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RESEARCH ARTICLE

ANALYTICAL IMPACT OF PROFESSIONALISM ON ADMINISTRATOR’S JOB PERFORMANCE EFFECTIVENESS IN SOME SELECTED TERTIARY INSTITUTIONS IN BAYELSA AND DELTA STATE, NIGERIA

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ABSTRACT

This study aims to examine the effects of professionalism on the effectiveness of tertiary institution administrators’ job performance. The study employed correlation survey design. One research question and hypothesis guided the study. One thousand and thirty (1030) academic and non-academic staff from eighteen (18) tertiary institutions from Bayelsa and Delta state were randomly selected. A 14 – item questions test called Perceived Level of Professionalism Predictor Relationship to Administrator’s Job Performance Effectiveness Questionnaire (PLPPRAJPEQ) developed by the researcher was employed to gather information for the research. The responses were analyzed using descriptive statistics like frequency distribution and mean score while the inferential statistics employed the Pearson Product Moment Correlation Coefficient (PPMCC), through the Statistical Package for Social Science (SPSS) version 25. The findings found that professionalism is highly related to administrators’ job performance effectiveness in tertiary institutions in Bayelsa state and Delta. The result implies that an increase in professionalism will result in 23.8% increase in administrators’ job performance effectiveness in tertiary institutions in Bayelsa state and Delta States.

KEYWORDS

Administration, Effectiveness, Performance, Professionalism, PPMCC, Tertiary Institution

1. INTRODUCTION

Professionalism refers to the high standard of skills, abilities, competencies and expertise required or expected of all administrative and management staff such as the principal officers: like the vice chancellors, Rectors, Provosts and their Deputies, the Registrars and their Deputies, the Librarians, the bursars and the chief security officers and the deans, directors, coordinators, heads of department, lecturers and all such Employees in the ministries of education who are educational administration practitioners who can be distinguished from the educational administration theoreticians (Klein et al., 2006). It also refers to adequate application of professional ethics and conducts, aims or qualities that characterize educational administrators at their workplaces or administrative setting or profession, using work ethics, school business ethics, orderly presentation and responsibility to deal with issues, conflict, decisions and obstacles in a respectful non-invasive fashion or manner. Professionalism as used here also refers to the sum of characteristics or features that are scientific to the administration profession and administrators, predictive of their job performance and effectiveness.

Professionalism is a calling in which one professes to have acquired some special knowledge by way of either entrusting, guidance or others (Ukeje et al., 1986). To Leigha some characteristics of a profession are long period of specialized preparation, the size of schools and its complexities today now require /making pronouncement on her intention to legally and publicly approve school administration as a profession and that qualified accreditation, registration, regulation, discipline and tract in administrator ship appointment will be ensured (Leigha, 2000). It is a known fact that there is an increasing demand for an interest in qualitative

professionals with relevant education. One cannot leave administration of school into incompetent hands, hence the need for well-trained administrative personnel in schools, with higher education institutions taking precedence over old practices of selection of administrators. The task of school administration in the years to come in leigha’s opinion should therefore be a polar and direct opposite of the conventional practices, which makes appointment of administrators rely seriously on seniority, years of experience or political affiliation and godfatherism.

For effective administration to take place in the 21th century era, it is pertinent for school administrators to imbibe qualities such as intelligence and self-confidence, be morally strong, be professionally minded, be competent in human skills, be able to maintain and have control over the students and staff in place of their welfare, have community relations, have proficient knowledge of administration, especially in areas of techniques, procedures or processes and conceptual skills (Ogunu, 1988; Akano and Adams, 2019). Furthermore, effective professionalization of school business administration will expose the administrators to realize the present objective of the educational system as he is the instructional leader and the executive officer of the school. In fact, since doctors, lawyers, accountants, engineers and other professionals are not born but trained in their various fields, it implies that educational management and administration training effort already in tertiary institutions be intensified and sustained towards the production of good administrators to manage schools generally, particularly the tertiary institutions of learning (Zubair et al., 2022; Ajayi and Oni 2002).

If an administrator is keen to succeed as well as wants promotion in the future, he needs to demonstrate the appropriate level of professionalism.

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If he wants promotion in the future, he also has to demonstrate that he has potentials to fulfil that role. Just wanting the job, the title, status and financial reward is simply not enough (Morgeson, 2005). For the contemporary administrator and staff in Nigeria to be effective, he has to show his commitment, ability to come up with the goods, begin to notice and hold them in good stead, whether they go for an internal promotion or need a reference for external promotion. He will also need to gain a huge amount of personal satisfaction in knowing he has what it takes to be a good professional (Ajayi et al., 2002).

1.1 Professionalism of the Educational Administrators

Because of the very important position of the teacher administrator, it has been asserted that no education system can rise above the quality of its teachers (Federal Republic of Nigeria, 2004). When studying teacher administrators, Lumpkin found that teachers play a very important role in a child's life and the public expects them to display such moral character traits as fairness, honesty and adherence to a code of conduct (Lumpkin, 2008). Students today see dishonesty, corruption, lying, stealing and cheating as a way to get ahead in life and will adopt these norms if they see their teacher's exhibiting them. Lumpkin, goes on to conclude that teachers have to set a good example by teaching about integrity (Lumpkin, 2008). In view of this fact, minimum standards were set with regard to the teacher and how he would operate so as to ensure the attainment of school goals. In the National Policy on Education of the Federal Republic of Nigeria, it has been provided that all the teachers' education shall continue to be given major emphasis in all educational planning and development (National Policy on Education of the Federal Republic of Nigeria, 2004).

A professional teacher as defined in Teachers Service Manual [TSM], is a person who has the registerable professional qualification which enables him to be appointed to teach at any appropriate level of recognized education in Nigeria, and who is of a sound mind and is mentally alert (Teachers Service Manual [TSM], 1987). The minimum registerable professional qualification as contained in the National Policy on Education (NPE) is Nigeria Certificate in Education (NCE). Other qualifications as stipulated by the Teachers Registration Council of Nigeria (TRCN) include B. Ed, Bsc. Ed and academic degrees with PGDE/PGCE, PED, higher degree plus earlier stated teacher qualifications. By this, it means that however well a person can teach, and however long he has been engaged in the teaching job, he can never be said to be professional teacher until he receives some basic training in the art of teaching and must have been certified accordingly.

1.2 Purpose of The Study

The main purpose of the study is to assess the role of professionalism as a predictor on administrators' job performance effectiveness in tertiary institutions in Bayelsa and Delta States. The study also intends to establish the extent of relationship between professionalism and administrators' job performance effectiveness in tertiary institutions in Bayelsa and Delta State.

1.3 Research Question

The following questions were raised to guide and direct the study thus:

What is the extent of relationship between predictor characteristics of professionalism and administrators' job performance effectiveness in tertiary institutions in Bayelsa and Delta State?

1.4 Research Hypothesis

H₀: There is no significant relationship between professionalism and administrators' job performance effectiveness in tertiary institutions in Bayelsa state and Delta States.

H₁: There is a significant relationship between professionalism and administrators' job performance effectiveness in tertiary institutions in Bayelsa state and Delta States.

2. MATERIAL AND METHODS

This section is concerned with the different activities, methods and procedures use for the study. These include the explanation of the design of the study, statement of the population, sample and sampling techniques of the study, administration of the research instruments, validity of the instruments, reliability of the instrument and data analysis. In addition, the hypotheses were tested between three predictor variables of effectiveness. In other words, each of these predictor variables were used to establish a relationship with administrators' job performance effectiveness.

2.1 Design of The Study

The study adopted a correlation survey design. A questionnaire tagged professionalism competency a predictor of administrators' job performance effectiveness was utilized to collect data from administrators. The questionnaire solicited information on the relationship between professionalism, and administrators' job performance effectiveness in all the categories of tertiary institutions in Bayelsa and Delta States of Nigeria. The study attempted to find the relationship between professionalism, and administrators' job performance effectiveness. The dependent variable, (administrators' job performance effectiveness) was tested on the public Universities, Polytechnics and Colleges of Education institutions into the administrator's relation independent variables.

2.2 Population and Sample of The Study

The population for the study comprised of all administrators in the various tertiary institutions' administrative strata, ranging from the principal officers such as: the vice chancellor, deputy vice chancellors, rectors, deputy rectors, the provosts, deputy provosts, registrars, deputy registrars, the librarians, bursars, deans, directors, the HODs, coordinators and senior staff administrators, and statutory bodies in relation to the vision, mission and strategic goals of the tertiary institutions the 158 public Universities, with a staff strength of 99, 464, the 113 public Polytechnics with a staff strength of 47, 830, and the 86 Colleges of Education with a staff strength of 35, 877; as reported in the Federal Government Roadmap for Nigerian Education Sector, March, 2019, thereby recording a total of 357 public tertiary institutions nationwide with a staff strength of 183,171 with at least an average of 520 school administrators in each institution. In essence, the target population of the study comprised of all administrative staff of the about 357 tertiary institutions in Nigeria, with particular reference to the 18 tertiary institutions in Bayelsa and Delta States, respectively, with an estimated administrative staff strength of 1,030 surveyed, with at least an average of 57 administrator staff in each institution. Specifically, the population for this study was selected from the six (6) public Universities, the seven (7) public Polytechnics and the five (5) public Colleges of Education, totaling eighteen (18) tertiary institutions in Bayelsa and Delta States.

2.3 Reliability and Validity

The instruments were presented to experience basic educational administrators of Tertiary institutions outside the target population for content validity. The tools were administered to forty (40) randomly selected respondents, twenty (20) in each of the two institutions of higher learning not included in the study. The reliability of the internal consistency of the research material was subjected to a Cronbach Alpha test and a reliability level of 0.94 were obtained.

2.4 Method of Data Analysis

This study's collected data were analyzed using descriptive and inferential analysis techniques after a preliminary test to check for the normality and presence of outliers. To provide answers to the research questions in this study, descriptive analysis like; mean and standard deviation was applied. Pearson Product Moment Correlation Coefficient was applied to the scores to test the research hypotheses. This statistical technique is used to test for the strength and direction of the association between professionalism and administrators' job performance effectiveness in the seventeen tertiary institutions in Bayelsa and Delta state.

3. RESULT

This section is concerned with the presentation, analysis and interpretation of data collected from the eighteen (18) tertiary institutions in Bayelsa and Delta state and from which inferences were drawn. Out of one thousand and thirty (1030) copies of questionnaires administered, a total of one thousand and thirty (1030) was completed and retrieved, this represented 100% success rate. The chapter presented descriptive statistics of respondents' personal data, answering of research question, test of hypotheses, and summary of findings and discussion of findings.

3.1 Answering of Research Question

This section seeks to provide answers to the research question of this study presented in chapter one of this study. The question will be answered, using frequency distribution, simple percentage and mean score. The modified four-point Likert-type scale of Very High (VH) (4 Points), High (H) (3 Points), Average (A) (2 Points), Low (L) (1 Point) was utilized in the study.

3.2 Research Question

Table 1: Perceived Level of Professionalism Predictor Relationship to Administrator’s Job Performance Effectiveness Questionnaire (Plpprajpeq)

S/N	STATEMENT	Responses				Total	Mean	Decision
		VH (4)	H (3)	A (2)	L (1)			
1.	Competency in technological savvy or expertise	490	410	130	0	1030	3.35	High
2.	Competency in problem-solving	579	417	34	0	1030	3.53	Very high
3.	Competency in good communication	498	489	43	0	1030	3.44	High
4.	Competency in allocation of resources	473	474	83	0	1030	3.38	High
5.	Competency in understanding complex inter relationship of their workers.	499	470	52	9	1030	3.42	High
6.	Competency in understanding complex inter relationship with their work environment.	437	481	112	0	1030	3.32	High
7.	Competency in resources management	518	408	104	0	1030	3.40	High
8.	Competency in information management	475	463	92	0	1030	3.37	High
9.	Competency in social system management	517	456	57	0	1030	3.45	High
10.	Competency in organizational management	538	409	82	1	1030	3.44	High
11.	Competency in technological system management	451	465	114	0	1030	3.33	High
12.	Competency in interpersonal relationship (rational participation) with fellow professionals in sharing know-how	506	428	96	0	1030	3.40	High
13.	Competency in negotiation of complex divergent conflict management	466	505	59	0	1030	3.40	High
14.	Competency in resolution of complex and divergent interest management	451	476	102	1	1030	3.34	High
Grand Mean = 3.40 = High								

Source: Field Survey, 2022

What is the extent of relationship between predictor characteristics of professionalism and administrators’ job performance effectiveness in tertiary institutions in Bayelsa and Delta State?

Table 1 above revealed the response level of respondents on the perceived level of professionalism predictor relationship to administrator’s job performance effectiveness in Delta and Bayelsa state. Accordingly, the highest mean response of 3.53 is competency in problem-solving. The detail response on this statement showed that 996 respondents representing 96.6% of the total response were of the opinion that competency in problem-solving is high; while only 34 respondents representing 3.4% of the total responses said it is low. The second highest mean response, that is; competency in good communication, understanding complex inter relationship of their workers, resources and information management, social system management, organizational management, interpersonal relationship (rational participation) with fellow professionals in sharing know-how and negotiation of complex divergent conflict management were all high because their mean score of 3.45, 3.44, 3.42 and 3.40 respectively are greater than the 4 Likert scale average of 2.5.

The table revealed also that the respondents were of the opinion that; competency in technological savvy or expertise, allocation of resources, competency in understanding complex inter relationship with their work environment, technological system management and resolution of complex and divergent interest management with mean scores of 3.35, 3.38, 3.32, 3.37, 3.33 and 3.34 are high. This decision was taken because the mean scores were all greater than the 4-Likert scale average of 2.5. The analysis above confirmed that, the mean score of all the statements were greater than the 4-Likert scale average of 2.5, the result from Table 1 also indicates that the grand mean rating of the respondents is 3.40. Since the grand mean was greater than 2.5, it can be concluded that the relationship between predictor characteristics of professionalism and administrators’ job performance effectiveness in tertiary institutions in Bayelsa and Delta State is high.

3.3 Test of Hypothesis

This section is concerned with the test of hypotheses presented in chapter one of this study, where five hypotheses will be tested using Pearson Product Moment Correlation Coefficient (PPMCC) statistical tools. The techniques will be used to test for relationship between professionalism, work experience, ICT competency and administrators’ job performance effectiveness in tertiary institutions in Bayelsa state and Delta States. The effectiveness between administrators’ job performance and the predictor characteristics of professionalism, work experience and ICT competency in tertiary institutions in Bayelsa state and Delta States were also tested in this section.

The basic assumptions for using Pearson Product Moment Correlation Coefficient (PPMCC) and multiple regression were assumed to be met. The variables used for the analysis were extracted from the questionnaires and all the analysis were carried out using the latest version of Statistical

Package for Social Science (SPSS) i.e. version 25.

The decision rule applied to the test of hypotheses is:

- Reject H₀ if p – value is less than 0.05 level of significant and accept H₀ if p – value is greater than 0.05 level of significant.

Hypothesis

H₀: there is no significant relationship between professionalism and administrators’ job performance effectiveness in tertiary institutions in Bayelsa state and Delta States.

H₁: there is a significant relationship between professionalism and administrators’ job performance effectiveness in tertiary institutions in Bayelsa state and Delta States.

Variables:

INDEPENDENT VARIABLE = professionalism

DEPENDENT VARIABLE = administrators’ job performance effectiveness

Table 2: Pearson Correlation Result of Professionalism and Administrators’ Job Performance Effectiveness in Bayelsa and Delta State

Variables	Total	Mean	Std. deviation	R	P-value	Decision
Professionalism	1030	3.40	0.2984	0.238**	0.000	Reject H ₀
Admin. Job	1030	3.32	0.3409			

** Correlation is significant at the 0.01 level (2-tailed)

A Pearson Product Moment Correlation was carried out to determine the relationship between professionalism and administrator’s job performance effectiveness. The result indicated that, there was a weak positive correlation between professionalism with (Mean = 3.40, S.D. = 0.2984) and administrator’s job performance effectiveness with (Mean = 3.32, S.D. = 0.3409), which was statistically significant (r = 0.238, n = 1030 and p < .000). The null hypothesis that states that, “there is no significant relationship between professionalism and administrators’ job performance effectiveness in tertiary institutions in Bayelsa state and Delta States” is rejected and the alternative hypothesis which state that, “there is a significant relationship between professionalism and administrators’ job performance effectiveness in tertiary institutions in Bayelsa state and Delta States” is therefore being accepted. The result implies that an increase in professionalism will result in 23.8% increase in administrators’ job performance effectiveness in tertiary institutions in Bayelsa state and Delta States.

4. DISCUSSION OF FINDINGS

The results generated from the analysis conducted in this study has provided great insights on how the respondents from all the eighteen (18) tertiary institutions in Bayelsa and Delta States of Nigeria view professionalism as a predictor of administrators’ job performance

effectiveness questionnaire. The result of the hypothesis test reveals that; there is a significant relationship between professionalism and administrators' job performance effectiveness in tertiary institutions in Bayelsa state and Delta States. This decision led to the rejection of the null hypothesis and the acceptance of the alternate hypothesis. The opinion of the respondents was in conformity on the issue as reflected by inferential statistical analysis, the descriptive analysis indicates that the grand mean is 3.40 on the issue is above 2.5 decision rule (high extent). This implies that the relationship between predictor characteristics of professionalism and administrators' job performance effectiveness in tertiary institutions in Bayelsa and Delta State is high.

The study found out that competency in technological savvy, expertise, problem-solving, good communication, allocation of resources and understanding complex inter relationship of their workers are high in all the tertiary institution. The study also revealed that competency in understanding complex inter-relationship with their work environment, resources and information management is high. The study equally discovered that competency in technological system management, negotiation of complex divergent conflict management, social system and organizational management is high. This is in line with the findings of who conducted study on the impact of professionalism on employee's performance in banks of Pakistan (Ajayi et al., 2002).

They revealed that; for the contemporary administrator and staff in Nigeria to be effective, they must show their commitment, ability to come up with the goods, begin to notice and hold them in good stead, whether they go for an internal promotion or need a reference for external promotion. They will also need to gain a huge amount of personal satisfaction in knowing what it takes to be a good professional administrator. Equally, Gina identified what professionalism in effective job performance are (Gina, 2008). It is a good role model for others including their behavior, attitudes and relationships; good timekeepers, that is always in before time and uses time well; dress appropriately for the role, speaks in a way which is appropriate to each different audience without being patronizing or putting people down, knowledgeable about the job, field of study and organization (Okubotimibi 2003; Lumpkin, 2008; Adams and Onwadi, 2020; Adams et al., 2021; Ukeje et al., 1986).

5. CONCLUSION

The study was designed to assess the effect of professionalism on administrators' job performance effectiveness in tertiary institutions in Bayelsa and Delta States. Professionalism leads to competency in technological savvy, expertise, problem-solving, good communication, allocation of resources, resource and information management, social system and organizational management, technological system management, understanding complex inter relationship of workers and work environment. The study was motivated first and foremost by the fact that emerging requirement from employers of administrator to have a standardized set of proven competencies attesting to an individual capacity to perform in their role and profession, yet the fact remains that most school administrators in the tertiary institutions, though are vast in their specific fields of studies still lack the required administrative skills, competences and professionalism because they are not necessarily in the core educational management administration and planning.

This special area in education include measurement and evaluation, test and measurement, educational psychology, philosophy of education, guidance and counseling, education law, sociology of education, among others. This was part of the reasons that led to the need to assess the effect of professionalism on administrators' job performance effectiveness in tertiary institutions in Bayelsa and Delta States. In order to achieve the intent of the study, the research questions; what is the relationship between professionalism and administrators' job performance effectiveness in tertiary institutions in Bayelsa and Delta State? The corresponding objectives and hypothesis were also raised. The opinion of respondents were also sought regarding these issues. In setting out to achieve the objectives of the study, there was an extensive review of the literature to provide a theoretical basis for the study. Some of the studies on administrators' good work ethics as an important element of professionalism.

The study found that professionalism is highly related to administrators' job performance effectiveness in tertiary institutions in Bayelsa state and Delta. The result implies that an increase in professionalism will result in 23.8% increase in administrators' job performance effectiveness in

tertiary institutions in Bayelsa state and Delta States. The study found out that competency in technological savvy, expertise, problem-solving, good communication, allocation of resources and understanding complex inter relationship of their workers are high in all the tertiary institution. The study also revealed that competency in understanding complex inter-relationship with their work environment, resources and information management is high.

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