

Managerial Factors, School Security as Correlates of Academic Staff Job Effectiveness in Colleges of Education in Niger State, Nigeria

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Abstract: *The study examined the managerial factors, school security and academic staff job effectiveness in Colleges of Education in Niger state, Nigeria. The study adopted descriptive research design of the correlational type. The population of the study comprised 926 academic staff in public Colleges of education in Niger state as at year 2024 of carrying out this study. The sample for the study was 615 academic staff selected from 2 Colleges of Education in Niger state, Nigeria. Multistage sampling procedures, involving simple random sampling technique and proportionate random sampling technique were used to select the sample for this study. Two sets of instruments tagged “Managerial Factors School Security Questionnaire (MFSSQ) and Academic Staff job Effectiveness Questionnaire (ASJEQ) were used for the study. The instruments were validated by experts in the field of test and measurement as well as Educational Management that ensured the face and content validity of the instruments. The reliability coefficients of 0.78 were obtained for the MFSSQ and 0.85 for the ASJEQ. The data were analyzed using both descriptive and inferential statistics. All the hypotheses formulated were tested at 0.05 level of significance. The study revealed that the level of academic staff job effectiveness was high in Colleges of Education in Niger state Nigeria. The study equally revealed that the commonly used managerial factors in the Colleges of Education in Niger state were delegation of duties, committee system and decision-making. There was significant relationship between managerial factors, school security and academic staff job effectiveness in Colleges of Education in Niger state, Nigeria. Also, it was revealed that managerial factors made significance contribution to academic staff job effectiveness in Colleges of Education in Niger state, Nigeria. Based on these findings, the study recommends that the College authorities (Deans and HODs) should sustain the current high level of academic staff job effectiveness through the use of appropriate managerial factors. College authorities should always ensure that college environment that is secured for both lecturers and students for teaching, learning and research activities to take place among others.*

Keywords: Managerial Factors, School Security, Academic Staff Job Effectiveness

INTRODUCTION

Colleges of Education have a statutory duty of raising middle and high-level human resources for national transformation. This is in addition to providing intellectual training in the basic sciences and the liberal arts. They are also expected to equip students with skills and competencies that they require to work at the end of their study. The goals of Colleges of Education according to the FRN (2014):15 in National Policy on Education shall be to: contribute to national development through high level manpower training; develop and inculcate proper values for the survival of the individual and society; develop the intellectual capacity of individuals to understand and appreciate their local external environment; acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful member of the society; promote and encourage scholarship and community service; forge and cement national unity and; promote national and international understanding and interaction. The above goals are to be pursued through teaching, research and community services. This may be through virile staff development programmes, generation and dissemination of knowledge, a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, among others. Colleges of Education, both conventional and specialized are among the various categories of tertiary institutions in Nigeria.

Essentially, Colleges of Education are to provide full-time courses in teaching, instruction and training and to conduct courses in education for qualified teachers. Anikweze (2000) noted that Colleges of Education were to produce highly qualified non-graduate professional teachers for the Primary and Junior Secondary levels of education in Nigeria. There are government and private Colleges of Education, Modebelu (2012) opined that government (public) Colleges of Education are independent institutions of higher learning designed for teaching and learning that are established and managed by the government while private Colleges of Education are owned and managed by individuals or corporate bodies. In the context of this study, government owned Colleges could either be federal or state institutions of higher learning equipped for the pursuance of National Certificate in Education (NCE) and other related certificates which could be through the positive effort of her academic staff. To ensure Colleges of Education products attain the broad goals of tertiary education, as well as, ensure quality in the preparation of teachers, relevance and professionalism, there is need for effectiveness of academic staff.

Academic staff in Colleges of Education constitutes one of the major and most important human resources in education (Ofojebe & Chukwuma, 2015). According to the National Commission for Colleges of Education (2004), Colleges of Education are responsible for instructional delivery (teaching and learning activities) that goes on in the classroom and also have direct contact with learners. They also implement educational policies and the curriculum at the classroom level. Without the academic staff, it will be difficult to attain both instructional and educational objectives. For this reason, the Federal Republic of Nigeria in the National Policy on Education (2014) recognized the importance of teachers and states that: no nation can rise above the quality of her teachers.

Academic staff job effectiveness could be categorized into three major areas which are teaching, research and community services Adebayo (2023), Adebayo & Olofinniyi (2023) and (Adepoju and Akinola, 2007). In this study, attention is only on teaching and research. The teaching aspect includes all instructional duties such as mastery of subject matter, class attendance, time management, meeting deadlines in setting and submission of examination questions, marking and returning of script of continuous assessment and; release of examination results. The research also involves number of publications in recognized journals, chapter contributions in a reputable book of reading, number of researches carried out (individual and group), conference and workshop attendance by an academic staff.

Instructional duties (teaching) are seen as any responsibility related to classroom instruction, the instructional programme or the implementation of the standard course of study regardless of whether it occurs during the regular school day or at other time. Pounder (2000) opined that instructional duties include lesson planning, curriculum development, evaluation of students' work, monitoring and supervision of students, meeting with students and/or parents, classroom management, professional development, departmental or school meetings and the likes. Instructional duties of the teacher centred on curriculum delivery in the school system which is one of the major variables to measure how effective the teacher is in the school.

Also, academic staff builds strong relationships with students that cultivate them socially as well as intellectually. They also work collaboratively with other staff and administrators to create a culture of excellence and active encouragement to align lecture plans. Academic staff members of colleges of education fill the gap in student learning, and address issues that impede academic success and strengthen trust-based relationships with families to help bridge a student's home and school life. According to Husseina (2015) poor quality of teaching makes it impossible for students to achieve worthwhile education objectives and outcome to the best of their abilities. Therefore, academic staff members are supposed to get current and adequate information through recent publications and research findings before teaching can be properly done. Lectures ought to be adequately prepared for; punctuality to class has to be emphasized. Sufficient knowledge of subject matter ought to enable lecturers teach with confidence. The Lecturers in Colleges of Education are to be sensitive to the individual differences among the learners.

However, it appears that many academic staff in Colleges of Education in Niger State do not prepare well for lectures and this results in poor curriculum delivery as reflected in the mastery of subject matter. Some are often absent from classes without official permission. It seems some do not create time to check students' work and mark their assignments promptly. Also, it seems most lecturers do not pay keen attention to class management during lecture delivery. This perhaps may be as a result of kind of training acquired by the lecturers.

Furthermore, researcher observes that the academic staff in the area of regularity in class, morale, delivery of lectures and prompt release of students' results seems to be generally poor. Many academic staff seem to attribute their ineffectiveness to Dean and Heads of Departments leadership style, low salary structure, inadequate provision of facilities, poor teaching aids, unconducive environment, poor training and re-training programme for skill acquisitions and

improvement and so on. There are also instances of some academic staff of Colleges of Education who are in the habit of delaying the marking and grading of their students examination scripts as reported by head of department. It usually takes these crops of academic staff months to mark the examination scripts of their students and forward the results to the appropriate authority. Many at times, this development had contributed to the delay in prompt processing of students' examination results to the appropriate authority. There are reported cases of some academic staff that employ the service of students for marking and grading of examination results.

Research is about the creation of new knowledge or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies, understandings inventions and applications of this knowledge. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes (Mustapha, 2014). Academic staff in Colleges of Education in North-Central appears not to be investigating much into series of problems relevant to social needs and other area of importance that could impact the nation positively. These researches work has to be credible through making enough publication in journal and presentation of paper at national and international conferences, engagement in technical reports and consultancy services, contribution in textbook and review of research articles. It seems academic staff pays little or no attention to this area despite its significance in earning them periodic promotion and academic progression. The researcher equally observes group and individual research seems to be going into extinction that could stimulate innovations and discovery in the society.

However, all these observed problems in lecturers' job could be attributed to various managerial factors operated by the Deans and Heads of Departments as they manage one of the sensitive portions of Colleges of Education system. Effectiveness of academic staff of colleges of education seems to rest on the shoulder of the Deans and departmental heads that are the sub-set of the entire College management.

Managerial factor is viewed as the method used by lower College managers (Dean of Schools and Heads of Departments) to perform their duties effectively towards achieving the goals of Colleges of Education system (Peretomode, 1991). These factors according to Abiodun-Oyebanji, (2018) include capacity building, delegation of duties, human relations, committee system, decision-making and teamwork. These factors could be pertinent in the achievement of high academic staff job effectiveness.

Insecurity is not new to Nigeria. However, it becomes more alarming due to its reoccurrence within the education system in the recent time. Insecurity in schools that affects safety of life and property spread across all parts of the country such that it raises question on the primary responsibility of government. This is happening against the background of low school enrolment and widespread illiteracy in addition to the need to develop the education sector. Perhaps Audu and Mohammed (2014) are right to have conceived security as any mechanism devised to alleviate the most serious threats that prevent people from pursuing their cherished values. Adding voice to this, Akin (2008) conceived security as the situation that exists as a

result of the establishment of measures for the protection of persons, information and property against hostile persons, influences and actions. It is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties. Ogunleye, Adewale, Alese and Ogunde (2011) asserted that security embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence. This may perhaps reduce the effectiveness of academic staff in colleges of education across the study area.

Statement of the Problem

The realization of the entire goals of Colleges of Education could be possibly attributed to how effective the lecturers are carrying out their instructional duties (mastery of subject matter, curriculum delivery, classroom management and control, lesson note preparation, regular class attendance of lecturers and lecturers' assessment of student academic performance) and research.

However, it appears some lecturers do not prepare and teach with assessed lecture note as professionals. Many of them fix their lectures against the College official time table as reported by the students. Some are often absent from classes without official permission while some do not create time to check students' work and mark their assignment according to the views of the according to the opinion of HOD. High level of indiscipline is also noticed among them. Some did not deliver lecture in an interesting manner maybe as result of lack of technical knowhow. Most of them are not using ICT to teach probably because they are not internet compliance as reported by their students. Perhaps they are not exposed to the requisite training needed on the job. There are reported cases of lecturer using students to mark examination scripts which may have jeopardized objectivity in the award of marks and on many occasions have led to late release of students' result.

Moreover, it seems some academic staff of Colleges of Education in North-Central are not paying close attention to research (individual and group) that can lead to publications of journal articles and chapter contribution in books of reading. It appears they are not sharing knowledge as expected by organizing academic conference and workshop that can earn them periodical promotion. This has not assisted the academic staff to positively influence the entire College and contribute meaningfully to the existing knowledge. If the managerial factors in operation by the College authorities (HOD and Deans) in piloting the affairs of the departments and schools in area of capacity building, delegation of duties, human relations, decision-making, committee system and teamwork including school security are well utilized, it may Perhaps improve academic staff job effectiveness.

Purpose of the study

The main purpose of this study is to investigate the relationship between managerial factors, school security and academic staff job effectiveness in Colleges of Education in Niger state, Nigeria. The specific objectives of the study were to:

1. determine the level of academic staff job effectiveness

2. identify the managerial factors used by college authorities
3. examine the relationship between managerial factors and academic staff job effectiveness
4. examine the relationship between school security and academic staff job effectiveness
5. examine the contribution of managerial factors to academic staff job effectiveness

Research Questions

The following research questions were raised to guide the study:

1. What is the level of academic staff job effectiveness in Colleges of Education in Niger state, Nigeria?
2. What are the common managerial factors in Colleges of Education in Niger state, Nigeria?
- 3.

Research Hypotheses

The following hypotheses were formulated for the study

1. There is no significant relationship between managerial factors and academic staff job effectiveness in Colleges of Education in Niger state, Nigeria
2. There is significant relationship between security and academic staff job effectiveness
3. Managerial factors will not make significant contribution to academic staff job effectiveness

METHODOLOGY

The descriptive research design of the correlational type was adopted for this study. A correlational research design investigates the relationship between variables without the researcher controlling or manipulating any of them. The population of this study consisted of all the academic staff of public (government) owned Colleges of Education in Niger state of Nigeria. There are two (2) government owned colleges of education in Niger state of Nigeria, as at March, 2024. There are nine hundred and twenty-six (926) academic staff in the Colleges of Education in Niger state.

The sample for this study comprises of five hundred and fifty-five (555) academic staff and sixty (60) College authorities to make a total of six hundred and fifteen (615) respondents. The academic staff and college authorities were selected using Multi-stage sampling procedures. At the first stage, simple random sampling technique was used to select two colleges of education in Niger state. The second stage involved the use of simple random sampling technique to select six (6) Deans and twenty four (24) HODs from each College of Education which adds up to sixty (60) Deans and HODs. The final stage involved the use of proportionate random sampling technique to select five hundred and fifty-five (555) academics from two (2) Colleges of Education. In all six hundred and fifteen (615) academic staff were used for the study.

Two self-designed instruments were used to collect relevant data for the study. These are Managerial Factors Questionnaire (MFSQ) for academic staff and Academic Staff Job

Effectiveness Questionnaire (ASJEQ) for College authorities. The Managerial factor and School Security Questionnaire (MFSQ) for academic staff was used to elicit information from the academic staff in the sampled Colleges of Education. MFSQ contained two sections: Section A seeks information on demographic data and section B seeks information on managerial factors like capacity building, human relations, decision-making; delegation of duties, committee system and teamwork and school security. For each of the items, the respondents responded on a modified 4-point Likert-type scale as a Strongly Agree 4 Points, Agree 3 Points, Disagree 2 Points, and Strongly Disagree 1 Point.

Academic Staff job Effectiveness Questionnaire (ASJEQ) is for the college authorities (Deans and HODs). ASJEQ contained three sections; section A seeks demographic information of the respondent. Section B seeks information on academic details of the academic staff assessed. Such pieces of information include name, department and status. Section C contained the rating of job effectiveness of academic staff on teaching and research. For each of the items, the respondents responded on a modified 5-point Likert-type scale as excellent 5 Points, very-good 4 Points, good 3 Points, fair 2 Points and poor 1 Point.

The experts also reviewed the items in terms of clarity to ensure that all the terms that could confuse the respondents were expunged. The experts ensured that the remaining items in the instruments were true representative of the contents specified by the concepts in the study. Necessary corrections and restructuring based on their comments, modification and recommendations were made. The final instruments were considered to have met the face and content validity requirements. The reliability coefficients of 0.78 were obtained for the (MFSQ) and 0.85 for (ASJEQ). These correlation coefficients were high enough for the study and hence the instruments were considered to be reliable for the study.

The instruments were administered by the researcher with the help of four trained research assistants. The researcher trained the research assistants used in the administration of the instruments. The researcher ensured that the respondents were met personally and this enhanced better understanding of the items in the instruments. The data collected for the study were analyzed using both descriptive and inferential statistics. The descriptive statistics include percentage, frequency counts, means and standard deviation, to answer the research questions. Pearson Product Moment Correlation was used to test hypotheses 1 and 2 while Multiple Regression was used to test hypothesis 3. All the hypotheses formulated were tested at 0.05 level of significance.

RESULTS AND DISCUSSION

Analysis and interpretation of data constitute the focus of this section. These were done simultaneously with the discussion of findings. The research questions were answered using frequency count and percentages, mean and standard deviation while the testing of hypotheses were done using Pearson Product Moment Correlation and Multiple Regression Analysis at 0.05 level of significance.

Research Question 1: What is the level of academic staff job effectiveness in Colleges of Education in Niger state, Nigeria?

In an attempt to answer this questions, response to item 1-24, section B of the ASJEQ, were subjected to frequency count, percentage scores and mean scores. The total score on all variables were obtained together with the mean scores of each. The mean score was rated as low, moderate and high. Mean Score that fell below 2.00 – 2.49 was rated as low, 2.50 – 2.99 was rated as moderate and mean score between 3.00 – 3.77 was rated as high. The result obtained is presented in table 1 below.

Table 1: level of academic staff job effectiveness in Colleges of Education

S/N	Job Effectiveness	Excellent		Very Good		Good		Fair		Poor		Total score	Mean Score	Decision
		N	%	N	%	N	%	N	%	N	%			
1	Teaching	205	36.90	232	41.76	74	13.32	24	4.31	21	3.71	2241	4.04	High
2	Research	96	17.31	149	26.85	265	47.73	33	5.88	12	2.23	1949	3.51	High
	Total	301	54.21	381	68.61	339	61.05	57	10.19	33	5.94	4190	7.55	High
	Average	150	27.10	190	34.30	169	30.53	28	5.10	16	2.97	2095	3.77	High

Table 1 showed the level of academic staff job effectiveness in Colleges of Education, Nigeria with regards to teaching and research. The result shows that 205 (36.90%) of the academic staff were rated Excellent on items that measured teaching, 232 (41.76%) were rated very good, 74 (13.32%) were rated good while 24 (4.31%) and 21 (3.71%) of the respondents were rated fair and poor respectively. In term of research, 96 (17.31%) of the respondents were rated excellent, 149(26.85%) were rated very good, 265 (47.73%) were rated good while 33 (5.88%) and 12 (2.23%) were rated fair and poor respectively.

The table showed that academic staff job effectiveness was rated high in term of teaching with an average mean score of 4.04 representing 80.80 percent while in research, they were rated high with an average mean score of 3.51 which represents 70.20 percent. In all, the level of academic staff job effectiveness was rated high with an average mean score of 3.77 which represents 75.40 per cent. Hence, the level of academic staff job effectiveness was high during the period investigated.

Findings from this study showed that the level of academic staff job effectiveness was high in the Colleges of Education in Niger state, Nigeria. This implies that the academic staff discharged their professional duties as expected of them, especially in the area of teaching and conducting research. This finding aptly justifies the observation of Brennan (2001), that for any tertiary institution to live up to the expectation of producing highly skilled labour and research output to meet the perceived economic needs, building new institution of civil society, encouraging and facilitating new cultural value and training, socializing member of new social elite, the job effectiveness of academic staff must be handled with special interest.

Research question 2: What are the common managerial strategies in Colleges of Education in Niger state, Nigeria?

In order to answer this question, responses on items 1-40 in Section B of “Managerial factors Questionnaire” were subjected to statistical analysis involving frequency counts, percentages and mean. The mean scores were, therefore, used in ranking the strategies in order to identify the commonly used ones. The result is presented in table 2.

Table 2: Commonly used managerial factors by the Heads of Departments in Colleges of Education

Managerial Factors	SA	%	A	%	D	%	SD	%	Total Score	Mean score	Relative position
Capacity building	203	36.58	289	52.07	45	8.108	18	3.24	1931	3.48	4 th
Delegation of duties	248	44.68	247	44.5	33	5.946	26	4.68	1973	3.55	1 st
Human relation	199	35.86	290	52.25	56	10.09	11	1.98	1930	3.48	4 th
Committee system	208	37.48	253	45.59	32	5.766	60	10.81	1961	3.53	2 nd
Decision making	222	40.00	276	49.73	45	8.108	12	2.16	1944	3.50	3 rd
Team work	194	34.95	341	61.44	18	3.243	3	0.54	1879	3.39	6 th
Total									11619	20.93	
Average									1936	3.49	

Table 2 presents the various managerial factors used by managers in the Colleges of Education in North-central Nigeria. Using a criterion mean score of 3.00 for the rating scale, the result shows that all the items had mean scores above the cut-off point. Ranking the factors, the table indicates that the commonly used managerial strategy in Colleges of Education is delegation of duties (mean=3.55). This is closely followed by committee system (mean=3.53), decision-making (mean=3.50), capacity building (mean=3.48), and human relation (mean =3.48), while teamwork (mean=3.39) is the least in the ranking order. Thus, the commonly used managerial factors in Colleges of Education are delegation of duties, committee system and participatory decision-making.

Finding from the descriptive analysis equally revealed the common managerial factors in the Colleges of Education in Nigeria that always facilitates job effectiveness, were delegation of duties, committee system and participatory decision-making. This implies that authorities in the colleges often delegate tasks and corresponding authority to subordinates, make good use of committee system and allow participatory decision making. This finding could be premised on the increasing understanding among educational managers on the need to involve people in the administration of the schools and motivate them to give the best of themselves to the organization. This finding confirmed Peretomode (2003) position that successful management rests on technical, human and conceptual skills.

Testing of hypotheses

Hypothesis 1: There is no significant relationship between managerial factors and academic staff job effectiveness in Colleges of Education in Niger state, Nigeria.

In testing this hypothesis, responses to items 1-40 Section B of MFSQ, and items 1-24 Section C of the ASJEQ were subjected to statistical analysis, involving the use of Pearson Product Moment Correlation at 0.05 level of significance. The result obtained is presented in Table 3.

Table 3: relationship between managerial factors and academic staff job effectiveness

Variables	N	Mean	SD	r-cal	p-value
Managerial factors	555	139.6000	14.2840	0.475	0.000
Academic staff job Effectiveness	555	90.4800	5.3150		

Table 3 shows r-cal. as 0.475. The result is significant ($p\text{-value} < 0.05$) and the null hypothesis was rejected. Hence, there was a significant relationship between managerial factors and academic staff job effectiveness. The relationship between managerial factors and academic staff job effectiveness was average and positive.

Findings from this study showed that there was significant positive relationship between managerial factors and academic staff job effectiveness of public colleges of Education in Niger state of Nigeria. This implies that the quality of teaching activities and research engagement of academic staff in the Colleges of Education could be associated with the managerial factors adopted by the Heads of Department and the Deans in these Colleges. This finding could be attributed to the role that this category of managers played in identifying and recognizing the ingenuity of the academic staff in the College of Education system. Furthermore, the managerial factors enable the academic staff to perform their statutory responsibilities in an atmosphere that is conducive to teaching and research. This finding agrees with Ajadi (2019), Olajiga (2017) and Aisuhayaymi (2017) on capacity building, delegation of duties and participatory decision making which were found relevant to academic staff job performance.

Hypothesis 2: There is no significant relationship between school security and academic staff job effectiveness in Colleges of education in Niger state, Nigeria

In testing this hypothesis, responses to items 40-45 Section B of MFSQ, and items 1-24 Section C of the ASJEQ were subjected to statistical analysis, involving the use of Pearson Product Moment Correlation at 0.05 level of significance. The result obtained is presented in Table 10.

Table 4: Relationship between school security and academic staff job effectiveness

Variables	N	Mean	SD	r-cal	p-value
School security	555	24.7100	2.4785	0.544	0.000
Academic staff job Effectiveness	555	90.4800	5.3150		

Table 4 showed r-cal. as 0.544 the result is significant (p -value < 0.05) and the null hypothesis was rejected. Hence, there was a significant relationship between decision making and academic staff job effectiveness in Colleges of Education in Niger state, Nigeria. The relationship between school security and academic staff job effectiveness was high and positive.

The findings from this study revealed that there was significant relationship between the school security and staff academic job effectiveness in colleges of education in Niger state, Nigeria. This implies that the extent to which lecturers' carryout their work in the area of teaching and research is a functions of how secure the school environment is. The school security always guarantee the effectiveness of staff. This result corroborated the submission of Akin (2008) who stated that a safe school environment is a productive place of learning. This is to show that when there is safety, effectiveness is assured, meaning that Audu and Mohammed (2014) are right to have conceived security as any mechanism devised to alleviate the most serious threats that prevent people from pursuing their cherished values and effectiveness.

Hypothesis 3: Managerial factors will not make significant contribution to academic staff job effectiveness in Colleges of Education in Niger state, Nigeria.

In order to test this hypothesis, responses to items 1-40 Section B of MSQ and items 1-24 Section C of the ASJEQ were subjected to statistical analysis involving the use of Multiple regression analysis at 0.05 level of significance. The result obtained is presented in Table 5.

Table 5: Multiple regression analysis of managerial factors and academic staff job effectiveness

R = .553	R Square = .306	Adjusted R Square = .298
Ftab. = 2.11	Fcal. = 40.227	Standard Error = 4.45267
p<0.05		

Model	Unstandardized Coefficient		Standardized coefficient	T	Sig
	B	Std.Error	Beta		
(Constant)	80.729	2.252		35.853	0.000
Capacity building	0.126	0.144	0.056	0.877	0.381
Delegation of duties	0.447	0.125	0.248	3.568	0.000
Human relation	0.641	0.136	0.395	4.700	0.000
Committee system	0.255	0.155	0.114	1.644	0.101
Decision making	0.486	0.148	0.278	3.281	0.001
Teamwork	0.792	0.201	0.268	3.942	0.000

The following regression could be derived from Table 10:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6$$

Where

X_1 = capacity building

X_2 = delegation of duties

X_3 = human relation

X_4 = committee system

X_5 = decision making

X_6 = team work

b_i = (i = 1 – 6) Regression weight Coefficients

a = Constant (Other Variables other than $X_1 - X_6$)

The multiple regression relationship between the dependent and independent variables can be given as follows:

$$Y = 80.729 + 0.126x_1 + 0.447x_2 + 0.641x_3 + 0.255x_4 + 0.486x_5 + 0.792x_6$$

Table 10 showed the multiple regression analysis of the managerial factors and academic staff job effectiveness in Colleges of Education in Niger state, Nigeria. The result shows that F_{cal} (40.227) is greater than F_{tab} ($F_{6, 555} = 2.11$) at 0.05 level of significance. The result is significant ($p < 0.05$). Thus, the null hypothesis was rejected. This implies that managerial factors made significant contribution to academic staff job effectiveness in Colleges of education in Niger state, Nigeria.

It was also revealed that there was a significant correlation between the predictor variables (managerial strategies) and academic staff job effectiveness. This result is an indication that the predictor variables are factors that can contribute to academic staff job effectiveness in Niger state, Nigeria. The coefficient of determination ($R^2 = 0.306$) indicate that all the predictor variables jointly accounted for 30.6% ($R^2 \times 100$) of the total variance in the academic staff job effectiveness. The remaining 69.4% predictor variables unaccounted for variation is due largely to other variables outside the study that can account for academic staff job effectiveness.

As depicted on the table, regression result indicates that the predictor variables contributed to the level of academic staff job effectiveness. It was shown on the table that the best predictor variable of the total variance in academic staff job effectiveness was human relation ($\beta = 0.395$). This was followed by decision making ($\beta = 0.278$), teamwork ($\beta = 0.268$) and delegation of duties ($\beta = 0.248$). The variables with the least contributions to academic staff job effectiveness were committee system ($\beta = 0.114$) and capacity building ($\beta = 0.056$). The beta value of all the predictor variables were significant ($p < 0.05$) except those of committee system and capacity building.

This study reveals that managerial factors make significant contribution to academic staff job effectiveness in public Colleges of Education in Niger state, Nigeria. This indicates that with F_{cal} (40.227), which is significant at 0.05 level, the extent to which managerial strategies such as capacity building, delegation of duties, decision making, human relation, committee system and teamwork are employed jointly contributed to the observed level of academic staff job effectiveness in the Colleges of Education in Niger state, Nigeria. The coefficient of determination of 0.306 indicated that managerial strategies accounted for 30.6% of the

variation in the level of College of Education academic staff job effectiveness. Furthermore, the finding revealed that the most important predictor variable of academic staff job effectiveness was human relation followed by decision making, teamwork and delegation of duties while the least contributors were committee system and capacity building. The result indicates there are still other variables apart from those examined in this study that could explain the variation in the level of academic staff job effectiveness in the colleges. This finding corroborated the report of Sanyal and Hisam (2021) that teamwork, leadership and structure, team trust and performance appraisal and rewards had a significant and positive impact on the performance of faculty members in Dhofar University.

CONCLUSION

Based on the findings from this study, it was concluded that academic staff in Niger state, Colleges of education perform their teaching and research responsibility in a manner that could facilitate institutional goal attainment. Also, safety environment had a significant impact on the academic effectiveness of lecturers. On managerial factors and academic staff job effectiveness it was concluded that, quality of teaching and research activities could be improved in the colleges by strengthening and institutionalizing some of these managerial strategies that are found interconnected with academic staff effectiveness. It was inferred that the difference in the extent of effectiveness in the colleges was a product of different/variation in the managerial factors in used in colleges of education by the authorities.

Recommendations

From the findings of this study, the following recommendations are made:

1. The college authorities (Deans & HODs) should sustain the current high level of academic staff effectiveness through the use of appropriate managerial factors such as decision-making, human relation, delegation of duties, committee system and teamwork.
2. In view of the correlation between managerial factors and academic staff effectiveness, it is recommended that Deans and HODs in the college should identify and use only those factors that are result-oriented and could facilitate improve teaching and research for knowledge creation and transfer.
3. The college authorities should always ensure that college environment that is secured for both lecturers and students for teaching, learning and research activities to take place.
4. The college authorities (Deans & HODs) should, as a matter of necessity, emphasize the use of managerial factors such as human relation, decision making, teamwork and delegation of duties since they are the best predictor variables for academic staff job effectiveness in the Colleges of Education.

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