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Organisational Factors as Correlates of Non-Teaching Staff Job Performance in Kwara State Colleges of Education, Nigeria

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ABSTRACT
Colleges of education can achieve their stated goals with careful and well-defined organisational culture, climate and employees' evaluation system. The study examined the correlation between organisational factors and job performance of non-teaching staff of colleges of education. Relationship between each of the organisational factors (climate, culture and performance appraisal) and performance of non-teaching staff were examined. Non-experimental design of correlation type was adopted. Stratified and convenience sampling techniques were employed to select 234 non-teaching staff of colleges of education. Adapted Organisational Factors Questionnaire (OFQ) and Job Performance Questionnaire (JPQ) with 0.891 and 0.801 were used for data collection. The result showed that organisational factors are positively and significantly correlate to job performance (r- value = 0.873, p=0.000). The implication of this is that organisational culture, climate and performance evaluation have a positive correlation with non-teaching staff's job performance. The study therefore recommended that colleges' administrators should consider improving organisational factors in order to increase staff's performance for global competiveness. Moreover, administrators are to create a sustainable working climate that will promote productivity of non-teaching staff via effective communication and participatory approach.

Keywords: Appraisal and Performance, Climate, Culture, Organisational Factors

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INTRODUCTION

There seems to be a performance crisis in the various institutions including the educational system. Consequently, this becomes hazardous to man's existence. Colleges of education are saddled with the responsibility of training highly motivated classroom teachers required for basic education in Nigeria. In the attainment of college of education goals in Nigeria is the role of non-teaching staff who carry out administrative roles and whose effectiveness in performance can be predicted by the organisational factors. Successful outcomes of an organisation are product of the individual's contribution at all levels and the working environment or the factors that play out in such institution. Institutional performance will be enhanced if all members of staff are committed to work according to laid down standard. Hence, individual worker's job performance is considered important in the institutional success. Memari, *et.al*, (2013) described performance as the relation of an individual, non-teaching staff's effort as influenced by his/her capabilities and task perceptions in a given working condition and with the job description well spelt out. Education is an instrument for developing human potentials and this has been given a high preference in the production of human resources since the human capital formation is the key factor in the development of the people and the nation at large (Achugbue, 2013;

Webb, *et al.* 2018). In realisation of the importance of education, the Nigerian government has established the school system of different types of levels ranging from primary to tertiary institutions; each having its aims and objectives of its establishment. Ijaiya (2012) stated that 'the worth of any education system as an investment lies in its capacity to continuously serve its clients better and remain relevant.' It is upon this that the quality of education will be acknowledged. This is supported by another assertion that accountability connotes taking responsibility for individual's behavior, job or role in goal achievement (Ijaiya, *et.al,* 2011). For colleges of education to achieve their stated goals and objectives, there is the need for careful and well-defined organisational culture, serene organisational climate and employees' evaluation system. Culture in an institution is best known in the form of rules, polices of behaviour and norms which are tagged to be very important for the organisation's success (Abdulkareem, *et.al,* 2015; Arogundade, 2020). However, organisational factors may produce favourable and unfavourable outcomes for the staff as well as the institution they work for (Naoum, 2001; Garg & Krishnan, 2003; Egan, *et.al,* 2004; Tseng, 2010; Adekola, 2012; Jie, et.al, 2020). It is against this background that this study was carried out on organisational factors and non-

teaching staff job performance in colleges of education in Kwara State, Nigeria. Studies have examined the relationship between various organisational factors such as organisational structure and organisational performance (Chen & Huang, 2007; Nahm, Vonderembse, & Koufteros, 2003; Mohammed & Abubakar, 2013; Raziq, *et.al,* 2019). However, most of them focused on organisational factors from firms or non-educational organisations. Also, organisational factors such as organisational structures have mainly been examined from the angle of permanent structure (Raziq, *et.al,* 2019). Moreover, studies such as Yazici (2009) considered other organisational factors such as culture. Organisational structures have been considered in terms of formalization and centralisation by scholars (Liu, *et.al,* 2008; Milosevic & Patanakul, 2005; Arogundade, 2020).

The problem of staff's job performance in Nigerian tertiary institutions especially, the colleges of education is critical as observed by the researcher and needs urgent attention, most especially, the quality of service rendered which tells on the institutions' systems in the country. Adekiya, *et al,* (2019) reported that students of tertiary institutions perceived that teaching staff, non-teaching staff, school environment are moderate in relation to requirements for quality of service. Also, Ezeokoli and Ayodele (2014) established a relationship between quality service and students' academic success in Nigerian tertiary institutions. Bello, *et al,* (2015) reported that employees in government owned colleges of education in Kwara State were unhappy, frustrated, uninspired, unmotivated as a result of poor working environments.

Organisational factors may bring positive and negative consequences for both institutions and the employees' performance (Garg & Krishnan, 2003; Egan, *et.al,* 2004; Tseng, 2010; Adekola, 2012). However, most of these studies either consider the contribution of these factors in isolation or ignore their possible correlation to employees' job performance at college of education. Considering the related literature so far, little, is thus known with regard to which of the various colleges of education organisational factors is conducive to non-teaching staff performance alongside the direction of correlation between the two variables (Idemudia & Kpakol, 2016). It is against this background that the study was carried out on organisational factors and non-teaching job performance in colleges of education in Kwara State, Nigeria.

RESEARCH OBJECTIVES
The following research objectives were set to be achieved:
i.   To examine correlation between organisational factors and job performance of non-teaching staff.
ii. To examine direct relationship between Organisational factors (culture, performance evaluation system and climate) and job performance of non-teaching staff.

RESEARCH HYPOTHESES
H_1: Organisational factors do not significantly correlate to job performance of non-teaching staff in Kwara State Colleges of Education.
H_{02}: Organisational culture does not have direct relationship with job performance of non-teaching staffs.
H_{03}: Performance evaluation system does not correlate to job performance of non-teaching staff.
H_{04}: Organisational climate is not significantly related to job performance of non-teaching staff

LITERATURE REVIEW
Non-Teaching Staff Job Performance
Job performance is a very crucial construct factor in every organisation. It serves as indicators for institutional success which, in all aspects, is dependent on individual employee's performance. In other words, if an individual performs according to the expected standards, then the organisation's performance will be enhanced and improved (Chegin, *et.al,* 2010). It is a factor in which the organizations are differentiated and integrated by the allocation of work roles and activities (Tran & Yezhuang, 2013). Performance is opined as a measure which co-ordinates employees' behaviours within the framework of their assigned responsibilities, duties and position occupied.

Conceptual Framework on Organisational Factors and Non-Teaching Staff Job Performance
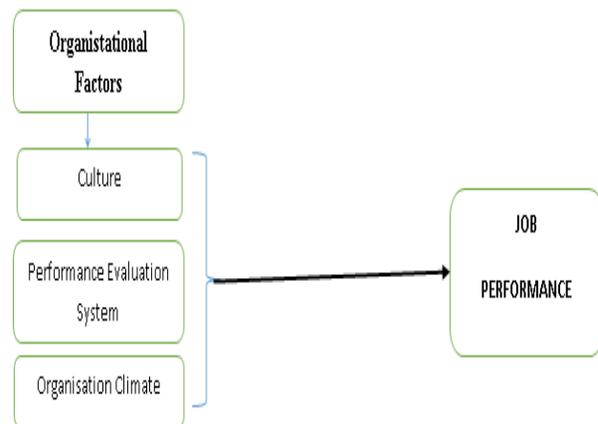

Figure 1. Organisational Factors and Job Performance Model

From Figure 1, the conceptual framework is a model that describes the linkage that exists between the organisational factors (Culture, Performance Evaluation System and Climate) and job performance as explained by the system theory. System theory is conceptualised as an interdisciplinary assumption about every organisation in nature as well as a framework (Mele, *et.al* 2010). Systems approach emanates from the shift in attention from the part to the whole (Jackson, 2003; Mele, *et.al* 2010). The system can be described as a set of elements joined together for a common objective. A subsystem is a part of a larger system with which one is concerned. The organisation, for instance, is a system and the parts (divisions, departments, functions and unit) are the subsystems. A system is a group of interrelated components working together toward a common goal by accepting inputs, processing it and producing outputs in an organised transformation process. In contrast, the relationships between the parts themselves and the events they produce through their interaction become much more important, with the result that system elements are rationally connected towards a shared purpose (Mele, *et.al* 2010). College of education as an organisation is an integral parts that make a whole. It is clearly shown from the model that the organisational factors as independent variable could be linked to employees' job performance.

The framework portrays that organisational culture, climate and organisational performance evaluation system is directly related to employees' job performance. Therefore, the model portrays the inter-linkage that exists between non-teaching staff performance and organisational factors in Figure 1. This

means that all constructs of organisational factors could improve non-teaching staff employees of colleges of education and promote college better outputs. For colleges of education to attain its set educational goals, the role of non-teaching staff cannot be jettisoned. Hence, institutional management should consider the factors considered in this model as instruments for job performances in colleges of education. This can be done by creating enabling environment that will promote staff commitment and productivity.

Organisational Culture and Non-teaching Staff Job Performance

Organisation culture as asserted by Nongo (2012) is socialisation process such as outlooks, viewpoints, attitudes and behaviours of members of an association geared to attainment of common goals. Memari *et.al,* (2013) expressed organisational culture as values, beliefs, norms, mission statement, employees' performance and employees' motivation established within a system. Cultural differences often lead to different degrees of conflict that could affect the employee's performance and ultimately could have negative impact on organisational output (Yazici, 2009). In recent times, scholars have studied on the organisational culture as predetermining factors for organisational success. Among these is Fakhar, *et.al,* (2013) in their study, they expressed that the culture of good rewarding system and continuous motivation promote employees' effectiveness. Agwu (2014) argued that the degrees of value attached to individual employee will promote their performance and increase system performance. In the same vein, Luva and Hossian (2013) linked shared value within a system to employee's performance. This implies that, the more value shared between the superior and subordinate, the increase in the system performance. Mohammed and Abubakar (2013) investigated on the association between organisational culture variables and intentions turnover of university librarians in South-south and South-east of Nigeria. It was reported that organisational culture of the sampled universities (r = -0.34, p < 0.05) is negatively significant level of turnover intentions of university librarians. Also, Nwakoby, et.al (2019) findings shows that innovative culture has significant effect on employees' performance of deposit money banks in Nigeria.

Abdulkareem, *et.al,* (2015) studied organisational culture (teamwork, lecturers' development, and research collaborations) in relation to universities' goal achievement in the Southwest geo-political zone, Nigeria. Ibidunni & Agboola (2014) conducted a study on the elements of organisational culture (quality consciousness, role clarity, employee concern, customer care and code of conduct) that predict universities' performance of private universities in Ogun State, Nigeria. The result showed that organisational culture was positively significant which predicts the performances of universities. Njugi and Nickson (2014) explored the effect of organisational culture (entrepreneurial, competitive, bureaucratic and consensual culture) on performance in Non-Governmental Organisations (NGO) in Kenya. The result indicated that organization culture (competitive culture, entrepreneurial culture, bureaucratic culture and consensual culture) with R= 0.844 has a positive significant association with employees' performance. In the related work, Salihu, *et.al,* (2016) showed that organisational culture (employee involvement, consistency, and organisational mission) has positive direct significant impact on the employee performance (efficiency, effectiveness, productivity) in Aso savings and loan, Nigeria using Ordinary Least Square (OLS) simple regression method of analysis. Jie *et.al.* (2020) study indicated that organisational culture is significantly related employees' performance within the multinational corporations.

The Performance Evaluation System and Non-teaching Staff Job Performance

Performance appraisal is a systematic way of evaluating the standard of an employee's performance. Performance appraisal as part of system culture has been used in the 18th Century mainly for administrative reasons such as salary, promotion, and placement (Khan, 2013; Awodiji, 2018). There is a paradigm shift in the application of it as an instrument for counseling and development in the management of employees (Muhoi, 2013; Awodiji, 2018). Institutions often adopt performance evaluation process with the purpose of fostering development and higher performance (Khan, 2013; Akpan, 2016; Rwothumio, *et.al,* 2021). In the process of enhancing employees comes the implementation of performance appraisal result. The culture of staff performance appraisal enables the institution to identify, evaluate and develop an individual so as to maintain a high-level of performance and to improve performance (Muhoi, 2018; Sułkowski, *et.al,* 2020). The University of California (2016) explained that staff performance appraisal system enables the management and employees to evaluate the extent at which the last performance expectations discussed have been met with the aim of improving the staff's performance and career growth.
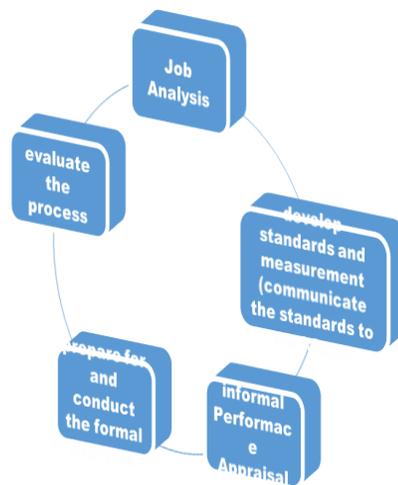

Figure 2. Process of Performance Appraisal System
Source: Researchers' design, 2020

Stemming from the mode in Figure 2, the following five-step approaches could be adopted in conducting a systematic performance appraisal:
1) Identify key performance indicators (Job Analysis): this enables easy evaluation of the non-teaching staff's performance in relation to expected standard.
2) Develop appraisal measures (develop standards of measurement): the development of standard measures in line with key performance indicators promote successful performance evaluation system.
3) Collect performance information from different sources (Informal Performance Appraisal): this enhances the validity

of the evaluation process and provides results void of prejudice and sentimentality. Thus, promoting fair and healthy working environment.

4) Conduct an appraisal interview (prepare for and conduct the formal appraisal): outside the initial process, oral interview could be organised to confirm the reliability and dependability of the appraisal report submitted for quality and standardised evaluation system.

5) Evaluate the appraisal process: The system should be subjected to regular evaluation in the light of trends and global practices (Khan, 2013).

Performance is understood as achievement of the organisation in relation to its set goals. It includes outcomes achieved, or tasks accomplished through the contribution of individuals or teams to the organisation's strategic goals (Birdsall, 2018). Staff's performance appraisal is a tool which enables the institution to identify, evaluate and develop an individual in order to maintain a high-level of performance and to improve performance (Muhoi, 2013; Akpan, 2016; Awodiji, 2018; Birdsall, 2018). Sopiah (2016) established a positive linkage between performance appraisal and staff's job performance. Mensah (2004) discovered that implementation of appraisal of employee's performance will lead to better job performance. Wahjono, *et.al*, (2016) worked on the performance appraisal impact on quality of supervisor-employee playing moderating on job satisfaction found out that with or without supervisor-employee, performance appraisal is related to employee's job satisfaction (r=0.221, p 0.00). This indicates that, a satisfied worker will likely perform his job as expected due to the satisfactory state of performance appraisal. Hence, performance evaluation process in colleges of education like in other educational institutions will promote non-teaching staff's job performance.

Organisational Climate and Non-teaching Staff Job Performance

Ozge and Erkut (2016) 'found that organisational climate exhibits a clear role in the dimensions of staff satisfaction and performance. Organisational climate can be viewed as a key variable in institutional effectiveness. This enhances understanding of all individuals with respect to institutional structure, frameworks and practices' (Poh Li & Mahadevan, 2017). Sanad, (2016) asserted that good communication between top-management staff and subordinates is a measure of effective organisational climate that will promote excellent job satisfaction. Bahrami, *et.al,* (2016) emphasised that workers' welfare has direct effect on the perception of employees and their performance. Therefore, promotion of workers' welfare will create better relationships between employees and the organisation.

Organisational climate differs from institution to institution. Persisting characteristics in a well-structured organisation which are recognised differently by various organisations include: workers' collective perceptions about their institution (fairness, support, self-sufficiency, cohesiveness, innovation, and recognition); staff's teamwork; expression; reflecting on the belief that institutional standards, qualities and attitudes; and serving as an impact for molding behaviours (Poh Li & Mahadevan, 201 7). In the study conducted by Jianwei andYuxin (2010) it was submitted that the institutional climate in staff professional development is germane to improve their capacity to perform better in work after necessary and related

trainings have been given to put the employees in track and in the expected activities required of them in the organisation. Bai (2014) worked on the relationship between school organisational climate and burnout of physical education teachers of Ramian (Iran). The result revealed that organisational school climate is positively and significantly associated with teachers' burnout (r=0.384, P<0.01).

METHODOLOGY

We adopted survey design of correlational type. This is deemed appropriate, as the study collected facts on the relationship between organisational factors and job performance. This study was conducted in Kwara State government owned colleges of education and it involved the non-academic staff members of the colleges. There are three colleges of education owned by Kwara State (Kwara State College of Education, Ilorin; Kwara State College of Education, Oro and Kwara State College of Education (Technical), Lafiagi). Two sampling methods were adopted. Taro Yamae sample calculator was used to calculate the sample size from the 404 non-teaching staff with 201 sample size from the three colleges. To give room for attrition, addition 50% of the estimated sample size was made to arrive at 301 samples. Thus, stratified sample technique was used to select 301 participants proportionately across the three colleges of education in Kwara State. Furthermore, convenience sampling technique was employed to select participants from each institution.

An instrument was used to obtain data from the non-teaching staff of the sampled colleges. The instrument was adapted questionnaire titled Organisational Factors and Job Performance Questionnaire (OFJPQ) (Poh Li and Mahadevan, 2017; Wahjono, Marina, *et.al,* 2016; Salihu, *et.al,* 2016) which were administered to non-teaching staff of the colleges of education and which were based on five points Likert-type scale. The reliability of the two instruments was obtained as 0.89 with 22 items and 0.80 with 10 items respectively using Cronbach alpha approach. The internal consistency obtained which was above 0.70 indicates that the two instruments are reliable (DeVellis, 2003; Pallant, 2011). Out of the 301 copies of questionnaire distributed 220 copies were retrieved with a retriever rate of 94.02%. During the data entering and cleaning, only 207 survived the analysis with 89% survival rate and 19% mortality.

RESULT

Table 1. Correlation between Organisational Factors and Non-Teaching Staffs' Job Performance

Variables	1	2	3	4	5
Organisational Culture	1				
Organisational Climate	.619**	1			
Performance Appraisal	.683**	.598**	1		
Organisational Factors	.514**	.452**	.702**	1	
Job Performance	.228**	.202**	.266**	.873**	1

Significant @ p<0.05

Result from Table 1 shows the Pearson correlation analysis. Organisational factors value yielded .873 which is significant with p value .000 < 0.05. This shows a significant result. As such, the hypothesis is not accepted. This implies that

organisational factors have direct positive correlation with job performance of non-teaching staff in Kwara State colleges of education. Moreover, the result revealed that the Pearson correlation analysis value of organisational culture and job performance yielded .228 which is positive and significant with p value .001< 0.05. Therefore, organicational culture is positively and directly correlated with job performance. This implies a positive significant interaction between organisational culture and job performance of Non-academic staff in Kwara State colleges of education. Also, the results from the table indicated that organisational climate of the sampled colleges of education is positively correlated with staff job performance (r=0.202, p value .003< 0.05). It means that a positive significant relationship exists between the organisational climate and job performance of non-academic staff in Kwara State Colleges of Education. By implication, a better organisational climate will bring about an improvement in non-teaching staff performance. In the same vein, performance appraisal system yielded a positive significant correlation with job performance of non-teaching staff (r=0.266, p value .000< 0.05). This showed that there is a positive significant relationship between the performance appraisal and job performance. The implication is that better implementation of performance appraisal will bring about increase in job performance of the non-teaching staff.

DISCUSSION OF FINDINGS

The results of the study have shown that is positive and significant between organisational factors and non-teaching staff job performance. This implies that organisational factors (culture, climate and performance evaluation system) can positively promote the job performance of non-teaching staff. The implication of this is that the organisational culture, climate and performance evaluation have a strong basis to enhance non-teaching staff's job performance. The performance of non-teaching staff improves as the organisational factors improve and vice-versa. It was also gathered during the field work that every non-teaching staff is been motivated by what operates in their various institutions, especially in the area under study. This situation corroborates the findings of Chegin, et.al, (2010) which asserted that job performance is an extremely important criterion that relates to organisational factors. A positive and significant correlation was established between organisational climate and job performance of non-teaching staff. This implies that, a better organisational climate in colleges of education or any other educational institutions will promotes non-teaching staff performance. This finding is in consonance with Jianwei and Yuxin (2010) which posited that organisational climate in the career development of the non-teaching staff is very important to the improvement of their skills to perform better in work and expected activities required of them in the organisation.

In a related study, Sanad, (2016) confirmed that effective communication among the staff and upper management will promote staff satisfaction in work environment and increase better job performance. Bai (2014) revealed that organisational climate of schools is positively related significantly with teachers' burnout in Iran. Moreover, organisational culture was found to be positively and directly correlated with job performance. This means a positive significant interaction exists between the organisational culture and job performance of Non-academic staff in Kwara State Colleges of Education. Therefore, the organisational

culture of these institutions will enhance the performance of the non-teaching staff positively and significantly. This result confirmed the studies such as Abdulkareem, et.al, (2015) organisational culture relates to university goal achievement and Ibidunni and Agboola (2014) established that organisational culture will positively improve the performance of universities. In the same vein, Njugi and Nickson (2014) agreed that organisational culture has a positive effect on performance in Non-Governmental Organisations (NGO) in Kenya. It is also consistent with Jie et.al. (2020) study that employees' performance is significantly related to organisational culture within the multinational corporations. On the contrary, Arogundade (2020) showed that organisational culture did not impact on employees, performance. Furthermore, positive significant association between the performance appraisal system and job performance was established. Thus, if performance appraisal system is well utilised, it will bring about increase in job performance of the non-teaching staff. This result supported Sopiah (2016), Mensah (2004) and Rwothumio, et.al (2021) who found a positive association between performance appraisal and staff job performance.

CONCLUSION AND IMPLICATIONS FOR PRACTICE

The study examined the job performance of the non-teaching staff of state government-owned colleges of education on how the organisational factors correlate with it. The study was able to establish that organisational factors (organisational culture, climate and the performance evaluation system) of the institution are very crucial to the performance of non-teaching staff. It was believed that the findings of this work will reduce the incessant strike experienced in the state colleges of education and other higher education system if the findings provided is uphold by the institution manager. We also hope that the study will contribute to the existing literature in the field of organisational behaviour, higher institution management and staff performance.

Based on the findings of the study, we therefore recommended that colleges' administrators should consider improvement of organisational factors in order to improve non-teaching staff performance for global competiveness. Moreover, administrators need to design a better administrative culture that supports innovative ideas generated from suggestions and comments of the non-teaching staff as this will give them a sense of responsibility and improve their performance. Also, institution management should create a sustainable working climate that will promote productivity of staff via effective communication and participatory approach. Lastly, performance appraisal process should be used continually and geared towards the improvement of non-teaching staff performance, welfares and training in order to enhance their job performance.

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