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# JOB DESCRIPTION A WATCHWARD FOR LECTURERS PERFORMANCE IN UNIVERSITIES IN KWARA STATE, NIGERIA

• A. A. TIJANI & A. O. AKINSOLU •

## Abstract

This study examines the relationship between job description and Lecturers performance in Universities in Kwara State. The research design adopted was a descriptive survey type. Questionnaire was the instrument used to elicit information from respondents. Stratified random sampling technique was used to select 362 academic staff from University of Ilorin, 146 academic staff from Kwara State University, and 47 academic staff from Al-Hikima University in the Kwara state making a total of 555 respondents from the four existing Universities. Two set of research instruments were used and entitled: "Job Description Questionnaire (JDQ) and Lecturers' Job Performance Questionnaire (LJPQ)". The instrument was validated by three experts from the Department of Education Management, and Department of Measurement and Evaluation. University of Ilorin One main hypothesis and two operational hypotheses were formulated to guide the study. Inferential statistics of Pearson product moment correlation statistics was used to test the main hypothesis and operational hypotheses at 0.05 level of significance. The major findings showed that there was significant relationship between Job Description and performance of lecturers in universities in Kwara State. The findings also revealed that, there was significant relationship between research/publication and job performance of lecturers. There was significant relationship between community service and job performance of lecturers. There was high level of commitment to both teaching and publication with moderate level of involvement to community services by the lecturers in universities in Kwara State. Based on the finding, it was recommended that, adequate funds should be make available to lecturers for meaningful research and also for community service. This will contribute to improve the quality of education at higher levels. Also, this will assist greatly at ensuring lecturers' competency, improving academic excellence in schools and also assist lecturers to compete effectively in this constantly changing environment. A significant percentage of marks should be attached to Teaching as against publication in lecturers performance rating so as to enhance Students Academic Performance.

## Introduction

Education is seen as the sum total of processes through which an individual acquire knowledge, abilities, skills and behavior of positive value so as to be useful to Himself and to the society in which he lives. In view of the significant roles education plays in national development, it as been adjudged as the sword with which any country could conquer poverty, ignorance and simultaneously win prosperity in term of economic buoyancy, political transformation, social advancement and civilisation, No wonder, then, that great effort are geared towards the attainment of excellent in the sector.



Human resource becomes the major engine that drives the wheel of education in the school system. Teaching staff is seen as the basic ingredient of all school resources. Then, for tertiary education to actually attain its goals, lecturer's job description cannot be put aside with a wave of hand, as they have a great role to play on job performance.

Pages (1997) saw performance as action of person or group when given a teaching task. Job performance therefore, can be described as the duty task, function, obligation and responsibility of workers and the effective with which the work is carried out. In the same vein, Siegel (1996) identified four factors which are regarded as criteria of performance and these are productivity, accident rate, absenteeism and turnover. Siegel (1996) further stressed that the present or absent of each or all the criteria measured level of performance of a worker. Also, job performance according to Abdul (2002) has to do with result measurement and described performance measures as those ratings used in evaluating employees.

The description of the job expected from a lecturer is communication tool that is significant in institution's success. If it is poorly written, it could add to work place confusion, hurt communication and make the lecturers feel as if they do not know what is expected from them. A job description describes the job as it is being performed. In a sense, a job, description is a snapshot of the job as of the time it was analysed. Ideally they are written so that any reader, whether familiar with the job or not, "see" what the worker does, how, and why. What a lecturer does describes the physical, mental and intellectual of the job. How he deals with the methods, procedures, tools and information sources used to carry out the tasks.

Job description refers to the objectives of the work activities and this should be included in the job summary and in each task description. The job performance is measured by relating teacher behavior with the duties and responsibilities expected of them within the school system and which are crucial to the actualisation of educational objectives. The series of activities carry out by the lecturers can be used as a yard stick to determine their performance in the University of Education. Therefore, lecturer's job performance need to be thoroughly examined as these will in one way or the other have influence on student academic performances, even in the attainment of the educational aims, goals and objectives. One begins to wonder on the output of higher of education in Nigeria. It was observed that some of the graduates are deficient in their subject matter.

The teacher in any society according to Salami (1999) is the pivot on which the total education system rests. A good teacher must acquire the right knowledge and be certificated in his area of specialization and other allied discipline that give gives him thoroughly control of the subject. He must have the wisdom and understanding to make relevant curricular choice. He must be emotionally stable, be of sound mind, and must have good human relation that will guarantee a control of other peoples interest.



Therefore, job description as an essential element in lecturers' disposition must not be lacking in the way the lecturers performed their duties especially in teaching and learning in Nigeria tertiary institutions so that goals of education at this level can be ascertained.

## **Literature Review**

### **Job Description**

Susan (2000) stated that job descriptions are written statements that describe the duties, responsibilities, required qualifications and reporting relationships of a particular job. Job description are based on objective information obtained through job analysis, and understanding of competencies and skills required to accomplish needed tasks, and the need of the organisation to produce goods. Job descriptions clearly identified and spelt out the responsibilities of a specific job. They also include information about working conditions, tools, equipment used knowledge and skills needed and relationship with other positions. Well-written job descriptions help organisation employees, who must work with the person hired, understand the boundaries of the persons' responsibilities. People who have been involved in the recruiting process are likely to contribute to the success of the new employee co-worker. Developing job description is an easy way to involved people in an institution.

Susan (2003) noted that job description is a written record of work performed. They are designed primarily to communicate information on what is done and why it is done. Position requirements should be stated in a clear, concise and accurate manner. A job description is the basic tool used in the evaluation of positions. Susan (2000) explained job description to be a formalized document of factual and concise information descriptive of the identity of the job, its responsibilities and the work it entails. It is a written statement of what the job holder does, how it is done and why it is done. It should accurately portray job content, environment and conditions of employment. Job description usually includes the job title to be performed, characteristics of the job, authority and responsibilities. The author further noted that the description is used for selection of new employees in orientation and training and in appraisal process. Job descriptions serve the following purposes:

- i. To provide information about the job (the where and what) of a job so as to guide a job holder on what is expected of him.
- ii. It provides the basis of shared and common vision between a job holder and the superiors.
- iii. It provides the basis of determining objectives and setting performance targets.
- iv. The job descriptions serve as a guide to the job holders on what to report and where to seek help in solving problems.
- v. It is an important input for job specification and evaluation (job evaluation is



- concerned with determine the relative worth of each job) and is, therefore, a useful guide for wage decisions.
- vi. Effective definition of jobs can help direct energy, reduce job overlaps and conflicts and lead to improved individual and organisational performance and effectiveness.

Jimoh (2004) pointed out the need to eliminate job descriptions. The points raised to justify his move are

- (a) Job descriptions give registrars the right to stop thinking. At best, qualification based job descriptions are shortcuts to bad decisions. They do not describe the skills a person supposedly needs to have for doing the work. By not describing the real work that needs to get done, lots of time is spent looking for the wrong person. Understanding real job need is the primary tasks of managers. If managers are unwilling to spend time to clarify expectation before they hire someone, they should not be managers. Job description require unnecessary reporting and added technology, using job description requires more technology and more reporting to attract individual candidate applying for individual jobs. This is unnecessary. The emphasis in the early stage of sourcing be on attracting someone's attention, not reporting.
- (b) Job description exclude high potential candidate. Most job description list average skill and experience requirements. The best people tend to have less experience or different experience. But they are more than make up for this with potential and talent. Since on line job description are boring and exclusionary, few of the best performers will apply. Even if they do apply, the person doing the screening will consider the person too light. For his reason alone, job description listing absolute levels of skills and experience should be banned.
- (c) Job description do not predict on the job performance. A person can posses all of the skills, experience, teaching background and academic qualification listed in the traditional way and still not be able to achieve the result desired. This could be for a variety of reasons; including the person is bored or the person took the job for wrong reasons. Whatever the reasons, it's far better to prepare a high level overview of the job with a quick description of the challenges and big project. These types of performance based job description will quickly broaden the pool of top people applying.

#### **Lecturers' Job Performance**

Ijaiya (2004) explained that examination is a way of determining to a greater extent, the level to which a school is able to achieve its educational objectives which includes not only with a good grade but also possessing all other attributes of positive values that the process has to offer. Performance measurement is the basis of any good management system. Griffin (2002) defined job performance as a means of making the right decisions



and successfully implementing and relating them to the output of the job and what the staff actually achieves. Mullins (2005) viewed job performance as the ability to survive, adapt, maintain and grow regardless of the particular objective to be fulfilled. Job performance must be related to the achievement of some purpose, objectives of the process of management and the execution of work. Ezeali (2011) described job performance as the accomplishment of the set goals and objectives over a period of time. Verspoor (2004) identified three factors as criteria for performance and these are students examination result, absenteeism and turn over. Performance could be an act of accomplishing and executing given task. It could also be defined as the ability to combine skillfully the right behaviour towards the achievement of organisational goals and objectives. Oluhukwu (2000) expressed that performance is a resultant effect of physical, financial and human resources. Performance measures according to Abdul (2000) can be referred to as those rating used in evaluating academic staff which include teachers' performance, rate of given extra-lesson to students, teacher-students relations and student' academic performance. Lecturers' job performance is measured by relating teachers' behavior with the duties and responsibilities expected of them within the school system and which are crucial to the actualisation of set objectives. The role of the teacher in the achievement of educational goals and objectives is crucial. This is because they initiate and facilitate the teaching/learning process. Pan (2003) stated that one of the most important potential agents of change in any national system of schooling is its teachers. Verspoor (2004) is of the view that teachers are at the heart of any quality improvement strategy. For the teacher to be productive, adequate attention must be given to job satisfaction and the enabling environment that will improve teacher's performance.

Abdul (2002) was of the opinion that performance is result of input and that performance measures are rating used to evaluate employee. The author stated that "the only true measure of an individual's effectiveness on the job is his or her value to the organization and this is through job performance". Teacher's job performance implies that there is a maximized qualitative and quantitative performance, which fosters and is measured through student's maximised performance or output on the part of the teacher using all available resources within his reach and geared towards the attainment of goals and objectives in a school system. The lecturers are the initiators and facilitators of teaching and learning activities and they acts as agents in higher institutions and because of these roles they perform, they can be regarded as the heart of quality improvement strategy (Verspoor, 2004). It, therefore, follows that if lecturers are to be made productive, due attention must be placed on enabling environment that can boost and improve their job performance. Siegel (1999) identified four factors which are regarded as criteria of performance and these are productivity, accident rate, absenteeism and turnover. The author further stressed that the presence or absence of each or all of the criteria measured level of performance of a worker.



Mustapha (1995) was of the opinion that the teacher's job performance is an index used to describe teachers effectiveness and efficiency with regards to the relationship between the characteristics of teachers', teaching acts and the effects they have on the educational outcomes through classroom, teaching. In the same vein, Ohuchukwu (2000) expressed that effective job performance is a resultant effect of the interplay of three types of resources and they include physical, financial and human resources. The author opined that in order to enhance job performance and improve productivity, human behavior must be well understood and affected positively. Reference was made to expectancy theory of job performance, by saying that motivation to work is largely determined by an individual perception that a certain type of behavior would lead to a certain outcome.

Ologbonsaiye (2015) discussed the concept of educator plateau, or career stalling. The plateau is the ultimate change that occurs in teaching. It is a situation where the teacher or administrator, after experiencing a long period of career stability, experiences a reduction of enthusiasm and satisfaction from his job. This dissatisfaction has negative impact on the organisation and reduces its ability to achieve its educational goals. The author suggested that the staff development professional could be called upon to develop an intervention strategy to counteract the problem. This strategy consists of seven steps:

First, there is needed to be recognition that Plateau is a normal phenomenon. Teachers once they obtain tenure usually do not have the mind that they can go further to advance within their ranks. Second, there should be a reduction of focus on promotion as the major indicators of success. There are too many people struggling for a few promotion slots to make it feasible for the majority to ever get promoted. Instead of staff development, personnel should emphasize alternative indicators of success such as intrinsic rewards and job satisfaction. Third, teachers and administrators need assistance in moving through career transitions. Fourth, an increase in job satisfaction through an increase in role efficacy has been shown to improve a teacher's emotional well being. If a teacher's effort is offered, positive feelings of self-efficacy will increase. The fifth suggestion to staff development is to allow employees to have opportunities to have some of their health related concerns met at work. Healthier employees are less susceptible to plateau than less healthy employees. Sixth, provide the employee with a supportive supervisor, one who values the efforts and ideas of the employee. Finally, motivate the employees who feel that they vital, important and contributing member of the organization. Feel better about themselves and the job role.

Abdul (2000) contend that the knowledge of teacher's attitude towards diverse learners is important because these attitudes "shape the interpretation teachers make of their classroom experience". The knowledge teachers gained from their own experience as



students' shapes their attitudes toward teaching and learning. Job performance according to Abdul (2002) has to do with result measurement and he described performance measures as those ratings used in evaluating employee. Also claimed that the only true measure of an individual effectiveness on the job is value to the organization and this is determined through job performance.

Ijaiya (2004) asserted that performance of academicians is determined by effective teaching measured by students 'academic performance in examinations, punctually at school and class, given extra lesson to students, contributions to the progress of the school through participation in co-curricular activities and committee assignment as may be given by the head. In this regard, the variables for lecturers' performance could be seen through lesson preparation, mastery of subject matter, teachers' commitment to job, coverage of syllabus, use of instructional material, effective supervision, effective monitoring of students work, class control, relationship with students, colleagues and the school authority.

### **Statement of the Problem**

The Federal Government of Nigeria in the National Policy on Education (2013) states that the goal of tertiary education is to produce quality graduates that will raise the standard of every aspect of National development. The quality of university graduates could depends on the quality of lecturers. The effectiveness of Nigerian universities measured interm of students academic performance is expected to be attained through efficiency of the lecturers which could also be measured interms of their job performance. Lecturers in Nigerian universities are expected to perform three major duties as their job description. These are: Teaching, Research and community services.

Past researchers have worked on indicators of performance in Nigerian universities. Authors like Ologbonsaye (2015) researched on Welfare services as determinant of lecturers' job performance in Kwara state University autonomy and sustainability of Higher education in Nigeria. Ejiogu (1987) worked on Demo critization of Administrative process in Nigeria Universities. The aforementioned researchers focused on effectiveness of university system in Nigeria through lecturers without relating job description to lectures' performance most especially in universities in Kwara state. It is an attempt to full this gap that this study however investigates the relationship between job Description and lecturers' performance of universities in Kwara State.

### **Methodology**

Descriptive survey method is suitable design for this study, in view of the fact that it allows the researchers to make careful record of what to be observed, in such a way that information obtained from a representative sample of the population were analysed. The independent variable is job description, while the dependent variable is performance of lecturers.



The population for this study consisted all the lecturers of the universities in Kwara State which comprises 1,036 academic staff of University of Ilorin, 417 academic staff of Kwara State University (Malete) and 132 academic staff of Al-Hikimah University in Kwara State. Stratified random Sampling technique was used to select 362 from University of Ilorin, 146 from Kwara State University, and 47 from Al- Hikima University. The total number of the entire respondents that were selected was 555 out of 1585 represented 35 % that would serve as Sample. The major research instrument used for this study was a structured questionnaire designed to elicit information from the respondents.

Two questionnaires were designed for this study, the first was titled Job Description Questionnaire (JDQ), and was divided into section A and B, section A contained personal information of the respondents, while section B contained items which was used to measure the influence of Job Description. The second questionnaire was entitled: Lecturers Job Performance Questionnaire (LJPQ). The rating scale that was used for Job Description questionnaire follow the Likert scale pattern. The research instrument (Questionnaire) was validated by three (3) experts from the Department of Educational Management and Department of Measurement and Evaluation, University of Ilorin. Corrections were made and effected by the researchers before the final administration of the instrument (questionnaire) in order to ascertain its content and construct validity. Reliability is the ability of an instrument to produce consistent result when administered repeatedly; it is the degree of consistency of instrument. In this research, the test-retest method was used, the instrument was initially administered on 20 academic staff, after two weeks the same group of respondents were given the same instrument again, and the result of the two administrations were compared to establish the reliability co-efficient of 0.72.

The data collected were subjected to analysis using SPSS package of the computer unit. Descriptive statistics of frequency and percentages was used to answer the research questions while the formulated research hypotheses were tested with the use of inferential statistics of Person product-moment correlation statistics at 0.05 level of significance.

### Research Questions

In view of the variables in this paper, three research questions were raised. They are:

1. What is the level of lecturers' performance in universities in Kwara State?
2. What is the rating of lecturers' commitment to research and publication in universities in Kwara State?
3. What is the level of involvement of lecturers to community services in universities in Kwara State?



### Research Hypotheses

Three hypotheses were generated for the study

1. There is no significant relationship between Job discription and lecturers performance in Universities in Kwara state.
2. There is no significant relationship between Research/Publication and lecturers' Job performance in Universities in Kwara state.
3. There is no significant relationship between lecturers' commitment to community services and their job performance in Universities in Kwara state.

### Results and Discussion

**Research Question 1:** What is the level of lecturers' job performance in Universities in Kwara State?

Table 1: Level of Lecturers' Job Performance

| Responses | frequency | percentage (%) |
|-----------|-----------|----------------|
| Low       | 20        | 3.6            |
| Moderate  | 138       | 24.86          |
| High      | 397       | 71.54          |
| Total     | 555       | 100            |

Table 1 Revealed that 138 of the respondents representing 24.86 percentage agreed that level of Lecturers' Job Performance was moderate. 20 of them (3.6%) believed that the level was very low in Universities in Kwara State while a total of 397 respondents representing 71.54% agreed that the level of performance measured interm of teaching, and co-curricular activities was very high. This shows that lecturers that are highly committed to teaching with adequate numbers of research and publication were given promotion to the next rank and status in universities in Kwara State. The reason that could be adeuced for respondents with low level might be as a result of the fact that promotion to the rank of Associate Professor and professorial cadre are based on existing vacancy which are often advertised for. These positions do not only limited to the numbers of publication but also depends on vacancy for the cadre in the concerned department.

**Research Question 2:** what is the rating of lecturers' commitment to Research and Publication in universities in Kwara State.

Table 2: Rating of lecturers commitment to Research and publication.

| Variable | Responses | percentage (%) | cumulative frequency |
|----------|-----------|----------------|----------------------|
| Low      | 25        | 4.5            | 25                   |
| Moderate | 130       | 23.4           | 155                  |
| High     | 400       | 72.1           | 533                  |
| Total    | 558       | 100            |                      |



Result in table 2 indicated that 400 respondents from 555 representing 72.1% agreed that level of lecturers' commitment to research and publication was high 130 of them representing 23.4% said it was moderate while 25 of the respondents believed that level of commitment of lecturers to research and publication was low. The reason that could be deduced for the high level of commitment of lecturers in universities in Kwara State might be due to the fact that Nigerian universities attached much premium and rating for research and publications as criteria for promotion to the next level of cadre. Lecturers' on professorial cadres may not so much commitment to publication and this may accounts for respondents with low rating of 4.5%.

### Research Question 3: What is the level of involvement of lecturers to community services?

Table 3: Involvement of Lecturers to Community Services in Universities in Kwara State.

| Variable | Responses | percentage (%) | cumulative frequency |
|----------|-----------|----------------|----------------------|
| Low      | 30        | 5.4            | 30                   |
| Moderate | 380       | 68.5           | 410                  |
| High     | 145       | 26.1           | 555                  |
| Total    | 555       | 100            |                      |

Table 3 shows that majority of the of the respondents (380) representing 68.5% rated the level of involvement of lecturers' to community services moderate in Universities in Kwara State. This rating might be unconnected with the absence of financial inducement for lecturers to community services. However, lecturers' still show a significant importance to it as part of their duties and responsibilities to their immediate communities and environments.

### Hypotheses

Ho: There is no significant relationship between job description and lecturers performance in Universities in Kwara State

Table 4: Correlation Analysis of job description and lecturers performance.

| Variables                 | N   | $\bar{X}$ | SD   | df  | calculated r-value | P-value | Decision    |
|---------------------------|-----|-----------|------|-----|--------------------|---------|-------------|
| Job Description           | 555 | 34        | 2.16 | 555 | .412               | 0.01    | Ho Rejected |
| Lecturers job performance | 555 | 33        | 2.75 |     |                    |         |             |

Table 4 shows that the P-value of 0.01 is less than .05 level of significance for 555 degree of



freedom. Hence, the null hypothesis which states that there is no significant relationship between job description and lecturers' performance is rejected. It therefore, means that job description has a positive relationship with lecturers' performance. A lecturer who is well abreast of what is expected of him will definitely perform better. Well-written job descriptions help organisation employees, who must work with the person hired, understand the boundaries of the persons' responsibilities. The interpretation of this is that Job Descriptions enable lecturers to understand duties expected of them and hence improve their performance.

**H1: There is no significant relationship between research/publication and lecturers job performance in universities in Kwara State.**

Table 5: Correlation Analysis Research/Publication and Lecturers Job Performance.

| Variables                 | N   | X    | SD   | df  | calculated r-value | P-value | Decision    |
|---------------------------|-----|------|------|-----|--------------------|---------|-------------|
| Research and publication  | 550 | 29.9 | 2.62 | 553 | .367               | 0.02    | H1 rejected |
| Lecturers job performance | 550 | 32.7 | 2.78 |     |                    |         |             |

As indicated in Table 5. The P-value of 0.02 is less than 0.05 level of significance and the null

hypothesis which states that there is no significant relationship between job description and lecturers' commitment to publication is rejected. This study therefore in its findings found a significant relationship between the two variables. There is positive correlation between job description and lecturers' publication performance. Lecturers are expected to undertake quality research including a record of refereed publications demonstrating scholarly and professional achievement and/or significant experience in the relevant discipline area. Quality of publication from research work leads to professional reputation and prestige, higher income and better scholarship. Therefore, lecturers' promotion depends on the quality of publication.

Furthermore, when authorities of higher institutions are looking for academically qualified persons to fill prestigious professional chairs, they turn to publication for guidance (Gbadeyan, 2007). Lecturers with well published academic paper will have significantly more offer at universities. Lecturers who are good in research are also good in teaching because the research process allows them to bring a critical vitality to the classroom without much relationship with job description.

**H2: There is no significant relationship between lecturers commitment to community services in universities in Kwara State.**



Table 6: Lecturers' Commitment to Community Services in Universities in Kwara State

| Variables                 | N   | X    | SD  | df  | calculated t-value | D-value | Decision     |
|---------------------------|-----|------|-----|-----|--------------------|---------|--------------|
| Community Services        | 550 | 30.5 | 2.9 | 553 | 315                | .003    | 112 Rejected |
| Lecturers job performance | 530 | 32.6 | 2.8 |     |                    |         |              |

Table 6 shows that the P-value of 0.03 is less than .05 significant level with 553 degree of freedom. This means that operational null hypothesis which states that there is no significant relationship between job description and lecturers' community participation performance is rejected. This implies that universities integrate into their immediate locality, which is their primary and external constituency. Among the means of integrating themselves are providing adults or consulting education programmes, seeking solutions to Nigerian's current pressing problems, public enlightenment campaign on government policies, consultancy programmes on mobilisation of government projects such as roads, water, electricity and provision of extension service.

The findings also agreed with Gbadeyan (2007) that lecturers' serves as resources persons in seminars, conferences and workshops organized for the general public or professional bodies. The others roles that are intimately tied to the programmes needs and aspiration of the immediate community are moderating and marking Senior Secondary Certificate Examination scripts. Lecturers perform these duties along with other relevant programmes with much relationship with the community.

#### Summary of Findings

The findings of this study revealed higher degree of lecturers' commitment to both teaching, research and publication with a moderate level to community services in Universities in Kwara state. The findings also indicated teaching, research publication and community services are determinants of lecturers job performance which are expected to induce Students Academic Performance. The results shows a positive and significant relationship between measures of job Description and lecturers job performance in Universities in Kwara state.

#### Conclusion

Lecturers job description is very vital to University as a formal organization. This is a written documents that provide information on duties, task and responsibilities expected of academic staff in Nigerian universities. This gives direction to staff on how effective they should perform the assigned duties of teaching, research and community services. Lecturers strive high on their responsibilities as prescribed for them because it



is basis for their performance rating and promotion. Thus the study revealed a strong and positive relationship between Job Description and lecturers Job performance.

### Recommendation

In view of findings and conclusion, it could be recommended that adequate funds be made available to lecturers by the University authorities to be able to conduct a meaningful research. Universities should lay much emphasis on teaching rather than publication in the performance rating and promotion. Allowances should also be given to academic staff to be more committed and involved in their community service programmes.

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