is related to the study.

The main design adopted for the study is correlational design. The population for this study is 1909. However five institutions were randomly sampled with a total number 342 academic staff and 25 management staff respectively. Questionnaire was designed to gather the responses from the respondents and the questionnaire designed using the likert rating scale. The content validity of instrument was validated by expert in the department of educational foundation and curriculum. Pilot study was carried out in three tertiary institutions in Kogi state with 37 staff randomly picked. The reliability of the instrument was determined using cronbach alpha and the result showed a standardized alpha of .9459. T-test was used to analysed the hypotheses at 0.05 level of significant. From the analysis of the data, 342 representing 100% were academic staff while 25 representing 100% were management staff. However, 45(13.2%) of academic staff were Ph.D holders, 151(44.2%) of academic staff had A, MSC, MED, MBA, MCA respectively, 139(40.6%) of academics had B.A, BSC,

BED, HND. On the other hand 7(28.0) of management staff had Ph.D, 16(64.0%) had MA, MSC, MED, MCA, while 2(8.0%) had BA, BSC, BED, HND. Also, from the frequency distribution of academic staff, 30(8.8%) were assistant lecturers, 36(10.5%) were graduate assistants, 30(8.8%) were lecturer III, 40(11.7%) were lecturer II, 42(12.3%) were lecturer I, 44(12.9%) were senior lecturers, 35(10.2%) principal lecturers, 40(11.7%) chief lecturers, 20(5.8%) assiciate professors, 25(7.35) were professors. Likewise 0(0%) of the management staff were VC, DVC, Rector, Principal of health tech., provost, 5(20.0%) were registrars, 5(20.0%) were directors 1(4.0%) vice principal health technology, 4(16.0%) were deans, 5(20.0%) were academic secretary, 3(12.0%) were deans student affairs and 2(8.0%) were Heads of department.

Data analyzed revealed that

1. There is significant difference on the impact of promotion on job performance of academic staff in tertiary institutions. The research indicated that regular promotion of academic staff brings about high productivity and majority of the staff that responded to the questions indicated that promotion is a great motivating factor in enhancing job performance.
2. Also there is no significant difference on the impact of fringe benefits on job performance of academic staff in tertiary institutions. It was discovered

that most academic staff did not enjoy fringe benefits in their various institutions. However, that do not in any way affect their productivity toward their job performance, the same level of industriousness, zeal and commitment were seen in their performance.

3. The study did not signify a significant difference on the impact of prompt payment of retirement benefits on job performance of academic staff in tertiary institutions. The findings also show that retirement benefits are not paid to retired staff as at when due. However, this has no bearing with their job performance. They are still devoted to their jobs and this is evident by the fact that no worker leaves his/her job prematurely because of the awareness that retirement benefits are not paid promptly as at when due.
4. However, significant difference was recorded on the impact of prompt payment of salaries and allowances. Prompt payment of salary enhances staff job performance.
5. In conclusion, significant difference was identified on the impact of staff development on performance of academic staff in tertiary institutions. An overwhelming majority of academic staff in tertiary institutions in Kogi state were of the opinion that study leave has enhanced greater productivity in their institution.

The recommendation of the study includes:

i. The government and school management staff should ensure regular promotion of academic staff as at when due in order to enhance their job effectiveness

ii. The government and school management staff should motivate their staff by surprise packages which will spur them to enhance their job performance.

iii. Salaries of staff should be paid promptly to enable them concentrate on their job for effective delivery.

iv. government should make sure that retirement benefits are paid promptly and as at when due

v. Regular staff development is an energizer for effective job performance. The government and management staff should ensure regular training and retraining of staff through in service training, seminars, conferences and workshops towards enhancing job performance.

5.3 **Conclusions**

Based on the findings from this study, the following conclusions are drawn.

1. The research indicated that regular promotion of academic staff brings about high productivity and majority of the staff that responded to the questions indicated that promotion is a great motivating factor in enhancing job performance.

2. Also it was discovered that most academic staff did not enjoy fringe benefits in their various institutions. However this did not in any way affect their productivity toward their job performance, the same level of industriousness, zeal and commitment were seen in their performance.
3. The finding also shows that retirement benefits are not paid to retired staff as at when due. However this has no bearing with their job performance, they are still devoted to their job and this is evident by the fact that no worker leaves his/her job prematurely because of the awareness that retirement benefits are not paid promptly and as at when due.
4. However, it was discovered that the institutions in Kogi State pay the salaries of their staff promptly which has enhanced their job performance.
5. In conclusion, an overwhelming majority of academic staff in tertiary institutions in Kogi state agreed to the fact that study leave has enhanced greater productivity in their institutions.

5.4 **Recommendations**

Based on the outcome of the data analyses, the following recommendations will go a long way in improving the job performance of staff in the tertiary institutions in Kogi state and Nigeria in general.

i. The government and school management staff should ensure regular promotion of academic staff as at when due in order to enhance their job effectiveness

ii. The government and school management staff should motivate their staff by surprise packages which will spur them to action thereby enhancing their job performance.

iii. Salaries of staff should be paid promptly to enable them concentrate on their jobs for effective delivery.

iv. government should make sure that retirement benefits are paid promptly and as at when due

v. Regular staff development is an energizer for effective job performance. The government and management staff should ensure regular training and retraining of staff through in service training, seminars, conferences and workshops towards enhancing job performance.

5.5 **Suggestions for Further Studies**

1. The researcher hereby suggests that similar studies be carried out in other geo-political zones of the country so that ideas can be compared and holistic action be taken by the government in order to realize full and proper performance of staff in the realization of their job objectives in tertiary institutions in Kogi State.

2. A replicate of the work should also be carried out in primary and secondary schools in Kogi state to ascertain staff conditions of service in regard to their performance.

3. Research on the conditions of service of non-academic staff in Kogi state in tertiary institutions should also be undertaken for effective performance on their job.

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Appendix 1

QUESTIONNAIRE ON THE IMPACT OF CONDITIONS OF SERVICE ON THE PERFORMANCE OF ACADEMIC STAFF IN TERTIARY INSTITUTIONS IN KOGI STATE

Faculty of Education

Department of Educational

Foundation & Curriculum

A. B. U., Zaria

Dear Respondent,

The researcher is a master is degree student of Ahmadu Bello University (A.B.U.) Zaria, conducting a research on the impact of Conditions of Service on the Performance of Academic Staff in Tertiary Institutions in Kogi State, Nigeria

Do kindly give your opinion as honest as possible. All information given will be treated with confidentiality.

Thank you in anticipation of your positive response

Yours faithfully

Keston Bukky (Mrs.)

GUIDE:

Tick ( ) in the space provided to indicate your candid opinion

SECTION A

1. **Biodata**

1. Gender: Male ( ) Female ( )
2. Age: [a] 25-34 ( ) [b] 35-44 ( ) [c] 45-54 ( )
   [d] 55-64 ( ) [e] 65- above ( )
3. Marital Status: [a] Single ( ), [b] Married ( ), [c] Divorced ( ), [d] widow/widower ( )
4. Highest Academic Qualification
   [a] PhD ( ) [b] MA, M.SC/Med, MBA, MCA ( )
   [C] BA/B.Sc/B.Ed/HND ( )

   Others Specify ( )

5. Status [a] Asst. Lecturer ( ), [b] graduate asst. ( ), [c] lecturer III ( ), [d] lecturer II ( ), [e] lecturer I ( ), [f] senior lecturer ( ), [g] principal lecturer ( ), [h] chief lecturer ( ) (i) Ass. Prof. ( ) (j) Professor ( )

2. Biodata

1. Gender: Male ( ) Female ( )
2. Age: [a] 25-34 ( ) [b] 35-44 ( ) [c] 45-54 ( )
   [d] 55-64 ( ) [e] 65- above ( )

3. Marital Status: [a] Single ( ), [b] Married ( ), [c] Divorced ( ), [d] widow/widower ( )
4. Highest Academic Qualification
   [a] PhD ( ) [b] MA, M.SC/Med, MBA, MCA ( )
   [C] BA/B.Sc/B.Ed/HND ( )

   Others Specify ( )

5. Status [a] Vice Chancellor/Provost/Rector/Principal of Health Tech ( ), [b] Deputy Vice Chancellor Admin/Deputy Provost/Deputy Rector/Deputy Vice Chancellor Academic/Vice Principal of Health Tech ( ), [c] Registrar ( ), [d] Academic Secretary ( ), [e] Dean Student Affairs ( ), [f] Deans ( ), [g] Directors ( ), [h] Heads of Department ( ).

SECTION B: GUIDELINES -Tick (✓) appropriately

SA- Strongly Agree

A-Agree

U-Undecided

SD-Strongly Disagree

D-Disagree

S/N	**SECTION B**	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
	Impact of promotion on the performance of academic staff in tertiary institutions in Kogi State					
1.	Regular promotion of academic staff leads to job performance					
2.	Promotion guidelines have impact on job performance of academic staff					
3.	Prompt promotion increases staff job performance					
4.	Payment of promotion arrears has impact on job performance of academic staff					
5.	Promotion in my institution is based on having series of academic publications which can enhance performance of duties					
6.	Promotion is freely and equally distributed to deserving staff which bring about job performance					
7.	The Institution gives a certain number of promotion yearly which encourage staff job performance					

8.	Hardwork brings about promotion and performance					
9.	Series of Article writing, workshops, enhances quick promotion that brings about job performance					
10.	Academic staff effectiveness and responsibilities are some of the promotion considerations that enhance performance					
	SECTION C					
	Impact of fringe benefits on the performance of academic staff in tertiary institutions in Kogi State					
11.	My institution provides a lot of fringe benefits to the workers that bring about job performance					
12.	My institution provides soft loans for workers as part of their fringe benefits and this motivates them and brings about job performance.					
13.	Welfare packages are granted to workers which encourage them to perform their duties					
14.	Allowances are provided for conferences and other training and this brings about job performance					
15.	The fringe benefit arrangement in my institution is satisfactory, hence workers perform well					
16.	If everyone is given equal opportunity of enjoying fringe benefit packages, job performance will be enhanced					
17.	If loans are given as at when due, there will be high performance					
18.	Workers' accommodation in the institution is subsidized, and this leads to their high performance in duty					
19.	Heads of departments and Deans are provided official vehicles thereby making performance of their duties easy					
20.	The welfare of workers is paramount in my institution, hence there is high productivity and performance on the part of the workers					
	SECTION D					
	Impact of prompt payment of retirement benefits on the performance of academic staff in tertiary institutions in Kogi State					
21.	Retirement benefits are paid as at when due, which leads to job performance					
22.	I am satisfied with the arrangement put in place for retirement benefit and this enhances my job performance					
23.	My retirement benefit can take care of my needs, thus my commitment and performance on the job are enhanced					
24.	My institution is slow in payment of retirement benefits, which affect the staff job performance					
25.	Not all allowances are included in the retirement benefits, thus the resultant effect on their job performance					
26.	The treatment of retirees of the institution affect their job performance					
27.	The unions in my institution fight the cause of the prompt payment of retirement benefits of academic staff, thereby enhancing their productivity					
28.	Retirement benefits in my institution are attractive thereby encouraging staff job performance					
29.	Contracts are given to retirees in my institution, hence					

	they perform well					
30.	The retirement benefits help staff to plan well, thereby enhance job performance					
	SECTION E					
	Impact of prompt payment of salaries and other allowances on the performance of academic staff in tertiary institutions in Kogi State					
31.	Salary is paid promptly which enhances job performance of staff in my institution					
32.	The Institution deduct from our salaries with flimsy excuses and this can affect my job performance					
33.	Not all allowances are paid, and this can bring about low job performance					
34.	My take home pay is lower in comparison with other Institutions pay, which reduces my morale in high job performance					
35.	I am very satisfied with my pay, and this has led to performing my duties well					
36.	Salary increment is enjoyed yearly, which enhance staff job performance					
37.	My salary can afford to take care of my family, which gives me satisfaction to perform well					
38.	Unions in the Institution deduct from our salaries always, thus resulting in low morale in job performance					
39.	Our allowances are consistent thus, result to staff job performance					
40.	Study leave allowances are paid promptly, thereby enhancing job performance					
	SECTION F					
	Impact of staff development on the performance of academic staff in tertiary institutions in Kogi State					
41.	conferences increase academic staff job performance					
42.	In-house workshops in the institution increases staff job performance					
43.	I learned a lot from workshops which leads to high performance of job					
44.	There is constant workshop in the department for staff job performance					
45.	Conference allowances are always made available thus, result to staff commitment to job performance					
46.	Opportunity for international studies can enhance job performance					
47.	Training and re-training of staff on their area of specialization lead to job performance					
48.	The department introduce induction courses to newly employ personnel to enhance their job performance					
49.	Refresher courses are constantly organized to enhance staff job performance					
50.	Academic Staff are frequently allowed to further their studies in order to enhance their area of discipline thus, bringing about job performance					