ORGANISATIONAL FACTORS AS CORRELATES OF ACADEMIC STAFF PERFORMANCE IN POLYTECHNICS IN NORTH WEST GEO-POLITICAL ZONE OF NIGERIA

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATION, COLLEGE OF EDUCATION OPEN AND DISTANCE LEARNING FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN EDUCATION MANAGEMENT OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I, HALILU DAHIRU ABBA declare that I am the rightful author of this study, titled Organisation Factors as correlate of Academic Staff Performance in Polytechnics in North West Geo-Political Zone of Nigeria, and that any assistance I received in its preparation is fully acknowledged and disclosed. I have also cited and acknowledged the sources, ideas, words, data, either quoted directly or paraphrased. I also hereby certify that this dissertation was conducted, compiled and written by me for the partial fulfilment for the award of Doctor of Philosophy in Education Management of Kampala International University. I certify to the best of my knowledge that this research work has not been partially or wholly presented for the award of any form of degree or for publication elsewhere.

Signed...................

Date..17/01/17

Halilu Dahiru Abba

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APPROVAL

This is to certify that this research study was written under our supervision and satisfies the partial fulfilment for the award of Doctor of Philosophy in Education Management of Kampala International University.

Signed..   Date......12/1/17.............

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Signed..   Date......January 19, 2017.............

DR. SOFIA, SOL T. GAITE (Ed.D)

DEDICATION

The entire work is dedicated to My Late Uncle, Alhaji Muhammadu Kowagol, My Late Father Alhaji Dahiru Abba, My late Mother Hajiya Aishatu Alkali Hamidu who saw the need for me to undertake the western education.

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ABSTRACT

This study investigated whether organisational factors were correlates of academic staff performance in North West geo-political zones of Nigeria. The study was based on four specific objectives namely: to determine whether leadership practices were correlates of academic staff performance in polytechnics; to establish whether employee identification was a correlate of academic staff performance in polytechnics; to determine whether organisational structures were correlates of performance academic of staff in Polytechnics; and to establish whether flexitime was a correlate academic of staff performance in polytechnics. The study tested the following hypotheses: leadership practices were not correlates of academic staff performance in polytechnics; employee identifications were not a correlates of academic staff performance in polytechnics; organisational structures were not correlates of academic staff performance in polytechnics; and flexitime was not a correlates of academic staff performance in Polytechnics. Using objective ontology, epistemology, rhetoric and methodology as the dominant ones, the researcher adopted both the positivist and interpretive paradigms with the positivist paradigm as the dominant one. Using descriptive and correlational research designs, data were collected from a sample of 285 academic staffs of polytechnics in North West geo-political zone of Nigeria. Quantitative data were analysed at univariate, bivariate and multivariate levels. Univariate analyses involved percentages and the mean while bivariate analysis involved correlation analysis and multivariate analysis used multiple regression. Qualitative data were analysed using discursive and thematic methods. The following were the main findings of the study: with respect to leadership practices, transformational leadership practice component ($\beta = 0.148$, p = $0.016 < 0.05$) positively and significantly predicted academic staff performance while transactional leadership practice ($\beta-0.008$, p= $0.906 > 0.05$) did not. Regarding employee identification, while both aspects of organisational and group identification were positive correlates of academic staff performance, only group identification was a significant correlate ($\beta = 0.157$, p = 0.045) that predicted academic staff performance and organisational identification ($\beta = 0.147$, p = 0.060) was not. Concerning organisational structure, formalisation ($\beta = 0.145$, p = 0.001) and complexity ($\beta = 0.072$, p = 0.580) were positive correlates but centralisation ($\beta = -0.011$, p = 0.932) was a negative correlate. However, formalisation predicted Academic Staff Performance was more than complexity. Flexitime ($\beta = 0.166$, p = 0.009) was a positive and significant correlate of academic staff performance. Therefore, it was concluded that transformational leadership was the most important leadership practice for enhancing academic performance; group identification was a significant prerequisite for academic staff performance while formalisation and flexitime were probable requisites for academic staff performance. It was thus recommended that managers in polytechnics should emphasize the transformational leadership practice, promote group identification and formalisation in the organisational structures and implement flexitime in the structuring of work activities for academic staff.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Employee performance is an important factor for enhancing services provision, growth of organisations, competitiveness and increased efficiency (Cania, 2014) such as polytechnics. Therefore, productive employees lead to efficient use of resources (Rahman & Rahman, 2009), better quality of output, workmanship, adherence to standards (Ayinde, 2014), effective performance of tasks (Yukl, 2008), customer satisfaction (Ayinde, 2014) and greater accomplishment of organisational goals and objectives (Raza, Anjum & Zia, 2014). Therefore, it is important to investigate factors that predict employee performance in organisations. This study investigated whether organisational factors were correlates of academic staff performance in polytechnics in North West geo-political zone of Nigeria. Chapter one of the study includes background, statement of the problem, purpose, objectives, research questions, hypotheses, scope and significance.

1.1 Background to the Study

This section presents historical, theoretical, conceptual and contextual perspective of the study. The historical perspective describes academic staff performance and identifies correlates of academic staff performance. The theoretical perspective describes the theories that relate academic staff performance and its correlates. The conceptual perspective provides operational definitions for the different variables, while contextual perspective describes the circumstances of academic staff performance of polytechnics in Nigeria.

1.1.1 Historical Perspective. Interest in the study of academic staff performance is not new in academia. Several scholars have undertaken empirical studies on academic staff performance. For instance, Ishak, Suhaida and Yuzainee (2009) studied performance measurement indicators for academic staff in Malaysia private higher education institutions. The study revealed Academic Staff Performance included teaching and supervision, research and innovation, publication, consultancy and services. Jyoti and Bhau (2015) studied impact of transformational

leadership on job performance with teachers working in higher education sector (Government Degree Colleges) in Jammun district, India as units of analysis. The results indicated that transformational leadership positively impacted on job performance.

Kessler (2007) examined the effects of the structure of an academic department on faculty members' job performance, job satisfaction, and prevalence of counterproductive work behaviour (CWB), or harmful behaviours while at work. The study used faculty members working in academic departments throughout the United States and Canada as units of analysis. The findings revealed that no statistically significant relationship between organisational structure and job performance. Mawoli and Babandako (2010) studied academic staff level of motivation, dissatisfaction and performance at work using academic staff of Ibrahim Badamasi Babangida University, Lapai, Nigeria. Academic Staff Performance was studied in terms of teaching, research and publications. The findings of the study revealed that academic staffs were very highly motivated at work and contented with the working environment. Academic Staff Performance in terms of teaching was very high but moderate in the areas of research and other publications. Pearce and Randel (2004) studied organisational mobility, workplace social inclusion and employee job performance with staff of a research university in the western region of the United States as units of analysis. The results revealed that deeper social relationships at the current workplace and higher supervisory performance assessment had a significant positive influence on job performance.

Pekdemir and Turan (2014) analysed the mediating role of organisational identity complexity/ congruence on the relationship between perceived organisational prestige and in-role/ extra-role performance of blue-collar staff in public universities in Istanbul, Turkey. In their findings, they established that organisational identity positively significantly influenced employees' in-role and extra role performance. Saghi and Pursalimi (2016) investigated the effect of organisational structure on job performance using employees of Ferdowsi University of Mashhad. The findings established a positive and significant effect between mechanical structure and job performance but the effect of organic structure on job performance was negative and insignificant. Welch and Gordon (2010) assessed the impact of flexi-time on performance with faulty staff of a university in the south-western USA as units of analysis. The results indicated a positive and significant relationship between flexitime and job performance. Woods (2007) investigated how to motivate faculty members, through transactional and transformational

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leadership strategies in a critical review. The study reported that when it comes to motivating faculty performance, both transactional and transformational leadership styles are important. From a transactional perspective, faculty appreciates administrators who clearly communicate both university and departmental goals. With respect the transformational perspective, administrators must seek to affect faculty on an intrinsic level where personal efficacy is raised through the successful accomplishment of objectives.

The above studies reveal that Academic Staff Performance includes teaching, supervision, research, publication (Ishak et al., 2009, Mawoli & Babandako, 2010), innovation, consultancy and services (Ishak et al., 2009). The studies also indentified a number of factors relating to academic staff performance, namely; leadership practices (Jyoti & Bhau, 2015; Woods (2007); organisational structure (Kessler, 2007; Saghi & Pursalimi, 2016); organisational mobility, workplace social inclusion (Pearce & Randel, 2004); organisational identity (Pekdemir & Turan, 2014); flexitime (Welch & Gordon, 2010) are correlates of Academic Staff Performance. Overall, all these factors can be categorised as organisational factors. However, a critical review of all these studies reveals that, while some of these factors related to academic staff positively others indicated a negative effect (Saghi and Pursalimi, 2016). This left the available research inconclusive on the nature of this correlation. Moreover, none of these studies was conducted in the Polytechnics within the states located in North West geo-political zone of Nigeria. More research was therefore needed to establish the nature of this correlation in the specific context of the polytechnics in Nigeria.

1.1.2 Theoretical Perspective. The theories that underpinned this study were the transformational leadership theory and transactional theory propounded by Burns in 1978 and further developed in 1985, psychological contract theory first introduced by Chris Argyris in 1960 and developed by Denise Rousseau in 1989, Organisational Structure Theory by Mintzbergsin 1992 and social exchange theory developed by Homans in 1958 and Blau in 1964. The transformational and transactional leadership theories (Burns, 1978; Bass, 1985) explain how leaders should deal with subordinates to motivate their higher performance. The transactional theory emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from, a form of 'contract' through which the leader delivers such things, as rewards or recognition in return of commitment or loyalty of the

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followers. With the transformational leadership theory, the central concept is change and the role of leadership in envisioning and implementing the transformation of organisational performance (Bolden, 2003). The transformational and transactional leadership theories were the basis for relating leadership practices to academic staff performance.

The psychological contract theory postulates about an individual's belief in mutual obligations between that person and another party and these contracts originate when individuals infer promises that give rise to beliefs in the existence of reciprocal obligations (Haggard &Turban; 2012). The psychological contract is an unwritten agreement of mutual expectations between an organisation and its individual employee (Jose, 2008) which may have positive impact such as increased performance. Psychological employment contracts are influenced by an employee's experiences with the employer. Contributors to the psychological employment contract include supervisors, recruiters, representatives of human resources departments, employee handbooks and co-workers among other (Haggard &Turban, 2012). This theory reveals that psychological employment contracts are influenced by an employee's experiences with the employer. Thus, good organisational experiences might lead to an employee's development, of Employee identification in a psychological contract, leading to increased performance. This theory was the basis for relating Employee identification to Academic Staff Performance. The organisational structure theory by Mintzbergsin (1992) propounds that organisations are formed of five main parts: operating core, strategic apex, middle-line managers, and techno-structure and support staff. The theory also suggests that the second basic dimension of an organisation is its prime coordinating mechanism. This includes the following: direct supervision, standardisation of work process, standardisation of skills, standardisation of output and mutual adjustment. The theory also reveals that, the third basic dimension of an organisation is the type of decentralisation it employs. The three types of decentralisation are the following: Vertical decentralisation, Horizontal decentralisation and Selective decentralisation.

The theory indicates that using the three basic dimensions is a key part of the organisation, prime coordinating mechanism and type of decentralisation. This theory suggests that the strategy an organisation adopts and the extent to which it practices that strategy, result in five structural configurations: simple structure, machine bureaucracy, professional bureaucracy, divisionalised form, and adhocracy (Lunenburg, 2012). Basing on this theory, this study relates organisational structures to Academic Staff Performance. On the other hand, social exchange

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theory suggests that exchanges contribute to positive exchange in relationships, between employees and the employer. This is especially so, when the employer considers the needs of individual workers to which employees reciprocate with favourable attitudes and behaviour (Marescaux, De Winne & Sels, 2010). Geetha and Mampilly (2012) explain that according to Social Exchange Theory, rules of exchange usually involve reciprocity or repayment rules such that the actions of one party lead to a response or actions by the other party. Basing on this theory, it was assumed that exchanges such as providing employees flexi-time are reciprocated by staff with increased performance. This theory was the basis for relating flexi-time with academic staff performance.

1.1.3 Conceptual Perspective. The independent variables (IV) of the study are organisational factors. Organisational factors refer to structural, human and job characteristics that influence behaviour at work (Bonner & Stevenson, 2013). Operationally, organisational factors were defined based on conceptualisation of previous studies as leadership practices (Butt et al., 2014), Employee identification (Jones & Volpe, 2010), structures (Tajipour et al., 2014) and flexitime (Worthington & Lee, 2008). Leadership practices refer to strategic interventions that help accomplish collective work (Foldy, Goldman & Ospina, 2008). In this study, leadership practices referred to transformational and transactional leadership practices (Francia, 2008). Employee identification refers to the perception of oneness with or belongingness to an organisation (Jones & Volpe, 2010). In this study, Employee identification referred to Organisation identification and group identification. Organisational structure refers to the formal configuration between individuals and groups regarding the allocation of tasks, responsibilities and authority within the organisation (Lunenburg, 2012). Organisational structure in this study referred to formalisation, complexity and centralisation (Shafted, Rahnama, Alaei & Jasour, 2012). Flexitime is the ability to schedule and reschedule the starting and quitting times, sometimes with a core-hours requirement (Lee & DeVoe, 2012). Operationally, flexitime referred to ease of work rescheduling, flexi-place or telecommuting, job-sharing, part timing and sabbaticals or career breaks (Downes & Koekemoer, 2011). Job performance is the ability (both physical & psychological) to perform a particular task in a specific method that can be evaluated as excellent, average or low in scale (Raza et al. 2014). In this study, based on Ishak, Suhaida and Yuzainee

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(2009) academic staff performance referred to teaching, supervision, research and publications, innovation and community services carried out by the academic staff.

1.1.4 Contextual Perspective. The study was carried out in polytechnics in North West geo-political zone of Nigeria. There are seven states namely; Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara. In each state, there are polytechnics, one administered on state and the other on federal bases. Therefore in total there are 11 polytechnics in the North West geo-political zone of Nigeria. The federal polytechnics are the Federal Polytechnic, Birnin-Kebbi in Kebbi; Federal Polytechnic Kaura Namoda in Zamfara State; Hussaini Adamu Federal Polytechnic in Jigawa State; Kaduna Federal Polytechnic in Kaduna. The state polytechnics are Hassan Usman Katsina State Polytechnic in Katsina State; Jigawa State Polytechnic in Jigawa Dutse State; Nuhu Bamalli State Polytechnic in Kaduna; Kano State Polytechnic in Kano State; Kebbi State Polytechnic in Kebbi; Sokoto State Polytechnic in Sokoto; Abdul State Polytechnic in Gusau Zamfara State. The objectives of polytechnics in Nigeria are to produce an educational system based on work and training to produce leaders and develop middle-level technical capacities necessary for economic growth and development. Polytechnic education in Nigeria is supposed to provide middle level manpower much needed to accelerate the socio-economic development of the nation, making polytechnic education an instrument of social change and economic development (Dike, 2013).

However, polytechnics in Nigeria are not achieving the intended aim. Polytechnics in Nigeria suffer a problem of low academic staff performance. There is low teaching because it is common for institutions to spend three to six months on strike within one academic session with academic staff only rushing back and conducting examinations for the students (Akubuilo & Okorie, 2013). In many institutions, a common practice involves lecturers acting as emergency booksellers, publishers and printers with students not buying the books or handouts produced by these staff guaranteed to fail in their courses (Kazeem & Ige, 2010). This contextual evidence showed that there was a problem of low performance among academic staffs in polytechnics in North West geo-political zones of Nigeria. The low academic staff performance in the polytechnics in Nigeria made it necessary for this study to investigate the correlates of academic staff performance looking at organisational factors, namely leadership practices, employee identification, organisational structures and flexitime.

1.2 Statement of the Problem

Employee performance is imperative for the performance of institutions such as polytechnics. High employee performance leads to high output, efficiency and effectiveness in the use of resources and organisational competiveness (Pekuri, Haapasalo & Herrala, 2011). Despite the apparent importance of employee performance, the academic staff performance in Polytechnics in North West geo-political zone of Nigeria is low with limited teaching, supervising, research, publications, and innovation and community services (Akinfolarin & Babatunde, 2014). Besides, some institutions spent three to six months on strike within one academic session with staff only rushing back and conducting examinations for the students (Akubuilo & Okorie, 2013). Whereas, Nigeria is the second largest economy in Africa after South Africa (Umezurike & Lucky, 2015) with renowned institutions of higher learning, records from African Journal Online (AJOL), the largest collection of African journals, showed that it hosted a mere 209 Nigerian Journals as of 2015. The impact and utility of publications by Nigerian academics was low and lacking in the major indexing services such as Medline, PubMed, ISI Web of Science or Google (Ola, 2015). Nigeria has only one institution of higher learning in the top 15 institutions in Africa, which ranks number 14 (Bothwell, 2016). A number of academic staff also are in the habit of collecting money to change grades for students, taking adjunct lectureship in more than one place at a time and covering up examination malpractice (Archibong, 2012). Due to weak performance of lecturers, there is a high examination failure rate, lack of skilled manpower (Olaleye, 2009), employers find work skills and employability of Nigerian students to be poor (Effiong, & Agboola, 2014). To address the problem of low academic staff performance, it was necessary to examine the factors that affected performance in polytechnics in North West geo-political zones of Nigeria. Therefore, this study sought to establish whether organisational factors, employee identification, organisational structures and flexitime were correlates of academic staff performance in polytechnics in terms of teaching, supervision, research and publications, innovation and community services by academic staff in polytechnics in North West geo-political zone of Nigeria.

1.3 Purpose of the Study

This study investigates whether organisational factors were correlates of academic staff performance in polytechnics in North West geo-political zone of Nigeria.

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1.4 Specific Objectives of the Study

Specifically this study sought;

i. To determine whether leadership practices are correlates of academic staff in performance Polytechnics in North West geo-political zone of Nigeria.

ii. To establish whether employee identification is a correlate academic staff performance in Polytechnics in North West geo-political zone of Nigeria.

iii. To determine whether organisational structures are correlates of academic staff performance in Polytechnics in North West geo-political zone of Nigeria.

iv. To establish whether flexitime is a correlate of academic staff performance in Polytechnics in North West geo-political zone of Nigeria.

1.5 Research Questions

The following research questions guided the study;

i. Does leadership practices significantly correlates of academic staff performance in Polytechnics in North West geo-political zone of Nigeria?

ii. Does employee identifications significantly correlate of academic staff performance in Polytechnics in North West geo-political zone of Nigeria?

iii. Is there significant relationship between organisational structures and academic staff performance in Polytechnics in North West geo-political zone of Nigeria?

iv. Is there significant relationship between flexitime and academic staff performance in Polytechnics in North West geo-political zone of Nigeria?

1.6 Research hypotheses

i. HO1. Leadership practices are not positive and significant correlates of academic staff performance in Polytechnic is in North West geo-political zone of Nigeria.

ii. HO2. Employee identifications are not positive and significant correlate of academic staff performance in Polytechnics in North West geo-political zone of Nigeria.

iii. HO3. Organisational structures are not positive and significant correlates of academic staff performance in Polytechnics in North West geo-political zone of Nigeria.

iv. HO4. Flexitime is not positive and significant correlate of academic staff performance in Polytechnics in North West geo-political zone of Nigeria.

1.7 Scope of the Study

1.7.1 Geographical Scope. The geographical scope of the study is in North West geo-political zone of Nigeria comprising seven states which include; Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara states. There are eleven polytechnics, four of which are federal and seven are state run. Out of the eleven federal polytechnics, seven were studied. The basis for their selection was from each category that is either federal or state one being of first generation, then another being second generation and other being of third generation.

1.7.2 Content Scope. The study focuses on organisational factors as correlates of academic staff performance. Organisational factors were studied in terms of leadership practices, employee identification, structures and flexitime. Leadership practices were studied in terms of transformational and transactional practices. Employee identification was analysed in terms of organisational and group identification. Structures were examined in terms of formalisation, complexity and centralisation. Flexitime was considered in terms of flexitime work schedules, flexi-place or telecommuting, job-sharing, part-time flexi-place and sabbaticals or career breaks. With regard to academic staff performance, it was studied in terms of teaching, supervision, innovation, research and publications, and community services carried out by lecturers in polytechnics.

1.8 Significance of the Study

The findings of the study can be beneficial in the following ways;

- **Polytechnics Management:** The study can help stakeholders in polytechnics such as the management of polytechnics and Human Resource Directorates to promote Academic Staff Performance through putting in place those organisational factors that enhance performance.
- **Academic staff:** To the academic staff in polytechnics and other institutions of higher learning, the findings of the study will reveal their performance level. This can help them to know how to take appropriate action for improving this level where necessary.
- **Government:** The study provides information to the Nigerian Federal and state governments' supervisory agencies such as the Ministry and departments of Education.

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This might be the basis for developing policies that will enhance academic staff performance in polytechnics.

- **Regulatory agencies:** The study can be the basis for Governing Councils and National Board for Technical Education (NBTE) to introduce policies that can enhance academic staff performance in polytechnics.

- **Stakeholders:** The study provides information to different stakeholders such as donor agencies, civil society organisations, parents and employers about the level of academic staff performance in polytechnics in Nigeria. This can be the basis for guiding their contributions to the development of polytechnics in Nigeria.

- **Contribution to Knowledge:** The study will contributes to the body of knowledge by providing researchers and academicians with new information on academic staff performance. This will help them to extend and develop more knowledge in relation to academic staff performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review, conceptual framework, review of related literature and gaps identified. The review of literature was presented, basing on the study themes according to the objectives. The review of literatures involves conceptualisation and theorisation of the study constructs in relation to dependent variables. Empirical results of previous studies were also presented to identify the gaps that are filled by this study.

2.1 Theoretical Review

Three theories underpined this study, namely transformational and transactional leadership theories, psychological contract theory, organisational structure theory and social exchange theory.

2.1.1 Transformational and Transactional Leadership Theories.

The transformational and transactional leadership theories, which were the basis for relating the first independent variable (IVI) leadership practices to the dependent variable (DV) were propounded by Burns in (1978) and later further developed by Bass (1985). The transformational leadership theory suggests that transforming leadership is a relationship of mutual stimulation and elevation that convert followers into leaders and may convert leaders into moral agents. The leader may transform a follower's self-interest, increase the confidence of followers, elevate followers' expectations, heighten the value of the leader's intended outcomes from the follower, encourage behavioural change and motivate others to higher levels of personal achievement. Transformational leadership has four components; idealised influence, individual consideration, intellectual stimulation and inspiration (Bolden, 2003). This theory points out that; the leader transforms followers self-interest, increases their confidence, elevates their expectations, encourages behavioural change and motivates others to higher levels of personal achievement. The Transformational leadership theory suggests that when the leader transforms followers self-interest, increases their confidence, elevates their expectations, encourages behavioural change

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and motivates others to higher levels of personal achievement they are likely to be more productive.

The transactional leadership theory emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers (Bolden, 2003). Transactional leadership theory deals with the role of rewards such as pay and promotion as the motive for achieving results and punishment such as loss of salary, demotion and loss of position as a motive to ensure adherence to the goal to be achieved. Transactional leaders recognise, the actions their subordinates must take in order to achieve outcomes, and develop agreements with them, which make clear what they were received, if they do something right and what will happen if they do something wrong (Waldman, Ramirez, House & Puranam, 2001). The transactional leadership theory proposes that when leaders develop agreements with employee which makes clear what they receive, if they do something right and what will happen if they do something wrong, they are likely to be productive. This theory was the basis for relating leadership practices and academic staff performance.

2.1.2 The psychological Contract Theory. The psychological contract theory which was the basis for examining the second independent variable (IV2) was first introduced by Chris Argyris in 1960 and developed by Denise Rousseau in (1989). The psychological contract is an unwritten agreement of mutual expectations, between organisation and employee (Jose, 2008), which may have positive impact such as increased performance. Psychological employment contracts are influenced by an individual's experiences with the employer (Haggard &Turban, 2012). The psychological contract is as a result of an individual's belief in mutual obligations' between that person and another party, and these contracts originates when individuals infer promises that give rise to beliefs in the existence of reciprocal obligations. Such contracts are comprised of an individual's perception of mutual obligations, not a shared perception of actual obligations. The promises, which lead to perceived obligations, may be implicitly as well as explicitly made and understood. Psychological contract obligations differ from expectations in the significantly more visceral reactions encountered when obligations are not fulfilled (Haggard &Turban, 2012).

Psychological employment contracts are influenced by an individual's experiences in the organisation. The psychological contract theory assumes that individuals form, maintain, and terminate relationships based on the belief that the benefits outweigh the costs of the relationship. Psychological contract theory suggests that individuals shift the focus from what one expects to gain, from the relationship to what one feels he or she is obligated to provide in the relationship. Psychological contracts are "an individuals' belief regarding the terms and conditions of a reciprocal exchange agreement between that focal person and another party (Haggard &Turban, 2012). In general, obligations in psychological employment contracts are what individuals' feel they owe the organization and what they feel the organization owes them. In the context of this study, what the employee feel they owe the organisation due to support are loyalty, professional commitment and self-discipline which lead to their performance. This theory was the basis for relating employee identification to academic staff performance.

2.1.3 Organizational Structure Theory. Organisational structure theory was the basis for relating the third independent variable (IV3) to academic staff performance the dependent variable (DV). The organisational structure theory was developed by Henri Mintzbergs in (1992). This theory propounds that organisations are formed of five main parts: Operating core, strategic apex, middle-line managers, and techno-structure and support staffs. Operating core refers to those who perform the basic work related directly to the production of products and services (Unger, Macq, Bredo & Boelaert, 2000). Strategic apex refers to those charged with ensuring that the organisation serves its mission in an effective way, and also that it serves the needs of those people who control or otherwise have power over the organisation (Lunenburg, 2012). Middle-line managers form a chain joining the strategic apex to the operating core by the use of delegated formal authority. Techno-structure refers to the analysts who serve the organisation by affecting the work of others. They may design it, plan it, change it, or train the people who do it, but they do not do it themselves. While support staffs are composed of specialised units that exist to provide support to the organisation outside the operating work flow (Jacob, 2015). The theory also suggests that the second basic dimension of an organisation is its prime coordinating mechanism. This includes the following: direct supervision, standardisation of work process, standardisation of skills, standardisation of output and mutual adjustment. *Direct supervision*

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means that one individual is responsible of the work of others. This concept refers to the unity of command and scalar principles (Lunenburg, 2012).

Standardisation of work process exists when the content of work is specified or programmed. In school districts, this refers to job descriptions that govern the work performance of educators. *Standardisation of skills* exists when the kind of training necessary to do the work is specified. *Standardisation of output* exists when the results of the work are specified. Because the "raw material" that is processed by the operative core (teachers) consist of people (students), not things, standardisation of output is more difficult to measure in schools than in other non-service organisations (Kumar, 2015). Nevertheless, a movement toward the standardisation of output in schools in recent years has occurred. Examples include competency testing of teachers, state-mandated testing of students, state-mandated curricula, prescriptive learning objectives, and other efforts toward legislated learning. Mutual adjustment exists when work is coordinated through informal communication. The theory also reveals that the third basic dimension of an organisation is the type of decentralisation it employs. The three types of decentralisation are the following: vertical decentralisation, horizontal decentralisation and selective decentralisation (Lunenburg, 2012). *Vertical decentralisation* is the distribution of power down the chain of command, or shared authority between super-ordinates and subordinates in any organisation. *Horizontal decentralisation* is the extent to which non administrators (including staff) make decisions, or shared authority between line and staff. *Selective decentralisation* is the extent to which decision-making power is delegated to different units within the organisation (Lunenburg, & Ornstein 2008).

Using the three basic dimensions—key parts of the organisation, prime coordinating mechanism, and type of decentralisation, the theory suggests that the strategy an organisation adopts and the extent to which it practices that strategy results in five structural configurations: simple structure, machine bureaucracy, professional bureaucracy, divisionalised form, and adhocracy (Kumar, 2015). The simple structure has as its key part the strategic apex, uses direct supervision, and employs vertical and horizontal centralisation. Machine bureaucracy has the techno-structure as its key part, uses standardisation of work processes as its prime coordinating mechanism, and employs limited horizontal decentralisation. Professional bureaucracy has the operating core as its key part, uses standardisation of skills as its prime coordinating mechanism, and employs vertical and horizontal decentralisation (Unger, Macq, Bredo & Boelaert, 2000).

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The organisation is relatively formalized but decentralized to provide autonomy to professionals. The divisionalised form has the middle line as its key part, uses standardisation of output as it prime coordinating mechanism, and employs limited vertical decentralisation. Decision-making is decentralized at the divisional level. There is little coordination among the separate divisions. Corporate-level personnel provide some coordination. The adhocracy has the support staff as its key part, uses mutual adjustment as a means of coordination, and maintains selective patterns of decentralisation. The structure tends to be low in formalisation and decentralisation. The techno-structure is small because technical specialists are involved in the organisation's operative core. The support staffs are large to support the complex structure (Lunenburg, 2012). This theory conjectures that the strategy an organisation adopts and the extent to which it practices that strategy results in five structural configurations: simple structure, machine bureaucracy, professional bureaucracy, divisionalised form, and adhocracy that affect the performance of employees. This theory was the basis for relating organisational structures to academic staff's performance looking at bureaucracy (centralisation and formalisation) and divisionalised form (complexity).

2.1.4 Social Exchange Theory. The social exchange theory was the basis for relating flexitime the fourth independent variable (IV4) to academic staff performance the dependent variable (DV). Social Exchange Theory (SET) was developed by scholars such Homans (1958) and Blau (1964) to explain what influenced social behaviour. Homans (1958) in an essay entitled "social behaviour" was interested in the psychological conditions that induce individuals to engage in exchange. He stated that social behaviour is an exchange of both material goods and non-material ones. He explained that persons who give much to others try to get much from them, and persons who get much from others are under pressure to give much to them. This process of influence tends to work out at equilibrium to balance the exchanges. In an exchange, what one gives may be a cost, just as what one gets may be a reward. On the other hand, Blau (1964) was interested in exchange as the elementary particle of social life, in which social structures are rooted. He analysed exchange processes as the micro-foundation of macro-sociological phenomena. He stated that mutual bonds emerge in social interaction as persons who incur obligations reciprocate. SET postulates that exchanges such as flexitime initiate a positive exchange relationship to which employees reciprocate with positive attitudes and behaviour

towards the organisation and/ or job such as increased performance. This theory was the basis for relating flexi-time and academic staff performance.

2.2 Conceptual Framework

Independent Variables (IVs)

Leadership Practices
- Transformational
- Transactional

Employee Identification
- Organisational identification
- Group identification

Organisational Structures
- Formalisation
- Complexity
- Centralisation

Flexitime
- Flexitime work schedules
- Flexi-place
- Job-sharing
- Part-time flexi-place
- Sabbaticals

Dependent Variable (DV)

Productivity of Academic Staff
- Teaching
- Supervision
- Research and publications
- Innovation
- Community services

Control Variables

Demographic Characteristics
- Polytechnic ownership
- Lecturer's position
- Lecturer's terms of employment

Figure 2.2: Conceptual framework postulating that organisational factors are correlates of academic staff performance.

Sources: Leadership practices variables adopted from Francia (2008); Employee identification variables adopted from Huang (2013); structures variables adopted from Shafaee, Rahnama et al. (2012) and Teixeira et al. (2013); flexitime variables adopted from Downes and Koekemoer (2011); and performance variables adopted from Ishak et al. (2009).

The above conceptual framework shows that organisational factors were the independent variables (IVS) and academic staff performance the dependent variable (DV). The framework

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shows that organisational factors are namely leadership practices, job satisfaction, structures and flexitime. With respect to leadership practices, these include transformational and transactional. Employee identification includes identification with the organisation and identification with the group. Organisational structures are formalisation, complexity and centralisation. Flexitime is in terms of flexitime work schedules, flexi-place or telecommuting, job-sharing, part-time flexi-place and sabbaticals or career breaks. With regard to academic staff performance, this is in terms of teaching, supervision, research and publications, innovation and community services. However, the framework shows that there were anticipated control variables that are namely; polytechnic, polytechnic ownership lecturer's position, lecturer's and terms of employment.

2.3 Review of Related Studies

2.3.1 Academic staff performance

Academic staff performance is most often expressed in terms of teaching, research and service (Sampson Jr, Driscoll, Foulk, & Carroll, 2010). Ishak et al. (2009) and Mawoli and Babandako (2010) indicate that academic staff performance includes teaching, supervision, research, publication, innovation and services (Ishak et al., 2009). Teaching involves effectiveness of course delivery, quality of course content, effectiveness in developing and managing instruction, quality of course development, quality of curriculum development, effectiveness in managing multiple course sections, effectiveness in mentoring students, effectiveness of academic advising, using research and original creative work to enhance teaching and using service to enhance teaching (Sampson Jr et al., 2010). Rehman, Gujjar, Khan and Iqbal (2009) carried out a study on quality of teaching faculty in public sector universities of Pakistan as viewed by teachers themselves. The study showed that teacher were found to be competent enough to provide conducive environment for learning. Pre service training courses for university teachers in teaching methodology, curriculum planning and education were required in order to improve teaching as a whole. Pama, Dulla & Leon (2013) examined whether faculty profile played a role in student's evaluation of teaching effectiveness using faculty and students of Western Visayas College of Science and Technology – Main Campus, La Paz, Iloilo City, Philippines as units of analysis. The study revealed that teaching effectiveness yielded statistical difference between faculty gender, length of service, academic discipline and rank, but no statistical differences were found between age and highest educational degree.

Paolini (2015) in a critical review sought to address how post-secondary educators can enhance their teaching effectiveness and student learning outcomes through student assessment. The study made three main findings. First, the study revealed that the most impactful student-centered instructors utilize specific interventions including the following: creating stimulating curricula, interacting with students, being available and approachable, using differential instruction, addressing relevant material, being cognizant of depth vs. breadth, offer in cultural responsiveness, and developing structured courses that enable them to facilitate information and empower students. Two, the study found out that effective instructors gather, collect, interpret, and implement data to assess student strengths and weaknesses, student learning, and the value of their instruction. Three, the study established that building a competent community of learners also requires that instructors be prepared and well-versed in their subject matter, design courses that reflect standards, and clearly communicate course content and expectations. Such instructors stimulate students' interest via discussion, experiential and action-oriented activities, and group work. Active learning occurs when instructors connect relevant material to students' lives. The best instructors provide high expectations, challenge students beyond their comfort zone make, learning collaborative and interactive, and display care and concern for their students' learning and growth.

Research performance is in terms of publications (Reed, Enders, Lindor, McClees & Lindor, 2011) that is co-authored textbooks, co-authored articles, journal publications, authored books and book chapters (Kyaligonza, 2015; Wamala & Ssembatya, 2015); technical reports, conference papers, working papers and occasional papers (Okiki, 2013). Àbramo, D'Angelo and Costa (2008) measured the effects of extramural collaboration on performance looking at Italian academic research system. The study revealed that international collaborations had a positive correlation on performance. Bazeley (2010) built a conceptual model of research performance. The study revealed that research performance comprised two basic components, with six secondary level dimensions and a range of potential indicators. Four essential (necessary and sufficient) dimensions, relating to the research activity component of research performance were engagement, task orientation, research practice and intellectual processes. Two alternative dimensions (of which at least one is necessary) relating to the performance, or making research visible, component of research performance were dissemination, and collegial engagement. Research performance occurred within conditions provided by an institutional context (education

and training; opportunity and resources), and to bring about a range of outcomes (product, impact and reputation).

Mugimu, Nakabugo and Katunguka (2013) examined the factors associated with the current faculty research and teaching agenda at Makerere University and explored the realities of ongoing capacity building for faculty in research and teaching. Their finding revealed that the faculty of science-related disciplines were more productive (in terms of research, consulting work, completing PhDs) compared to their counterparts in the humanities. Furthermore, most of the faculty members perceived inadequate funding, heavy workloads, and poor motivation as being the major constraints to their research efforts and teaching. Wamala and Ssembatya (2015) assessed causal linkages between output and outcome indicators with doctoral academic staff in Uganda as units of analysis. Causal linkages studied included number of students supervised to completion and duration of teaching service. Outcome indicators included co-authored articles and books. Their regression results revealed that the number of students supervised to completion predicted co-authored articles. However, duration of teaching service did not predict the number of articles and books co-authored.

Supervision is a blend of academic expertise and the skilled management of personal and professional relations. There are three the supervisory requirements of the student as follows. One personal help that involves support, motivation, socializing, help in organizing accommodation and other things that may be required, but are unrelated to the research. Two, indirect research related help that involves providing contacts, both industrial and academic, providing equipment and initial help in locating references. Three and direct research-related help which involves critical analysis of work, help with methodological problems, precise direction and help with the management of the project (Abiddin, Hassan & Ahmad, 2009). Abiddin et al. (2009) carried out a review of literature on research/ graduate student supervision. The study revealed that research supervision is a process open to negotiation and change; and supervision is concerned with the mechanics of ensuring that the student makes good progress toward completion. Abiddin, Ismail & Ismail (2011) discussed the important inputs in supervision process highlighting the social nature of the interaction between supervisor and student. The study revealed that students' expectations are not entirely met regarding some aspects of supervision. Among others, students want guidance with regard to the overall planning of the research in terms of the approach to follow and planning the study in terms of time frames.

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Most students, especially at Masters Level, want supervisors to help them decide on due dates for chapters to be submitted. Students also desire that supervisors refer them to other students or informed people in their research fields and to contact them frequently to alleviate feelings of isolation. However, most of doctoral students want the freedom of working relatively independently. During their research, the students do require criticism, but they want it to be constructive and they also want the feedback as quickly as possible. Garwe and Mugari (2015) explored the perceptions of MBA students on the quality of research supervision in Zimbabwean universities. The study found research supervision process was satisfactory in terms of assisting with research topic selection, offering guidance on sourcing relevant literature, selection of appropriate methodologies, insights on theoretical aspects of research work, setting realistic deadlines and expectations for research progress and fostering the development of analytical thinking among others. However, challenges included unavailability and inaccessibility of supervisors mainly due to large numbers of supervisors allocated per supervisor, busy schedules as well as other professional and personal commitments.

With respect to innovation, tertiary institutions are relevant and distinctive actors, contributing to the innovative potential of societies. This holds particularly for basic research, which is characterised by high levels of technological and market uncertainties and long lead times. Private investors tend to refrain from basic research, leaving universities and public research institutes uniquely positioned to produce science-based knowledge upon which the development of new products, processes and services can build (Veugelers, 2014). Bellucci and Pennacchio (2015) carried out an empirical analysis of the factors that affect the importance of academic knowledge for firms' innovative activities. The analysis showed that the entrepreneurial orientation of university and the quality of academic research increased the importance of knowledge transfers from universities to firms. Van Looy (2009) carried out an overview and assessment of the role of entrepreneurial universities within innovation systems. The study revealed that the cornerstones of the academic enterprise consisted of the publication of research results and the opportunity for open discussions among colleagues and greater faculty involvement in industry increased levels of innovation. Veugelers, Callaert, Song and Van Looy (2012) carried out an empirical investigation on the level of national innovation systems looking at the participation of universities in technology development. Mapping the presence and impact of universities in technological landscapes across several major countries and fields, the study

revealed a trend of a more prominent role of universities in technology development and the rise of the entrepreneurial university, reflected in growing number of patents generated by universities. In three decades, the university share in patenting activity quadrupled from less than 1% in the eighties to over 2% in the nineties to over 3% by 2007.

Regarding community service, or associated terms such as third mission work, community engagement or regional engagement range from work by an individual staff member to a whole university approach to teaching and research which includes assessed student involvement (Raditloaneng, 2013). Atchoarena and Holmes (2005) investigated the challenges confronting institutions of higher agricultural education (HAE) in the context of the significant role of education in alleviating poverty. Their findings revealed that universities potentially make a greater contribution to the prospects of depressed, relatively neglected rural communities by forging new partnerships with schools, academia and rural space stakeholders; expanding their representation in governance; and holding continuous dialogue with policymakers. Moore and Ward (2010) carried out a study on institutionalizing faculty engagement through research, teaching, and service at research universities using faculty members at research institutions in the United States who integrated teaching, research, and service in a community-focused scholarly agenda to support the civic missions of their institutions. The study revealed that faculty community service involved active participation of faculty members in the scholarly conversations of their discipline. Preece (2011) investigated higher education and community service looking at developing the National University of Lesotho's third mission. The study revealed that a member of staff had founded a self-help community organisation that was looking after orphans and vulnerable groups. Agricultural, craft and livestock projects were supporting the basic needs of some families including advocacy and support for people living with HIV and AIDS. The study also found out that university academic staff in collaboration with other professionals guided Lesotho old citizen under old age pension on how utilise their funds which led to a range of activities such as health checks (blood pressure and blood sugar levels), saving plans and crime prevention to take place.

2.3.2 Organisational Factors and Academic Staff Performance

2.3.2.1 Leadership Practices as Correlates of Academic Staff Performance

Leadership practices are strategic interventions that help accomplish collective work. Rather than mechanistic procedures, these patterns of action emerge organically through experimentation and in struggling with day-to-day challenges that have no ready solution. Leadership practices are invented in every purposeful interaction, in every exchange that is geared toward finding common ground to pursue collective work (Foldy, Goldman & Ospina, 2008). Leadership practices employed by leaders have been identified. These are namely, transformational leadership practices and transactional leadership practices.

2.3.2.2 Transformational leadership as a Correlate of Academic Staff Performance. Transformational leadership refers to the practice where, when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Transformational leaders thus serve as an independent force in changing the makeup of followers' motive base through gratifying their motives. Transformational leadership makes followers feel trust, admiration, and loyalty towards the leader. Transformational leaders motivate followers to do more than the latter originally expected to do. Transformational leaders also change the organisational culture (Chandna & Krishnan, 2009). Therefore, transformational leadership practices are mechanisms employed by leaders to accomplish their achievements or to get extraordinary things done. Transformational leadership practices are namely; inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart (Abu-Tineh, Khasawneh & Al-Omari, 2008).

Modelling the way means leaders go first (Abu-Tineh, Khasawneh & Al-Omari, 2008). Leaders must exhibit the behaviour they expect of followers. When actions are contrary to words, followers do not develop the trust needed for a strong relationship. Leaders must clearly articulate their own, and the organisation's values and choose to act in accordance with those values. Leaders represent not only themselves, but also the organisation. Their deeds must demonstrate a deep commitment to the shared values of the organisation and the individuals they lead. Leaders set the example through their actions, and match their words with their deeds. With respect to inspiring a shared vision, leaders have a vision for the future, a picture of how the organisation will look or operate that is better than today. Leaders envision the future result of

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sustained effort. To drive the organisation forward, the vision must be shared by followers and leaders must engage others in their efforts to make the vision a reality (Posner (2015).

Leaders set an example and build commitment through daily acts that create progress and momentum. They create a program of excellence and then set the example for others to follow. To model the way leaders need to have a philosophy, a set of high standards by which the organisation is measured, a set of principles concerning the way people should be treated, and the way goals should be pursued that makes the organisation unique and distinctive. These leaders show by example that they live by the values they advocate. They believe that consistency between words and deeds builds their credibility as transformational leaders (Abu-Tineh et al., 2008). Leaders Model the Way by finding their voice and setting an example. Leaders are supposed to stand up for their beliefs, so they should have better beliefs to stand up for. Leaders must be clear about their guiding principles. They must find their own voices, and then they must clearly and authentically give voice to their values (Kouzes & Posner, 2010).

Inspiring the vision refers to leaders envisioning the future and enlisting others in a common vision. Leaders gaze across the horizon of time, imagining the attractive opportunities that are in store when they and their constituents arrive at a distant destination. Leaders passionately believe that they can make a difference. They have a desire to make something better than it is today, change the way things are, and create something that no one else has ever produced. Leaders forge a unity of purpose by showing constituents how the dream is for the common good. Leaders breathe life into visions through vivid language and an expressive style. Their own enthusiasm and excitement are contagious and spread from the leader to constituents. Their belief in and enthusiasm for the vision are the sparks that ignite the flame of inspiration. Leaders uplift people's spirits with an ennobling perspective about why they should strive to be better than they are today (Kouzes & Posner, 2003). To inspire a vision in others, leaders must understand their followers–knowing their motivations, interests, and aspirations–and be able to show how the vision is beneficial for everyone and worth achieving. When talking about the vision, leaders are passionate, enthusiastic, and able to inspire others to follow (Posner (2015). Inspiring a shared vision is vital for bringing people in any organisation together to foster a commitment to a shared future they seek to create. They passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organisation can become. They inspire such a vision in their followers with a positive and

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hopeful outlook. They generate enthusiasm and excitement for the common vision from others through genuineness and skilful use of metaphors, symbols, positive language, and personal energy (Kouzes & Posner, 2002).

Challenging the process means that leaders venture out. Those who lead others to greatness seek and accept challenge. They are pioneers and they are willing to step out into the unknown. Their work is change, and the status quo is unacceptable to them. They search for opportunities to innovate, grow, and improve (Kouzes & Posner, 2003). Leaders show willingness to challenge the system in order to turn these ideas into actions and to get new products, processes, and services adopted. They seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organisations. Transformational leaders are willing to change the status quo. They experiment and take risks with new approach. Learning, for them, is a lifelong behaviour. In order to succeed, leaders must be prepared to make mistakes, because every false step opens the door to a new opportunity. Instead of punishing failure, they encourage it. They learn from their mistakes rather than shift the blame on someone else (Abu-Tineh et al., 2008). Leaders seek to address uncertainty and opportunity by changing the status quo. They must guide followers through innovation, change, or the unknown. They are willing to look outside the boundaries of their current organisation and discipline, and to get others to do the same, searching for opportunities to grow and improve the organisation. People are encouraged to follow because leaders create a climate that is conducive to experimentation. Followers feel supported and are willing to join in the risk. Leaders see mistakes as learning opportunities (Posner, 2015).

Enabling others to act refers to fostering collaboration and strengthening others. Leaders know they cannot do it alone. Therefore, leadership is a team effort. They engage all those who must make the project work and, in some way, all those who must live with the results. They help to create a trusting climate. They understand that mutual respect is what sustains extraordinary efforts (Kouzes & Posner, 2010). Success requires a team effort and leaders turn their followers into leaders themselves by fostering collaboration and building trust. They promote building relationships between themselves and their followers, as well as among the members of the team. A sense of teamwork exists because leaders are willing to share power and to help followers develop the confidence and capabilities necessary to succeed. A leader's focus

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is not on his or her individual accomplishment, but on how the group can work together to realise the vision (Posner, 2015).

Leaders demonstrate their genuine care and concern for followers. Contributions are recognised and a culture of celebrating wins develops. Encouragement and motivation are not insincere, but rather genuine and meaningful because they are personalized, and leaders get personally involved. They specifically link recognition and reward with performance so that followers clearly understand how their behaviour is linked to the values of the organisation (Posner, 2015). They play a special role in the celebrating of individual or group achievements because they are the most prominent personality in the organisation and serve as a role model. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant. It also increases the sense of belonging. When leaders encourage their employees through recognition and celebration, they inspire them to perform better (Kouzes & Posner, 2002). People often need encouragement and motivation to achieve the goals set by the organisation. Successful leaders have high expectations for themselves and their employees. Their credibility is based on their record of achievements, dedication, and daily demonstrations of what and how things need to be done. By influencing employee motivation, leaders attach rewards and recognition to job performance (Abu-Tineh et al., 2008).

Different scholars have correlated transformational leadership practices and employee performance. For instance, Kirui, Iravo and Kanali (2015) investigated the role of transformational leadership in effective organisational performance in state-owned banks in Rift Valley, Kenya. Their findings indicated that transformational leadership had a positive and significant influence on effective organisational performance. Obiwuru, Okwu, Akpa and Nwankwere (2011) investigated the effects of leadership style on organisational performance in small-scale enterprises in Nigeria. The findings of the study revealed that transformational leadership style had a positive but insignificant effect on performance. Pradeep and Prabhu (2011) studied the relationship between effective leadership and employee performance with staff from public and private sector organisations in India as units of analysis. Their regression results reveal that transformational leadership and laissez-faire leadership had a significant positive relationship with the employee performance/ outcomes.

Paracha, Qamar, Mirza, Hassan and Waqas (2012) studied the impact of leadership style (transformational and transactional leadership) on employee performance in private schools in

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Pakistan. Their regression results indicate that transformational leadership significantly passively correlated with employee performance. Singh (2015) examined the relationship between the leadership styles and employee performance in private and foreign banks of US origin in India. The findings indicated that transformational leadership played a significant role in predicting employee performance in foreign banks. Thamrin (2012) analysed the influence of transformational leadership and organizational commitment on job satisfaction and employee performance research with permanent employees in shipping company in Jakarta, Indonesia. The results showed that transformational leadership had a positive and significant influence on employees' performance. Wang, Oh, Courtright and Colbert (2011) carried out a meta-analysis on transformational leadership and performance across criteria and levels. Their findings reveal that transformational leadership positively significantly related with individual and team level organisational performance. Trans-formational leaders led not only their individual followers but also their teams and organisations to achieve higher levels of performance.

2.3.2.3 Transactional leadership as a Correlate of Academic Staff Performance. Transactional leadership, also known as managerial leadership, focuses on the role of supervision, organisation, and group performance; transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. Transactional leaders use reward and punishments to gain compliance from their followers. They are extrinsic motivators that bring minimal compliance from followers. They accept goals, structure, and the culture of the existing organisation. Transactional leaders tend to be directive and action-oriented (Odumeru & Ogbonna, 2013). Transactional leaders are focused on short-term goals, standards, procedures, rules and control. Creativity, vision and generating of new ideas are not represented. The efficiency (cost reduction) is the key variable of leadership competencies. The left side of the brain (rational behaviour), completely dominated, so the right brain (emotional intelligence) is totally excluded from leadership behaviour. Followers are motivated only by rewards and punishments, and the utility over money dominates the leader-followers (Nikezić, Purić & Purić, 2012).

Transactional leadership focuses on the basic functions of management, control, organisation and short-term planning. Transactional leadership is based on the assumption that employees are motivated by the best system of rewards and punishments. Transactional leaders

are focused on standards, policies and procedures, as we have already said. They have a very narrow focus and do not encourage the creativity and new ideas. This style of leadership works best when organisational problems are simple and clearly defined. Inflexibility of leadership is a characteristic of this model, so any attempt to change this leadership style is difficult and almost unsuccessful, because the leadership style is part of human person, his personal characteristics and that is something unchangeable (Nikezić et al., 2012). Francia (2008) explains that transactional leaders recognise what the followers want and help them to achieve goals through an exchange. Basically, this leader is approaching to the followers with the promise of compensation, a reward by a support. Transactional leadership practices are namely; contingent reward and management by active or passive exception.

Contingent rewards are rewards that are connected to the performance of the employee. If employee put efforts, it is recognised by the rewards. The rewards which an employee gain on the accomplishment of a target is contingent reward. The leader communicates to followers (workers) that what have to be done to receive the rewards they judge (Chaudhry & Javed, 2012). Contingent reward uses positive methods to encourage employee performance. Simply put, such leaders state their expectations and use rewards and incentives to prompt employees to achieve those expectations (Frooman, Mendel son & Murphy, 2012). Contingent rewards (such as praise) are given when the set goals are accomplished on-time, ahead of time, or to keep subordinates working at a good pace at different times throughout completion. Contingent punishments (such as suspensions) are given when performance quality or quantity falls below production standards or goals and tasks are not met at all. Often, they are handed down on a management-by-exception basis, in which the exception is something going wrong (Odumeru & Ogbonna, 2013). Densten (2006) indicates that, contingent reward is very common leadership behaviour and an important behaviour for understanding the augmentation effect and the capacity of leaders to build on transactional leadership behaviours to gain extra effort from their followers. It has been positively associated with follower performance, satisfaction, and commitment. It behaviours represent transactions or exchanges that strengthen performance expectations, follower confidence and increased extra effort

Active management-by-exception means that the leader continually looks at each subordinate's performance and makes changes to the subordinate's work to make corrections throughout the process (Odumeru & Ogbonna, 2013). It (active) takes the notice of any

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deviations from the rules and regulations. Transactional leadership means the leaders or the bosses who lead primarily by using social behaviour exchanges for maximum benefit at low cost. Because leaders motivate their employees to perform their duty to show their responsibilities, to know their goals, to know their needs, so reward of their work can be achieved. In Transactional leadership style if you are working very well, than you will be rewarded due to good work and if you are not showing your commitment with your organisation you will be punish. Leaders also help the subordinate to know how to perform work for the organisation and how to accomplish the organisational goals (Chaudhry & Javed, 2012).

Passive exception refers to the situation where leaders wait for issues to come up before fixing the problems (Odumeru & Ogbonna, 2013). A passive engagement leader gets involved in the process only when standards are not met, or performance is not achieved (Densten, 2006). With passive management by exception (MBE-passive) leaders only use punishment as a reaction to unacceptable performance after it has occurred (Frooman, Mendel son & Murphy, 2012). Passive leadership involves a pattern of inaction exhibited by a person in a position of authority. Examples of passive leadership include behaviours such as avoiding decisions, neglecting workplace problems, and failing to model or reinforce appropriate behaviour. It involves an inactive, hands-off approach to managing employees. Passive leaders are less likely to define and clarify behavioural expectations for their employees. They generally do not take proactive steps to model and reward appropriate conduct. They will not provide the needed normative presence to convey expectations regarding employees' behaviour and their treatment of one another (Harold & Holtz, 2015).

Several scholars have correlated leadership practices and employee performance, for instance, Danişman, Tosuntaş and Karadağ (2015) studied the effect of leadership on organisational performance. Their results of the meta-analysis revealed that transactional leadership had a significant positive effect on organisational performance. Ejere and Abasilim (2013) investigated the impact of transactional and transformational leadership styles on organisational performance in the Nigerian, with employees of Akwa Ibom Water Company Limited, Uyo as units of analysis. Their regression results reveal transactional leadership style had positive impact on organisational performance.

Koech and Namusonge (2012) investigated the main effects of leadership styles on organisational performance at state-owned corporations in Kenya. Correlations between the

transformational-leadership factors and organisational performance ratings were high, whereas correlations between the transactional-leadership behaviours and organisational performance were relatively low. Obiwuru et al. (2011) investigating the effects of leadership style on organisational performance found out that transactional leadership style had a significant positive effect on performance. Ojokuku, Odetayo and Sajuyigbe (2012) examined the impact of leadership style on organisational performance in selected Banks in Ibadan Nigeria. Regression results showed that transactional was a negative and insignificant predictor of organizational performance. Pradeep and Prabhu (2011) revealed that transactional leadership had a significant positive relationship with employee performance. On the other hand, Paracha et al. (2012) reported that transactional leadership had a significant positive correlation with employee performance.

2.3.2.4 Employee identification as a Correlate of Academic Staff Performance Employee identification is the psychological attachment between an individual and his or her work organisation (Chughtai & Buckley, 2010). Identification is the degree to which a member defines himself or she by the same attributes that he or she believes defined the organisation (Boroş, 2008). Identification is the form of individuals' attachment to the organisation to the level at which individual employees believe themselves and their organisation as being the same entity. Identification is the statement of individuals defining themselves in term of other individuals, their relationships and their co-workers. With organisational identity, people link between themselves and their organisation (Pekdemir & Turan, 2014). Employee identification arises from attraction and desire to maintain an emotionally satisfying, self-defining relationship with the organisation. Employee identification is an outcome of socialisation and acculturation process (Shahnawaz, 2012).

Strong Employee identification occurs when, one's Employee identification is more salient than alternative identities, and his or her self-concept has many of the same characteristics he or she believes define the organisation as a social group. The members of an organisation are said to become attached to their organisation, when they incorporate the characteristics attributed to the organisation into their self-concept (Boroş, 2008). It is positively related to individuals' affective organisational commitment, job and organisational satisfaction, job involvement, organisational loyalty, occupational and work group attachment and extra-role behaviour, and

negatively related to individuals' intent to leave the organisation (Jones & Volpe, 2010). It increase the quality of work as well as quality of life and positive thinking, as a result of which employees develop healthy living and they are satisfied with their work, this is more fruitful for both employee as well as organisation too. It is also responsible for the maintenance of psycho-physical level of an individual employee, because employee feel more adjustable with working conditions inside the organisation and create an inner feeling of positive thinking through which there is a increment of production of an organisation and employee's incentive (salary) because of the fact that Employee identification itself help in improving along with increasing the work commitment of an individual employee (Shahnawaz, 2012).

Employee identification increases employees' motivation to further the interest of the organisation. Thus, individuals who strongly identify with their organisation are more likely to seek feedback and report errors because for these employees and the perceived value of these behaviours is likely to be greater than the associated costs. This is because enactment of such behaviours would enable these employees to contribute towards the organisation's success. For instance, feedback seeking will enable high identifiers to develop their competence and as a result make them better equipped to help the organisation attain its goals. Furthermore, by communicating errors, employees can enable the organisation to take corrective action and thus avoid potential losses (Chughtai, & Buckley, 2010). Employees who maintain high level of identification with the organisation attach much importance to their organisational membership. Being organisational members, they are inclined to obey organisational requirements and act in the interests of the organisation. In-role performance bears a nature of being required by the organisation and should communicate to the identified employees, that performing in-role behaviour is for the good of the organisation. Moreover, it is necessary for them to make great efforts to complete the tasks required, because the more they contribute, the more likely the organisation can stand out from other organisations, which maintains the distinctiveness of their membership in the organisation. Therefore, when an employee has a high level of organisational identification, he or she is willing to perform the tasks required by the organisation (Liu, Loi & Lam, 2011).

Several studies correlate Employee identification and academic staff performance. For instance, Carmeli, Gilat and Waldman (2007) studied the role of perceived organisational performance in organisational identification, adjustment and job performance using employees

of electronics and media industry in Israel as units of analysis. Their regression results indicate that Employee identification resulted in enhancing employees' work outcome. Chughtai and Buckley (2010) assessed the effects of Employee identification on in-role job performance and learning behaviour with high school teachers in Pakistan as units of analysis. In this study, in-role job performance refers to those activities which were part of employees' formal job description. On the other hand, learning behaviour refers to an ongoing process of reflection and action, characterised by asking questions, seeking feedback, experimenting, reflecting on results and discussing errors or unexpected outcomes of actions. The findings of the study reveal that Employee identification had a significant positive effect on in-role job performance. The results also reveal that Employee identification influenced feedback seeking indirectly through learning goal orientation.

Liu et al., (2011) linked Employee identification and employee performance in teams of using employees from three automotive dealers in a city of central China. Their correlation results indicate that employees' level of Employee identification was significantly positive related to employee performance. Pekdemir and Turan (2014) analysed the mediating role of organisational identity complexity/ congruence on the relationship between perceived organisational prestige and in-role/ extra-role performance. Their study used blue-collar staff working for two public university campuses in Istanbul, and Turkey as the units of analysis. Their regression results revealed that organisational identity significantly positively influenced employees' in-role and extra role performance.

2.3.2.5 Organisational Structures as Correlates of Academic Staff Performance.

Organisational structure refers to how people are organised or how their jobs are divided and coordinated. Organisational structure includes the nature of formalisation, layers of hierarchy, level of horizontal integration, centralisation of authority and patterns of communication (Maduenyi, Oke, Fadeyi & Ajagbe, 2015). It is the way responsibility and power is allocated, and work procedures are carried out, among organisational members (Mousavian & Shahamat (2011). It is the observable or tangible aspects of an organisation (Suman & Srivastava, 2012). Organisational structure is the starting point for organising which includes roles and positions, hierarchical levels and spans of accountability, and mechanism for problem solving and integration, while structure is the internal differentiation and patterning of relationships.

Organisational structure represents the relationships among different roles played by units within an organisation (Maduenyi, Oke & Fadeyi, 2015).

Furthermore, organisational structure is one of the organisation components that are composed of element of formalisation, complexity, and centralisation (Shafaee, Rahnama, Alaei & Jasour, 2012). Some organisational structure is necessary to make possible the effective performance of key activities and to support the efforts of staff. The structure of an organisation affects not only the performance and the efficiency of the economy but also the morale and job satisfaction of the work force. Therefore, the structure should be designed in such a way to encourage the willing participation of members of the organisation and effective organisational performance. A poor organisational structure makes good performance impossible, no matter how good the individual manager may be as a result, improved organisation structure will therefore always improve performance (Kalyani, 2006). Organisational structure has an important part in determining organisational effectiveness, within which of organisational structure are context specific. A successful organisational structure facilitates managerial issues, and provides great potential for improving organisation's competitive power, innovation capability and labour force relations, while lowering expenses (Basol & Dogerlioglu, 2014).

2.3.2.6 Formalization as Correlates of Academic Staff Performance. Formalisation refers to the amount of written documentation in the organisation. It indicates the extent to which job tasks are defined by formal regulations and procedures. These rules and procedures are written to standardize operations in organisations. Standardisation is the extent to which employees work according to standard procedures and rules in an organisation. It ensures employees complete their duties and tasks in the required manner. Therefore, it ensures that an employee's actions and behaviours are routine and predictable, and similar work activities are performed in a uniform manner at all locations. Formalisation and standardisation are control mechanisms which seek to ensure that employee behaviours contribute to the achievement of goals in organisations (Al-Qatawneh, 2014). Formalisation points out the level of rules, laws, policies and procedures in organisation. For example, the indicators of formalisation in an organisation include devised policies, terms of reference, procedural manuals (procedural devised notebooks), organisational charts, managerial systems such as management-based objective (MBO), technical systems such as program evaluation and review techniques (PERT) and formal list of laws and rules. If a job

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possesses high formalization, job owner would have lowest freedom in performing its related works, the time of doing the job and the way of doing it. In such circumstances, employees are expected to use similar inputs in a certain method which leads to predetermined results (Alavi, Matin, Jandaghi & Saeedi, 2010).

Structural formalisation is characterised by the presence of rules and procedures that influence decision-making behaviour. It therefore describes the extent to which rules, procedures, instructions, and communications are written down. The organisation theory literatures primarily identify two levels of formalisation: high and low. A high level of formalisation is related to a mechanistic structure, whereas a low level of formalisation is related to an organic structure (Bozkurt, Kalkan & Arman, 2014). Formalisation measures the extent to which an organisation can use rules and procedures to prescribe behaviour. The nature of formalisation is the degree to which the workers are provided with rules and procedures that deprive versus encourage creative, autonomous work and learning. In organisations with high formalisation, there are explicit rules which are likely to obstruct the impulsiveness and flexibility needed for internal innovation (Maduenyi, Oke, Fadeyi & Ajagbe, 2015). If jobs have high formalisation, its operators have the least freedom of action to perform activities related to job, when done and what should be done. Formalisation is defined as the rate of or extent that written laws, procedures, instructions and communication. are what a Formalisation accrues due to the advantages from standardising employee behaviour to recognize organisations where the standard of behaviour reduces variability. Also it will increase coordination in the work, and more formal offers less freedom to operators' job. Jobs with less formal have more operators' professional judgment in it. However, power and the diagnosis itself is a rare quality that organisations to obtain people who have such ability, further benefits are to be paid in the form of salary. It can be done within job or it be imposed from outside when formalisation is determined from outside for job used terms of external behaviour for its. In this case rules and procedures are executed directly by the monitor management that representing jobs that unskilled workers can do the job incumbent (Shafaee, Rahnama, Alaei & Jasour, 2012).

In addition, Kroese (2004) contends that, because formalisation describes procedures about jobs, it can be assumed that the degree of formalisation has an influence on how jobs and tasks are done. Basol and Dogerlioglu (2014) indicate that, if an organisation has a formalised structure, the attitudes of its employees are organised, frequent and effective. Besides,

formalisation improves and facilitates the cooperation and collaboration among the members of the organisation. These advantages will increase the quality of all activities in the firm. Thus, formalisation has a positive correlation with the quality of the products and services which is an essential part of the organisational performance.

There are a number of scholars that have related organisational formalisation and staff performance. For example, Basol and Dogerlioglu (2014) studied structural determinants of organisational effectiveness with employees working in the software industry in Turkey as a unit of analysis. Their regression findings show that formalisation increased organisational effectiveness. Mousavi, Jadidi and Javanmard (2013) studied effects of organisational structure on performance of research organisations with staff of a research-based organisation located in Qom, Iran as units of analysis. In their study, organisational structure was conceptualised in terms of formality, complexity and concentration. Their correlation results reveal a significant positive relationship between organisational formalisation and organisational performance. Maduenyi, Oke and Fadeyi (2015) in a meta-analysis examined the impact of organisational structure on organisational performance. Their findings indicate that effective organisational formalisation facilitated proper working relationships among various sub-units in the organisation improving company efficiency within the organisational units. The findings reveal that organisational formalisation had an impact on organisational performance.

Tajipour, Sarboland and Khodabakhshi (2014) sought to understand the impact of organisational structure levels on performance using staff of Imam Reza Mehr Fund in Khuzestan Province in Iran as units of analysis. In their study, organisational structure was studied in terms of formalisation, complexity, and centralisation. On the other hand, performance was studied in terms of skill (power to accomplish a duty), intuition and recognition (clear acceptance of type, place and modality of accomplishment), organisational support (support is needed by the personnel to complete efficiency) and motivation (desire and interest to fulfil duties). Their regression results revealed that organisational formalisation significantly positively influenced employee performance.

2.3.2.7 Complexity as a Correlate of Academic Staff Performance. Complexity refers to the inter-organisational separation limits. It is the specialisation, division of labour and the amount of levels in the organisational hierarchy (Kermani, 2013). Complexity or specialisation is the

number of occupational specialties included in an organisation and the length of training required of each. Person specialisation and task specialisation distinguish the degree of specialisation; The greater the number of person specialists and the longer the period of training required to achieve person specialisation (or degree held), the more complex the organisation (Lunenburg, 2012). Complex or specialised structures have departments with employees that are functionally specialised or integrated. In effect, Low levels of horizontal integration reflect an organisation in which the departments and employees are functionally specialised. Whereas high levels of horizontal integration reflect an organisation in which departments and employees are integrated in their work, skills, and training (Teixeira et al., 2013). Organisational complexity is viewed in accordance with the principles of complexity theory. Complexity theory embodies a non- linear systems-oriented perspective, that attempts to conceptualise and understand organisation systems, at multiple levels in full recognition of the dynamic linkages, and influences, that operate within and between aspects of those systems levels through time and space (Papastefanou, 2010).

Complexity points out the amount of separation in an organisation. While horizontal separation shows the amount of horizontal separation level among units. Also, vertical separation points out the depth or altitude of organisational hierarchy and Geographical separation shows the distribution of units, facilities and human forces geographically (Alavi et al., 2010). Complexity includes person specialisation while task specialisation distinguishes the degree of specialisation (Lunenburg, 2012). When the degree of complexity is high in an organisation, authority is delegated to all levels, and employees have enough rights to execute their activities in a fast and competent manner, without waiting the approval of an upper level manager. Complexity fosters communication in the organisation and creates a workplace with more satisfied and motivated employees. Free flow of communication is conducive, decision making heavily depends on the specialists rather than the managers as such faster response to changing market requirements is possible (Basol & Dogerlioglu, 2014).

In this regard to different scholars that have related organisational complexity and staff performance. A case in point, Basol and Dogerlioglu (2014) found out that specialisation, that is complexity increases organisational effectiveness. Mousavi, Jadidi and Javanmard (2013) studied effects of organisational structure on performance of research organisations with staff of a research-based organisation located in Qom, Iran as units of analysis. In their study, organisational structure was conceptualised in terms of formality, complexity and concentration.

Their correlation results reveal a significant positive relationship between organisational complexity and organisational performance. Maduenyi, Oke and Fadeyi (2015) in a meta-analysis examined the impact of organisational structure on organisational performance. Their findings indicate that effective organisational formalisation facilitated proper working relationships among various sub-units in the organisation improving company efficiency within the organisational units. The findings reveal that organisational complexity had an impact on organisational performance. Tajipour, Sarboland and Khodabakhshi (2014) sought to understand the impact of organisational structure levels on performance using staff of Imam Reza Mehr Fund in Khuzestan Province in Iran as units of analysis. In their study, organisational structure was studied in terms of formalisation, complexity, and centralisation. On the other hand, performance was studied in terms of skill (power to accomplish a duty), intuition and recognition (clear acceptance of type, place and modality of accomplishment), organisational support (support is needed by the personnel to complete efficiency) and motivation (desire and interest to fulfil duties). Their regression results reveal that organisational complexity significantly positively influenced employee performance.

2.3.2.8 Centralization as a Correlate of Academic Staff Performance. Centralisation or hierarchy of authority refers to the number of role incumbents who participate in decision-making and the number of areas in which they participate. The lower the proportion of role incumbents who participate and the fewer the decision areas in which they participate, the more centralised the organisation (Lunenburg, 2012). Simply, centralisation concerns in concentration of decision-making authority at the upper levels of an organisation. In a centralised organisation, decision-making is kept at the top level, while centralisation is composed of a hierarchy of authority and participation. Hierarchy of authority refers to the concentration of decision-making authority in performing tasks and duties (Al-Qatawneh, 2014). With centralisation, decision-making is concentrated at one unit point in organisation. That power density at a point implies concentration and lack of density or low density is a sign of decentralisation. Concentration is the issue of distribution rate in powers decision making no geographical separation of organisation. It emphasis is with the formal organisational structure no with the informal organisation and only used formal authority, focus as look at decision-makers votes and comments. Organisation will facilitate achievement of goals through group efforts coordination. Decision-making and

information processing are the key elements of coordination, which is due to employee participation in decision-making process decentralisation in decision making is caused motivation (Shafaee et al., 2012). With centralisation, there is organisational control that is a cycle that includes the three stages of target setting, measuring or monitoring and feedback. Whereas control in the bureaucracy consists of rules, standards, and internal procedures. Developing and enforcing performance control and behavioural prescriptions improve decisions and increases predictability of performance (Tran & Tian, 2013). In essence centralisation leads to an increase of decision making at the higher hierarchical levels, within an organisation and a decrease of participation of employees in the decision making process. Organisation structure displays the system of task and authority relationship that control how employees use resources to achieve the organisational goals. Work specialisation contributes to higher employee performance (Kalyani, 2006).

Several scholars have related organisational centralisation and staff performance. Tajipour et al. (2014) revealed that centralisation significantly positively influenced performance. Mousavi, Jadidi and Javanmard (2013) studied effects of organisational structure on performance of research organisations with staff of a research-based organisation located in Qom, Iran as units of analysis. In their study, centralisation was conceived as concentration. Their correlation results revealed a significant positive relationship between concentration and organisational performance. Maduenyi et al. (2015) in a meta-analysis examined the impact of organisational structure on organisational performance. Their findings indicated that effective organisational structure that included centralisation facilitated proper working relationships among various sub-units in the organization improving company efficiency within the organisational units. The findings revealed that organisational structure had an impact on organisational performance. Pertusa-Ortega, Zaragoza-Sáez and Claver-Cortes (2010) examined the influence of formalisation, complexity, and centralisation influence knowledge performance in large Spanish firms. The results showed that organisational centralization exerted a negative influence, respectively on performance. However, Tajipour et al. (2014) revealed that centralisation has a positive and significant influence on performance. However, the studies produced controversial results.

2.3.3 Flexitime as a Correlate of Academic Staff Performance.

Flexitime is the ability to schedule flexible starting and quit-ting times, sometimes with a core-hours requirement (Lee & DeVoe, 2012). Flexitime involves a variety of flexible work schedules that offer employees choices about the start and end of working hours. All employees must work a specific number of hours per week or month. However, they may vary their hours of work within limits (Downes & Koekemoer, 2011). Organisational support through providing the flexitime option to the employees is a very important factor that can drastically improve the performance and confidence levels, motivate the employees and reduce stress levels of employees at same time. The work requires more independence, and self-control and self-regulation. Flexibility in the working hours plays an important role in the life of an employee and is very important that the employee is able to maintain the correct balance between the work and the personal life effectively. Flexible working hours is one of the methods, that can help the employees do their work efficiently, and balance their personal life perfectly, enhancing employee performance (Solanki, 2013). Flexitime supports significantly, higher levels of work life balance than do traditional, fixed-hour working schedules. Employees with greater control over work schedules are more likely to show increased engagement, retention, job satisfaction and overall well-being. Various additional benefits for organisations to implement flexitime successfully include savings on overtime and other premium employee payments; improved delivery time and response to client and work demands; better employee adaptability to workloads; increased employee motivation; and reduced tardiness and absenteeism (Downes & Koekemoer, 2011). Flexible work time arrangements allow the weekly working hours to vary from one period to another (within a certain range) without any consequence for monthly wage earnings. Hence, actual weekly working hours are not fixed to contracted weekly hours any more. Often the deviations from contracted working hours are debited or credited to an individual work time account that has to be settled within a given time period. The maximum number of hours that may be debited or credited is usually limited (Wolf & Beblo, 2004).

Flexitime assists employees to manage their work and family responsibilities by allowing them to reduce work-family conflict and to improve functioning and performance at work and at home. It allows employees to choose when, where and for how long they engage in work-related tasks. It more or less, usually, means that each working day has a core of six hours surrounded, by a flexibility band in which employees may exercise their discretion, that, each working day

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has a core of six hours surrounded, by a 'flexibility band' in which employees may exercise their discretion. For instance, one employee may work between 07:00 and 15:00 whereas another may choose to work between 08:00 and 16:00. The core hours are between 09:00 and 15:00 (Downes & Koekemoer, 2011). Variations of this policy often include different starting and finishing times for each day, the length and timing of lunch breaks, the length of the working day and compressed workweeks. A compressed workweek allows for varying the length of the week, so that, employees may work for only three days a week, whilst still working, the total number of hours required for a working week (Robbins, Ordendaal & Roodt, 2004).

Providing employees with flexitime is likely to facilitate an increase in their performance through mechanisms such as a greater productive, window of work or decreased absenteeism (Lee & DeVoe, 2012). As a quality enhancement strategy focused on employees offer greater organisational alignment with flexitime, it has positive impact on organisational profitability when introduced within a context where the strategy was more employee-centred (Lee & DeVoe, 2012). There were different scholars that had correlated flexitime and employee performance. For instance, Solanki (2013) studied flexitime association with job satisfaction, work performance, motivation and employees stress levels with staff of organisations (both in the manufacturing and service oriented industries) in United Arab Emirates as units of analysis. Their correlation findings reveal a significant positive relationship between flexitime and work performance.

Wolf and Beblo (2004) investigated, whether time flexibility worked with basing on German data from the IAB establishment panel covering the years 1999 to 2002 from establishments with at least one employee who paid social security contributions. The results of the study indicate that firms using work time arrangements allowing moderate flexibility turned out to be more efficient than establishments with fixed time schedules. Use of work time schedules with moderate flexibility was positively related to technical efficiency, while highly flexible work time arrangements seem to be negatively correlated with an efficient organisation of the work flow. Downes and Koekemoer (2011) explored, challenges and benefits associated with implementing flexitime with employees from the research field, an international auditing and consulting organisation in Johannesburg, South Africa, as units of analysis. Interview results reveal that that flexi-time led to increase performance because employees were able to manage

responsibilities in their personal lives, to control their work, suffered reduce anxiety and stress, concentrated, became loyal, motivated and committed to the organisation.

2.4 Gaps of the study

The studies made sufficient effort to relate organisational factors and employee performance. However, a number of gaps remain at contextual, empirical and methodological levels. Regarding leadership practices, at contextual level, all the studies above were carried outside Nigeria. For instance, the study by Pradeep and Prabhu (2011) was carried out in India and the study by Paracha et al. (2012) was carried out in Pakistani while the study by Wang, et al. (2011) was a meta-analysis, besides, the above studies presented controversial results. Whereas the studies by Pradeep and Prabhu (2011) and Wang et al. (2011) indicated that transformational leadership was more significantly correlated with employee performance. The study by Paracha et al. (2012) indicated that transactional leadership correlated more significantly. These gaps call for this study in the context of Polytechnics in Nigeria to establish whether leadership practices were significant correlates of Academic Staff Performance. With regard to employee identification, the studies above were skewed towards the Western World (Pekdemir & Turan, 2014; Carmeli et al., 2007) and Asia (Chughtai & Buckley; 2010). Besides none of the above studies were carried out in the context of polytechnics in Nigeria. This study sought to find out whether organisational factors as a correlate of academic staff performance.

On the other hand, regarding organisational structures, at contextual level, the studies above were skewed towards the Western World (Platis et al., 2015) and Asia (Crossman & Abou-Zaki; 2003; Dizgah et al., 2012). Besides, none of the studies was carried out in a polytechnic. Whereas at empirical level, the studies present contradicting results. For instance, whereas Dizgah et al. (2012) and Platis et al. (2015) found a positive and significant relationship between Employee identification and job performance, Crossman and Abou-Zaki (2003) found no significant relationship. These gaps make it incumbent for this study, in the context of polytechnics in Nigeria to establish whether organisational factors are a correlate of Academic Staff Performance . With regard to organisational structure, at contextual level, all the above studies were biased towards outside Nigeria. Whereby at methodological level, the study by Maduenyi, Oke and Fadeyi (2015) was a meta-analysis. These gaps call for this study to investigate in the

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context of polytechnics in Nigeria whether organisational structures are correlates of academic staff performance. Finally concerning flexitime, contextually, all the studies were carried out outside Nigeria; more so, were carried out in sectors other than polytechnics. These gaps thus call for this study to be carried out in the polytechnics in Nigeria.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research philosophies, paradigms, research design, target population, sample size, sampling procedure and research instruments. Also presents validity and reliability of instrument, data analysis, and data gathering procedures, ethical considerations and limitations of the study.

3.1 Research Philosophy

The ontological, epistemological, rhetoric and methodological philosophies that were the basis of this study were premised on the thesis that knowledge was independent of the researcher and could largely be studied objectively, written and analysed dominantly using statistical methods. Ontologically, objectivism was the basis of the study holding that there was independent reality that could be discovered using conventional scientific methods, in particular statistical methodologies. Therefore, data were largely collected and studied quantitatively (Tuli, 2011). Epistemologically, the study was value neutral and thus knowledge generated was value neutral. The respondent's perspectives were sought. The study involves establishing causal relationships through testing hypotheses to make predictions and generalisations. Data were collected largely using a close-ended questionnaire and analysis involved descriptive and inferential statistics. Inferential statistics aimed at allowing sample results to be generalised to populations (Scotland, 2012). Rhetorically, report writing involves use of impersonal and formal language (Bakkabulindi, 2015). Methodologically, as indicated by Tuli (2011), the researcher was detached from the respondents with emphasis on measuring variables and testing hypotheses linked to general causal explanations.

3.2 Research Paradigms

The study involved the use of both positivist and interpretive paradigms, with the positivist paradigm as the dominant one. The positive paradigm involved collection of data using a questionnaire survey. Where data was numerically presented and analysed with statistical

procedures to ensure generalisation of the findings. Data analysis involved testing of hypotheses to make statistical inferences (Bakkabulindi, 2015). On the other hand, the interpretive paradigm involved the use of interviews to explore the study problem. The interpretive paradigm was the basis for understanding experiences of the respondents in relation to the study problem. The interpretive approach helps to gain insight and in-depth information (Thanh & Thanh, 2015). Using the positivist and interpretive paradigms, the researcher was able to make statistical inferences for generalisation and provide explanations to them.

3.3 Research Design

The study employed descriptive and correlational survey research designs. The descriptive design involved a cross-sectional survey by which data was collected at once. The co relational design was useful in determining the presence and degree of a relationship between two or more factors basing on quantitative data (Ellis and Levy, 2009). The correlation design helps in relating each of the constructs of organisational factors namely leadership practices, employee identification, organisational structure and flexitime with academic staff performance. The study adopted the mixed research approach using both quantitative and qualitative approaches. The quantitative approach was adopted because of the testing of hypotheses to make inference on the correlates of academic staff performance. While, the qualitative research approach was used to obtain in-depth information from a small number of respondents by means of themes drawn from the research objectives.

3.4 Study Population

To obtain responses from the representative of the academic staff in polytechnics in Nigeria, the population were all the academic staff in the polytechnics who number 6706 distributed in the 10 Polytechnics in the North West geo-political zone of Nigeria. The polytechnics are located in the seven states of North West geo-political zone of Nigeria namely; Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara. Due to time and cost constraints, the researcher found convenient to carry out the study on part of the target population, which were more accessible and hence became the sampled population. The sample population were obtained only from six polytechnics, three federal and three state polytechnics from the three blocks of territories that

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make up North West geo-political zone of Nigeria. The sampled polytechnics in three blocks had a population of 3128, NBTE in (2015).

3.5 Sample Size

The sample size of the academic staff are 341 out of 3128 determined using the table for determining sample size from a given population (Krejcie & Morgan, 1970 – Appendix D). The sample from each polytechnic selected was determined by proportionate sampling for equal representation of the respondents (Borden's & Abbott, 2011). The proportionate sampling formula followed was as follows;

$$f = f_{block} * f_{lu}$$
$$= \frac{aB_{\alpha}}{\sum B_{\alpha}} * \frac{b}{B_{\alpha}}$$

where

f is the overall probability of selection of the element,

f_{block} is the probability of selection of the cluster, and

f_{lu} is the probability of selection of the element within the cluster

a is the number of cluster selections

B_{α} is the number of elements within the selected cluster α on the frame

$\sum B_{\alpha}$ is the number of elements on the frame

b is the number of elements selected within cluster α

The sample determined is presented in Table 3.1.

Table 3.1: Sample Size Distribution

Respondents Territorial block	Respondents State	Polytechnic	Target population	Sample Size
Sokoto	Zamfara	Kaura Namoda Federal Ploytechnic	301	33
	Sokoto	Sokoto State Polytechnic	250	27
Kaduna	Katsina	Hassan Usman Katsina Polytechnic (state)	263	29
	Kaduna	Kaduna polytechnic Kaduna (Federal)	1700	185
Kano	Kano	Kano State Polytechnic	413	45
		Federal Polytechnic Kazaure	201	22
Total			**3128**	**341**

Source; Primary Data (2016)

3.6 Sampling Procedure

The study used three sampling methods, namely cluster-cum-stratified stage two sampling, purposive and simple random sampling. Using cluster-cum-stratified stage two sampling, in stage one the polytechnics were clustered according to states. In stage two, the polytechnics were stratified according to ownership, that is federal or state owned. With purposive sampling, the criteria used was to select the respondents of the study through purposive sampling: the respondents were (1) either male or female and full time lecturers in various academic ranks in the polytechnics (2) employed in the selected polytechnics under study from 5 years and above Further the researcher requested for lists of lecturers from the Heads of Departments/ Human Resource Departments of the polytechnics under study from where the researcher choose the actual qualified respondents through simple random sampling. Using simple random sampling, each member in the target population was given an equal chance of becoming part of the sample.

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Questionnaires were distributed to the qualified respondents who were more than the minimum sample size in anticipation low retrieval rate.

3.7 Research Instruments

3.7.1 Research Questionnaire. The data collection instrument used was a self-administered questionnaire (SAQ) for academic staff (Appendix B). The sections of the questionnaire on the independent and dependent variables was developed basing on instruments already used by other scholars on basis that their validities and reliabilities could be taken for granted initially. The guarantee of validities was based on the premise that an instrument cannot be valid unless it is reliable (Hsu & Hersen, 2013). The questionnaire comprised a title, cover letter and five sections namely A through F. Section A was on the background characteristics of the respondents with questions (4 items) on the polytechnic, ownership of the polytechnic, position on first appointment, position on second appointment, and terms of employment. Section B covered the first IV (IV1) that is organisational factors namely leadership practices that were namely; transformational (with 10 items at $\alpha = 0.88 - 0.94$) and transactional leadership practices (with 10 items at $\alpha = \alpha = 0.80 - 0.91$) from Kanste, Miettunen and Kyngäs (2007). Section C was on the second IV (IV2) namely Employee identification comprising of identification with the organisation (with 9 items at $\alpha = \alpha = 0.93$) and identification with the group (with 9 items at $\alpha = 0.94$) from Miller, Allen, Casey and Johnson (2000).

Section D was on the third IV (IV3) organisational structures that included formalisation (with 7 items at $\alpha = 0.63-0.65$), complexity (with 7 items at $\alpha = 0.76$), and centralisation (with 8 items at $\alpha = 0.82-0.87$) from Johari, Yahya and Omar (2010). Section D covered the third IV (IV3) that was flexitime (with 10 items at $\alpha = 0.79$) from Albion (2004). Section E was on the dependent variable (DV) which is academic staff performance with five aspects namely teaching (with 10 items at $\alpha = 0.980$) from Calaguas (2012), supervision (with 9 items at $\alpha = 0.810$) and research and publications (with 10 items at $\alpha = 0.810$) from) from Ali, Watson and Dhingra (2016), innovation (with 5 items at $\alpha = 0.939 - 0.940$) from Doroodian, Ab Rahman, Kamarulzaman and Muhamad (2014) and community services (with 8 items at $\alpha = 0.930$) from . The questions in section A were nominal questions with appropriate responses required. The questions in sections B through F were ordinal questions scaled using the four-point Likert scale from a minimum of 1 strongly disagree (SD), 2 disagree (D), 3 agree (A) and 4 strongly agree

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(SD). The questionnaire was chosen because by the nature of their job, the respondents were proficient in the language used, namely English Language. The respondents for the SAQ were the academic staff of the polytechnics.

3.7.2 Interview Guide. This helps to collect data that is qualitative in nature. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation to explore issues in depth (Boyce, 2006). The interview guide comprised 13 items on the various organisational factors studied. Six interviews were collected from the human resource managers of the polytechnics. The human resource managers of each polytechnics provided interview data

3.8 Data Quality Control

3.8.1 Validity. The researcher ensured the content validity of the instruments by making sure that the items on the main variables (independent and dependent variables) in it matched with the study's conceptual framework (see Figure 2.1). The researcher then with the help of the supervisors validated the items in instrument adopted from various scholars using face validity to make them relevant in the context of the study. This was so because the reliabilities of the constructs were already guaranteed by earlier studies (see, 3.7.1) and their validities suggested (Hsu & Hersen, 2013). After collection of quantitative data, the reliabilities of the constructs were retested using Cronbach Alpha method provided by SPSS to the internal consistency of the results. The validity of multi-item variables was tested using Confirmatory Factor Analysis. In considering construct validity, only items whose first component/ factor had an eigenvalue that exceeded 1.00 were rotated for interpretation. Items loading 0.50 and above once on the component/ factor were adopted while those loading below were considered weak hence dropped. For items that had split loadings or that cross loaded, that is with more than one eigenvalue exceeding 1.00, hence loading highly on more than one component/ factor were considered complex items and thus dropped from subsequent analysis (Marsh, Morin, Parker & Kaur, 2014). This helped in attaining construct validity of the study items. Validity results are presented in appropriate sections in chapter four.

3.8.2 Reliability. The items in the instruments developed were first subjected to face validity through consultation with the supervisors who gave their expert opinion on the items which enabled attaining of reliability. After collection of data, the data were systematically checked, focus maintained and there was identification and corrections of errors (Tashakkori & Teddlie, 2003). For items in the multi-dimensional aspects of the questionnaire, after collecting the data reliability was determined by calculating Cronbach alpha using SPSS (Statistical Package for Social Scientists) ensuring that constructs that reached the benchmark of above .70 (70%) were maintained. A reliability of 0.70 indicates 70% internal consistency in the scores that are produced by the instrument (Amin, 2005). The Cronbach (α) results were as follows; transformational ($\alpha = 0.893$) , transactional leadership practices (initial $\alpha = 0.746$, subsequent $\alpha = 0.783$), Employee identification with the organisation ($\alpha = 0.859$), identification with the group ($\alpha = 0.831$), formalisation (initial $\alpha = 0.827$, subsequent $\alpha = 0.793$), complexity (initial $\alpha = 0.710$, subsequent $\alpha = 0.765$), centralisation (initial $\alpha = 0.755$, subsequent $\alpha = 0.709$), flexitime ($\alpha = 0.822$), teaching (initial $\alpha = 0.877$, subsequent 0.873), supervision (initial $\alpha = 0.789$, subsequent $\alpha = 0.763$), research and publications (initial $\alpha = 0.821$, subsequent 0.811), innovation (initial $\alpha = 0.761$, $\alpha = 0.809$) and community services ($\alpha = 0.930$).

3.9 Research Procedure

A letter was obtained from the Director of College of Higher Degrees and Research granting permission to proceed with data collection after the proposal has been approved. The researcher then proceeds to North West geo-political zone of Nigeria and presented the letter to the Rectors to allow the researcher to collect data from their polytechnics. During data collection, the researcher co-opts research assistants who were the secretaries in the various departments. The research assistant helped in distributing and collecting the research questionnaires because they have easy access to the academic staff. Accompanying each questionnaire was a letter explaining the general purpose of the study. Interview data was collected by the researcher personally, and during the collection of this data, the researcher jots down the most important questions according to the study themes.

3.10 Data Analysis Procedure

3.10.1 Qualitative Data. Qualitative analysis was carried out using two methods that is discursive and thematic methods. The discursive method provided detail of the text through interpreting of the analysed text and attributing meaning. On the other hand, thematic analysis was used to cluster data with similar meaning together (Madill & Gough, 2008). These methods enable the researcher to present, interpret and analyse the collected data.

3.10.2 Quantitative Data. Quantitative data was analysed using descriptive statistics, correlation and regression analyses. Descriptive statistics used were frequencies, percentages and mean. In carrying out correlation, the dependent variable (DV) which is academic staff performance was correlated on the four independent variables which are leadership practices, employee identification, organisational structure and flexitime. Using regression, the DV was regressed on IV1, IV2 and IV3 using multiple regression. The Statistical Package for Social Sciences (SPSS 20.0) was used for data analysis. The following mean ranges were used to arrive at the mean of the individual indicators.

Means Range	Response Mode	Interpretation
3. 5-4.00	Strongly agree	Very good
2.5-3.49	Agree	Good
1.5-2.49	Disagree	Poor
1.00-1.49	Strongly disagree	Very poor

Source, Primary Data (2016)

3.10.3 Ethical Considerations

The researcher ensured respect of the rights throughout this research. For example, material borrowed from other sources such as journal articles was acknowledged at the respective spots in the study. Before data collection, the respondents were appropriately informed directly by the researcher for the purpose of the study, why and how they were chosen. They were further assured of confidentiality of their responses as their responses were anonymous. During data management quantitative results were reported in aggregate form using such measures as percentages, means, correlations and regression coefficients. Qualitative findings from the

questionnaire survey were associated with the respondents but coded as P1, P2, P285. Honesty was maintained by ensuring that data presentation, analysis and interpretation were strictly based on the data collected. Honesty was ensured by strictly presenting, analysing and interpreting findings basing on the data collected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is the presentation, analysis and interpretation of the findings on organisational factors and Academic Staff Performance in polytechnics in North West geo-political zone of Nigeria. In particular, the chapter provides empirical findings on demographic and main variables of the study, that are leadership practices, employee identification, organisational structures and flexitime (Independent Variables) and academic staff performance, teaching, supervision research and publication, innovation and community service.

4.1 Demographic Characteristics

This section presents facts about the respondents, the polytechnic, ownership of the polytechnic, position on first appointment, position on second appointment and terms of employment. This information was considered necessary because it helped in categorising the respondents and establishing the controlling influence of these demographic characteristics on academic staff performance studied. The demographic characteristics results are as presented in Table 4.1.

Table 4.1: Frequency and Percentages of Demographic Characteristics of the Respondents

Item	Categories	Frequency	Percent
Polytechnic	Kaduna Polytechnic Kaduna State	70	24.6
	Federal Polytechnic Kazaure Jigawa State	59	20.7
	Katsina State Polytechnic	47	16.5
	Kano State Polytechnic	39	13.7
	Sokoto State Polytechnic	40	14.0
	The federal Polytechnic Kaura Namoda	30	10.5
	Total	**285**	**100.0**
Ownership of the polytechnic	Federal	159	55.8
	State	126	44.2
	Total	**285**	**100.0**
Position on first appointment	Assistant Lecturer	65	23.2
	Lecturer III	61	21.8
	Lecturer II	31	11.1
	Lecturer I	30	10.7
	Senior lecturer	34	12.1
	Principle Lecturer	31	11.1
	Chief lecturer	28	10.0
	Total	**280**	**100.0**
Position on second appointment	Assistant Lecturer	47	16.8
	Lecturer III	32	11.5
	Lecturer II	28	10.0
	Lecturer I	41	14.7
	Senior lecturer	46	16.5
	Principle Lecturer	52	18.6
	Chief lecturer	33	11.8
	Total	**279**	**100.0**
Terms of employment	Permanent	254	90.4
	Probation	6	2.1
	Contract	16	5.7
	Part-time	5	1.8
	Total	**281**	**100.0**

Source: Primary Data (2016)

The results in Table 4.1 showed that the modal percentage (24.6%) was from Kaduna Polytechnic Kaduna State followed by 20.7% from Federal Polytechnic Kazaure and 10.2% from

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The Federal Polytechnic Kaura Namoda, 16.5% from Katsina State Polytechnic. In addition, 14.0% from Sokoto Polytechnic and 13.7% from Kano State Polytechnic. These results indicate that the dominant academic staff in this study were from Kaduna Polytechnic Kaduna State. Regarding ownership of the polytechnics, the larger percentage 55.8% were from federal polytechnics with 44.2% being from state polytechnics. The results on the positions of the respondents on first appointment revealed that the modal percentage (23.2%) were Assistant Lecturers, followed by Lecturer II (21.8%), then senior lecturers (12.1%), both for Lecture III and Principle Lectures each was 11.1%, Lecturer I (10.7%) and chief lectures were the least percentage (10.0%). This data suggested that in polytechnics in North West Nigeria, most academic staff joined from the bottom levels that is starting levels.

With respect to the positions on second appointment, the modal percentage (18.6%) was of Principle Lectures, followed by Senior Lecturers (16.5%), Lecture I (14.7%), Chief Lecturers (11.8), Lecturer II (11.5%) and Lecture III (10.0%). The results mean that in polytechnics in Nigeria, lecturers had opportunities of being promoted to senior positions. Regarding terms of employment of the respondents in their current polytechnics, the modal percentage (90.4%) was of those employed on permanent basis followed by those on contract basis (5.7%), those on probation were 2.1% and 1.8% on part-time. The results above meant that in polytechnics in North West Nigeria, academic staff had job security as majority were employed on permanent basis. The above data was the basis for establishing the controlling influence of these demographic characteristics on the academic staff performance.

4.2 Results on Academic Staff Performance

The conceptual framework (Figure 2.1) showed that the dependent variable (DV) namely, Academic Staff Performance was a multi-dimensional concept covering teaching, supervision, research and publications, innovation and community services. Items measuring the various variables comprising Academic Staff Performance were scaled using the four-point Likert scale where, 1 = Strongly Disagree 2 = Disagree, 3 = Agree and 4 = Strongly Agree. Each of the above aspects of Academic Staff Performance descriptive statistics that include frequencies, percentages and means are presented. Then the results of confirmatory factor analysis and reliability analyses are presented.

4.2.1 Teaching performance. This aspect of academic staff performance was studied using 10 items (appendix C). The items included staff punctuality, teaching according to the course plan, offering a simple, clear, concise language during lecturers, keeping the interest of students alive during lessons and being compassionate and tolerant to students to some extent. The items also included staff offering sufficient number and quality of course related resources, consultation time for students, facilitating teaching on time, extra teaching and finishing the syllabus on time. The descriptive results on the first aspect of academic staff performance, namely teaching are as presented in Table 4.2.

Table 4.2: Frequencies, Percentages and Means on Teaching

Teaching Performance	F/%	SD	D	A	SA	Mean	Remark
I was always punctual and come to class with lesson plan	F	9	29	168	77	3.11	Good
	%	3.2	10.2	59.4	27.2		
I taught my courses according to course plan with various teaching materials	F	2	20	182	79	3.19	Good
	%	0.7	7.1	64.3	27.9		
I offered a simple, clear, concise language during lecturers.	F	2	4	151	127	3.42	Good
	%	0.7	1.4	53.2	44.7		
I kept the interest of student alive during lessons	F	2	5	141	136	3.45	Good
	%	0.7	1.8	49.6	47.9		
I am compassionate and tolerant to students to some extent.	F	1	2	178	103	3.35	Good
	%	0.4	0.7	62.7	36.3		
I offered sufficient number and quality of course related resources.	F	1	17	191	75	3.20	Good
	%	0.4	6.0	67.3	26.4		
I were consultation time to attend to the students.	F	5	34	176	69	3.08	Good
	%	1.8	12.0	62.0	24.3		
I facilitated my teaching on time.	F	2	17	182	81	3.21	Good
	%	0.7	6.0	64.5	28.7		
I do extra time of teaching if it is necessary	F	6	32	162	84	3.14	Good
	%	2.1	11.3	57.0	29.6		
I finished my syllabus on time.	F	1	33	160	89	3.19	Good
	%	0.4	11.7	56.5	31.4		

Source: Primary Data (2016)

The results in Table 4.2 on whether the respondents were always punctual and went to class with lesson plans revealed that cumulatively the majority percentage (86.6%) of the respondents agreed with 13.6% disagreeing. The mean = 3.11 was close to three which on the scale used corresponded to "Agreed". On the scale used three being agreed (good), the results suggested that the level of academic staff always being punctual and going class with lesson plans was good. As to whether the respondents taught courses according to the course plan with various teaching materials, cumulatively the majority percentage (92.2%) of the respondents agreed and 7.8% disagreed. The mean = 3.19 close three suggested that the respondents agreed. These results thus suggested that the respondents taught courses according to the course plan with various teaching materials.

With respect to whether the respondents offered simple, clear, concise language during lecturers, cumulatively the majority percentage (97.9%) of the respondents agreed with 2.1% disagreeing. The mean = 3.42 close to three, which on the scale used corresponded to "Agreed". The higher mean implied that largely the respondents offered simple, clear, concise language during lecturers. As regards whether the respondents kept the interest of student alive during lessons, cumulatively the majority percentage (97.5%) of the respondents agreed with 2.5% disagreed. The mean = 3.45 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested that the respondents kept the interest of student alive during lessons. With respect, to the respondents being compassionate and tolerant to students to some extent, cumulatively the majority percentage (99.0%) of the respondents with 1.1% disagreeing. The mean = 3.35 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents revealed that they were compassionate and tolerant to students to some extent. In relation to whether the respondents' offered a sufficient number and quality of course related resources, the majority percentage (93.7%) of the respondents agreed with 10.0% disagreeing. The mean = 3.20 close to three suggested that the respondents agreed. This denoted the respondents' offered a sufficient number and quality of course related resources.

With regard to whether the respondents provided consultation time to attend to the students, cumulatively the majority percentage (86.3%) of the respondents agreed with 13.8% disagreeing. The mean = 3.08 close to three implied that the respondents agreed. This connoted that the respondents' provided consultation time to attend to the students. As to whether the

respondents facilitated their teaching on time, cumulatively the majority percentage (93.2%) of the respondents agreed with 6.7% disagreeing. The mean = 3.21 close three signified that the respondents agreed. This suggested that the respondents' facilitated their teaching on time. As to whether the respondents carried out extra time of teaching if it was necessary, the majority percentage (86.6%) of the respondents agreed with 13.5% disagreed. The mean = 3.14 close three showed that the respondents agreed. This implied that the respondents' carried out extra time of teaching if it was necessary.

With respect to whether the respondents finished their syllabus on time, cumulatively the majority percentage (87.9%) of the respondents agreed with 13.1% disagreed. The mean = 3.19 close three conveyed that the respondents agreed. This evinced that the respondents' finished their syllabus on time. To confirm whether, the items in Table 4.2 were valid items measuring the teaching performance   aspect of academic staff performance, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.3 and 4.4.

Table 4.3: Components on Teaching Performance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.848	48.483	48.483	4.848	48.483	48.483
2	1.136	11.361	59.845	1.136	11.361	59.845
3	0.836	8.362	68.206			
4	0.713	7.125	75.332			
5	0.585	5.845	81.177			
6	0.556	5.556	86.733			
7	0.404	4.040	90.773			
8	0.393	3.931	94.704			
9	0.288	2.882	97.586			
10	0.241	2.414	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.3 shows that the 10 items on teaching performance in Table 4.3 were reduced to as many Components. However, only the first two Components had eigenvalues = 4.848 and 1.136 that exceeded 1.00. This meant that they were the only two significant Components. These factors explained 4.848/10 x 100 = 48.483% and 1.136/10 x 100 = 11.361% respectively of the joint variation in the 10 items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.4.

Table 4.4: Loadings and Cronbach Alphas for Items on Teaching Performance

Component	Component 1	2	Alpha (α)
I facilitated my teaching on time.	0.769		0.877*
I offered a simple, clear, concise language during lecturers.	0.768		0.873**
I kept the interest of student alive during lessons	0.733		
I taught courses according to course plan with various teaching materials	0.710		
I finished my syllabus on time.	0.698		
I have consultation time to attend to the students.	0.691		
I offered a sufficient number and quality of course related resources.	0.691		
I am compassionate and tolerant to students to some extent.	0.680		
I was always punctual and come to class with lesson plan	0.603	-0.506	
I did extra time of teaching if it is necessary	0.598		

Extraction Method: Principal Component Analysis

a. 2 Components extracted.

*Initial Cronbach Alpha

**Cronbach Alpha after dropping the ninth item two that split loaded on the components.

Source: Primary Data (2016)

The loadings in Table 4.4 show that all the items loaded highly, that is above 0.50, on the first component. However, the ninth item also loaded highly on the second component. Such split loading item reflected the influence of more than one component, which called for its dropping from subsequent analysis (Yong & Piece, 2013). The final Cronbach alpha result in Table 4.4 (α = 0.801, initially 0.853) indicates that dropping the ninth in Table 5.29 made the items more valid but somehow less reliable (hence the reduction of α from 0.877 to 0.873). However, since the final alpha (α = 0.872) was above 0.7 (Macgowan, 2008), it suggested that the remaining items were internally consistent; therefore all items reliably measured teaching performance. To establish the overall teaching academic staff performance in the polytechnics, all items in Table 4.2 were aggregated into one average index (teaching) whose summary statistics are given in Table 4.5:

Table 4.5 Summary statistics on Academic Staff Teaching Performance

	Descriptives		Statistic	Std. Error
Teaching performance	Mean		3.23	0.03
	95% Confidence Interval for Mean	Lower Bound	3.20	95% Confidence Interval for Mean
		Upper Bound	3.30	
	5% Trimmed Mean		3.26	
	Median		3.22	
	Variance		0.18	
	Std. Deviation		0.42	
	Minimum		1.00	
	Maximum		4.00	
	Range		3.00	
	Interquartile Range		0.44	
	Skewness		-0.36	0.15
	Kurtosis		2.20	0.29

Source: Primary Data (2016)

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The results in Table 4.5 show that the mean = 3.23 was almost equal to the median = 3.22 implying normality despite the negative skew (skew = -0.36). Besides, the mean and median close to three implied good teaching performance   basing on the scale by which three represented agreed. The low standard deviation = 0.418 suggested limited dispersion in the responses. The curve in Figure 4.1 authenticates the suggested normality.
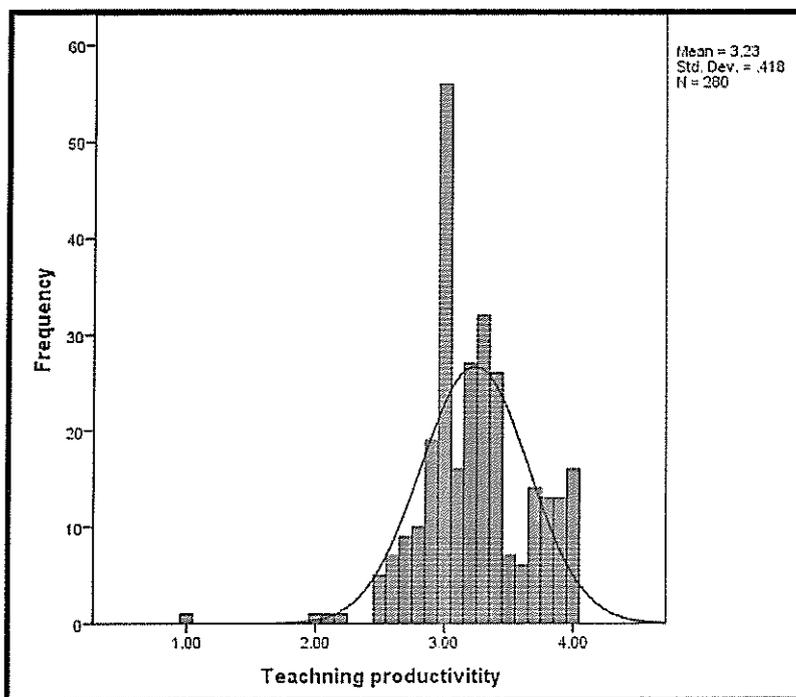
Figure 4.1 Histogram on Teaching Performance
Source: Primary Data (2016)

Besides the quantitative results (Table 4.2) on teaching performance, there were results from the interviews. In the interviews, the respondents were asked tell what effectiveness of teaching academic staff performance was. In this study, the respondents for interviews were identified using the letter "P" which denoted participant. The qualitative results on all the interviewees, six human resource managers indicated that teaching performance of the academic staff was adequate. P1 said;

> Teaching performance is monitored by the heads of academic departments who report to Deans of Schools that forward the reports to the rectors. Reports coming from the deans reveal that most academic staff about 75% carry out effective teaching. Indeed in the previous five years, only one member of the

academic staff has had to be relieved of his duties for failing to carry out teaching.

P3 stated;

> Teaching in this polytechnic is effective because reports from schools show that academic staff largely carry out their teaching roles. Statistics show that teaching performance from the various departments is between 68.1% - 97.8%. Academic staffs fulfil their teaching role because teaching is one of the fundamental consideration used when making promotions. Lecturers therefore teach since their career progress is determined by their effectiveness in teaching.

The views above reflected views of the other interviews and also corresponded with the descriptive statistics, that is the mean = 3.23 which indicated that teaching performance was good. Therefore, the results above suggest that teaching performance in the polytechnics was good.

4.2.2 Supervision Performance. This aspect of academic staff performance was studied using 9 items (appendix C). The items included helping students to complete their dissertations/ research projects in time, allowing students to consult regularly, being available when supervisees needed them, students being free to ask them any question related to their work and motivating students to work hard on their studies. The items also included whether staff helped students to publish their work, established benchmarks to be achieved by students by specific dates, visited students on industrial assignment and provided periodic report on student industrial attachment. The items also included staff offering sufficient number and quality of course related resources, consultation time for students, facilitating teaching on time, extra teaching and finishing the syllabus on time. The descriptive results on the first aspect of Academic Staff Performance, namely teaching are as presented in Table 4.6.

Table 4.6: Frequencies, Percentages and Means on Supervision Performance

Supervision Performance	F/%	SD	D	A	SA	Mean	Remarks
I helped students to complete their dissertations/ research project within the stipulated time	F	2	14	163	103	3.30	Good
	%	0.7	5.0	57.8	36.5		
I allowed my students to consult me regularly	F	2	11	156	115	3.35	Good
	%	0.7	3.9	54.9	40.5		
Whenever my supervisees need me I am available	F	3	18	168	93	3.24	Good
	%	1.1	6.3	59.2	32.7		
My students are free to ask me any question related to their work	F	1	8	137	138	3.45	Good
	%	0.4	2.8	48.2	48.6		
I motivated my students to work hard on their studies.	F	1	6	136	139	3.46	Good
	%	0.4	2.1	48.2	49.3		
I have helped students to publish their work	F	10	67	134	71	2.94	Good
	%	3.5	23.8	47.5	25.2		
I established benchmarks to be achieved by my students by specific dates	F	4	53	169	57	2.99	Good
	%	1.4	18.7	59.7	20.1		
I visited students on industrial assignment/attachment	F	18	59	139	68	2.90	Good
	%	6.3	20.8	48.9	23.9		
I provided periodic report on student industrial attachment	F	14	72	142	54	2.84	Good
	%	5.0	25.5	50.4	19.1		

Source Primary Data (2016)

The results in Table 4.6 on whether the respondents helped students to complete their dissertations/ research project within the stipulated time showed that cumulatively the majority percentage (94.3%) of the respondents agreed with 5.7% disagreeing. The mean = 3.30 was close to 3 which on the scale used corresponded to "Agreed". The results suggested that the respondents helped students to complete their dissertations/ research project within the stipulated time. As to whether the respondents allowed students to consult them regularly, cumulatively the majority percentage (95.4%) of the respondents agreed and 4.6% disagreed. The mean = 3.35 close three suggested that the respondents agreed. These results thus implied that the respondents allowed students to consult them regularly.

With respect to whether the respondents were available whenever supervisees need them, cumulatively the majority percentage (91.9%) of the respondents agreed with 7.4% disagreeing. The mean = 3.24 was close to three which on the scale used corresponded to "Agreed". The higher mean meant that largely available whenever supervisees needed them. In relation to whether the students were free to ask academic staff any question related to their work, cumulatively the majority percentage (96.8%) of the respondents agreed with 3.2% disagreed. The mean = 3.45 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested that students were free to ask academic staff any question related to their work.

Regarding whether the respondents motivated their students to work hard on their studies, cumulatively the majority percentage (97.5%) of the respondents agreed with 2.5% disagreeing. The mean = 3.46 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents accepted that they motivated their students to work hard on their studies. In relation to whether the respondents helped students to publish their work, the majority percentage (72.7%) of the respondents agreed with 27.3% disagreeing. The mean = 2.94 close to three suggested that the respondents agreed. This indicated the respondents helped students to publish their work. With respect to whether the respondents established benchmarks to be achieved by students by specific dates, cumulatively the majority percentage (79.8%) of the respondents agreed with 20.1% disagreeing. The mean = 2.99 close to three, which on the scale used corresponded to "Agreed".

As to whether the respondents visited students on industrial assignment/ attachment, cumulatively the majority percentage (72.8%) of the respondents agreed with 27.1% disagreed. The mean = 2.90 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the results suggested that the respondents visited students on industrial assignment/ attachment. Regarding whether the respondents provided periodic report on student industrial attachment, cumulatively the majority percentage (69.5%) of the respondents agreed with 30.5% disagreeing. The mean = 2.84 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents provided periodic report on student industrial attachment. To ascertain whether, the items in Table 4.6 were valid items measuring the supervision performance aspect of academic

staff performance, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.7 and 4.8.

Table 4.7: Components on Supervision Performance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.632	40.357	40.357	3.632	40.357	40.357
2	1.743	19.362	59.718	1.743	19.362	59.718
3	1.122	12.467	72.185	1.122	12.467	72.185
4	0.604	6.710	78.895			
5	0.520	5.777	84.672			
6	0.465	5.166	89.838			
7	0.375	4.167	94.005			
8	0.334	3.716	97.720			
9	0.205	2.280	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.7 shows that the nine items on supervision performance in Table 4.6 were reduced to as many Components. However, only the first three Components had eigenvalues = 3.632, 1.743 and 1.122 that exceeded 1.00. This meant that they were the only three significant Components. These factors explained 3.632/9 x 100 = 40.357%, 1.743/9 x 100 = 19.362% and 1.122/9 x 100 = 12.467 respectively of the joint variation in the nine items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.8.

Table 4.8: Loadings and Cronbach Alphas for Items on Supervision Performance

Component	Component 1	2	3	Alpha (α)
Whenever my supervisees need me I am available	0.798			
My students are free to ask me any question related to their work	0.781			0.789*
I allowed my studies to consult me regularly	0.769			0.763**
I helped students to complete their dissertations/ research project within the stipulated time	0.745			
I motivated my students to work hard on their studies.	0.722			
I provided periodic report on student industrial attachment		0.890		
I visited students on industrial assignment/attachment		0.795		
I have helped students to publish their work	0.518		0.670	
I established benchmarks to be achieved by my students by specific dates	0.500		0.644	

Extraction Method: Principal Component Analysis

a. 3 Components extracted.

Source: Primary Data (2016)

The loadings in Table 4.8 show that all the items loaded highly, that is above 0.50, on the first component. However, the ninth and tenth items also loaded highly on the third component. Such split loading item reflected the influence of more than one component which led for their dropping from subsequent analysis. The final Cronbach alpha result in Table 4.8 (α = 0.763 initially 0.789) indicates that dropping the ninth and tenth items in Table 4.8 made the items more valid but somehow less reliable (hence the reduction of α from 0.877 to 0.873). However, since the final alpha was above 0.7, it suggested that the remaining items were internally consistent; therefore all items reliably measured supervision performance. To establish the overall image of supervision performance aspect of academic staff in the polytechnics, all items in Table 4.6 were aggregated into one average index (supervision) whose summary statistics are given in Table 4.9:

Table 4.9 Summary statistics on Academic Staff Supervision Performance

Descriptives			Statistic	Std. Error
Supervision performance	Mean		3.22	0.03
	95% Confidence Interval for Mean	Lower Bound	3.17	
		Upper Bound	3.27	
	5% Trimmed Mean		3.23	
	Median		3.14	
	Variance		0.18	
	Std. Deviation		0.42	
	Minimum		1.71	
	Maximum		4.00	
	Range		2.29	
	Interquartile Range		0.57	
	Skewness		-0.34	0.15
	Kurtosis		0.98	0.29

Source: Primary Data (2016)

The results in Table 4.9 show that the mean = 3.22 was almost equal to the median = 3.14 implying normality despite the negative skew (skew = -0.34). In addition, the mean and median close to three suggested good supervision performance   basing on the scale by which three represented agreed. The low standard deviation = 0.424 suggested low dispersion in the responses. The curve in Figure 4.2 authenticates the suggested normality.
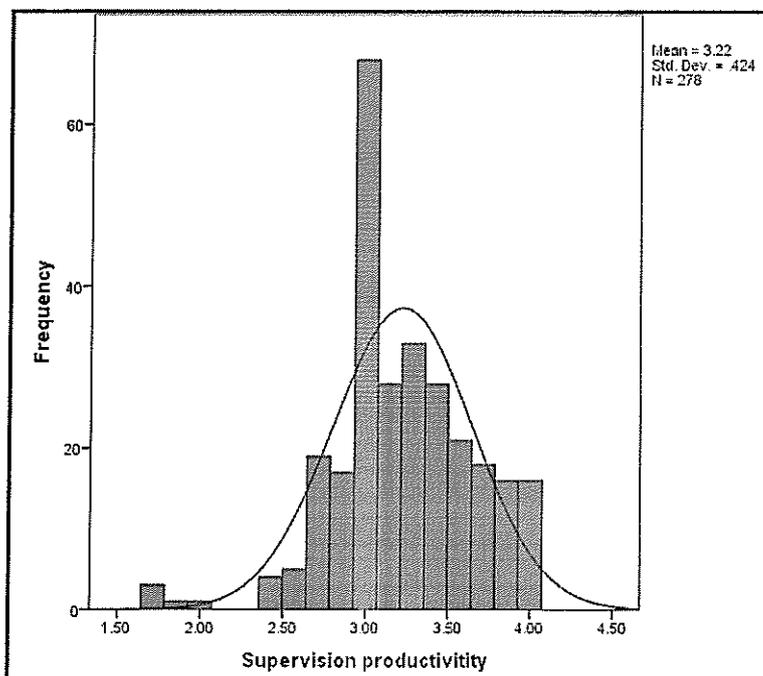
Figure 4.2 Histogram on Supervision Performance

Source: Primary Data (2016)

The qualitative results from all the interviewees, the six human resource managers provided related views indicating that teaching supervision was high. P2 said;

> Reports on supervision from the different schools indicate that the academic staffs are supervising students. Supervision involves supervising students' research projects and industrial training. This is also one of the basis for promotion of staff. Therefore, staff carry out this activity besides it is one of the duties they are appointed to perform.

P6 remarked, "Normally every member of academic staff is allocated students to supervise. Students cannot graduate from the polytechnic when they have not been supervised. Staff have the duty to supervise students and largely this is effectively carried out." The views presented above were largely expressed by p1, 3, 4 and 5. They all indicated that supervision was one of the activities academic staff had to perform and not student could graduate without being supervised. Therefore, the activity was being actively carried out. Overall, the interview results were in agreement with the descriptive statistics because they all indicated that there was supervision performance.

4.2.3 Publication Performance. This aspect of Academic Staff Performance was studied using 10 items (appendix C). The items included whether the respondents had authored a textbook, written a book chapter, co-authored a textbook, patented and certified invention, been able to produced an occasional paper and had produced a journal article. The items also included whether the academic staff had written technical reports, authored scientific peer-reviewed bulletins, published locally and international and published a paper in a seminar locally and internationally. The descriptive results on the first aspect of academic staff performance, namely teaching are as presented in Table 4.10.

Table 4.10: Frequencies, Percentages and Means on Publication Performance

Supervision Performance	F/%	SD	D	A	SA	Mean	Remarks
I have authored a textbook	F	61	146	32	41	2.19	Poor
	%	21.5	51.4	11.3	14.4		
I have written a book chapter	F	52	120	68	38	2.33	Poor
	%	18.7	43.2	24.5	13.7		
I have co-authored a textbook	F	50	146	43	40	2.26	Poor
	%	17.6	52.3	15.4	14.3		
I have a patented and certified invention	F	57	130	62	21	2.17	Poor
	%	21.1	48.1	23.0	7.8		
I have been able to produce an occasional paper.	F	10	41	132	95	3.12	Good
	%	3.6	14.7	47.5	34.2		
I have produced a journal article	F	6	34	105	138	3.33	Good
	%	2.1	12.0	37.1	48.8		
I have written a technical report	F	21	64	105	91	2.95	Good
	%	7.5	22.8	37.4	32.4		
I have authored a scientific peer-reviewed bulletin	F	33	131	61	52	2.48	Good
	%	11.9	47.3	22.0	18.8		
I have published in journals locally and international	F	12	61	109	95	3.04	Good
	%	4.2	21.5	38.4	33.5		
I have published a paper in conference proceedings locally and internationally	F	8	52	119	101	3.11	Good
	%	2.9	18.6	42.5	36.1		

Source: Primary Data (2016)

The results in Table 4.10 on whether the respondents had authored books showed that cumulatively the majority percentage (72.9%) of the respondents disagreed with 25.7% agreeing. The mean = 2.19 was close to two which on the scale used corresponded with disagreed. The results suggested that the respondents indicated that largely they had not authored textbooks. As to whether the respondents had written book chapters, cumulatively the majority percentage (61.9%) of the respondents disagreed and 38.2% agreed. The mean = 2.33 close two suggested that the respondents disagreed. These results thus implied that the respondents largely had not written book chapters.

With respect to whether the respondents were available whenever supervisees need them, cumulatively the majority percentage (70.2%) disagreed with 29.7% agreeing. The mean = 2.26 close to two, which on the scale used corresponded with disagreed. The low mean meant that the respondents had not co-authored textbooks. With regard to whether the respondents had patented and certified inventions, cumulatively the majority percentage (69.2%) of the respondents disagreed with 30.8% agreeing. The mean = 2.17 was close to two which corresponded with disagreed. These results suggested that the respondents disagreed. Therefore, the results suggested that the respondents had to a less extent patented and certified inventions. As regards whether the respondents the respondents had been able to produce an occasional paper, cumulatively the majority percentage (81.7%) of the respondents to agreed with 2.5% disagreeing. The mean = 3.12 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents agreed that they had produced occasional papers.

As to whether the respondents had produced journal articles, cumulatively the majority percentage (85.9%) of the respondents agreed with 14.1% disagreeing. The mean = 3.33 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the results suggested that the respondents had produced journal articles. Regarding whether the respondents had written technical reports, cumulatively the majority percentage (69.8%) of the respondents agreed with 30.3% disagreeing. The mean = 2.95 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents indicated that they had written technical reports.

With respect to respondents authoring scientific peer-reviewed bulletins, cumulatively the majority percentage (59.2%) of the respondents disagreed with 42.8% agreeing. The mean = 2.48 was close to two which corresponded with disagreed. These results suggested that the respondents disagreed. Therefore, the results suggested that the respondents had to a less extent authored scientific peer-reviewed bulletins. As to whether the respondents had published in journals locally and international, cumulatively the majority percentage (71.9%) of the respondents agreed with 25.7% disagreeing. The mean = 3.04 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the results suggested that the respondents had published in journals locally and international.

Regarding whether the respondents had produced papers in conference proceedings locally and internally, cumulatively the majority percentage (78.6%) of the respondents to "agreed" with 30.5% agreeing. The mean = 3.11 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents had produced papers in conference proceedings locally and internally. To confirm whether, the items in Table 4.10 were valid items measuring the publication performance aspect of academic staff performance, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.11 and 12.

Table 4.11: Components on Publication Performance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.949	39.489	39.489	3.949	39.489	39.489
2	1.729	17.294	56.783	1.729	17.294	56.783
3	0.967	9.670	66.453			
4	0.822	8.217	74.670			
5	0.568	5.683	80.353			
6	0.518	5.184	85.537			
7	0.436	4.357	89.894			
8	0.388	3.883	93.777			
9	0.344	3.436	97.212			
10	0.279	2.788	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.11 showed that the 10 items on publication performance in Table 4.10 were reduced to as many Components. However, only the first two Components had eigenvalues = 3.949 and 1.729 that exceeded 1.00. This meant that they were the only three significant Components. These factors explained 3.949/10 x 100 = 39.489% and 1.729/10 x 100 = 17.294% respectively of the joint variation in the nine items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.12.

Table 4.12: Loadings and Cronbach Alphas for Items on Publication Performance

Component	Component 1	2	Alpha (α)
I have published locally and international	0.765		0.821*
I have been able to produced an occasional paper.	0.715		0.811**
I have published a paper in a seminar locally and internationally	0.706		
I have produced a journal article	0.704		
I have written a technical report	0.644		
I have written a book chapter	0.636		
I have authored a scientific peer-reviewed bulletin	0.632		
I have authored a textbook		0.624	
I have co-authored a textbook	0.518	0.618	
I have a patented and certified invention			

Extraction Method: Principal Component Analysis

a. 2 Components extracted.

Source Primary Data (2016)

The loadings in Table 4.12 show that most items loaded highly, that is above 0.50, on the first and two on the second components. However, the tenth item loaded highly both on the first and second components. These split loading items reflected the influence of more than one component, which led to their dropping from subsequent analysis. The final Cronbach alpha result in Table 4.8 ($\alpha = 0.811$ initially 0.821) indicates that dropping the tenth items in Table 4.12 made the items more valid but somehow less reliable (hence the reduction of α from 0.821 to 0.811). However, since the final alpha was above 0.7, it suggested that the remaining items were internally consistent; therefore all items reliably measured publication performance. To find out the overall picture of publication academic staff performance   in the polytechnics, all items in Table 4.10 were aggregated into one average index (publication) whose summary statistics are given in Table 4.13:

Table 4.13 Summary statistics on Academic Staff Publication Performance

Descriptives			Statistic	Std. Error
Publication performance	Mean		3.01	0.039
	95% Confidence Interval for Mean	Lower Bound	2.94	
		Upper Bound	3.09	
	5% Trimmed Mean		3.02	
	Median		3.00	
	Variance		0.39	
	Std. Deviation		0.63	
	Minimum		1.11	
	Maximum		4.44	
	Range		3.33	
	Interquartile Range		0.89	
	Skewness		-0.05	0.151
	Kurtosis		0.04	0.301

Source: Primary Data (2016)

The results in Table 4.13 show that the mean = 3.01 was almost equal to the median = 3.00 implying normality despite the negative skew (skew = -0.05). In addition, the mean and median close to three suggested good publication performance basing on the scale used on which three represented agreed. The low standard deviation = 0.63 suggested low dispersion in the responses. The curve in Figure 4.3 confirms the suggested normality.
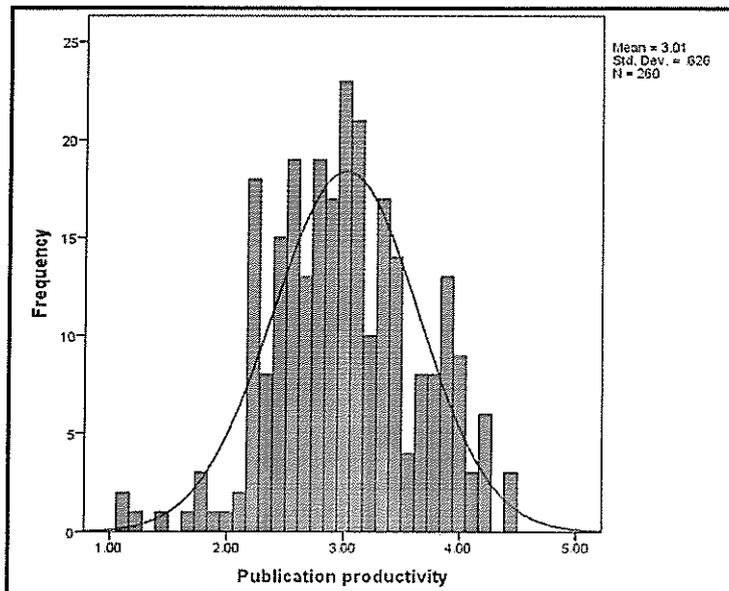
Figure 4.3 Histogram on Publication Performance

Source: Primary Data (2016)

The qualitative results from four interviewees indicated that largely there was publication performance by the academic staff. P4 said;

> The rate of publication in this polytechnic has increased because it is one of the main factors of consideration when promoting an academic staff. The trending phrase, publish or perish has awakened academic staff. I can confirm that today in this polytechnic, the publication rate for journal articles and conference papers is at the ration of 1:1 unlike in the past when it was extremely very low.

Similarly, P6 stated, "Effort by academic staff to publish today is high. Report from schools show that more than 30% of the academic staff have at least published a journal article or any other publication." The above views were reflected by other two interviewees. However, two interviews indicated that publication performance was low. For instance, P5 stated, "Publication levels are still low and those publishing are publishing in less credible and predatory journals. Many staff have remained at the same stage without being promoted because of failure to publish." However, since the higher number of interview respondents that is four indicated that academic staff were publishing. These interview results are in agreement with the results of the descriptive statistics suggesting that publication performance was good.

4.2.4 Innovation Performance. This aspect of academic staff performance was studied using five items (appendix C). The items included whether the respondents had spent time trying to create products, made original products in the course of their duties with the students, patented some innovations they made, tried to be creative as they carried out their work with students and their products produced while working in the polytechnic were already in the market. The descriptive results on the first aspect of academic staff performance, namely teaching are as presented in Table 4.14.

Table 4.14: Frequencies, Percentages and Means on Innovation Performance

Innovation Performance	F/%	SD	D	A	SA	Mean	Remarks
I spent time trying to create products	F	55	139	59	27	2.21	Poor
	%	19.6	49.6	21.1	9.6		
I have made original products in the course of my duties with the students	F	43	110	90	377	2.43	Poor
	%	15.4	39.3	32.1	13.2		
I have patented some innovations I made.	F	49	149	20.4	22	2.19	Poor
	%	17.2	52.3	7.7	7.7		
I try to be creative as I carry out my work with students	F	10	31	155	86	3.12	Good
	%	3.5	11.0	55.0	30.5		
My products produced while working in this polytechnic are already in the market	F	62	128	64	28	2.21	Poor
	%	22.0	45.4	22.7	9.9		

Source: Primary Data (2016)

The results in Table 4.14 with respect to whether the respondents spent time trying to create products showed that cumulatively the majority percentage (66.2%) of the respondents disagreed with 30.7% agreeing. The mean = 2.21 was close to two which on the scale used corresponded with disagreed. The results suggested that the respondents indicated that largely the respondents had not spent time trying to create products. Concerning whether the respondents had made original products in the course of their duties with the students, cumulatively the larger

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percentage (54.7%) of the respondents disagreed and 45.3% agreed. The mean = 2.43 close two suggested that the respondents disagreed. These results thus implied that the respondents had largely not had made original products in the course of their duties with the students.

As regards whether the respondents tried to be creative as they carried out their work with students, cumulatively the majority percentage (85.5%) of the respondents agreed with 14.5% disagreeing. The mean = 3.12 was close to three which on the scale used corresponded with agree. The high mean meant that the respondents tried to be creative as they carried out their work with students. Regarding whether the respondents had already put in the market the products they produced while working in the polytechnics, cumulatively the majority percentage (67.4%) of the respondents disagreed with 32.6% agreeing. The mean = 2.21 was close to two which corresponded with disagreed. These results suggested that the respondents disagreed. Therefore, the results suggested that the respondents had to a less extent already put in the market the products they produced while working in the polytechnics. To establish whether, the items in Table 4.14 were valid items measuring the innovation performance aspect of Academic Staff Performance, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.15 and 16.

Table 4.15: Components on Innovation Performance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.626	52.513	52.513	2.626	52.513	52.513
2	0.986	19.726	72.240			
3	0.597	11.934	84.174			
4	0.445	8.899	93.073			
5	0.346	6.927	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.15 showed that the five items on innovation performance in Table 4.14 were reduced to as many Components. However, only the first component had an eigenvalue = 2.626 that

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exceeded 1.00. This meant that it was the only significant component. This factor explained 2.626/5 x 100 = 52.513% of the joint variation in the five items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.16.

Table 4.16: Loadings and Cronbach Alphas for Items on Innovation Performance

Component	Component 1	Alpha (α)
I have patented some innovations I made.	.821	0.761*
I have made original products in the course of my duties with the students	.812	0.809**
I spend time trying to create products invest machineries for industries.	.793	
My products produced while working in this polytechnic are already in the market	.742	
I try to be creative as I carry out my work with students		

Extraction Method: Principal Component Analysis

a. 1 Components extracted

Source: Primary Data (2016)

The loadings in Table 4.16 show that most items loaded highly, that is above 0.50, on the first component. However, the fifth item failed to load at 0.50. The item failing to load was considered weak which led for its dropping from subsequent analysis. The final Cronbach alpha result in Table 4.16 (α = 0.809 initially 0.761) indicates that dropping the fifth item in Table 4.16 made the items more valid and reliable (hence the increase from α from 0.761 to 0.809). The items were thus considered to be internally consistent; therefore all items reliably measured innovation performance. To reveal the overall perspective of innovation academic staff performance in the polytechnics, all items in Table 4.16 were aggregated into one average index (publication) whose summary statistics are given in Table 4.17:
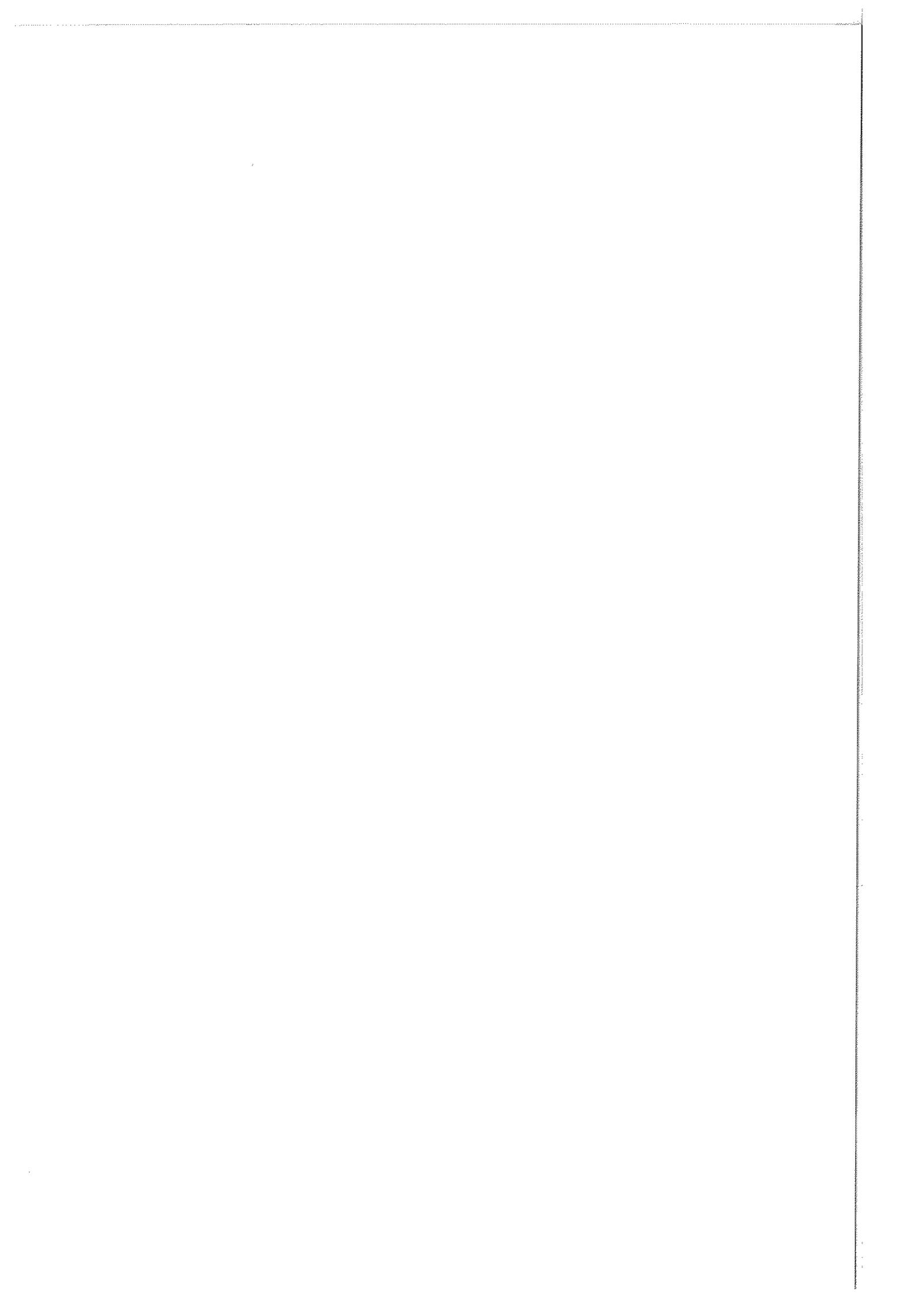
Table 4.17 Summary statistics on Academic Staff Innovation Performance

Descriptives			Statistic	Std. Error
Innovation performance	Mean		2.26	0.04
	95% Confidence Interval for Mean	Lower Bound	2.17	
		Upper Bound	2.34	
	5% Trimmed Mean		2.24	
	Median		2.25	
	Variance		0.49	
	Std. Deviation		0.70	
	Minimum		1.00	
	Maximum		4.00	
	Range		3.00	
	Interquartile Range		0.75	
	Skewness		0.14	0.15
	Kurtosis		0.07	0.29

Source: Primary Data (2016)

The results in Table 4.17 show that the mean = 2.26 was almost equal to the median = 2.25 implying normality with the normal skew (skew = 0.14). The low mean and median close to two suggested poor innovation performance   because basing on the scale used two represented disagreed (poor). The low standard deviation = 0.70 suggested low dispersion in the responses. The curve in Figure 4.4 supports the suggested normality.
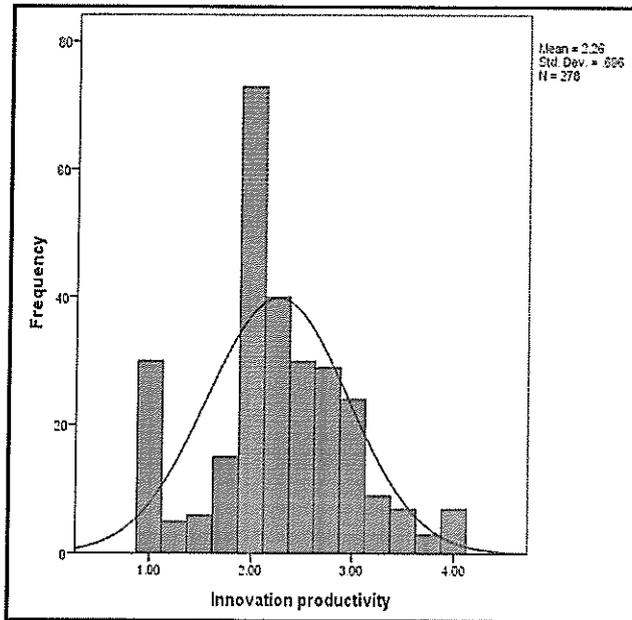
Figure 4.4 Histogram on Innovation Performance

Source: Primary Data (2016)

The qualitative results from all six interviewees indicated that innovation performance was very low. The interviewees revealed that there was low innovation activity and staff had not spent time trying to create products, make original products in the course of their duties with the students, patent some innovations they made and tried to be creative as they carried out their work with students. One respondent stated;

> Only a handful of staff is involved in innovations. For instance, in the department of engineering some machinery has been produced but even this has only been at polytechnic level and the products have not entered the market. The innovations have not been put on the market to help enhance the economic development of the Nigerian economy.

Another respondent remarked, "Teaching is theoretical, a little has been done on ensuring practical innovation because of low funding to the polytechnics. Lecturers work from poorly equipped workshops and laboratories to carry out meaningful innovations." The results above as those of the descriptive statistics suggest that innovations in the polytechnic were low. Therefore, academic staff innovation performance was low.

4.2.5 Community Service Performance. This aspect of Academic Staff Performance was studied using eight items (appendix C). The items included whether academic staff participated in community events, community improvement programmes, offered training sensitisation and mobilisation services to communities, promoted the civic duties of the community and were in collaborations with communities and stakeholders. The items also involved whether academic staff participated in community activities, were involve in training the youth in community activities and made financial contributions to communities. The descriptive results on the first aspect of Academic Staff Performance, namely teaching are as presented in Table 4.18.

Table 4.18: Frequencies, Percentages and Means on Community Service Productivity

Community Service productivity	F/%	SD	D	A	SA	Mean	Remarks
As a member of staff of this polytechnic I participate in community events	F	9	25	113	135	3.33	Good
	%	3.2	8.9	40.1	47.9		
I have participated in community improvement programmes as a member of this polytechnic	F	7	32	111	132	3.31	Good
	%	2.5	11.3	39.4	46.8		
I am involved in offering training sensitisation and mobilisation services to community.	F	9	53	122	98	3.10	Good
	%	3.2	18.8	43.3	34.8		
I am involved in promoting the civic duties of the community.	F	9	47	144	84	3.07	Good
	%	3.2	16.5	50.7	29.6		
I am Involved in collaborations with communities and stakeholders.	F	11	52	141	79	3.02	Good
	%	3.9	18.3	49.6	27.8		
As a member of staff, I participate in community activities	F	5	32	137	110	3.24	Good
	%	1.8	11.3	48.2	38.7		
As a member of staff I am involve in training the youth in community activities.	F	7	61	130	85	3.04	Good
	%	2.5	21.6	45.9	30.0		
As a member of staff I personally make financial contributions to the community.	F	10	50	120	104	3.12	Good
	%	3.5	17.6	42.3	36.6		

Source: Primary data (2016)

The results in Table 4.18 on whether academic staff participated in community events revealed that cumulatively the majority percentage (88.0%) of the respondents agreed with 12.0% disagreeing. The mean = 3.33 was close to three which on the scale used corresponded to "agreed". On the scale used three being agreed, the results suggested that academic staff participated in community events. As to whether the respondents participated in community improvement programmes as members of the polytechnics, cumulatively the majority percentage (86.2%) of the respondents agreed and 13.8% disagreed. The mean = 3.31 close three suggested that the respondents agreed. These results thus suggested that the respondents participated in community improvement programmes as members of the polytechnics.

With respect to whether the respondents were involved in offering training sensitisation and mobilisation services to community, cumulatively the majority percentage (78.1%) of the respondents agreed with 22.0% disagreeing. The mean = 3.10 was close to three which on the scale used corresponded to "Agreed". The higher mean meant that the respondents were involved in offering training sensitisation and mobilisation services to community. In relation to whether the respondents were involved in promoting the civic duties of the community, cumulatively the majority percentage (80.3%) of the respondents agreed with 19.7% disagreeing. The mean = 3.07 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested that the respondents were involved in promoting the civic duties of the communities.

Regarding whether the respondents involved in collaborations with communities and stakeholders, cumulatively the majority percentage (77.4%) of the respondents agreed with 22.2% disagreeing. The mean = 3.02 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents Involved in collaborations with communities and stakeholders. With respect tothe respondents participating in community activities, the majority percentage (86.9%) of the respondents agreed with 13.1% disagreeing. The mean = 3.24 close to three suggested that the respondents agreed. This indicated the respondents participated in community activities. With respect to whether the respondents were involved in training the youth in community activities, cumulatively the majority percentage (75.9%) of the respondents agreed with 24.1% disagreeing. The mean = 3.04 was close to three, which on the scale used corresponded to "Agreed". This implied that the respondents were involved in training the youth in community activities.

As to whether the respondents made financial contributions to the community, cumulatively the majority percentage (78.9%) of the respondents agreed with 21.1% disagreed. The mean = 312 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the results suggested that the respondents made financial contributions to the community. To find out whether the items in Table 4.18 were valid items measuring the community performance aspect of Academic Staff Performance, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.19 and 20.

Table 4.19: Components on Community Service Performance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.410	67.630	67.630	5.410	67.630	67.630
2	0.695	8.692	76.322			
3	0.512	6.395	82.717			
4	0.395	4.934	87.651			
5	0.375	4.691	92.343			
6	0.279	3.491	95.833			
7	0.185	2.316	98.150			
8	0.148	1.850	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.19 showed that the eight items on community service performance in Table 4.19 were reduced to as many Components. However, only the first component had an eigenvalue = 5.410 that exceeded 1.00. This meant that it was the only significant component. This factor explained 5.410/8 x 100 = 67.630% of the joint variation in the eight items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.20.

Table 4.20: Loadings and Cronbach Alphas for Items on Community Service Performance

Component	Component 1	Alpha (α)
As a member of staff, I participate in community activities	0.867	0.930
I have participated in community improvement programmes as a member of this polytechnic	0.860	
I am involved in promoting the civic duties of the community.	0.852	
I am Involved in collaborations with communities and stakeholders.	0.851	
I am involved in offering training sensitization and mobilisation services to community.	0.815	
As a member of staff I am involve in training the youth in community activities.	0.783	
As a member of staff of this polytechnic I participate in community events	0.783	
As a member of staff I personally make financial contributions to the community.	0.760	

Extraction Method: Principal Component Analysis

a. 1 Components extracted

Source: Primary Data (2016)

The loadings in Table 4.20 show that all the items loaded highly, that is above 0.50, on the first component suggesting that they were valid items. The Cronbach alpha result in Table 4.20 (α = 0.930) indicates items were internally consistent; therefore all items reliably measured community service performance. To establish the overall picture of community service of academic staff in the polytechnics, all items in Table 4.18 were aggregated into one average index (community service) whose summary statistics are given in Table 4.21:

Table 4.21 Summary statistics on Academic Staff Community Service Performance

Descriptives			Statistic	Std. Error
Community service performance	Mean		3.16	0.04
	95% Confidence Interval for Mean	Lower Bound	3.08	
		Upper Bound	3.23	
	5% Trimmed Mean		3.20	
	Median		3.13	
	Variance		0.41	
	Std. Deviation		0.64	
	Minimum		1.00	
	Maximum		4.00	
	Range		3.00	
	Interquartile Range		0.88	
	Skewness		-0.67	0.15
	Kurtosis		0.53	0.29

Source: Primary Data (2016)

The results in Table 4.21 show that the mean = 3.26 was almost equal to the median = 3.13 implying normality despite the negative skew (skew = -0.67). The high mean and median close to three suggested that academic staff community service performance   was high because basing on the scale used three represented agreed (good). The low standard deviation = 0.64 suggested low dispersion in the responses. The curve in Figure 4.5 supports the suggested normality.
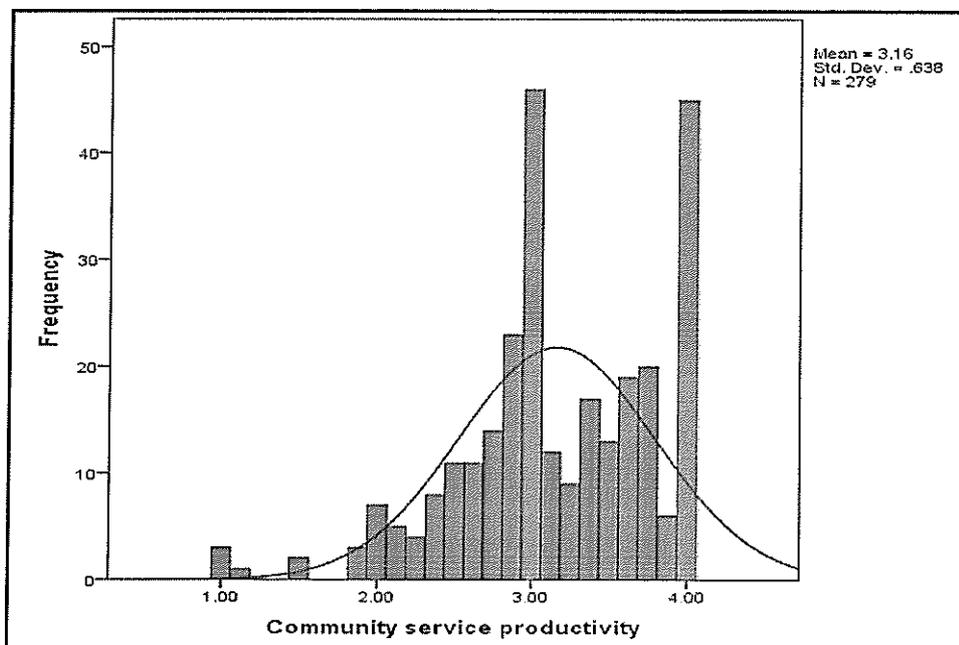
Figure 4.5 Histogram on Community Service Performance

Source: Primary Data (2016)

The qualitative results from all six interviewees revealed that academic staff participated in community services. However, the respondents revealed that other than the mandatory community service for students that the lecturers supervised, community services by individual academic staff was largely at personal level. The respondents revealed that academic staff participated in projects like fundraisings, charities and promoting community development. It was also revealed that some academic staff were members of schools committees and Board of governors. It was also revealed that academic staff were board members in a number of NGOs and government bodies were their technical abilities were required. However, in one polytechnic it was P4 revealed that the polytechnic had community projects which it promoted and some academic staff were involved in these projects. Accordingly, they gave technical knowledge on projects development, maintenance and sensitised communities. P6 stated that, "in this polytechnic, community service is usually meant for those academic staff that are at the principal level going to chief lecturer level. These are encouraged to initiate some community activities since most of them are about to go into retirement." Overall, the above views as those of the descriptive statistics showed that academic staff were engaged in some community services.

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4.2.6 Academic Staff Performance Index. In the first subsections under section 4.4 covering Academic Staff Performance, the results were presented as per each the components of academic performance, namely; teaching, supervision, research and publications, innovation and community services. To carry out subsequent analyses, an average measure Academic Staff Performance was generated from the five components of academic staff performance. To show picture of how the respondents rated academic staff performance levels, an average index of academic staff performance was computed for the 37 items whose validities and reliabilities that were confirmed that were 9 items for teaching, 7 for supervision, 9 for research and publications, 4 for innovation and 8 for community services. The summary of the statistics on the same were are presented in Table 22.

Table 4.22 Summary statistics on Academic Staff Performance.

Descriptives				Statistic	Std. Error
Academic	Staff	Mean		2.97	0.02
Performance		95% Confidence Interval for Mean	Lower Bound	2.93	
			Upper Bound	3.02	
		5% Trimmed Mean		2.98	
		Median		2.97	
		Variance		0.13	
		Std. Deviation		0.36	
		Minimum		1.83	
		Maximum		3.90	
		Range		2.07	
		Interquartile Range		0.47	
		Skewness		-0.15	0.15
		Kurtosis		0.20	0.31

Source: Primary Data (2016)

The results in Table 4.22 show that the mean = 2.97 was almost equal to the median = 2.97 implying normality despite the negative skew (skew = -0.15). The mean and median close to three suggested that academic staff performance was good because basing on the scale used,

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three represented agreed (good). The low standard deviation = 0.36 suggested low dispersion in the responses. The curve in Figure 4.6 supports the suggested normality.
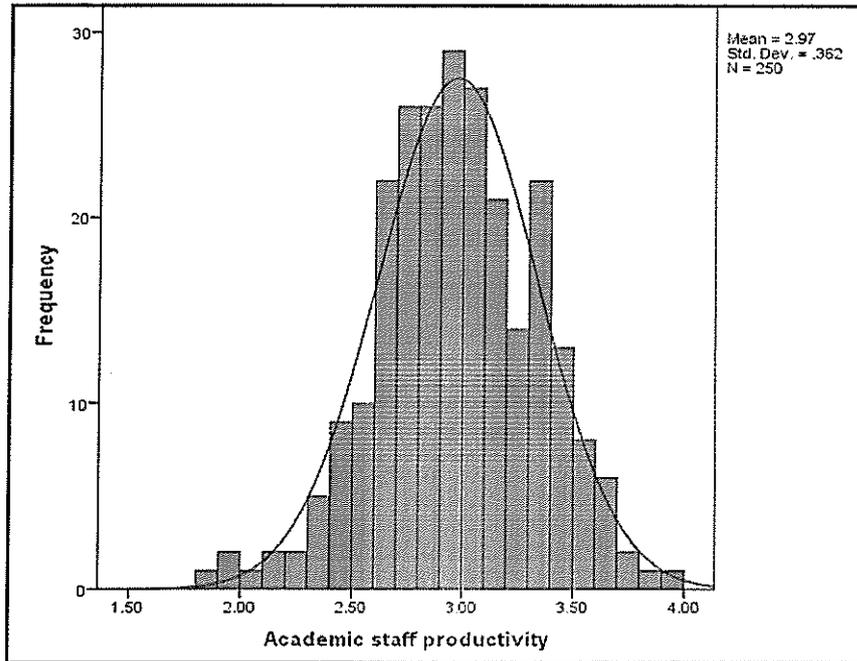
Figure 4.6: Histogram Indicating of Academic Staff Performance Levels
Source: Primary Data (2016)

The histogram (Figure 4.6) indie dated a normal distribution which meant that the index on academic performance   could be subjected to correlation and linear regression analysis and valid results be obtained (Altman & Krzywinski, 2015). The next sections of the study present the relationship between academic staff performance   and its correlates.

4.3 Results on Organisational Factors and Academic Staff Performance

4.3.1 Objective One: To determine whether Leadership Practices were Correlates of Academic of Staff Performance in Polytechnics.

This section looks at findings on the first objective of the study that sought to find out whether leadership practices were correlates of academic staff performance in polytechnics. The section involves description of the leadership practices namely transformational and transactional leadership practices (see conceptual framework Figure 2.1). The various items measuring the leadership practices were scaled using the four-point Likert scale where, 1 = Strongly Disagree 2 = Disagree 3 = Agree and 4 = Strongly Agree. For each of the leadership practices descriptive statistics that include frequencies, percentages and means are presented and then the results of confirmatory factor analysis and reliability analyses follow. Thereafter bivariate test results of their significance as correlates of the dependent variable are presented, then testing of the hypotheses using multiple regression modelling and lastly establishing the effect of the controlling variables. The results are presented item by item following the order of the self-administered questionnaire survey as presented in the instrument (Appendix C).

4.3.2 Transformational Leadership Practices. On this leadership practice, the respondents were asked to tell whether superiors instilled pride in academic staff, provided reassurance of overcoming obstacles, promoted trust among staff, behaved consistent with values, expressed confidence in staff and provided staff encouragement. The leadership practice also involved looking at whether superiors talked enthusiastically about academic staff performance, encouraged them to express their ideas, provided advice them advise for development and recognised achievements of academic staff. The results are as presented in Table 4.23.

Table 4.23: Frequencies, Percentages and Means of Transformational Leadership Practices

Transformational Leadership Practices	F/ %	SD	D	A	SA	Mean	Remarks
My superiors in instil pride in me	F	39	59	141	41	2.66	Good
	%	13.9	21.1	50.4	14.6		
I am provided with reassurance of overcoming obstacles by my superiors	F	12	65	163	42	2.83	Good
	%	4.3	23.0	57.8	14.9		
My superiors promote among staff members	F	18	68	160	33	2.75	Good
	%	6.5	24.4	57.3	11.8		
My superiors behave consistently with values.	F	13	64	163	41	2.83	Good
	%	4.6	22.8	58.0	14.6		
My superiors express confidence in me.	F	6	22	165	89	3.20	Good
	%	2.1	7.8	58.5	31.6		
My superiors provide me encouragement.	F	18	38	145	79	3.02	Good
	%	6.4	13.6	51.8	28.2		
My superiors talks enthusiastically about my performance	F	9	61	154	58	2.93	Good
	%	3.2	21.6	54.6	20.6		
My superiors encourage me to express my ideas	F	11	60	143	68	2.95	Good
	%	3.9	21.3	50.7	24.1		
I am provided advice for development by my superiors	F	11	53	154	64	2.96	Good
	%	3.9	18.8	54.6	22.7		
My superiors recognise my achievements	F	15	40	158	67	2.99	Good
	%	5.4	14.3	56.4	23.9		

Source: Primary data (2016)

From Table 4.23 regarding whether superiors instilled pride in the academic showed that cumulatively the majority percentage (65.0%) of the respondents agreed with 35.0% disagreeing. The mean = 2.66 was close to three which on the scale corresponded to " agreed". The results suggested that the respondents indicated that largely superiors in instilled pride in the academic staff. With respect to whether the respondents were provided reassurance of overcoming obstacles by their superiors, cumulatively the larger percentage (72.7%) of the respondents disagreed and 27.3% disagreeing. The mean = 2.83 close three suggested that the respondents agreed. These results thus implied that the respondents were provided reassurance of overcoming obstacles by their superiors.

About whether superiors promoted trust among staff, cumulatively the majority percentage (69.1%) of the respondents agreed with 30.9% disagreeing. The mean = 2.75 was close to three which on the scale used corresponded with agree. The results suggested that superiors promoted trust among staff. With respect to whether superiors behaved consistently with values, cumulatively the majority percentage (72.6%) of the respondents agreed with 27.4% disagreeing. The mean = 2.83 was close to three which corresponded to agreed . These results suggested that the respondents agreed. Therefore, the results suggested that superiors behaved consistently with values.

With respect to whether superiors expressed confidence in academic staff members, cumulatively the majority percentage (90.1%) of the respondents agreed with 9.1% disagreeing. The mean = 3.20 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested that superiors expressed confidence in academic staff. As to whether superiors provided academic encouragement, cumulatively the majority percentage (80.0%) of the respondents agreed with 20.0% disagreeing. The mean = 3.02 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the results suggested that superiors expressed confidence in academic staff.

Concerning whether superiors talked enthusiastically about academic staff performance, cumulatively the majority percentage (75.2%) of the respondents to agreed with 24.8% agreeing. The mean = 2.93 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that superiors talked enthusiastically about academic staff performance. Relating to whether superiors encouraged academic staff to express their ideas, cumulatively the majority percentage (74.8%) of the respondents agreed with 25.2% disagreeing. The mean = 2.95 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested superiors encouraged academic staff to express their ideas.

As to whether academic staffs were provided advice for development by superiors, cumulatively the majority percentage (77.3%) of the respondents agreed and 22.7% disagreed. The mean = 2.96 close three suggested that the respondents agreed. These results thus suggested that academic staff were provided advice for development by superiors. With respect, to whether superiors recognised achievements of academic staff, cumulatively the majority percentage (80.3%) of the respondents agreed with 19.7% disagreeing. The mean = 2.99 was close to three

which corresponded to agreed. The results indicated that the respondents agreed. This meant that superiors recognised achievements of academic staff. To confirm whether, the items in Table 4.22 were valid items measuring the transformational leadership practice aspect of leadership practices, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.24 and 4.25

Table 4.24: Components on Transformation Leadership

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.185	51.852	51.852	5.185	51.852	51.852
2	0.863	8.632	60.483			
3	0.756	7.559	68.042			
4	0.668	6.679	74.721			
5	0.555	5.552	80.273			
6	0.488	4.881	85.154			
7	0.431	4.314	89.469			
8	0.395	3.952	93.420			
9	0.345	3.450	96.870			
10	0.313	3.130	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.24 showed that the 10 items on the transformational leadership practice in Table 4.23 were reduced to as many Components. However, only the first component had an eigenvalue = 5.185 that exceeded 1.00. This meant that it was the only significant component. This factor explained 5.185/10 x 100 = 51.852% of the joint variation in the 10 items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.25.

Table 4.25: Loadings and Cronbach Alphas for Items on Transformational Leadership

Component	Component 1	Alpha (α)
My superiors provide me encouragement.	0.801	0.893
My superiors behave consistently with values.	0.785	
My superiors promotes trust a not staff among staff	0.745	
My superiors encourage me to express my ideas	0.741	
My superiors recognize my achievements	0.736	
I am provided advice for development by my superiors	0.735	
I am provided reassurance of overcoming obstacles by my superiors	0.719	
My superiors talks enthusiastically about my performance	0.705	
My superiors express confidence in me.	0.673	
My superiors in instil pride in me	0.523	

Extraction Method: Principal Component Analysis

a. 1 Components extracted

Source: Primary Data (2016)

The loadings in Table 4.25 show that all the items loaded highly, that is above 0.50, on the first component suggesting that they were valid items. The Cronbach alpha result in Table 4.25 (α = 0.893) indicates items were internally consistent; therefore all items reliably measured transformational leadership. To establish the overall picture of transformation leadership, all items in Table 4.23 were aggregated into one average index (transformational leadership) whose summary statistics are given in Table 4.26:

Table 4.26 Summary statistics on the Transformational Leadership Practices

Descriptives			Statistic	Std. Error
Transformational leadership practices	Mean		2.90	.03352
	95% Confidence Interval for Mean	Lower Bound	2.84	
		Upper Bound	2.97	
	5% Trimmed Mean		2.92	
	Median		3.00	
	Variance		0.30	
	Std. Deviation		0.55	
	Minimum		1.00	
	Maximum		4.00	
	Range		3.00	
	Interquartile Range		0.60	
	Skewness		-0.70	0.15
	Kurtosis		1.04	0.30

Source: Primary Data (2016)

The results in Table 4.26 show that the mean = 2.90 was almost equal to the median = 3.00 implying normality despite the negative skew (skew = -0.70). The high mean and median close to three suggested that transformational leadership was high because basing on the scale used three represented agreed (good). The low standard deviation = 0.55 suggested low dispersion in the responses. The curve in Figure 4.7 supports the suggested normality.
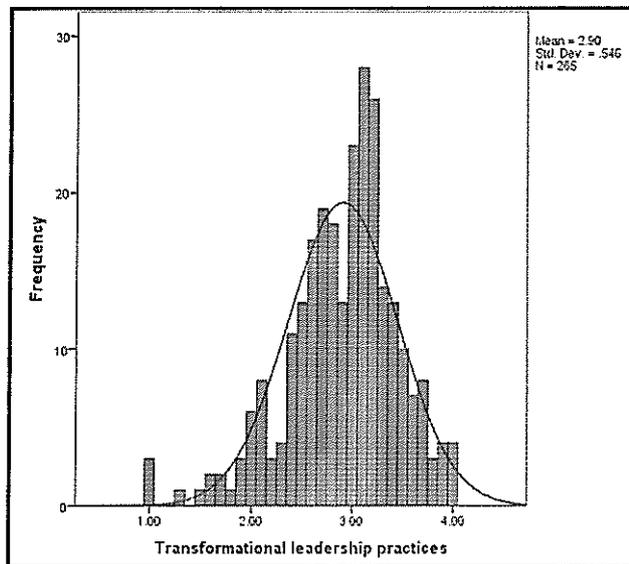
Figure 4.7 Histogram on Transformational Leadership

Source: Primary Data (2016)

The qualitative results from all six interviewees provided mixed reactions on the implementation of the transformational leadership practices although they all largely indicated that the transformational leadership practice was implemented. P2 stated that;

> In this polytechnic leadership is supportive and tries to help staff whenever they are facing challenges. The rector has introduced a policy by which staff can easily access him when they have personal pressing matters. Still, all the stakeholders that is units heads, heads of departments, deans and directors of colleges among others are involved in decision making. In this polytechnic, decision-making is participatory. However, one cannot disregard individuals' personal characteristics because some leaders at times exhibit arrogance, pride and selfishness which lead to disharmony among academic staff.

P3 remarked;

> The policies of this polytechnic promote a leadership that ensures democratic decision-making. Decisions are taken at the different units of services delivery. The polytechnic also supports academic staff going for further studies with full paid scholarships besides continuing to paid their salaries. The few leadership problems that crop up those are mere personality differences. However, the policy of the polytechnic is staff involvement, support and enabling their development.

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P5 said; "The leadership of the polytechnic promotes participatory management, emphasises supporting staff further studies and development and provides a vision for the progress of the polytechnic. Every staff member gets a fair hearing even if it is denied at the operational units, top management will ensure that democracy is promoted." The above views as with the results of the descriptive statistics show that the transformational leadership practices were practiced.

4.3.3 Transactional Leadership Practices. On this leadership practice, the respondents were asked to tell whether superiors tried to control misunderstandings among the staff, tracked mistakes, enforced rules and policies, looked for mistakes, made clear what one could expect to receive when goals were achieved and monitored subordinates as they executed tasks to maintain performance level. The respondents were also asked to tell whether superiors worked within the organisational rules and policies, motivated followers by appealing to their own self-interest impose good actives, stressed correct actions to improve performance and maintained the status quo rather than change. The results are as presented in Table 4.27.

Table 4.27: Frequencies, Percentages and Means on the Transactional Leadership Practice

Transactional Leadership Practices	F/%	SD	D	A	SA	Mean	Remarks
My superiors try to control misunderstandings among the staff members.	F	12	39	172	61	2.99	Good
	%	4.2	13.7	60.6	21.5		
My superiors tracks my mistakes	F	29	114	117	22	2.47	Poor
	%	10.3	40.4	41.5	7.8		
My superiors enforces rules and policies	F	13	52	168	50	2.90	Good
	%	4.6	18.4	59.4	17.7		
My superiors looks for mistakes	F	53	138	65	25	2.22	Poor
	%	18.9	49.1	23.1	8.9		
My superiors make clear what one can expect to receive when goals are achieved.	F	23	82	147	32	2.66	Good
	%	8.1	28.9	51.8	11.3		
I am monitored by my superiors as I execute tasks to maintain performance level	F	15	67	161	41	2.80	Good
	%	5.3	23.6	56.7	14.4		
My superiors work within the organisational rules and policies.	F	12	57	157	56	2.91	Good
	%	4.3	20.2	55.7	19.9		
My superior motivate me by working in my interests	F	27	81	138	37	2.65	Good
	%	9.5	28.6	48.8	13.1		
My superiors stress correct actions to improve performance	F	12	48	174	46	2.91	Good
	%	4.3	17.1	62.1	16.4		
My superiors maintain the status quo rather than change	F	24	93	124	41	2.65	Good
	%	8.5	33.0	44.0	14.5		

Source: Primary Data (2016)

The results in Table 4.27 regarding whether superiors tried to control misunderstandings among the staff members showed that cumulatively the majority percentage (82.1%) of the respondents agreed with 17.9% disagreeing. The mean = 2.99 was close to three which on the scale used corresponded to "Agreed". The results suggested that the respondents indicated that largely superiors tried to control misunderstandings among the staff. With respect to whether superiors tracked mistakes of the respondents, cumulatively the larger percentage (50.7%) of the respondents disagreed with 49.3% agreeing. The mean = 2.47 close two suggested that the

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respondents disagreed. These results thus implied that largely superiors did not superiors tracked mistakes of the respondents.

As to whether superiors enforced rules and policies, cumulatively the majority percentage (77.1%) of the respondents agreed with 23.0% disagreeing. The mean = 2.90 was close to three which on the scale used corresponded with agree. The results suggested that superiors enforced rules and policies. With respect to whether superiors looked for mistakes, cumulatively the majority percentage (68.0%) of the respondents agreed with 32.0% disagreeing. The mean = 2.22 was close to two which corresponded with disagreed. These results suggested that the respondents disagreed. Therefore, the results suggested that superiors did look for mistakes. With respect to whether superiors made clear what one could expected to receive when goals were achieved, cumulatively the majority percentage (63.1%) of the respondents agreed with 37.0% disagreeing. The mean = 3.20 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested that superiors made clear what one could expected to receive when goals were achieved.

As to whether the respondents were monitored by their superiors as they executed tasks to maintain performance level, cumulatively the majority percentage (71.1%) of the respondents agreed with 28.9% disagreeing. The mean = 2.80 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the results suggested that superiors monitored the respondents as they executed tasks to maintain performance level. Relating to whether superiors worked within the organisational rules and policies, cumulatively the majority percentage (75.6%) of the respondents agreed with 24.5% disagreeing. The mean = 2.91 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested superiors worked within the organisational rules and policies. Concerning whether superior motivated academic staff by working in their interests, cumulatively the majority percentage (61.9%) of the respondents to agreed with 38.1% disagreeing. The mean = 2.65 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that superior motivated academic staff by working in their interests.

As to whether superiors stressed correct actions to improve performance, cumulatively the majority percentage (78.5%) of the respondents agreed and 21.4% disagreed. The mean = 2.91 close three suggested that the respondents agreed. These results thus suggested that

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superiors stressed correct actions to improve performance. With respect, to whether superiors maintained the status quo rather than change, cumulatively the majority percentage (58.5%) of the respondents agreed with 41.5% disagreeing. The mean = 2.65 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that superiors maintained the status quo rather than change. To confirm whether, the items in Table 4.27 were valid items measuring the transactional leadership practice aspect of leadership practices, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.28 and 4.29.

Table 4.28: Components on Transactional Leadership

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.455	34.546	34.546	3.455	34.546	34.546
2	1.502	15.022	49.568	1.502	15.022	49.568
3	1.031	10.310	59.877	1.031	10.310	59.877
4	0.840	8.397	68.275			
5	0.666	6.664	74.939			
6	0.649	6.490	81.429			
7	0.566	5.663	87.092			
8	0.480	4.796	91.887			
9	0.429	4.292	96.179			
10	0.382	3.821	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.28 shows that the nine items on the transactional leadership practice in Table 2.28 were reduced to as many Components. However, only the first three components had eigenvalues = 3.455, 1.502 and 1.031 that exceeded 1.00. This meant that they were the only three significant Components. These factors explained 3.455/10 x 100 = 34.546%, 1.502/10 x 100 = 15.022% and 1.031/10 x 100 = 10.310 respectively of the joint variation in the ten items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.29.

Table 4.29: Loadings and Cronbach Alphas for Items on Transactional Leadership

Components	Component			Alpha
	1	2	3	(α)
I am monitored by my superiors as I execute tasks to maintain performance level	0.737			0.748
My superiors stress correct actions to improve performance	0.728			
My superiors work within the organisational rules and policies.	0.709			
My superior motivates followers by appealing to their own self-interest impose good actives	0.690			
My superiors try to control misunderstandings among the staff.	0.652			
My superiors make clear what one can expect to receive when goals are achieved	0.652			
My superiors enforces rules and policies	0.577			
My superiors looks for mistakes		0.784		
My superiors tracks my mistakes		0.681		
My superiors maintain the status quo rather than change			0.893	

Extraction Method: Principal Component Analysis

a. 3 Components extracted.

Source: Primary Data (2016)

The loadings in Table 4.29 show that all the items loaded highly once, that is above 0.50, on either the first, second and third components suggesting that they were all valid items. The Cronbach alpha result in Table 4.29 (α = 0.748) indicates items were internally consistent; therefore all items reliably measured transformational leadership. To capture the overall image of transactional leadership, all items in Table 4.27 were aggregated into one average index (transactional leadership) whose summary statistics are given in Table 4.30:

Table 4.30 Summary statistics on the Transactional Leadership Practices

Descriptives			Statistic	Std. Error
Transactional leadership	Mean		2.83	0.031
	95% Confidence Interval for Mean	Lower Bound	2.77	
		Upper Bound	2.89	
	5% Trimmed Mean		2.84	
	Median		2.86	
	Variance		0.27	
	Std. Deviation		0.52	
	Minimum		1.00	
	Maximum		4.00	
	Range		3.00	
	Interquartile Range		0.57	
	Skewness		-0.35	0.15
	Kurtosis		0.56	0.29

Source: Primary Data (2016)

The results in Table 4.30 show that the mean = 2.83 was almost equal to the median = 2.86 implying normality despite the negative skew (skew = -0.35). The mean and median close to three but which was a bit lower suggested that transactional leadership was good but to a lesser extent because basing on the scale used, three represented agreed (good). The low standard deviation = 0.52 suggested low dispersion in the responses. The curve in Figure 4.8 supports the suggested normality.
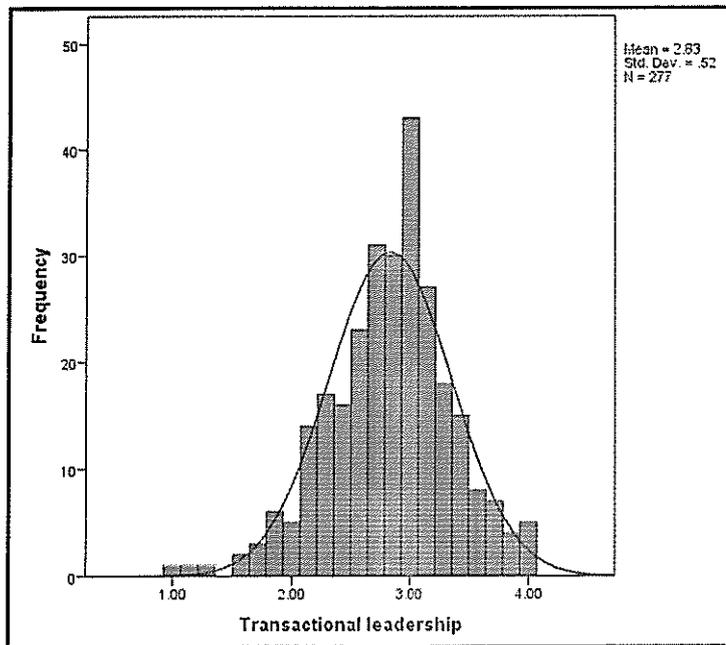
Figure 4.8 Histogram on Transactional Leadership
Source: Primary Data (2016)

The qualitative results from all six interviewees indicated that transactional leadership was used in the polytechnics. The respondents revealed that the various superiors in the polytechnics controlled misunderstandings among the staff, enforced rules and policies, monitored subordinates as they executed tasks to maintain performance level and worked within the organisational rules and policies. For instance, P4 stated, "Each school has a discipline committee and this helps to resolve conflicts between staff. Also, the running of the polytechnics is based rules and policies set by council and at every level of operation there is monitoring to ensure performance." P6 remarked, "The deans are responsible for all administrative activities in the schools and everything is done guided by the policies. Monitoring is carried out to ensure that staff performs and performance reports are made every monthly to enable track the performance of lecturers." However, one respondent stated, "Performance of academic staff can be improved if the government introduced a performance based pay such that academic staff perform basing on expected incentives." The results above as with those of interviews indicate that in the polytechnics there was use of the transactional leadership practice.

4.3.4 Correlation Analysis between the Academic Staff Performance and Leadership Practices. To establish whether there was a relationship between academic staff performance and leadership practices, correlation analysis was carried out. The two leadership practices considered were transformational and transactional leadership practices. The results were given as in Table 4.31.

Table 5.31: Correlation Matrix of Academic Staff Performance and Leadership Practices.

	Academic Staff Performance	Transformational leadership practices	Transactional leadership
Academic Staff Performance	1	0.213[**]	0.138[*]
		0.001	0.031
Transformational leadership practices		1	0.700[**]
			0.000
Transactional leadership			1

**. Correlation is significant at the 0.05 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2016)

The results in Table 4.31 suggest that there is a positive and significant relationship between leadership practices and academic staff performance. For all the variables, the critical values were significant at below 0.05 level of significance. This indicated that the research hypotheses, namely; transformational and transactional leadership practices are correlates of academic staff performance were supported. The results on the transformational leadership practice were $r = 0.213$, $p < 0.001$ while the results on the transactional leadership practice were $r = 0.138$, $p < 0.031$. These however reveal that preliminary transformational leadership correlated with leadership practices more than transactional leadership practices.

4.3.5 Regression Model for Academic Staff Performance and Leadership Practices. At the confirmatory level, to find out whether leadership practices predicted Academic Staff Performance, the dependent variable namely, academic staff performance was regressed on

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leadership practices the first independent variable. The leadership practices were transformational and transactional leadership practices. The results are as in Table 4.32.

Table 4.32: Academic Staff Performance and Leadership Practices.

Leadership Practices	Standardised B	Significance p
Transformational leadership practices	0.148	0.016
Transformational leadership practices	-0.008	0.906
Adjusted R^2 = 0.038		
F = 5.512, p = 0.005		

a. Dependent Variable: Academic Staff Performance
Source: Primary Data (2016)

The results in Table 4.32 show that, the two leadership practices explained 3.8% of the variation in Academic Staff Performance (adjusted R^2 = 0.038). This means that 96.2% of the variation was accounted for by other factors not considered under this model. The regression model was significant (F = 5.512, p = 0.005 < 0.05). Only the transformational leadership practice (β = 0.148, p = 0.016 < 0.05) positively significantly predicted Academic Staff Performance while transactional leadership practice (-0.008, p= 0.906 > 0.05) did not. Therefore, the hypothesis that transformational is a correlate of academic staff performance was supported while the hypothesis that transformational is a correlate of academic staff performance was not supported.

4.3.6 The Controlling Effect of Demographic Characteristics on the relationship between Leadership Practices and Academic Staff Performance. To establish whether the demographic characteristics of the respondents had a controlling effect on the relationship between leadership practices and academic staff performance, demographic characteristics that were categorical variables were turned into numerical variables. Regarding polyphonic ownership, federal polytechnics were turned into comparison variables (1) while state

polytechnics were turned into reference variables (0). With position on first and second appointments, senior appointments (Senior lecturer, Principle Lecturer and Chief lecturer) were made the comparison group (2) while lower appointments (Assistant Lecturer, Lecturer III, Lecturer II and Lecturer I) were made into reference variables. With respect terms of employment, permanent staff (permanent) were made the comparison group and temporary staff (Probation, Contract and Part-time) were made into the reference group. The controlling effect of demographic characteristics on the relationship between leadership practices and Academic Staff Performance are presented in Table 4.33.

Table 4.33: Controlling Effect of Demographic Characteristics on the relationship between Leadership Practices and Academic Staff Performance

Demographic characteristics and leadership practices	Standardised Coefficients β	Sig. p
Ownership of the polytechnic	0.081	0.232
Position on first second appointment	0.026	0.759
Position on second appointment	0.106	0.221
Terms of employment	-0.026	0.711
Transformational leadership practices	0.204	0.028
Transactional leadership	-0.004	0.963

Adjusted R^2 = 0.044

F = 2.743,   p = 0.014

a. Dependent Variable: Academic Staff Performance

Source: Primary Data (2016)

The results in Table 4.33 show that combined demographic characteristics and leadership practices explained 4.4%% of the variation in academic staff performance   (adjusted R^2 = 0.044). This means that 95.6% of the variation was accounted for by other factors not considered under this model. The regression model was significant (F = 2.743, p = 0.014 < 0.05). However, the results show that of the two leadership practices, demographic variables have a controlling significant effect only on the relationship between the transformational leadership practice and

Academic Staff Performance ($\beta = 0.204$, $p = 0.028 < 0.05$) while the effect on the relationship between the transactional leadership practice and academic staff performance (-0.004, $p = 0.963 < 0.05$) was negative and insignificant.

4.4 Objective Two: To establish whether Employee Identification is a Correlate of Academic Staff Performance in Polytechnics.

This section presents findings on the second objective of the study that sought to ascertain whether employee identification was a correlate of performance academic of staff in Polytechnics. The section involves description of identification aspects namely organisational identification and group identification (see conceptual framework Figure 2.1). The various items measuring the identification were scaled using the four-point Likert scale where, 1 = Strongly Disagree 2 = Disagree 3 = Agree and 4 = Strongly Agree. For each of the above identification aspects descriptive statistics that include frequencies, percentages and means are presented and then the results of confirmatory factor analysis and reliability analyses follow. Thereafter, bivariate test results of their significance as correlates of the dependent variable are presented, then testing of the hypotheses using multiple regressions modelling and lastly establishing the effect of the controlling variables. During description of the leadership practices confirmatory factor analysis and reliability test results are presented. The results are presented item by item following the order of the self-administered questionnaire survey as presented in the instrument (Appendix C).

4.4.1 Organizational Identification and Academic Staff Performance. On this employee identification aspect, the respondents were asked to tell whether the academic staff were concerned about the success of the polytechnics, liked working in the polytechnics, only wanted to hear others talk good about the polytechnics, were proud to be members of polytechnics and considered polytechnics like family to them. The respondents were also asked to tell whether academic staff made job-related decisions, though about how their decisions affected the polytechnics, were willing to put in extra effort in order to help the polytechnic be successful, identified closely with the polytechnics, felt much loyalty the polytechnics and were fulfilled working with the polytechnics. The results are as presented in Table 4.34.

Table 4.34: Frequencies, Percentages and Means for Organisational Identification

Organisational Identification	F/%	SD	D	A	SA	Mean	Remarks
I am very concerned about the success of this polytechnic	F	5	2	72	205	3.68	Very good
	%	1.8	0.7	25.4	72.2		
I like working in this polytechnic	F	2	8	125	149	3.48	Good
	%	0.7	2.8	44.0	52.5		
I only want to hear others talk good about this polytechnic	F	26	46	109	101	3.01	Good
	%	9.2	16.3	38.7	35.8		
I am proud to be a member of this polytechnic	F	2	8	109	165	3.54	Good
	%	0.7	2.8	38.4	58.1		
This polytechnic is like a family to me.	F	6	17	130	129	3.35	Good
	%	2.1	6.0	46.1	45.7		
When I make job-related decisions, I think about how my decisions will affect this polytechnic	F	3	13	153	115	3.34	Good
	%	1.1	4.6	53.9	40.5		
I am willing to put in extra effort in order to help this polytechnic be successful.	%	2	2	95	185	3.63	Very Good
	F	0.7	0.7	33.5	65.1		
I identify closely with polytechnic	F	3	7	124	146	3.48	Good
	%	1.1	2.5	44.3	52.1		
I feel much loyalty to of this polytechnic	F	2	4	123	153	3.51	Very Good
	%	0.7	1.4	43.6	54.3		

Source: Primary Data (2016)

The results in Table 4.34 regarding whether the respondents were concerned about the success of the polytechnics showed that cumulatively the majority percentage (97.6%) of the respondents agreed with 2.5% disagreeing. The mean = 3.68 was close to four which on the scale used corresponded with strongly agreed. The results suggested that the respondents indicated that the respondents were extremely concerned about the success of the polytechnics. With respect to

whether the respondents liked working in the polytechnics, cumulatively the majority percentage (97.5%) of the respondents agreed with 3.5% disagreeing. The mean = 3.48 close three suggested that the respondents agreed. These results thus implied that the respondents liked working in the polytechnics.

As to the respondents only wanted to hear others talk good about the polytechnics, cumulatively the majority percentage (74.5%) of the respondents agreed with 25.5% disagreeing. The mean = 3.10 was close to three which on the scale used corresponded with agree. The results suggested that the respondents only wanted to hear others talk good about the polytechnics. Concerning whether the respondents were proud to be members of the polytechnics, cumulatively the majority percentage (96.5%) of the respondents agreed with 3.5% disagreeing. The mean = 3.54 was close to four which corresponded with strongly agreed. These results implied that the respondents strongly agreed. Therefore, the results suggested that the respondents were extremely proud to be members of the polytechnics.

With respect to whether the respondents felt the polytechnics were family to them, cumulatively the majority percentage (94.4%) of the respondents agreed with 8.1% disagreeing. The mean = 3.35 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested that the respondents felt the polytechnics were family to them. As regards whether when the respondents made job-related decisions, they thought about how their decisions would affect the polytechnics, cumulatively the majority percentage (94.4%) of the respondents agreed with 5.7% disagreeing. The mean = 3.34 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, when the respondents made job-related decisions, they thought about how their decisions would affect the polytechnics.

Relating to whether the respondents willing to put in extra effort in order to help the polytechnics be successful, cumulatively the majority percentage (98.6%) of the respondents agreed with 1.4% disagreeing. The mean = 3.63 was close to four which corresponded with strongly agreed. These results suggested that the respondents strongly agreed. Therefore, the results suggested the respondents were very willing to put in extra effort in order to help the polytechnics be successful. About whether the respondents identified closely with the polytechnics, cumulatively the majority percentage (96.4%) of the respondents to agreed with 3.6% disagreeing. The mean = 3.48 was close to three which corresponded to agreed. The results

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indicated that the respondents agreed. This meant that the respondents identified closely with the polytechnics.

As to whether the respondents felt much loyalty to the polytechnics, cumulatively the majority percentage (97.9%) of the respondents agreed and 2.1% disagreed. The mean = 3.51 close four suggested that the respondents strongly agreed. These results thus suggested that the respondents felt much loyalty to the polytechnics. To ascertain whether, the items in Table 4.33 were valid items measuring the employee organisational identification aspect of identification, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.35 and 4.36.

Table 4.35: Components on Organisational Identification

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.658	51.760	51.760	4.658	51.760	51.760
2	0.913	10.141	61.901			
3	0.727	8.082	69.983			
4	0.663	7.370	77.353			
5	0.572	6.353	83.706			
6	0.472	5.249	88.954			
7	0.387	4.299	93.253			
8	0.338	3.756	97.009			
9	0.269	2.991	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.35 showed that the nine items on organisational identification in Table 4.34 were reduced to as many Components. However, only the first component had an eigenvalue = 4.658 that exceeded 1.00. This meant that it was the only significant component. This factor explained 4.658/9 x 100 = 51.760% of the joint variation in the nine items. The factor loadings of the

respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.36.

Table 4.36: Loadings and Cronbach Alphas for Items on Organisational Identification

Component	Component 1	Alpha (α)
I am very concerned about the success of this polytechnic	0.666	0.859
I like working in this polytechnic	0.719	
I only want to hear others talk good about this polytechnic	0.377	
I am proud to be a member of this polytechnic	0.797	
This polytechnic is like a family to me.	0.749	
When I make job-related decisions, I think about how my decisions will affect this polytechnic	0.735	
I am willing to put in extra effort in order to help this polytechnic be successful.	0.767	
I identify closely with polytechnic	0.776	
I feel much loyalty to of this polytechnic	0.793	

Extraction Method: Principal Component Analysis

a. 1 Components extracted.

Source: Primary Data (2016)

The loadings in Table 4.36 show that all the items loaded highly, that is above 0.50 on the first component suggesting that they were valid items. The Cronbach alpha result in Table 4.36 (α = 0.859) indicates items were internally consistent; therefore all items reliably measured organisational identification. To find out the overall picture of organisational identification, all items in Table 4.36 were aggregated into one average index (organisational identification) whose summary statistics are given in Table 4.37:

Table 4.37: Summary statistics on Organisational Identification

				Statistic	Std. Error
Descriptives					
Organisational identification	group	Mean		3.42	0.03
		95% Confidence Interval for Mean	Lower Bound	3.37	
			Upper Bound	3.47	
		5% Trimmed Mean		3.45	
		Median		3.40	
		Variance		0.19	
		Std. Deviation		0.44	
		Minimum		1.00	
		Maximum		4.00	
		Range		3.00	
		Interquartile Range		0.70	
		Skewness		-1.15	0.15
		Kurtosis		3.82	0.29

Source: Primary Data (2016)

The results in Table 4.37 show that the mean = 3.42 was almost equal to the median = 3.40 implying normality despite the negative skew (skew = -1.15). The mean and median close to three suggested that organisational identification was good basing on the scale used, three represented agreed (good). The low standard deviation = 0.44 suggested low dispersion in the responses. The curve in Figure 4.9 supports the suggested normality.
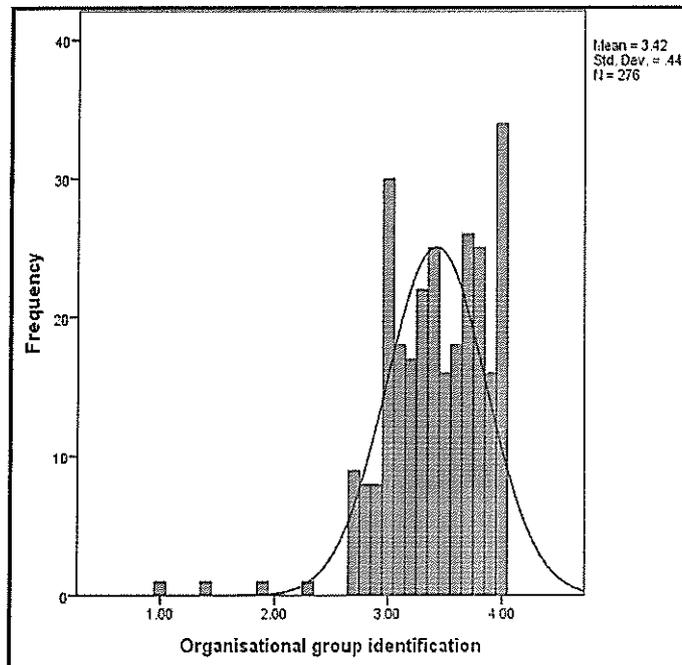
Figure 4.9 Histogram on Organisational Identification

Source: Primary Data (2016)

The qualitative results from all six interviewees indicated that there was high level of academic staff identification with the polytechnics. All the six interviewees indicated that academic staff carried out activities them made them exhibit identification with the polytechnics. The respondents revealed that the academic staff were effective in carrying out their work and obligations such as teaching, supervising students, administration and carrying out research. The respondents also revealed that some academic staff were involved in providing community services and technological innovations. P2 stated,

> Quite a large number of academic staff show attachment to the polytechnic and work hard to enhance its progress. Staff are committed teaching, participate in the polytechnic activities such as writing bulletins, memorial lecturers, supervising students, embracing innovations and participate wilfully in decision making at their units. The lecturers attend to students even in their free time.

In relation to the above, P3 said;

> A good number of staff are zealous to their jobs and help the polytechnic fulfil its goals. They are involved in teaching, research, sports, development and attend meetings. There is strong citizenship behaviours among academic staff and this has been responsible for the continued growth of the polytechnic.

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Still P6 remarked that;

> Most staff shows their identification with the polytechnic by standing for the cause of the polytechnic in the public arena. Such staff defend the image of the polytechnic especially when maligned in the press. Staffs also are involved in knowledge sharing through works, seminars and conferences organised by the polytechnics

On the other hands, two respondents revealed that of course there were some staff that were not truly committed to the polytechnics. Such lecturers delayed in setting and marking examinations, failed to supervise students and even some lecturers talked bad about their polytechnics in the public. However, on the results as those of descriptive statistics indicated that there was organisational identification in the polytechnics.

4.4.2 Group Identification and Academic Staff Performance. On this employee identification aspect, the respondents were asked to tell whether They were concerned about the success of all staff in the polytechnics, liked working with colleagues, only wanted to hear others talk good about their colleagues, were proud to work with their colleagues, were proud to be members of the group family and made job-related decisions thinking how their decisions would affect colleagues. The respondents were asked to tell whether they were willing to put in extra effort in order to help colleagues be successful, identified closely with colleagues and felt much loyalty to fellow staff in the polytechnics. The results are as presented in Table 4.38.

Table 4.38: Frequencies, Percentages and Means on Group Identification

Group Identification	F/%	SD	D	A	SA	Mean
I am concerned about the success of all staff in this polytechnic	F	4	36	134	106	3.15
	%	1.4	12.9	47.9	37.9	
I like working with colleagues in this polytechnic	F	7	18	183	76	3.04
	%	2.5	6.3	64.4	26.8	
I only want to hear others talk good about my colleagues in this polytechnic	F	5	38	177	60	3.11
	%	1.8	13.6	63.2	21.4	
I am proud to be a member of that staff in the polytechnic	F	8	25	180	71	3.25
	%	2.8	8.8	63.4	25.0	
The staff in this polytechnic are like family to me.	F	5	14	169	94	2.88
		1.8	5.0	59.9	33.3	
When I make job-related decisions, I think about how my decisions will affect my colleagues in this polytechnic	%	13	66	147	58	3.16
	F	4.6	23.2	51.8	20.4	
I am willing to put in extra effort in order to help colleagues in this polytechnic be successful.	%	6	22	176	80	3.25
	F	2.1	7.7	62.0	28.2	
I identify closely with colleagues in this polytechnic	%	4	18	163	95	3.13
	F	1.4	6.4	58.2	33.9	
I feel much loyalty to fellow staff in this polytechnic	F	4	31	172	76	3.09
	%	1.4	10.9	60.6	26.8	

Source: Primary Data (2016)

The results in Table 4.38 regarding whether the respondents were concerned about the success all staff in the polytechnic showed that cumulatively the majority percentage (85.8%) of the respondents agreed with 14.3% disagreeing. The mean = 3.15 was close to three which on the scale used corresponded to "agreed". The results suggested that the respondents indicated that the respondents were concerned about the success all staff in the polytechnic. With respect to whether the respondents liked working with colleagues the polytechnics, cumulatively the

majority percentage (91.2%) of the respondents agreed with 8.2% disagreeing. The mean = 3.04 close three suggested that the respondents agreed. These results thus implied that the respondents liked working with colleagues in the polytechnics.

As to the respondents only wanted to hear others talk good about their colleagues in the polytechnics, cumulatively the majority percentage (84.6%) of the respondents agreed with 15.4% disagreeing. The mean = 3.11 was close to three which on the scale used corresponded with agree. The results suggested that the respondents only wanted to hear others talk good about colleagues in the polytechnics. Regarding whether the respondents were proud to be members of the staff polytechnics, cumulatively the majority percentage (88.4%) of the respondents agreed with 11.6% disagreeing. The mean = 3.25 was close to three which corresponded to agreed. These results implied that the respondents strongly agreed. Therefore, the results suggested that the respondents were proud to be members of the staff polytechnics.

With respect to whether the respondents felt the staff in the polytechnics were like family to them, cumulatively the majority percentage (93.2%) of the respondents agreed with 6.8% disagreeing. The mean = 2.88 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results suggested that the respondents felt the staff in the polytechnics were like family to them.

As regards whether when the respondents made job-related decisions, they thought about how their decisions would affect colleagues in the polytechnics, cumulatively the majority percentage (72.2%) of the respondents agreed with 27.8% disagreeing. The mean = 3.16 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, when the respondents made job-related decisions, they thought about how their decisions would affect their colleagues the polytechnics. Relating to whether the respondents willing to put in extra effort in order to help colleagues in the polytechnics were successful, cumulatively the majority percentage (90.2%) of the respondents agreed with 9.8% disagreeing. The mean = 328.2 was close to three which corresponded with strongly agreed. These results suggested that the respondents strongly agreed. Therefore, the results suggested the respondents were very willing to put in extra effort in order to help colleagues in the polytechnics.

About whether the respondents identified closely with colleagues in the polytechnics, cumulatively the majority percentage (92.1%) of the respondents to agreed with 8.9% disagreeing. The mean = 3.09 was close to three which corresponded to agreed. The results

indicated that the respondents agreed. This meant that the respondents identified closely with colleagues the polytechnics. To establish whether, the items in Table 4.37 were valid items measuring the employee group identification aspect of identification, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.39 and 4.40.

Table 4.39: Components on Group Identification

Component	Initial eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.406	48.959	48.959	4.406	48.959	48.959
2	0.967	10.743	59.702			
3	0.785	8.717	68.419			
4	0.751	8.342	76.762			
5	0.603	6.704	83.465			
6	0.516	5.736	89.201			
7	0.381	4.237	93.438			
8	0.328	3.647	97.085			
9	0.262	2.915	100.000			

Extraction Method: Principal Component Analysis.

Source: Primary Data (2016)

Table 4.39 showed that the nine items on group identification in Table 4.38 were reduced to as many Components. However, only the first component had an eigenvalue = 4.406 that exceeded 1.00. This meant that it was the only significant component. This factor explained 4.406/9 x 100 = 48.959% of the joint variation in the nine items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.40.

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Table 4.40: Loadings and Cronbach Alphas for Items on Group Identification

Component	Component 1	Alpha (α)
I am very concerned about the success of my work	0.711	0.831
I like working with my work	0.704	
I only want to hear others talk good about my work	0.537	
I am proud to be a member of my work	0.684	
We work together harmoniously as a group in this polytechnic	0.598	
When we work together as a group we find values and fulfilment in this polytechnic	0.684	
I am willing to put in extra effort in order to help my work	0.789	
I identify closely with my work	0.782	
I feel much loyalty to my work	0.769	

Extraction Method: Principal Component Analysis

a. 1 Components extracted.

Source: Primary Data (2016)

The loadings in Table 4.40 show that all the items loaded highly, that is above 0.50 on the first component suggesting that they were valid items. The Cronbach alpha result in Table 4.38 (α = 0.831) indicates items were internally consistent; therefore all items reliably measured group identification. To find out the overall image of organisational identification, all items in Table 4.38 were aggregated into one average index (group identification) whose summary statistics are given in Table 4.41:

Table 4.41 Summary statistics on Organisational Identification

			Statistic	Std. Error
Descriptives				
Group identification	Mean		3.13	0.03
	95% Confidence Interval for Mean	Lower Bound	3.07	
		Upper Bound	3.20	
	5% Trimmed Mean		3.14	
	Median		3.11	
	Variance		0.28	
	Std. Deviation		0.53	
	Minimum		1.00	
	Maximum		6.78	
	Range		5.78	
	Interquartile Range		0.56	
	Skewness		0.75	0.16
	Kurtosis		9.78	0.31

Source: Primary Data 2016

The results in Table 4.41 show that the mean = 3.13 was almost equal to the median = 3.11 and skew (skew = 0.75) was positive implying normality. The mean and median close to three suggested that group identification was good basing on the scale used; three represented agreed (good). The low standard deviation = 0.53 suggested low dispersion in the responses. The curve in Figure 4.10 supports the suggested normality.

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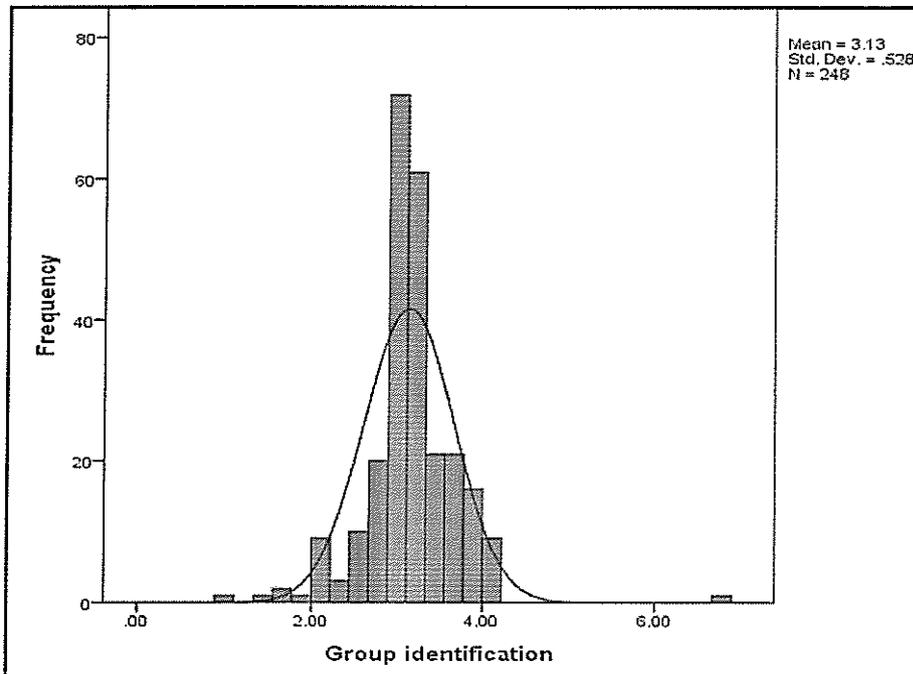
Figure 4.10 Histogram on Group Identification

Source: Primary Data 2016

In the interviews, the respondents were asked to tell whether academic staff exhibited group identity. Several responses were given in the interviews to suggest that there was group identification. The respondents revealed that there were several staff cooperative unions, associations and support of one another whenever it was necessary. P1 stated, "Group identification for academic staff. This is because their union brings them together and normally they speak as one voice on any matter." P4 said;

> Staff identification is deep and this is facilitated by their informal and even formal associations in the polytechnic. They support one another financially or in any other way in case of a problem, they step in to cover the work of a fellow academic staff incapable of carrying his or her work due to unavoidable circumstances.

P6 remarked;

> Academic staff identification as a group is the strongest unity in this polytechnic. Academic staff move with each other virtually on every matter, that whether policy or social matters. Academic staff are always there for each other and act as one voice and they are always there for one another whenever need arises.

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The views above as with the results of the descriptive statistics suggest that group identification existed among academic staff in the polytechnics.

4.4.3 Correlation analysis between Academic Staff performance and Employee Identification.

To find out whether there was a relationship academic staff performance and employee identification, correlation analysis was carried out. The two employee identification aspects considered were organisational and group identification. The results were given as in Table 4.42.

Table 4.42: Correlation Matrix of Academic Staff Performance and Employee Identification.

	Academic Staff Performance	Organisational identification	Group identification
Academic Staff Performance	1	0.247** 0.000	0.244** 0.000
Organisational identification		1	0.579** 0.000
Group identification			1

**. Correlation is significant at the 0.05 level (2-tailed).
Source: Primary Data 2016

The results in Table 4.42 suggest that there is a positive significant relationship between employee identification and Academic Staff Performance. For all the variables, the critical values were significant at below 0.05 level of significance. This meant that the research hypotheses, namely; organisational and group identification were correlates of academic staff performance were supported. The results on organisational identification were $r = 0.247$, $p < 0.001$ while the results on the group identification were $r = 0.244$, $p < 0.001$. Organisational identification correlated slightly higher than group identification.

4.4.4 Regression Model for Academic Staff Performance and Employee Identification. At the confirmatory level, to find out whether employee identification predicted Academic Staff Performance, the dependent variable namely, academic staff performance was regressed on employee identification the first independent variable. Employee identification aspects were organisational and group identification. The results are as in Table 4.43.

Table 4.43: Academic Staff Performance and Employee identification

Employee Identification	Standardised β	Significance p
Organisational Identification	0.147	0.060
Group identification	0.157	0.045
Adjusted R^2 = 0.066		
F = 9.379, p = 0.000		

b. Dependent Variable: Academic Staff Performance

Source: Primary Data 2016

The results in Table 4.43 show that, the two employee identification explained 6.6% of the variation in Academic Staff Performance   (adjusted R^2 = 0.066). This means that 93.4% of the variation was accounted for by other factors not considered under this model. The regression model was significant (F = 9.379, p = 0.000< 0.05). While both organisational and group identification were positive correlates of Academic Staff Performance, only group identification was a significant correlate (β = 0.157, p = 0.045) that predicted academic staff performance while organisational identification (β = 0.122= 0.147, p = 0.060) was not. Therefore, the hypothesis that group identification is a correlate of Academic Staff Performance was supported while the hypothesis that organisational identification is a correlate of academic staff performance was not supported.

4.4.5 The Controlling Effect of Demographic Characteristics on the relationship between employee identification and Academic Staff Performance.

To establish whether the demographic characteristics of the respondents had a controlling effect on the relationship between employee identification and academic staff performance, a controlling effect regression analysis was carried out. The results of the controlling effect of demographic characteristics on the relationship between leadership practices and Academic Staff Performance are presented in Table 4.44.

Table 4.44: Controlling Effect of Demographic Characteristics on the relationship between Identification and Academic Staff Performance

Demographic characteristics and employee identification	Standardised Coefficients β	Sig. P
Ownership of the polytechnic	0.131	0.051
Position on first appointment	0.044	0.607
Position on second appointment	0.069	0.422
Terms of employment	-0.022	0.744
Organisational identification	0.139	0.087
Group identification	0.153	0.059

Adjusted R^2 = 0.074

F = 4.066,   p = 0.001

a. Dependent Variable: Academic Staff Performance

Source: Primary Data 2016

The results in Table 4.44 show that combined demographic characteristics and employee identification explained 7.4% of the variation in Academic Staff Performance (adjusted R^2 = 0.074). This means that 92% of the variation was accounted for by other factors not considered under this model. The regression model was significant (F = 4.066, p = 00.001 < 0.05). The controlling effect regression analysis showed that the controlling effect of demographic characteristics on the relationship between employee identification and Academic Staff

Performance (organisational identification: β = 0.139, p = .087< 0.05; group identification: β = 0.153, p = .059 < 0.05) was positive but not significant.

4.5 Objective Three: To determine whether Organisational Structures were Correlates of Academic of Staff Performance in Polytechnics

This section examined the findings on the third objective of the study that sought to analyse whether organisational structures were correlates of performance academic of staff in Polytechnics. The section involves description of organisational structures namely formalisation, complexity and centralisation (see conceptual framework Figure 2.1). The items measuring the different aspects of organisational structures were scaled using the four-point Likert scale where, 1 = Strongly Disagree 2 = Disagree 3 = Agree and 4 = Strongly Agree. For each of the above organisational structures aspect descriptive statistics that include frequencies, percentages and means are presented and then the results of confirmatory factor analysis and reliability analyses follow. Thereafter, bivariate test results of their significance as correlates of the dependent variable are presented, then testing of the hypotheses using multiple regressions modelling and lastly establishing the effect of the controlling variables. During description of the leadership practices confirmatory factor analysis and reliability test results are presented. The results are presented item by item following the order of the self-administered questionnaire survey as presented in the instrument (Appendix C).

4.5.1 Organizational Formalization. On this organisational structure aspect, the respondents were asked to tell the activities were standardised, there were standard goals to be achieved, formal communication procedures were adhered to by all staff, formal written procedures of activities were readily available to all staff and written rules and policies were observed by all staff. The items also included whether there was a complete written job description provided to all staff and a written record on job performance of all staff being kept. The results were as presented in Table 4.45.

Table 4.45: Frequencies, Percentages and Means on Formalisation

Formalisation	F/%	SD	D	A	SA	Mean	Remarks
The activities are standardised	F	12	65	164	41	2.83	Good
	%	4.3	23.0	58.2	14.5		
There are standard goals to be achieved	F	6	28	180	68	3.10	Good
	%	2.1	9.9	63.4	23.9		
All staff adhere to formal communication procedures.	F	8	72	158	45	2.85	Good
	%	2.8	25.4	55.8	15.9		
Formal written procedures of activities are readily available to all staff	F	9	84	151	40	2.78	Good
	%	3.2	29.6	53.2	14.1		
A written rules and policies are observed by all staff	F	8	101	132	41	2.73	Good
	%	2.8	35.8	46.8	14.5		
A complete written job description has been provided to all staff	F	28	102	112	40	2.58	Good
	%	9.9	35.9	39.4	14.1		
A written record on job performance of all staff are kept	F	16	94	128	44	2.71	Good
	%	5.7	33.3	45.4	15.6		

Source: Primary Data 2016

The results in Table 4.45 on whether activities were standardised showed that cumulatively the majority percentage (72.7%) of the respondents agreed with 27.3% disagreeing. The mean = 2.83 was close to 3 which on the scale used corresponded to "Agreed". The results suggested that activities were standardised. As to whether there were standard goals to be achieved, cumulatively the majority percentage (87.3%) of the respondents agreed and 12.0% disagreed. The mean = 3.10 close three suggested that the respondents agreed. These results thus implied that there were standard goals to be achieved.

With respect to whether formal communication procedures were adhered to by all staff, cumulatively the majority percentage (71.7%) of the respondents agreed with 28.2% disagreeing. The mean = 2.85 was close to three which on the scale used corresponded to "Agreed". The results meant that all staff largely adhered to formal communication procedures. In relation to whether formal written procedures of activities were readily available to all staff, cumulatively the majority percentage (67.3%) of the respondents agreed with 31.8% disagreeing. The mean = 2.78 was close to three which corresponded to agreed. These results suggested that the

respondents agreed. Therefore, formal written procedures of activities were readily available to all staff.

Regarding whether written rules and policies were observed by all staff, cumulatively the majority percentage (61.3%) of the respondents agreed with 38.6% disagreeing. The mean = 2.73 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that all staff observed written rules and policies. In relation to whether complete written job descriptions had been provided to all staff, the larger percentage (53.5%) of the respondents agreed with 45.8% disagreeing. The mean = 2.94 close to three suggested that the respondents agreed. This indicated that complete written job descriptions had been provided to all staff.

With respect to whether written records on job performance of all staff were kept, cumulatively the larger percentage (61.0%) of the respondents agreed with 39.0% disagreeing. The mean = 2.71 was close to three which on the scale used corresponded to "Agreed". This meant that largely, written records on job performance of all staff were kept. To confirm whether, the items in Table 4.44 were valid items measuring the formalisation aspect of organisational structure, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.46 and 4.47.

Table 4.46: Components on Formalisation

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.488	49.830	49.830	3.488	49.830	49.830
2	1.017	14.528	64.358	1.017	14.528	64.358
3	0.684	9.773	74.131			
4	0.613	8.761	82.892			
5	0.457	6.523	89.415			
6	0.385	5.497	94.912			
7	0.356	5.088	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data 2016

Table 4.46 shows that the nine items on supervision performance in Table 4.45 were reduced to as many Components. However, only the first two components had eigenvalues = 3.488 and 1.017 that exceeded 1.00. This meant that they were the only three significant Components. These factors explained 3.488 /7 x 100 = 49.830% and 1.017 /9 x 100 = 14.528% respectively of the joint variation in the nine items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.47.

Table 4.47: Loadings and Cronbach Alphas for Items on Formalisation

Component	Component		
	1	2	Alpha (α)
The activities are standardised	0.689	-0.504	0.827*
There are standard goals to be achieved	0.657	-0.576	0.793**
Formal communication procedures are adhered to by all staff	0.700		
Formal written procedures of activities are readily available to all staff	0.797		
A written rules and policies are observed by all staff	0.792		
A complete written job description has been provided to all staff	0.706		
A written record on job performance of all staff are kept	0.574	0.571	

Extraction Method: Principal Component Analysis

a. 2 Components extracted.

Source: Primary Data 2016

The loadings in Table 4.47 show that all the items loaded highly, that is above 0.50, on the first component. However, the first, second and seventh items also loaded highly on the second component. Such split loading item reflected the influence of more than one component, which led for their dropping from subsequent analysis. The final Cronbach alpha result in Table 4.47 (α = 0.793 initially 0.827) indicates that dropping the first, second and seventh items in Table 4.47 made the items more valid but somehow less reliable (hence the reduction of α from 0.827 to 0.793). However, since the final alpha was above 0.7, it suggested that the remaining items were internally consistent; therefore all items reliably measured supervision performance. To establish

the overall image of organisational formalisation in the polytechnics, all items in Table 4.45 were aggregated into one average index (formalisation) whose summary statistics are given in Table 4.48:

Table 4.48 Summary statistics on Formalisation

			Statistic	Std. Error
Descriptives				
Formalisation	Mean		2.73	0.036
	95% Confidence Interval for Mean	Lower Bound	2.66	
		Upper Bound	2.81	
	5% Trimmed Mean		2.73	
	Median		2.75	
	Variance		0.36	
	Std. Deviation		0.60	
	Minimum		1.00	
	Maximum		4.00	
	Range		3.00	
	Interquartile Range		0.75	
	Skewness		0.07	0.15
	Kurtosis		-0.28	0.29

Source: Primary Data 2016

The results in Table 4.48 show that the mean = 2.73 was almost equal to the median = 2.75 implying normality with the normal skew (skew = 0.07). The mean and median close to three suggested existence of formalisation because basing on the scale used three represented agreed (good). The low standard deviation = 0.60 suggested low dispersion in the responses. The curve in Figure 4.11 supports the suggested normality.
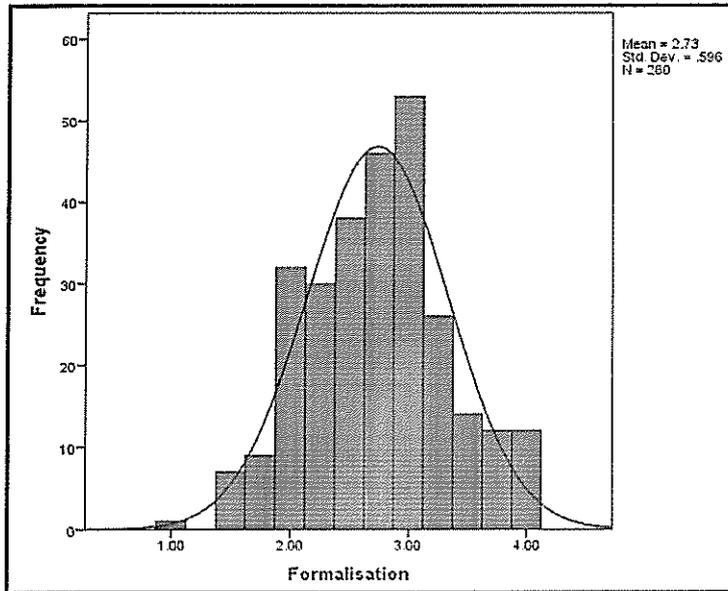
Figure 4.11 Histogram on Formalisation

Source: Primary Data 2016

In the interviews, the respondents were asked to tell whether there was formalisation in the polytechnics. All the six respondents gave responses that indicated that there was formalisation in polytechnics in Nigeria. The respondents revealed that there were clear rules and policies and performance standards were set and known to all academic staff. For instance, P1 stated that, "Formal structures are well laid down but they only need to be empowered." P1 further remarked that, "All staff know the rules and policies and written rules and policies available to them. Technical decisions are carried out at the unit of delivery, although financial decisions are taken at management level. P3 said;

> There is a proper hierarchy that is followed as regards decision making as provided in the polytechnic rules, procedures and management policies which are provided to all academic staff. The organisation structure is fairly decentralised and the rules and policies flow in this decentralised way.

The views above which were all reflected by the interviews indicated that formalisation existed in the polytechnics and all academic staff knew the rules and policies that were the basis for the management of the polytechnics. These results were thus similar to the descriptive results.

4.5.2 Organizational Complexity. On this organisational structure aspect, the respondents were asked to tell whether there was direct control of the work force by top management, authorisation resides with top management, the lines of authority are very clear and well defined and decisions were communicated from the top management to all staff. The respondents were also required to tell whether work activities were directed from the top management to the lower carder staff, there were many levels of administrative hierarchy to deal with and there many job titles and officers to deal with in daily activities. The results were as presented in Table 4.49.

Table 4.49: Frequencies, Percentages and Means on Complexity

Complexity	F/%	SD	D	A	SA	Mean	Remarks
Decision making is decentralised at all levels	F	40	115	104	25	2.40	Good
	%	14.1	40.5	36.6	8.8		
All decision making is done at department's level	F	79	137	55	13	2.01	Poor
	%	27.8	48.2	19.4	4.6		
I have the opportunity to carry out different task assigned to me by my superiors	F	8	30	195	51	3.02	Good
	%	2.8	10.6	68.7	18.0		
The different units and department have autonomy.	F	61	123	91	9	2.17	Poor
	%	21.5	43.3	32.0	3.2		
There is good flow of information and communication access at all levels	F	22	97	145	20	2.57	Good
	%	7.7	34.2	51.1	7.0		
I am left to do the work in the way my supervisor allow me to do	F	8	60	192	24	2.82	Good
	%	2.8	21.1	67.6	8.5		
Rules and policies allow me a lot of flexibility as I do my work	F	15	90	155	24	2.66	Good
	%	5.3	31.7	54.6	2.5		
I feel that I am my own boss in most issues under my authority	F	34	111	117	18	2.43	Good
	%	12.1	39.6	41.8	6.4		

Source: Primary Data 2016

The results in Table 4.49 on whether decision making was decentralised at all levels showed that cumulatively the larger percentage (54.6%) of the respondents agreed with 45.3% disagreeing. The mean = 2.40 was close to two which on the scale used corresponded with disagreed. The results suggested that largely decision making was not decentralised at all levels. As to whether

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all decision making was done at departments levels, cumulatively the majority percentage (76.0%) of the respondents agreed and 24.0% disagreed. The mean = 2.01 close two suggested that the respondents disagreed. These results thus implied that all decision making was not done at department levels.

With respect to whether the respondents had the opportunity to carry out different task assigned to them by their superiors, cumulatively the majority percentage (86.7%) of the respondents agreed with 13.3% disagreeing. The mean = 3.02 was close to three which on the scale used corresponded to "agreed". The higher mean meant that the respondents had the opportunity to carry out different task assigned to them by their superiors. In relation to whether the different units and departments had autonomy, cumulatively the majority percentage (64.8%) of the respondents disagreed with 35.2% disagreeing. The mean = 2.17 was close to two which corresponded with disagreed. These results suggested that the respondents disagreed. Therefore, the results suggested that the different units and departments had no autonomy.

Regarding whether there was good flow of information and communication access at all levels, cumulatively the larger percentage (58.1%) of the respondents agreed with 41.9% disagreeing. The mean = 2.57 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents indicated that fairly there was good flow of information and communication access at all levels. In relation to whether there was good flow of information and communication access at all levels, the larger percentage (58.1%) of the respondents agreed with 41.9% disagreeing. The mean = 2.57 close to three suggested that the respondents agreed. This indicated that there was good flow of information and communication access at all levels.

With respect to whether the respondents were left to do the work in the way their supervisors allowed them to do, cumulatively the majority percentage (76.1%) of the respondents agreed with 23.9% disagreeing. The mean = 2.82 was close to three which on the scale used corresponded to "Agreed". As to whether rules and policies allowed academic staff a lot of flexibility to do their work, cumulatively the larger percentage (57.1%) of the respondents agreed with 37.0% disagreed. The mean = 2.66 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the results suggested that rules and policies allowed academic staff a lot of flexibility to do their work.

Regarding whether the respondents felt that they were their own bosses in most issues under their authority, cumulatively the larger percentage (51.7%) of the respondents disagreed with 48.2% agreeing. The mean = 2.42 was close to two which corresponded with disagreed. The results indicated that the respondents disagreed. This meant that the respondents felt that they were not their own bosses in most issues under their authority. To affirm whether, the items in Table 4.48 were valid items measuring the complexity aspect of organisational structure, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.50 and 4.51.

Table 4.50: Components on Complexity

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.689	33.607	33.607	2.689	33.607	33.607
2	1.165	14.566	48.173	1.165	14.566	48.173
3	1.058	13.231	61.404	1.058	13.231	61.404
4	0.834	10.426	71.831			
5	0.732	9.152	80.983			
6	0.564	7.051	88.034			
7	0.507	6.333	94.367			
8	0.451	5.633	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data 2016

Table 4.50 shows that the 8 items on supervision on complexity in Table 4.49 were reduced to as many Components. However, only the first three Components had eigenvalues = 2.689, 1.165 and 1.058 that exceeded 1.00. This meant that they were the only three significant Components. These factors explained 2.689/8 x 100 = 14.566%, 1.165/8 x 100 = 14.566% and 1.058/8 x 100 = 13.231 respectively of the joint variation in the nine items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.51.

Table 4.51: Loadings and Cronbach Alphas for Items on Complexity

Component	Component 1	2	3	Cronbach Alpha
Decision-making is decentralised at all levels.				0.710*
All decision making is done at departmental level.	0.660			0.765**
I have the opportunity to carry out different task assigned to me by my superiors			0.526	
The different units and department have autonomy.	0.681			
There is good flow of information and communication access at all levels.	0.719			
I am left to do the work in the way my supervisor allow me to do.		0.509		
Rules and policies allow me a lot of flexibility as I do my work.	0.604			
I feel that I am my own boss in most issues under my authority.	0.594	-.569		

Extraction Method: Principal Component Analysis

a. 3 Components extracted.

Source: Primary Data (2016)

The loadings in Table 4.51 show that the first item did not load while five the items loaded highly, that is above 0.50, on the first component and two items loaded highly on the second and third items. However, the eight item also loaded highly on the second component. Such split loading item reflected the influence of more than one component which led to its dropping from subsequent analysis alongside the first item that did not load. The final Cronbach alpha result in Table 4.51 ($\alpha = 0.765$ initially 0.710) indicates that dropping the first, second and seventh items in Table 4.51 made the items more valid and more reliable (hence the increase of α from 0.710 to 0.765). This suggested that the items were internally consistent; therefore all items reliably measured supervision performance. To establish the overall picture of organisational complexity

in the polytechnics, all items in Table 4.53 were aggregated into one average index (complexity) whose summary statistics are given in Table 4.53:

Table 4.53 Summary statistics on Complexity

			Statistic	Std. Error
Descriptives				
Organisational complexity	Mean		3.08	0.03
	95% Confidence Interval for Mean	Lower Bound	3.02	
		Upper Bound	3.14	
	5% Trimmed Mean		3.09	
	Median		3.00	
	Variance		0.23	
	Std. Deviation		0.47	
	Minimum		1.80	
	Maximum		4.00	
	Range		2.20	
	Interquartile Range		0.60	
	Skewness		-0.11	0.15
	Kurtosis		0.05	0.29

Source: Primary Data (2016)

The results in Table 4.53 show that the mean = 3.08 was almost equal to the median = 3.00 implying normality despite the negative skew (skew = 0.11). The mean and median close to three suggested existence of complexity because basing on the scale used, three represented agreed (good). The low standard deviation = 0.47 suggested low dispersion in the responses. The curve in Figure 4.12 supports the suggested normality.

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Mean = 3.08
Std. Dev. = .475
N = 280
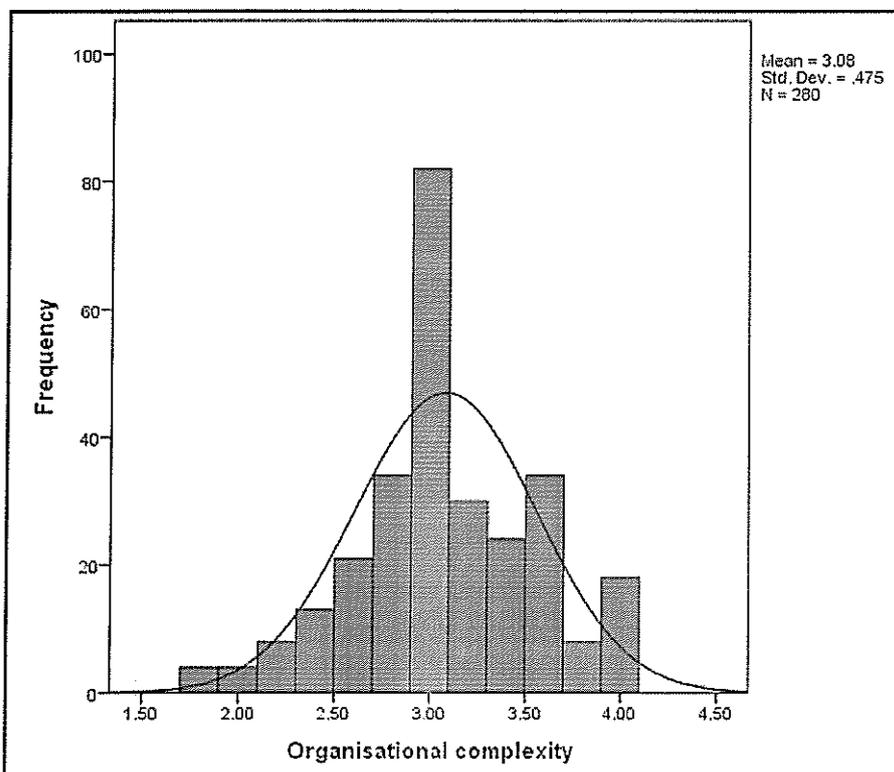
Figure 4.12 Histogram on Complexity

Source: Primary Data (2016)

In the interviews, the respondents were asked to tell whether there was complexity or decentralisation in the polytechnics. All the six respondents gave responses that indicated that there was complexity, however, all the respondents indicated decentralised was limited by a number of centralisation tendencies. P2 said, "There is partial decentralisation of authority or activities especially at departments and colleges to reduce bureaucracy and delays." P3 stated, "Specialised decision making is done at the operational unit. However, matters of policy decisions are carried out at the top. However, most of activities especially those to do with academic are handled at the lower units." P5 indicated that, "Lower level units are involved in decision making strictly in delegated matters such teaching, research, fees collection and limited spending." The views above like those of the descriptive statistics suggest that there was some level of complexity.

4.5.3 Organizational Centralization. On this organisational structure aspect, the respondents were asked to tell whether there was direct control of the work force top management, authorisation resided with top management, the lines of authority were very clear and well defined and decisions were communicated from the top management to all staff. The respondents were also asked to tell whether work activities were directed from the top management to the lower carder staff, there were many levels of administrative hierarchy to deal with and there were many job titles and officers to deal with in daily activities. The results were as presented in Table 4.54.

Table 4.54: Frequencies, Percentages and Means on Centralisation

Centralisation	F/%	SD	D	A	SA	Mean
There is direct control of the work force from top management	F	10	54	171	47	2.90
	%	3.5	19.1	60.6	16.7	
Authorisation resides with top management	F	4	30	169	80	3.15
	%	1.4	10.6	59.7	28.3	
The lines of authority are very clear and well define	F	9	50	159	65	2.99
	%	3.2	17.7	56.2	23.0	
Decisions are communicated from the top management to all staff	F	10	32	169	73	3.07
	%	3.5	11.3	59.5	25.7	
Work activities are directed from the top management to the lower carder staff	F	6	35	175	68	3.07
	%	2.1	12.3	61.6	23.9	
There many levels of administrative hierarchy to deal with	F	3	31	179	69	3.11
	%	1.1	11.0	63.5	24.5	
There are many job titles and officers to deal with in daily activities.	F	5	49	174	53	2.98
	%	1.8	17.4	61.9	18.9	

Source: Primary Data 2016

The results in Table 4.54 with respect to whether there was direct control of the work force from top management showed that cumulatively the majority percentage (66.3%) of the respondents agreed with 22.6% disagreeing. The mean = 2.90 was close to three which on the scale used corresponded to "Agreed". The results suggested that largely there was direct control of the work

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force from top management. As to whether authorisation resided with top management, cumulatively the majority percentage (88.0%) of the respondents agreed with 12.0% disagreeing. The mean = 315 was close to three which on the scale used corresponded to "Agreed". The results suggested that authorisation resided with top management.

With respect to whether the lines of authority were very clear and well defined, cumulatively the majority percentage (79.2%) of the respondents agreed with 20.9% disagreeing. The mean = 2.99 was close to three which on the scale used corresponded to "Agreed". The higher mean meant that the lines of authority were very clear and well defined. In relation to whether decisions were communicated from the top management to all staff, cumulatively the majority percentage (85.2%) of the respondents disagreed with 14.8% disagreeing. The mean = 3.07 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results the lines of authority were very clear and well defined.

Regarding whether work activities were directed from the top management to the lower carder staff, cumulatively the larger percentage (75.5%) of the respondents agreed with 14.4% disagreeing. The mean = 3.07 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents indicated that work activities were directed from the top management to the lower carder staff. In relation to whether there were many levels of administrative hierarchy to deal with, the majority percentage (88.0%) of the respondents agreed with 12.1% disagreeing. The mean = 3.11 close to three suggested that the respondents agreed. This indicated that there were many levels of administrative hierarchy to deal with.

As to whether there were many job titles and officers to deal with in daily activities, cumulatively the larger percentage (83.8%) of the respondents agreed with 19.2% disagreed. The mean = 2.98 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the results suggested that there were many job titles and officers to deal with in daily activities. To confirm whether, the items in Table 4.52 were valid items measuring the centralisation aspect of organisational structure, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.55 and 4.56.

Table 4.55: Components on Centralisation

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.002	42.891	42.891	3.002	42.891	42.891
2	1.133	16.180	59.071	1.133	16.180	59.071
3	.789	11.266	70.336			
4	.656	9.372	79.709			
5	.581	8.296	88.004			
6	.488	6.965	94.969			
7	.352	5.031	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.55 shows that the nine items on centralisation in Table 4.54 were reduced to as many Components. However, only the first two Components had eigenvalues = 3.002 and 1.133 that exceeded 1.00. This meant that they were the only three significant Components. These factors explained 3.002/7 x 100 = 42.891% and 1.133/7 x 100 = 16.180 respectively of the joint variation in the nine items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.56.

Table 4.56: Loadings and Cronbach Alphas for Items on Centralisation

Component	Component 1	2	Cronbach Alpha
There is direct control of the work force top management.	0.592		0.755*
Authorisation resides with top management.	0.709		0.709**
The lines of authority are very clear and well define	0.682		
Decisions are communicated from the top management to all staff	0.757		
Work activities are directed from the top management to the lower carder staff	0.746		
There are many levels of administrative hierarchy to deal with.	0.526	0.677	
There are many job titles and officers to deal with in daily activities.	0.528	0.607	

Extraction Method: Principal Component Analysis

a. 2 Components extracted

Source: Primary Data (2016)

The loadings in Table 4.56 show that all the items loaded highly, that is above 0.50, on the first component. However, the ninth and tenth items also loaded highly on the third component. Such split loading item reflected the influence of more than one component which led for their dropping from subsequent analysis. The final Cronbach alpha result in Table 4.54 (α = 0.709 initially 0.755) indicates that dropping the sixth and seventh items in Table 4.54 made the items more valid but somehow less reliable (hence the reduction of α from 0.755 to 0.709). However, since the final alpha was above 0.7, it suggested that the remaining items were internally consistent; therefore all items reliably measured supervision performance. To establish the overall perspective of the centralisation aspect of organisational structure in the polytechnics, all items in Table 4.54 were aggregated into one average index (centralisation) whose summary statistics are given in Table 4.57:

Table 4.57 Summary statistics on Centralisation

Descriptives			Statistic	Std. Error
Centralisation	Mean		3.04	0.030
	95% Confidence Interval for Mean	Lower Bound	2.98	
		Upper Bound	3.10	
	5% Trimmed Mean		3.05	
	Median		3.00	
	Variance		0.25	
	Std. Deviation		0.50	
	Minimum		1.20	
	Maximum		4.00	
	Range		2.80	
	Interquartile Range		0.60	
	Skewness		-0.31	0.15
	Kurtosis		0.78	0.29

Source: Primary Data (2016)

The results in Table 4.57 show that the mean = 3.04 was almost equal to the median = 3.00 implying normality despite the negative skew (skew = -0.31). The mean and median close to three suggested existence of centralisation because basing on the scale used, three represented agreed. The low standard deviation = 0.50 suggested low dispersion in the responses. The curve in Figure 4.13 supports the suggested normality.
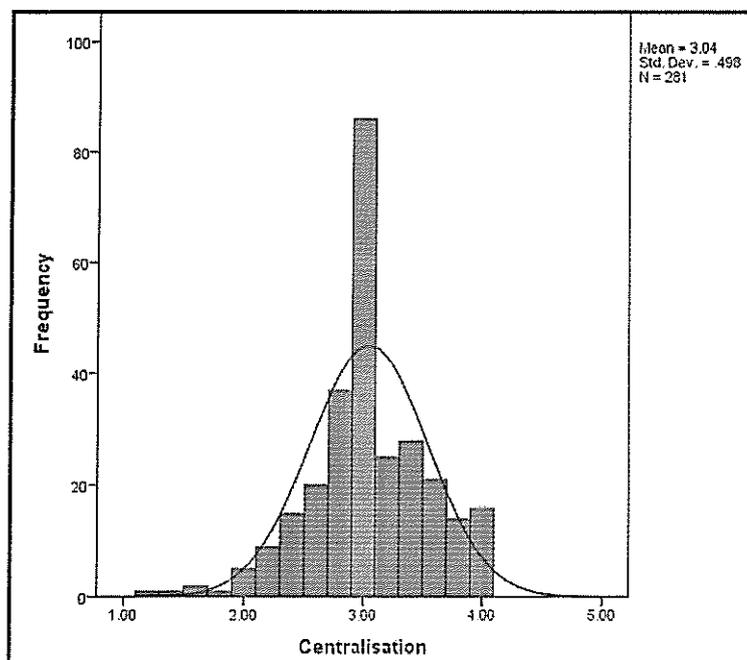
Figure 4.13 Histogram on Centralisation

Source: Primary Data (2016)

In the interviews, the respondents were asked to tell whether there was centralisation in the polytechnics. All the respondents revealed that centralisation was high in the polytechnics. P2 said;

> Although the polytechnic by policy is decentralised, there are high levels of centralisation. The hierarchy of administration include the rector as the head, then the directors of the schools, heads of departments at departmental levels and heads units in the departments. Every decision passes through this chain of command.

P3 stated;

> There is centralisation of authority in the polytechnic; everything needs the rectors attention and approval. However, at lower levels committees make decisions but all their recommendations have to go through the rector. No spending powers reside with the heads of departments and directors of schools in the polytechnic. It is the rector who has those powers.

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Further p5 remarked;

> There is limited decentralisation in the polytechnic as major decisions are taken by top management and those decisions taken from the lower units require approval of top management. Centralisation is more prominent especially in matters to with money, budget and strategic planning for the institution's activities such as the academic calendar, examinations and graduation among others.

The results above suggest that there were high levels of centralisation in the running of the polytechnics. These results concur with the results of the descriptive statistics which indicated that centralisation was high.

4.5.4 Correlation Analysis between the Academic Staff Performance and Organizational Structure.

To determine whether there was a relationship between academic staff performance and organisational structure, correlation analysis was carried out. The three employee organisational structure aspects considered were formalisation, complexity and structure. The results were given as in Table 4.58.

Table 5.58: Correlation Matrix of Academic Staff Performance and Organisational Structure

	Academic Staff Performance	Formalisation	Organisational complexity	Centralisation
Academic Staff Performance	1	0.259^{**} 0.000	0.193^{**} 0.002	0.192^{**} 0.002
Formalisation		1	0.459^{**} 0.000	0.484^{**} 0.000
Organisational complexity			1	0.934^{**} 0.000
Centralisation				1

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2016)

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The results in Table 4.58 suggest that there is a positive significant relationship between organisational structure and Academic Staff Performance. For all the variables, the critical values were significant at below 0.05 level of significance. This indicated the research hypotheses, namely; organisational formalisation, complexity and centralisation were correlates of Academic Staff Performance were supported. The results on organisational formalisation were r = 0.259, p < 0.001 while complexity were r = 0.193, p < 0.002 and centralisation were r = 0.192, p < 0.002. Organisational formalisation was correlated with academic performance, followed by complexity and slightly followed by centralisation.

4.5.5 Regression Model for Academic Staff Performance and Organizational Structure. At the confirmatory level, to find out whether organisational structure predicted academic staff performance, the dependent variable namely, academic staff performance was regressed on employee organisational the third independent variable. Employee organisational structure aspects were formalisation, complexity and centralisation. The results are as in Table 4.59.

Table 4.59: Regression Model on Academic Staff Performance and Organisational Structure

Organisational Structure	Standardised B	Significance p
Formalisation	0.145	0.001
Complexity	0.072	0.580
Centralisation	-0.011	0.932

Adjusted R^2 = 0.067
F = 6.787,   p = 0.000

a. Dependent Variable: Academic Staff Performance

Source: Primary Data (2016)

The results in Table 4.59 show that, the three organisational structure aspects explained 6.7% of the variation in academic staff performance (adjusted $R^2 = 0.067$). This means that 93.0% of the variation was accounted for by other factors not considered under this model. The regression model was significant ($F = 6.787$, $p = 0.000 < 0.05$). The results revealed formalisation and complexity were positive correlates but centralisation a negative correlate. However, whereas formalisation was a significant correlate ($\beta = 0.145$, $p = 0.001$) that predicted academic staff performance while complexity ($\beta = 0.072$, $p = 0.580$) and centralisation ($\beta = -0.011$, $p = 0.932$) were not. Therefore, the hypothesis that formalisation is a correlate of academic staff performance was supported while the hypotheses that complexity and centralisation are a correlates of academic staff performance were not supported.

4.5.6 The Controlling Effect of Demographic Characteristics on the relationship between Organizational Structure and Academic Staff Performance. To establish whether the demographic characteristics of the respondents had a controlling effect on the relationship between organisational structure and academic staff performance, a controlling effect regression analysis was carried out. The results of the controlling effect of demographic characteristics on the relationship between organisational structure and academic staff performance are presented in Table 4.60.

Table 4.60: Controlling Effect of Demographic Characteristics on the relationship between Organisational Structure and Academic Staff Performance

Demographic characteristics and Organisational Structure	Standardised Coefficients β	Sig. P
Ownership of the polytechnic	0.097	0.000
Position on first appointment	0.009	0.150
Position on second appointment	0.157	0.913
Terms of employment	-0.016	0.065
Formalisation	0.256	0.809
Complexity	0.098	0.000
Centralisation	-0.053	0.575

Adjusted R^2 = 0.085

F = 4.154, p = 0.000

a. Dependent Variable: Academic Staff Performance

Source: Primary Data (2016)

The results in Table 4.60 show that combined demographic characteristics and organisational structure explained 8.5% of the variation in academic staff performance (adjusted R^2 = 0.085). This means that 91.5% of the variation was accounted for by other factors not considered under this model. The regression model was significant (F = 4.154, p = 0.000 < 0.05). However, the results show that of whereas the controlling effect of demographic characteristics on formalisation and complexity (formalisation: β = 0.256, p = 0.809 > 0.05; complexity: β = 0.256, p = 0.809 > 0.05) was positive but insignificant, the effect on the relationship between centralisation and academic performance (β = -0.053, p = 0.575 < 0.05) was negative and insignificant.

4.6 Objective Four: To establish whether flexitime is a correlate of Academic Staff performance in Polytechnics

This section sought to establish whether flexitime was a correlate of performance academic of staff in Polytechnics. The items measuring flexitime were scaled using the four-point Likert scale where, 1 = Strongly Disagree 2 = Disagree 3 = Agree and 4 = Strongly Agree.

4.6.1 Descriptive Statistics of flextime. To establish the level of flexitime in the polytechnics, the respondents were asked to tell whether their timetable allowed them freedom to attend to and manage personal activities responsibilities, commitments and appointments and management structured the working hours to suit their preferences/ choices. The respondents were also asked whether time tables allowed them time for relaxation, exercise, study, family and domestic responsibilities and social activities, and working time gave them reduced anxiety and stress. In addition, the respondents were also asked to tell whether when with genuine excuses, management allowed them to absence from work, whenever it was necessary, they the opportunity to work at convenient time, were satisfied with their contractual hours, could easily make emergency working time arrangements, were entitled to regular leave opportunities, and were allowed sabbatical leave opportunities. The results were as presented in Table 4.61.

Table 4.61: Frequencies, Percentages and Means on Flexitime

Flexitime	F/%	SD	D	A	SA	Mean	Remarks
My timetable allows me freedom to attend to and manage personal activities responsibilities, commitments and appointments	F	19	71	133	55	2.81	Good
	%	6.8	25.5	47.8	19.8		
Management structured the working hours to suit my preferences/choice.	F	21	139	103	20	2.43	Good
	%	7.4	49.1	36.4	7.1		
My time table allows me time for relaxation, exercise, study, family and domestic responsibilities and social activities	F	12	94	139	38	2.72	Good
	%	4.2	33.2	49.1	13.4		
My working time gives me reduced anxiety and stress	F	14	62	180	28	2.78	Good
	%	4.9	21.8	63.4	9.9		
When with a genuine excuse, management allow me to absent from work	F	10	22	187	65	3.08	Good
	%	3.5	7.7	65.8	22.9		
Whenever it is necessary, I have the opportunity to work at convenient time	F	6	85	166	27	2.75	Good
	%	2.1	29.9	58.5	9.5		
I am satisfied with my contractual hours	F	6	62	171	43	2.89	Good
	%	2.1	22.0	60.6	15.2		
I can easily make emergency working time arrangements	F	3	71	169	38	2.86	Good
	%	1.1	25.3	60.1	13.5		
I am entitled to regular leave opportunities	F	50	83	128	22	2.43	Good
	%	17.7	29.3	45.2	7.8		
I am allowed sabbatical leave opportunities	F	47	85	124	21	2.43	Good
	%	17.0	30.7	44.8	7.6		

Source: Primary Data (2016)

The results in Table 4.61 with respect to whether timetables allowed lecturers freedom to attend to and manage personal activities, responsibilities, commitments and appointments showed that cumulatively the majority percentage (67.6%) of the respondents agreed with 32.3% disagreeing. The mean = 2.81 was close to three which on the scale used corresponded to "Agreed". The

results suggested that timetables allowed lecturers freedom to attend to and manage personal activities, responsibilities, commitments and appointments. As to whether management structured the working hours to suit the respondents' preferences/ choice, cumulatively the larger percentage (56.5%) of the respondents disagreed with 43.5% agreeing. The mean = 2.43 was close to two which on the scale used corresponded with disagreed. The results suggested that management did not structure the working hours to suit the respondents' preferences/ choice.

With respect to time tables allowed lecturers time for relaxation, exercise, study, family or domestic responsibilities and social activities, cumulatively showed that the majority percentage (62.5%) of the respondents agreed with 37.4% disagreeing. The mean = 2.78 was close to three which on the scale used corresponded to "Agreed". The higher mean meant that time tables allowed lecturers time for relaxation, exercise, study, family or domestic responsibilities and social activities. In relation to whether decisions working time gave the respondents reduced anxiety and stress, cumulatively the majority percentage (73.3%) of the respondents disagreed with 26.7% disagreeing. The mean = 2.78 was close to three which corresponded to agreed. These results suggested that the respondents agreed. Therefore, the results indicated that decisions working time gave the respondents reduced anxiety and stress.

Regarding whether when with genuine excuse, management allowed academic staff to absent from work, cumulatively the larger percentage (88.7%) of the respondents agreed with 11.2% disagreeing. The mean = 3.08 was close to three which corresponded to agreed. The results indicated that the respondents agreed. This meant that the respondents indicated that when with genuine excuse, management allowed academic staff to absent from work. In relation to whether the respondents had the opportunity to work at convenient time, the majority percentage (68.0%) of the respondents agreed with 32.0% disagreeing. The mean = 2.75 close to three suggested that the respondents agreed. This indicated that the respondents had the opportunity to

As to whether the respondents were satisfied with their contractual hours, cumulatively the larger percentage (75.8%) of the respondents agreed with 24.1% disagreeing. The mean = 2.89 was close to three which corresponded to agreed. These results implied that the respondents agreed. Therefore, the respondents were satisfied with their contractual hours. Relating to whether the respondents could easily make emergency working time arrangements, cumulatively the majority percentage (73.6%) of the respondents agreed with 26.4% disagreeing. The mean = 2.86 was close to three which corresponded to "Agreed". These results suggested that the

respondents agreed. Therefore, the results suggested the respondents could easily make emergency working time arrangements.

About whether the respondents were entitled to regular leave opportunities, cumulatively the larger percentage (54.0%) of the respondents to agreed with 3.6% disagreeing. The mean = 2.43 was close to two which corresponded with disagreed. The results indicated that the respondents disagreed. This meant that the respondents indicated that largely they were not entitled to regular leave opportunities. As to whether the respondents were allowed sabbatical leave opportunities, cumulatively the larger percentage (53.3%) of the respondents agreed with disagreeing with 47.7% disagreeing. The mean = 2.43 was close to two which corresponded with disagreed. The results indicated that the respondents disagreed. This meant that the respondents indicated that largely they were not allowed sabbatical leave opportunities. To confirm whether, the items in Table 4.61 were valid items measuring the flexitime, the items were subjected to confirmatory factor analysis and then reliability test to confirm their reliability. The results are given Tables 4.62 and 4.63.

Table 4.62: Components on Flexitime

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.996	39.959	39.959	3.996	39.959	39.959
2	1.194	11.945	51.903	1.194	11.945	51.903
3	0.891	8.914	60.817			
4	0.861	8.613	69.431			
5	0.667	6.666	76.096			
6	0.618	6.178	82.274			
7	0.541	5.409	87.683			
8	0.510	5.100	92.783			
9	0.430	4.301	97.085			
10	0.292	2.915	100.000			

Extraction Method: Principal Component Analysis

Source: Primary Data (2016)

Table 4.62 shows that the 10 items on flexitime in Table 4.61 were reduced to as many Components. However, only the first two Components had eigenvalues = 3.996 and 11.945 that exceeded 1.00. This meant that they were the only two significant Components. These factors explained 3.996 /10 x 100 = 39.959% and 11.945/10 x 100 = 11.945% respectively of the joint variation in the 10 items. The factor loadings of the respective items on the component and their reliability index (Cronbach alpha, α) are given in Table 4.62.

Table 4.62: Loadings and Cronbach Alphas for Items on Flexitime

Components	Component 1	2	Cronbach A
My time table allows me time for relaxation, exercise, study, family and domestic responsibilities and social activities	0.801		0.822*
My working time gives me reduced anxiety and stress	0.732		
I am satisfied with my contractual hours	0.663		
My timetable allows me freedom to attend to and manage personal activities responsibilities, commitments and appointments	0.658		
When with a genuine excuse, management allow me to absent from work	0.641		
Whenever it is necessary, I have the opportunity to work at convenient time	0.637		
I can easily make emergency working time arrangements	0.625		
Management structured the working hours to suit my preferences/choice.	0.516		
I am allowed sabbatical leave opportunities	-	-	
I am entitled to regular leave opportunities		0.630	

Extraction Method: Principal Component Analysis

a. 2 Components extracted.

Source: Primary Data (2016)

The loadings in Table 4.62 show that only items eight items loaded highly above 0.50 on the first component while the ninth item did not load at all. However, the 10th item loaded highly only on the second component. The item that did not load was dropped from subsequent analysis because it was considered weak. The final Cronbach alpha result in Table 4.62 ($\alpha = 0.817$, initially 0.822) indicates that dropping the ninth in Table 5.61 made the items more valid but somehow less reliable (hence the reduction of α from 0.817 to 0.822). However, since the final alpha ($\alpha = 0.817$) was above 0.7, it suggested that the remaining items were internally consistent; therefore all items reliably measured teaching performance. To establish the overall teaching performance of academic staff in the polytechnics, all items in Table 4.61 were aggregated into one average index (teaching) whose summary statistics are given in Table 4.63:

Table 4.63: Summary statistics on Flexitime

	Descriptives		Statistic	Std. Error
Flexitime	Mean		2.75	.02806
	95% Confidence Interval for Mean	Lower Bound	2.70	
		Upper Bound	2.81	
	5% Trimmed Mean		2.74	
	Median		2.78	
	Variance		0.22	
	Std. Deviation		0.47	
	Minimum		1.44	
	Maximum		4.00	
	Range		2.56	
	Interquartile Range		0.56	
	Skewness		0.18	0.15
	Kurtosis		0.39	0.29

Source: Primary Data (2016)

The results in Table 4.63 show that the mean = 2.75 was almost equal to the median = 2.78 with a normal skew (skew = 0.18) implying normality. Besides, the mean and median close to three implied good practicing of flexitime basing on the scale by which three represented agreed. The low standard deviation = 0.47 suggested limited dispersion in the responses. The curve in Figure 4.14 authenticates the suggested normality.

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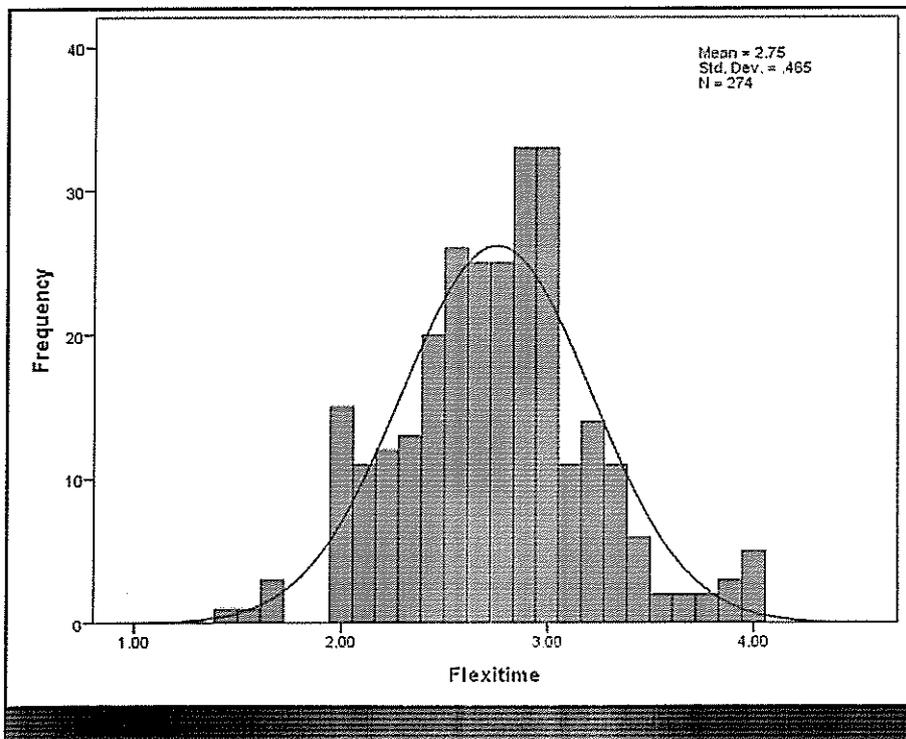
Figure 4.14 Histogram on Flexitime

Source: Primary Data (2016)

In the interview, the respondents were asked to tell the extent to which they enjoyed flexitime. Whereas four respondents indicated that flexitime was being practiced. To respondents gave mixed opinions. P3 said, "There is flexitime, in the institution, academic staff are allowed to go on study leave, and leave of absence among others once a member of staff meets the requirement for those privileges." P4 stated, "There is flexitime for academic staff in the polytechnic, that is leave of absence, study leave, sabbatical, workshops, conferences and seminars for all categories of academic staff who qualify for the entitlements." However, for the respondents giving mixed opinions, p1 stated, "Time table arrangements allow the lecturers flexitime, however, issues of sabbatical leave, leave of absence and visiting lecturers are not available in this polytechnic." The results above as those of the descriptive statistics indicate that academic staff largely enjoyed flexitime.

4.61 Linear Regression Model for Academic Staff Performance using Flexibility. At the confirmatory level, to ascertain whether flexibility predicted academic staff performance, the dependent variable namely, academic staff performance was regressed on flexibility the independent variable. The results are represented Table 4.64

Table 4.64: Regression of Academic Staff Performance and Flexitime

	Beta	Sig.
	B	P
Flexitime	0.166	0.009

Adjusted R^2 = 0.028

F = 6.861, p = 0.009

a. Dependent Variable: Academic Staff Performance

Source: Primary Data (2016)

The results in Table 4.6 show that, flexitime explained 2.8% of the variation in academic staff performance (adjusted R^2 = 0.028). This means that 97.2% was accounted for by other factors not considered under this model. The regression model was significant (F = 6.861, p = 0.009 < 0.05). These results showed that flexitime (β = 0.166, p = 0.009) was a positive significant correlate of academic staff performance. Therefore, the hypothesis that flexitime is a correlate of academic staff performance was supported.

4.6.2 The Controlling Effect of Demographic Characteristics on the relationship between Flextime and Academic Staff Performance. To establish whether the demographic characteristics of the respondents had a controlling effect on the relationship between flexitime and academic staff performance, a controlling effect regression analysis was carried out. The results of the controlling effect of demographic characteristics on the relationship between flexitime and academic staff performance are presented in Table 4.64.

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Table 4.64: Controlling Effect of Demographic Characteristics on the relationship between Flexitime and Academic Staff Performance

Demographic characteristics and Organisational Structure	Standardised Coefficients β	Sig. p
Ownership of the polytechnic	0.134	0.042
Position on first appointment	0.023	0.783
Position on second appointment	0.120	0.165
Terms of employment	-0.023	0.729
Flexitime	0.181	0.005

Adjusted R^2 = 0.049

F = 3.440,   p = 0.005

a. Dependent Variable: Academic Staff Performance

Source: Primary Data (2016)

The results in Table 4.64 show that combined demographic characteristics and flexitime explained 4.9% of the variation in academic staff performance   (adjusted R^2 = 0.049). This means that 95.1% of the variation was accounted for by other factors not considered under this model. The regression model was significant (F = 3.440, p = 0.005 < 0.05). The results show that of the controlling effect of demographic characteristics on flexitime (β = 0.181, p = 0.005 < 0.05) was positive.

4.7 Overall Summary Quantitative Results

To indicate the overall summary results on organisational factors and its correlation with academic staff performance, overall means were calculated for all the constructs measuring organisational factors and then summary regression results. The results are as presented in Tables 4.66 and 4.67.

Table 4.66 Summary of mean of the (IV) Organizational Factors and (DV) Academic Staff Performance

Organizational Factors(IV)	Average Mean	Interpretation	Performance of the academic staff (DV)	Average mean	Remark
Leadership practice			Teaching	3.23	Good
Transformational	2.90	Good	Supervision	3.22	Good
Transactional	2.83	Good	Research and publication	3.01	Good
Employee identification			Innovation	2.26	Good
Organisation identification	3.42	Good	Community services	2.97	Good
Group identification	3.13	Good			
Organizational structure					
Formalization	2.73	Good			
Complexity	3.08	Good			
Centralization	3.04	Good			
Flexitime	2.75	Good			
Overall Mean	**2.98**	**Good**	**Overall Mean**	**2.94**	**Good**

Source: Primary Data (2016)

The results in table 4.66 present summaries on the different constructs organisational factors and academic staff performance. The results on leadership practices was rated as good, that is transformational leadership with a mean = 2.90 and transactional leadership, mean = 2.83 respectively. However, transformational was rated as being higher. The respondents also rated their identification a as being good with Organisation identification rated more highly mean = 3.42 that group identification = 3.13. With respect to organisational structure it was also rated as good with complexity rated highest with mean = 3.08 followed by centralisation with mean =

3.04 and formalisation lowest with mean = 2.73. Flexitime had a mean = 2.75 which showed it was good it was also good. The table shows that overall; the respondents rated organisational factors as being good.

The results of academic staff performance was rated as good, that is teaching performance with a mean = 3.23 is good, supervision with mean of 3.22 was also good. However, research and publication with a mean of 3.01 is also good. The respondents rated teaching, supervision and research publication with high mean. With respect to innovation which has a mean of 2.26 which is poor according to the respondent response the community service which has a mean of 2.94 that is good according to the response of the respondents. The table shows that overall; the respondents rated academic staff performance as being good.

Table 4.67 Summary of Regression results of Organisational Factors and Academic Staff Performance

Organisational factors (IV)		Beta (β)	Sig.(p)	Academic Staff Performance (DV)	Mean	Remark
Leadership practices	Transformational leadership	0.148	0.016	Teaching	3.23	Good
	Transaction leadership	-0.008	0.906	Supervision	3.22	Good
Employee identification	Organisation identification	0.122	0.060	Research and publication	3.01	Good
	Group Identification	0.122	0.045	Innovation	2.26	Poor
Organisational structure	Formalisation	0.145	0.001	Community services	2.97	Good
	Complexity	0.072	0.580			
	Centralisation	-0.011	0.932			
Flexitime	-	0.166	0.009			
				Overall Mean	2.94	Good

Source: Primary Data (2016)

Table 4.67 show overall regression results on the relationship between organisational factors and academic staff performance. The results on leadership practices show that transformational leadership practice (β = 0.148, p = 0.016 < 0.05) positively significantly predicted Academic Staff Performance while transactional leadership practice (-0.008, p= 0.906 > 0.05) did not. The results also showed that both organisational and group identification were positive correlates of Academic Staff Performance but only group identification was a significant correlate (β =

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0.122, p = 0.045) that predicted academic staff performance while Organisation identification (β = 0.122, p = 0.060) was not. The results on organisational structure reveal formalisation and complexity were positive correlates but centralisation a negative correlate. However, whereas formalisation was a significant correlate (β = 0.145, p = 0.001) that predicted academic staff performance, complexity (β = 0.072, p = 0.580) and centralisation (β = -0.011, p = 0.932) were not. The results on flexitime (β = 0.166, p = 0.009) showed that it was a positive and significant correlate of academic staff performance.

The results of academic staff performance was rated as good, that is teaching performance with a mean = 3.23 is good, supervision with mean of 3.22 was also good. However, research and publication with a mean of 3.01 is also good. The respondents rated teaching, supervision and research publication with high mean. With respect to innovation which has a mean of 2.26, which is poor according to the respondent response the community, service which has a mean of 2.94 that is good according to the response of the respondents. The table shows that overall; the respondents rated academic staff performance as being good.

Table 4.68: Summary of regression analysis of the organizational factors as correlate of Academic Staff Performance.

Independent variable (IV)	Mean	Remark	R^2	Sig. (p)	Academic Staff Performance (DV)	Mean	Remark
Transformational	2.90	Good	0.038		Teaching	3.23	Good
Transactional	2.83	Good			Supervision	3.22	Good
Leadership Practice **Employee identification**					Research and publication	3.01	Good
Organizational	3.42	Good	0.066		Innovation	2.26	Poor
Group	3.13	Good			Community services	2.97	Good
Organizational structure				0.000			
Formalization	2.73	Good	0.067	0.001			
Complexity	3.08	Good					
Centralization	3.04	Good					
Flexitime	2.75	Good	0.028	0.009			
Grand total	2.98	Good			Overall Mean	2.94	Good

Source: Primary Data (2016)

Table 4.68 show overall regression results on the relationship between organisational factors and academic staff performance. The results on leadership practices show that transformational leadership practice ($\beta = 0.148$, $p = 0.016 < 0.05$) positively significantly predicted academic staff performance while transactional leadership practice (-0.008, p= 0.906 > 0.05) did not. The results also showed that both organisational and group identification were positive correlates of academic staff performance but only group identification was a significant correlate ($\beta = 0.122$, p = 0.045) that predicted academic staff performance while organisation identification ($\beta =$

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0.122, p = 0.060) was not. The results on organisational structure reveal formalisation and complexity were positive correlates but centralisation a negative correlate. However, whereas formalisation was a significant correlate (β = 0.145, p = 0.001) that predicted academic staff performance, complexity (β = 0.072, p = 0.580) and centralisation (β = -0.011, p = 0.932) were not. The results on flexitime (β = 0.166, p = 0.009) showed that it was a positive and significant correlate of academic staff performance.

The results of academic staff performance was rated as good, that is teaching performance with a mean = 3.23 is good, supervision with mean of 3.22 was also good. However, research and publication with a mean of 3.01 is also good. The respondents rated teaching, supervision and research publication with high mean. With respect to innovation which has a mean of 2.26, which is poor according to the respondent response the community, service which has a mean of 2.94 that is good according to the response of the respondents. The table shows that overall; the respondents rated Academic Staff Performance as being good.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter five presents the discussion conclusions and recommendations of the study. The discussion covers findings on the dependent, the correlation between the dependent and independent variables and the controlling 'effect of demographic characteristics on the relationship between the independent and dependent variable. The chapter also presents implications and limitations of the study and suggests areas for further study.

5.1 Discussion

5.1.1 Leadership Practices and Academic Staff Performance in Polytechnics in North West Geo-Political Zone of Nigeria. The first hypothesis derived from the first objective stated that leadership practices were correlates of academic staff performance in Polytechnics. The hypothesis was studied basing on the two aspects of transformational and transactional leadership practices. The results on the transformational leadership practice showed that transformational leadership practice positively and significantly predicted academic staff performance. This finding was consistent with the finding by Pradeep and Prabhu (2011) that transformational leadership had a significant positive relationship with the employee performance/ outcomes. Similarly, Paracha et al. (2012) indicated that transformational leadership significantly and positively correlated with employee performance. Likewise, Singh (2015) found that transformational leadership had significant role in predicting employee performance. Equally, Thamrin (2012) showed that transformational leadership had a positive and significant influence on employees' performance. Further still, Wang et al (2011) revealed that transformational leadership positively significantly related with individual and team level organisational performance However, the finding was inconsistent with the finding by Obiwuru et al. (2011) that transformational leadership style had a positive but insignificant effect on performance. However, with the finding consistent with most of the earlier studies, the results suggest that transformational leadership has a positive and significant relationship with academic staff performance.

However, the study found out that the transactional leadership practice have no significant relationship on academic staff performance. This finding supports the finding by Ojokuku et al. (2012) that transactional leadership was an insignificant predictor of organisational performance. However, this was contrary with the findings of other scholars. For instance, Ejere and Abasilim (2013) found that transactional leadership style had positive impact on organisational performance. Similarly, Obiwuru et al. (2011) revealed that transactional leadership style had a significant positive effect on performance. Pradeep and Prabhu (2011) in their study in India revealed that transactional leadership had a significant positive relationship with employee performance. Likewise, Paracha et al. (2012) established a significant positive correlation between transactional leadership and employee performance. Still, Singh (2015) found out that transactional leadership played a significant role in predicting employee performance in private banks in India. These results suggest that the influence of transactional leadership was dependent on the context of different organisations. The study findings above reveal that to maximise academic staff performance the most appropriate leadership practice is the transformational leadership practice.

5.1.2 Employee Identification and Academic Staff Performance in Polytechnics in North West Geo-Political Zone of Nigeria.

The second hypothesis derived from the second objective postulated that employee identification was a correlate academic staff performance in polytechnics. The hypothesis was studied basing on the two aspects of organisational and group identification. The study established that employee identification was an insignificant predictor of academic staff performance. This finding is inconsistent with Carmeli et al. (2007) who indicated that Employee identification resulted in enhanced employees' work outcome. Consistently, Chughtai and Buckley (2010) revealed that Employee identification had a significant positive effect on in-role job performance. In addition, the finding supported Liu et al. (2011) that employees' level of Employee identification was significantly positively related to employee performance. Further, Pekdemir and Turan (2014) also revealed that organisational identity significantly positively influenced employees' in-role and extra role performance. These results suggest that employee identification has an insignificant influence on Academic Staff Performance in polytechnics.

With respect to group identification and academic staff performance, the study reveals that group identification significantly predicted academic staff performance. This finding was consistent with the findings of previous scholars. For instance, Carmeli (2007) identification resulted in enhanced employees' work outcome while Chughtai and Buckley (2010) revealed that identification had a significant positive effect on in-role job performance. Similarly, Liu et al., (2011) showed identification was significantly positively related to employee performance and Pekdemir and Turan (2014) revealed that organisational identity significantly positively influenced employees' in-role and extra role performance. The above results mean the findings of this study that group identification was a significant predictor of academic staff performance was consistent with the findings of previous scholars. The study findings above suggest that to achieve high academic staff performance, there is need to promote group identifications in organisations such as polytechnics.

5.1.3 Organizational Structure and Academic of Staff Performance in Polytechnics in North West Geo-Political Zone of Nigeria. The third hypothesis derived from the third objective stated that organisational structure was a correlate academic staff performance in polytechnics. The hypothesis was studied basing on the three perspectives of organisational structure namely formalisation, complexity and centralisation. The study established that formalisation was a significant predictor of academic staff performance. This finding concurs with Basol and Dogerlioglu (2014) formalisation increased organisational effectiveness. The finding also agrees with Mousavi et al. (2013) that there is a significant positive relationship between organisational formalisation and organisational performance. Also, Maduenyi et al. (2015) indicated that organisational formalisation had an impact on organisational performance. Similarly, Tajipour et al. (2014) revealed that organisational formalisation significantly positively influenced employee performance. The findings of the study as with the findings of previous scholars thus suggest that organisational formalisation predicts academic staff performance.

With respect to complexity, the study found out that complexity was not a significant predictor of Academic Staff Performance. This finding is inconsistent with the finding by Basol and Dogerlioglu (2014) complexity increased organisational effectiveness. The finding is contrary to the finding by Mousavi et al. (2013) who revealed a significant positive relationship

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between organisational complexity and organisational performance. Similarly, the finding is dissimilar to the finding by Maduenyi et al. (2015) that organisational complexity had an impact on organisational performance. The findings is also inconsistent with Tajipour et al. (2014) who revealed that organisational complexity significantly positively influenced employee performance. The above results thus suggest that the findings of this study on organisational complexity were contrary to those of previous scholars.

The results also reveal that centralisation was not a significant predictor of academic staff performance. This finding is contrary to the finding by Tajipour et al. (2014) that centralisation significantly positively influenced performance. The finding is also dissimilar to the finding by Mousavi et al. (2013) that there was a significant positive relationship between centralisation and organisational performance. The findings of this study suggested that centralisation was not a significant predictor of academic staff performance contrary to the contexts of previous scholars. This suggests that centralisation is not among the organisational factors that explain academic staff performance in a significant manner.

5.1.4 Flextime and Academic of Staff Performance in Polytechnics in North West Geo-Political Zone of Nigeria.
The fourth hypothesis derived from the fourth objective proposed that flexitime was a correlate of performance academic of staff in polytechnics. The study revealed that flexitime was a positive and significant correlate of academic staff performance. This finding supports the finding by Solanki (2013) that there was a significant positive relationship between flexitime and work performance. Similarly, Wolf and Beblo (2004) also indicated that use of work time schedules with moderate flexibility was positively related to technical efficiency. Also the finding agrees with Downes and Koekemoer (2011) who revealed that that flexi-time led to increased performance because employees were able to manage responsibilities in their personal lives. To control their work, suffered reduces anxiety and stress; concentrates, became loyal, motivate and committed to the organisation. Therefore the finding above as with the findings of previous scholars suggests flexitime predicts academic staff performance. Therefore, promoting flexitime in organisations such as polytechnics may help enhance performance of employees.

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5.2 Conclusions

The following conclusions were drawn base on the findings of this study on organisational factors as correlates of Academic Staff Performance in polytechnics;

i. Transformational leadership is the most important leadership practice for enhancing academic performance compared to transactional leadership.

ii. Group identification is the most significant prerequisite for academic staff performance but organisational identification is not.

iii. Formalisation is a more probable requirement for academic staff performance compared complexity and centralisation.

iv. Flexitime is a probable prerequisite for academic staff performance.

Basing from the conclusions, a new conceptual framework (Figure 5.1) was drawn to describe the organisational factors that are correlates of academic staff performance. This conceptual framework modifies the initial conceptual framework (Figure 2.1).

5.3 New Conceptual Framework

Independent Variables (IVs)
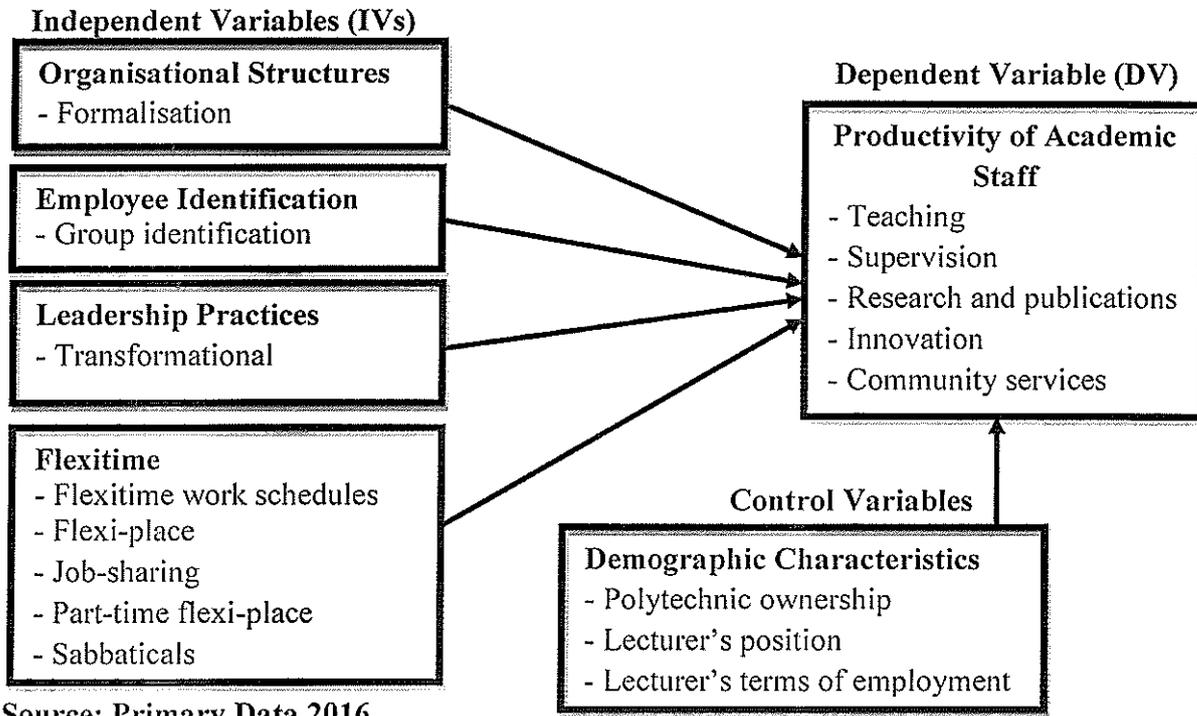
Source: Primary Data 2016

Figure 5.1: Modified Conceptual framework showing the organisational factors as a correlates of academic staff performance.

From the above figure 5.1 of the New Conceptual frame work of the study the following are the main findings. With respect to leadership practices, transformational leadership practice positively and significantly predicted academic staff performance, while employee identification the group identification is a positive correlates of academic staff performance, organisational structure it is formalisation that has a positive correlates of academic staff performance, flexitime was also a positive and significant correlate of academic staff performance. Therefore, it was concluded that transformational leadership was the most important leadership practice for enhancing academic performance; while Employee identification has a significant prerequisite for academic staff performance; formalisation and flexitime were probable requisites for academic staff performance.

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The researcher was able to come out with a new model of organizational factors as correlates of academic staff performance in polytechnics in North West geo-political zone of Nigeria was developed by the researcher from the findings and results of the study as follows in the formula below

$P = f(F,G,T,F)$

$P = f(F+G+T+F+\sum_{e}^{l}$.

The model is explained as follows:

P = Performance

f= Function

F= organizational structure (Formalization)

G = Employee Identification (Group Identification)

T= Leadership practice (transformational Leadership)

F= Flexitime

$=\sum_{e}^{l}$.

5.4 Recommendations

Based on the above conclusions, this study recommends that managers of polytechnics should;

i. Emphasise the transformational leadership practice through instilling pride in the academic staff, by providing reassurance of overcoming obstacles, promoting trust in them. Leaders behaving consistent with values and expressing confidence in staff. Transformational leadership should also be emphasised by providing academic staff encouragement; by talking enthusiastically about academic staff performance by encouraging them to express their ideas by providing advice for development to them and recognising their achievements.

ii. Attract academic staff to identify with the polytechnics. This should be through implementing policies that attract staff to like, be loyal and concerned about the success of colleagues, feel they are part of the polytechnic family and put in extra effort in order to help colleagues.

iii. Promote formalisation in the organisational structures of polytechnics. This should be through ensuring that there is formal communication procedures and are adhered to by all staff, formal written procedures of activities readily available to all staff; a written rules

and policies that observe by all staff and complete written job description provided to all staff.

iv. Should implement flexitime in the structuring of work activities for academic staff. This should be through ensuring times that allow academic staff private time for their own purposes, relaxation, and work at convenient time, satisfying and they should be contractual hours that are satisfying and have the opportunity for leaves of absence.

5.5 Contributions of the study to knowledge

The study has made the following contributions to knowledge;

- It determined that organizational factors are correlates to academic staff productivity in polytechnics in Nigeria.
- The research findings generated an ideal model of academic staff productivity in Polytechnics in Nigeria and could be adopted by others.
- The model is presented as follows;

$$P = F (F, G, T, F)$$

5.5.1 Suggestions for Further Research

This study makes significant contributions in relation to how to enhance academic staff performance. However, a number of limitations arise from this study. First, full response was not attained with the response rate at 285 (83.6%) out of 341 the determined sample for the questionnaire survey. However, this response rate was considered sufficient because as suggested by Nulty (2008), a response rate above 50.0% is acceptable. More data of qualitative nature was collected by interviews from the six human resource managers of the polytechnics. Second, organisational factors studied had limited contribution with each contributing less than 10.0% on the variation in Academic Staff Performance. Therefore, future scholars should seek to establish the extent of other factors other than those considered in this study such as technological progress (Worthington & Lee, 2008), motivational factors including physical, human and material resources (Oyekan, 2014). In addition, personal characteristic including duration of teaching service (Ssembatya, 2015). Third, some findings of the study were inconsistent with what was hypothesised. For instance, the study found out that transactional

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leadership, group identification, complexity and centralisation were not significant predictors of academic staff performance. Future scholars should thus further seek to expound the importance of those factors influencing academic staff performance. In addition, future research should also seek to validate the findings of this study in other institutional settings.

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APPENDIX I A

PERMISSION LETTER TO CONDUCT A RESEARCH STUDY

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road-Kansanga.
P.O. Box 20000, Kampala, Uganda.
Tel: +256-414-266813, +256-414-267634
Fax: +256-414-501974. Cel:+256-706-251084
E-mail: admin@kiu.ac.ug.
Website: www.kiu.ac.ug

College Of Education, Open and Distance E-Learning

Office of the Principal

30ᵗʰ November, 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR
ORGANIZATION

With reference to the above subject, this is to certify that Mr. Halilu Dahiru Abba Reg. No PHD/EM/42465/141/DF is a bonafide student of Kampala International University pursuing a PhD in Educational Management.

He is currently conducting a field research entitled, **"Organizational Factors as Correlates of Productivity of Academic Staff in Polytechnics in the North Western Zone of Nigeria.**
This area has been identified as a valuable source of information pertaining to his research project. The purpose of this letter therefore is to request you to avail him with the pertinent information as regards to his study.
Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. (Mrs) Ijeoma Anumaka
Head of Department
Tel: +256 751 267 231
Email: ijeomaanumaka@kiu.ug.ac

APPENDIX I B

INTRODUCTION LETTER

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road, Kansanga * PO BOX 20000 Kampala, Uganda
Tel: 041-4-267603 Fax: +256 (0) 41 - 501974 E-mail:
dhdrinquiries@kiu.ac.ug * Website: http://www.kiu.ac.ug

Directorate of Higher Degrees and Research

Our ref. PhD/42465/141/DF

22nd April, 2016

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR HALILU DAHIRU ABBA REG. NO. PhD/42465/141/DF

The above mentioned candidate is a student of Kampala International University pursuing a PhD in Business Management.

He is currently conducting a research for his dissertation titled, *"Organizational Factors as Correlates of Productivity of Academic Staff in Polytechnics in the North Western Zone of Nigeria".*

Your organization has been identified as a valuable source of information pertaining to the research subject of interest. The purpose of this letter therefore is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and your organization.

Any information shared with the researcher will be used for academic purposes only and shall be kept with utmost confidentiality.

I appreciate any assistance rendered to the researcher.

Yours Sincerely,

Dr. Claire M. Mugasa
Director-DHDR
Tel: +256 772365060

C.c. DVC, Academic Affairs
Principal CEODL

"Exploring the Heights"

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APPENDIX I C

KADUNA POLYECHNIC

KADUNA POLYTECHNIC
(Established as Kaduna Technical Institute in 1956)

OFFICE OF THE REGISTRAR

RECTOR: DR. M.B. IBRAHIM
B.Sc, M.Sc, Ph.D (ABU), MNSE, MBSN, MNES

REGISTRAR: ZAYYANA I. KUKASHEKA
B.Sc MFA, (ABU),MNIM, MNIPR

e-mail: zayyanak@yahoo.com
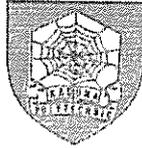
ADDRESS:
Central Administration,
Polytechnic Road,
Tudun Wada, P.M.B. 2021,
Kaduna, Nigeria.
e-mail:info@kadunapolytechnic.edu.ng.

KPT/CA/PER: 6990/197

12ᵗʰ January, 2016

Halilu Dahiru Abba,
Department of Education *(Technical)*

U/s: The Head,
Department of Education *(Technical)*,
College of Science and Technology,
Kaduna Polytechnic,
Kaduna.

RE: PERMISSION TO CONDUCT A RESEARCH STUDY ON KADUNA POLYTECHNIC

Your letter dated 20ᵗʰ December, 2015 on the above subject matter refers

I am directed to acknowledge its receipt and to convey approval on your request for permission to conduct a research study on Kaduna Polytechnic as it relates to your programme of study in Ph.D. Educational Management.

Wishing you a successful conduct of field research work, please.
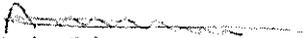
Aminu Saidu
for Registrar

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APPENDIX I D

KANO STATE POLYTECHNIC

KANO STATE POLYTECHNIC

E-mail: kanopolyreg@yahoo.com
Fax: 234-064-662762

CENTRAL ADMINISTRATION
P.M.B. 3401, B.U.K. ROAD, KANO

OFFICE OF THE REGISTRAR

Tel: 08035891219
08032879769
08065464611

Our Ref: KSP/SB/S/C/85   Your Ref: ____   22nd January, 2016
11th R/Thani, 1437

The H.O.D.,
College of Education,
Open and Distance E-learning,
Kampala International University,
Ggaba Road - Kansanga,
Kampala, Uganda.

RE: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANIZATION

Reference to your letter No. PHD/EDM/42465/141/DF dated 30th November, 2015 on the aforementioned. I am directed to inform you that, the Polytechnic has acknowledged your request and accepted Mr. Halilu Dahiru Abba to conduct a PhD field research entitled **"Oroganizational Factors as Correlates of Productivity of Academic Staff in Polytechnics in North Western Zone of Nigeria"** in our Institution.

Accept the assurances of our esteemed regards, please.

Thank you.

Sulaiman Husaini,
Principal Assistant Registrar (ASM),
For: **REGISTRAR.**

APPENDIX I E

THE POLYTECHNIC OF SOKOTO STATE

THE POLYTECHNIC OF SOKOTO STATE
P.M.B. 2356, SOKOTO - NIGERIA

RECTOR **Prof. Bashir Garba, MFR**
(FCSN, FICCON, FCAI, FSESN, CChem, MRSC)

REGISTRAR: **Alh. Garba Abubakar**
(B.Ed Admin & Planning, ABU, MBA UDUS, AMIPM)
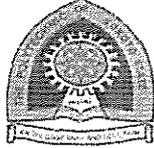
CENTRAL ADMINISTRATION
Off Airport Road, Farfaru
Telephone: 060-231364, 08036783215
Telegrams: SOKPOLY, SOKOTO
e-mail: polysokoto@gmail.com
www.polysokoto.com

Ref: SSP/R/GEN/750/VOL.I/II

Date: 10th February, 2016

Mal. Halilu Dahiru Abba,
C/O Head of Education management,
College of Education Open and Distance E-learning,
Kampala International University,
Gbaga Road,
Kampala, Uganda.

Sir,

RE: PERMISSION TO CONDUCT A RESEARCH STUDY IN THE INSTITUTION

I have been directed to acknowledge the receipt of your letter with the above subject dated 30th November, 2015. This is to inform you that the Rector, **Professor Aminu A. Ibrahim** has granted you approval to conduct the Research forwarded titled: **ORGANIZATIONAL FACTORS AS CORRELATES OF PRODUCTIVITY OF ACADEMIC STAFF IN POLYTECHNICS IN THE NORTH WESTERN ZONE OF NIGERIA.**

Wishing you all the best.

Thank you.
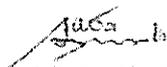
Muhammad Sada Abubakar
Ag. Registrar

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APPENDIX I F

HASSAN USMAN KATSINA POLYTECHNIC

HASSAN USMAN KATSINA POLYTECHNIC

P.M.B. 2052, KATSINA-NIGERIA

Rector: Professor Y. Haruna B.Sc., M.Sc, Ph.D (Mathematics)
BDP, PGD (Computer Science), PGD (Education), MMAN,
MNMS, MSAN, MLRN, MNIM,
e-mail:hayu008@yahoo.com, yharuna2012@gmail.com

Registrar: Hassan Muhammad B.
ND (P.A), HND, (Bus. Admin), PGDM
MBA (Human Resources), FCAI
e-mail:muhdhassanb@gmail.com

HUKP/22/VOL. IX   4th February, 2016

OFFICE OF THE REGISTRAR
(ESTABLISHMENT DIVISION)

The Head of Department,
Department of Education Management,
College of Education Open and Distance E – Learning,
Kampala International University,
Ggaba Road,
Kampala.

Dear Sir

RE – PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANIZATION

Your letter on the above subject matter dated 30th November, 2015 refers.

I am directed to inform you that, the **Mr. Halliru Dahiru Abba** with Registration No. PHD/EM/42465/141/DF, a bonafide students of your University has been given approval by the Hassan Usman Katsina Polytechnic Management to conduct research on *"Organizational Factors as Correlates of Productivity of Academic Staff Polytechnics in the North Western Zone of Nigeria"*.

We wish him all the best.

Thank you.
Hassan Usman Katsina Polytechnic
Establishment Secretary
P.M.B. 2052, Katsina.
ISHAQ ALTI
ESTABLISHMENT SECRETARY
FOR – REGISTRAR

APPENDIX I G

HUSSAINI ADAMU FEDERAL POLYTECHNIC

HUSSAINI ADAMU FEDERAL POLYTECHNIC
Kazaure, Jigawa State
P.M.B 5004, 08036129790, 08038214729
Website: www.hafedpoly.edu.ng
Email: contact@hafedpoly.edu.ng

Rector: Dr Kabiru Ibrahim Matazu, mni
Email: kimatazu@yahoo.com

Registrar : Rabiu Muhammad Danmalam, mnim
Email: rmdjahun@yahoo.com

HAFP/CA/R/SW/202/VIII   21st January, 2016.

The H.O.D.
College of Education
Open and Distance E-Learning
Kampala International University
Ggaba Road
Kampala

Re: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANIZATION

I am directed to refer to the letter No. PHD/EM/42465/141/DF dated 30th November, 2015 on the above subject matter and to inform you that the Polytechnic has accepted the request to allow your student pursuing PhD in Educational Management to conduct a field research entitled "Organizational Factors as Correlates of Productivity of Academic Staff in Polytechnics in North Western Zone of Nigeria".

Please accept as always the Registrar's esteemed regards and considerations.

Thank you.

Umar Galadima
DR/HRM
For: R E G I S T R A R

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APPENDIX I H

THE FEDERAL POLYTECHNIC

THE FEDERAL POLYTECHNIC

**P.M.B. 1012, Kauran Namoda,
Zamfara State, Nigeria.**

OFFICE OF THE REGISTRAR

Rector:- Engr. Ahmed A. Lugard
B. Eng. (ABU), M Sc. (London), MNSE, R. Eng. (COREN), MNIM

Email: ahmedlugard@yahoo.com
tijjanilugga@gmail.com
rector@kaurapoly.com
kaurnamodapoly@yahoo.com
Website:- www.kaurapoly.com
Tel. No.:- +2348024364744; +2348008452888;

Registrar:- Alh. Salisu A. Chiroma
B.A. Ed. (Hons), M Sc. (UDUS), MNIM, F I I C.A

Email: registrar@kaurapoly.com
sallau.chiroma@yahoo.com
kauranamodapoly@yahoo.com
Website: www.kaurapoly.com
Tel. No.: +2348080679970; +2347034845504;

Our Ref.: FPT/KND/REG/GEN/312/1   Date: 8th February, 2016

Dr. (Mrs.) Ijeoma Anumaka
Head of Department
College of Education, Open and Distance E-Learning
Kampala International University, Uganda

Sir

<u>Re: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANIZATION</u>

I refer to your letter on the above subject matter dated 30th November, 2015, and inform you that the Polytechnic, has granted permission to Mr. Haliru Dahiru Abba to conduct a field research titled: *Organizational Factors as Correlate of Productivity of Academic Staff in Polytechnics in the North Western Zone of Nigeria* in this institution.

Please do not hesitate to contact us for any further assistance we can render.

Thank you.

Yours faithfully

Alh. Salisu Abubakar Chiroma MNIM
Registrar

Motto: Skill for Technological Emancipation

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INFORMED CONSENT

I am giving my consent to be part of the research study of Halilu Dahiru Abba that will focus on **Organisational Factors as Correlates of Academic Staff Productivity in Polytechnics in North Western Nigeria.** I am assured of privacy, anonymity and confidentially and that I will be given an option to refuse participation and right to withdraw my participation anytime. I have been informed that the research is voluntary and that the result will be given to me if I ask for it

Initial _____

Date _____

SELF-ADMINISTERED QUESTIONNAIRE FOR ACADEMIC STAFF

Kampala International University

P.O. Box 20000, Kampala.

October 19, 2015.

Dear respondent,

I am currently carrying out a study on "Organisational Factors as Correlates of Productivity Academic Staff in Polytechnics in North Western Zone, Nigeria." You have been selected to participate in this study by providing us with relevant information based on your experience as an academic staff of the polytechnic. Please answer diligently and the information sought is required only for academic purposes. Participation is entirely out of your free will and necessary for the success of this work. Information provided will be treated with maximum confidentiality.

Faithfully,

....

Halilu Dahiru Abba (PhD candidate)

Section A: Background Characteristics

You may kindly assist me to classify your responses by providing the following facts about yourself.

A1. Ownership of the polytechnic you work in; 1. Federal ☐ 2. State ☐

A2. Your position on first appointment in this polytechnic

1. Assistant Lecturer ☐ 2. Lecturer III. ☐ 3. Lecturer II. ☐

4. Lecturer I ☐   5. Senior lecturer ☐   6. Principal Lecturer ☐

7. Chief lecturer ☐

A3 Your current appointment in this polytechnic.

1. Assistant Lecturer ☐   2. Lecturer III. ☐   3. Lecturer II. ☐

4. Lecturer I ☐   5. Senior lecturer ☐   6. Principle Lecturer ☐

7. Chief lecturer ☐

A4. Your terms of employment in this polytechnic

1. Permanent ☐   2. Probation ☐   3. Contract ☐   4. Part-time ☐

Section B: Leadership Practices (IV1)

This section presents items on Section B: Leadership practices (IV1) and is divided into different parts that are namely transformational, transactional and laissez-faire leadership practices. You are kindly requested to indicate the extent to which the different leadership practices exist in the polytechnic. Using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree.

B1	Transformational Leadership Practices (In this polytechnic)	SD	D	A	SA
		1	2	3	4
B1.1	My superiors instil pride in me				
B1.2	I am provided with reassurance of overcoming obstacles by my superiors				
B1.3	My superiors promotes trust among staff				
B1.4	My superiors behave consistently with values.				
B1.5	My superiors express confidence in me.				
B1.6	My superiors provide me with encouragement.				
B1.7	My superiors talks enthusiastically about my performance				
B1.8	My superiors encourage me to express my ideas				
B1.9	I am provided with advice for development by my superiors				
B1.10	My superiors recognize my achievements				
B2	Transactional Leadership Practices (In this polytechnic)				
B2.1	My superiors try to control troubles among the staffs.				
B2.2	My superiors tracks my mistakes				
B2.3	My superiors enforces rules and policies embodies				
B2.4	My superiors looks for mistakes				
B2.5	My superiors make clear what one can expect to receive when goals are achieved.				
B2.6	I am monitored by my superiors as I execute tasks to maintain performance level				
B2.7	My superiors works within the organisational rules and policies.				
B2.8	My superior motivates followers by appealing to their own self-interest impose good activities				
B2.9	My superiors stress correct actions to improve performance				
B2.10	My superiors maintain the status quo rather than change				

Section C: Employee identification (IV2)

This section presents items on Section C: Employee identification (IV2) that is divided in two sections, namely organisational and group identification. You are kindly requested to indicate your organisational identification in the polytechnic you work in using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree.

C3.1	Organisational Identification (In this polytechnic)	SD	D	A	SA
		1	2	3	4
C1.1	I am very concerned about the success of this polytechnic				
C1.2	I like working in this polytechnic				
C1.3	I only want to hear others talk good about this polytechnic				
C1.4	I am proud to be a member of this polytechnic				
C1.5	This polytechnic is like a family to me.				
C1.6	When I make job-related decisions, I think about how my decisions will affect this polytechnic				
C1.7	I am willing to put in extra effort in order to help this polytechnic to succeed.				
C1.8	I am identifies closely with polytechnic				
C1.9	I feel much loyalty to this polytechnic				
C2	Group Identification (In this polytechnic)	SD	D	A	SA
		1	2	3	4
C2.1	I am concerned about the success of all staff in this polytechnic				
C2.2	I like working colleagues in this polytechnic				
C2.3	I only want to hear others talk good about my colleagues in this polytechnic				
C2.4	I am proud to be a member of this polytechnic				
C2.5	This polytechnic is like a family to me.				
C2.6	When I make job-related decisions, I think about how my decisions will affect my colleagues in this polytechnic				
C2.7	I am willing to put in extra effort in order to help colleagues in this polytechnic be successful.				
C2.8	I am identified closely with colleagues in this polytechnic				
C2.9	I feel much loyalty to fellow staff in this polytechnic				

Section D: Organisational Structure (IV3)

This section presents items on Section C: Organisational structure (IV3) and is divided into different parts that are namely formalisation, centralisation and complexity. You are kindly requested to indicate the extent to which the different organisational structures exist in the polytechnic you work in using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree.

D1	Formalisation (in this polytechnic)	SD	D	A	SA
		1	2	3	4
D1.1	The activities are standardized.				
D1.2	There are standard goals to be achieved.				
D1.3	Formal communication procedures are adhered to by all staff.				
D1.4	Formal written procedures of activities are readily available to all staff				
D1.5	A written rules and policies are observed by all staff.				
D1.6	A complete written job description has been provided to all staff				
D1.7	A written record on job performance of all staff are kept				
D2	Centralisation (in this polytechnic)	SD	D	A	SA
		1	2	3	4
D2.1	There is direct control of the work force top management.				
D2.2	Authorisation resides with top management.				
D2.3	The lines of authority are very clear and well define				
D2.4	Decisions are communicated from the top management to all staff.				
D2.5	Work activities are directed from the top management to the lower carder staff				
D2.6	There many levels of administrative hierarchy to deal with.				
D2.7	There are many job titles and officers to deal with in daily activities.				
D3	Complexity (in this polytechnic)	SD	D	A	SA
		1	2	3	4
D3.1	Decision making is decentralised at all levels.				
D3.2	All decision making is done at departments level.				
D3.3	I have the opportunity to carry out different task assigned to me by my superiors				
D3.4	The different units and department have autonomy.				
D3.5	There is good flow of information and communication access at all levels.				
D3.6	I am left to do the work in the way my supervisor allow me to do.				
D3.7	Rules and policies allow me a lot of flexibility as I do my work.				
D3.8	I feel that I am my own boss in most issues under my authority.				

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Section E: Flexitime (IV4)

This section presents items on Section E: Flexitime (IV4). You are kindly requested to indicate the extent to which the different organisational structures exist in the polytechnic you work in using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree.

E1	Flexitime (in this polytechnic)	SD 1	D 2	A 3	SA 4
E1.1	My timetable allows me freedom to attend to and manage personal activities responsibilities, commitments and appointments				
E1.2	Management structured the working hours to suit my preferences/choice.				
E1.3	My time table allows me time for relaxation, exercise, study, family and domestic responsibilities and social activities				
E1.4	My working time gives me reduced anxiety and stress				
E1.5	When with a genuine excuse, management allow me to absent from work				
E1.6	Whenever it is necessary, I have the opportunity to work at convenient time.				
E1.7	I am satisfied with my contractual hours				
E1.8	I can easily make emergency working time arrangements.				
E1.9	I am entitled to regular leave opportunities				
E1.10	I am allowed sabbatical leave opportunities				

Section F: Productivity Academic Staff (DV)

This section presents items on academic staff productivity starting with teaching productivity and ending with community service. You are kindly requested to indicate the extent to which you are committed to your University job basing on the three facets of affective, continuance and normative commitment, using the scale where, 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree.

F1	Teaching Productivity (In this polytechnic)	SD	D	A	SA
		1	2	3	4
F1.1	I am always punctual and come to class with lesson plan				
F1.2	I teach courses according to course plan with various teaching materials				
F1.3	I offer a simple, clear, concise language during lecturers.				
F1.4	I keep the interest of student alive during lessons				
F1.5	I am compassionate and tolerant to students to some extend.				
F1.6	I offer a sufficient number and quality of course related resources.				
FI.7	I have consultation time to attend to the students.				
FI.8	I facilitate my teaching on time.				
FI.9	I do extra time of teaching if it is necessary				
F1.10	I finish my syllabus on time.				
F2	**Supervision Productivity (In this polytechnic)**				
F2.1	I help students to complete their dissertations/ research project within the stipulated time				
F2.2	I allow my studies to consult me regularly				
F2.3	Whenever my supervisees need me I am available				
F2.4	My students are free to ask me any question related to their work				
F2.5	I motivate my students to work hard on their studies.				
F2.6	I have helped students to publish their work				

		SD	D	A	SA
F2.7	I establish benchmarks to be achieved by my students by specific dates				
F2.8	I visit students on industrial assignment/attachment				
F2.9	I provide periodic report on student industrial attachment				
F3	**Research and publication productivity**	SD	D	A	SA
	(In this polytechnic)	1	2	3	4
F3.1	I have authored a textbook				
F3.2	I have written a book chapter				
F3.3	I have co-authored a textbook				
F3.4	I have a patented and certified invention				
F3.5	I have been able to produced an occasional paper.				
F3.6	I have produced a journal article				
F3.7	I have written a technical report				
F3.8	I have authored a scientific peer-reviewed bulletin				
F3.9	I have published locally and international				
F3.10	I have published a paper in conference proceedings locally and internationally				
F4	**Innovation productivity**	SD	D	A	SA
	(in this polytechnic)	1	2	4	5
F4.1	I spend time trying to create products invest machineries for industries.				
F4.2	I have made original products in the course of my duties with the students				
F4.3	I have patented some innovations I made.				
F4.4	I try to be creative as I carry out my work with students				.
F4.5	My products produced while working in this polytechnic are already in the market				
F5	**Community Service productivity**	SD	D	A	SA
	(In this polytechnic)	1	2	4	5
F5.1	As a member of staff of this polytechnic I participate in community events				
F5.2	I am participate in community improvement programmes as a member of this polytechnic				
F5.3	I involve in offering training sensitization and mobilisation services to community.				
F5.4	I involve in promoting the civic duties of the community.				

F5.5	I am Involved in collaborations with communities and stakeholders.				
F5.6	As a member of staff, i participate in community activities				
F5.7	As a member of staff I am involve in training the youth in community activities.				
F5.8	As a member of staff I personally make financial contributions to the community.				

End

Thank you for your participation.

APPENDIX III B:

INTERVIEW GUIDE FOR KEY RESPONSES

1. In what way does the administration of this polytechnic practices transformational leadership?

2. How does the administration of this polytechnic practices transactional leadership?

3. What tendencies of laissez-faire leadership are practiced in this polytechnic?

4. How are academic the staff intrinsically are satisfy in this polytechnic?

5. How are the staff extrinsically are satisfy in this polytechnic?

6. What is the level of formalisation in this polytechnic?

7. How does the level of complexity /decentralisation exist in this polytechnic?

8. What is the level of centralisation in this polytechnic?

9. What flexitime opportunities are offered to staff in this polytechnic?

10. What is the quality of research?

11. To what extent staffs in this polytechnic are innovative?

12. How much is the Writing and publication culture in this polytechnic?

13. What Community services do academic staff of this polytechnic offer?

APPENDIX IV

TABLE FOR DETERMINING SAMPLE SIZE FROM

A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	102	1800	317
45	40	290	105	1900	320
50	44	300	109	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N = population size
    S = sample size

CURRICULUM VITAE

HALILU DAHIRU ABBA
DEPARTMENT OF EDUCATION TECHNICAL

COLLEGE AND SCIENCE TECHNOLOGY.

KADUNA POLYTECHNIC MAIN CAMPUS

TUNDUWADA

KADUNA

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CAREER OBJECTIVE

To Attain Self-Actualization in all Aspects of Personal and Professional Developments.

PERSONAL DATA

DATE OF BIRTH:	5th march 1960
SEX:	Male
MARITAL STATUS:	Married with children
PLACE OF BIRTH:	Yola
STATE/L.G.A. OF ORIGIN:	Adamawa state. Yola North
NATIONALITY:	Nigerian
LANGUAGE SPOKEN:	English, Fulfulde and Hausa
CONTACT ADDRESS:	Department of Education Technical College of Science and Technology Tunduwada main campus

PERSONAL SKILL AND ABILITY

- ➢ A goal getter/service delivery oriented.
- ➢ Ability and tenacity to work under very challenging conditions.
- ➢ Ability to work with little or no supervision.
- ➢ Ability to synergy with colleagues to achieve a result.

INSTITUTIONS ATTENDED WITH DATES

Yelwa primary school Jimeta 1968-1974

General Murtala Mohammed college (GMMC) Yola 1974-1979

University Maiduguri (unimaid) 1981-1985

University of Lagos (unilag) 1991-1993

Kampala International University (KIU) (2014-date)

EDUCATIONAL QUALIFICATIONS OBTAINED WITH DATES

First school learning certificate	1974
West African School Certificate (WASC)	1979
NECO (school certificate)	2009
B.A Ed (Geog)	1985

M.Ed (Education Administration and planning   1993

PhD (in view Education Management and Administration)-2014-DATE

WORK EXPERIENCES

National Youth Service Scheme. (NYSC) Teaching, Kaduna state 1985-1986

Education Officer Grade VIII Ministry of Education (MOE) Yola, Adamawa state Grade VIII 1986-1987

Federal Government Girls College Yola Adamawa state. Education Officer 1986-1987

Kaduna Polytechnic Department of Special Education

Assistant lecturer- 1987-1989

Lecturer iii- 1990-1993

Lecturer ii- 1994-1997

Lecturer i - 1998-2001

Senior lecturer – 2002-2005

Principle lecturer – 2006-2009

Kaduna Polytechnic Department of Education Technical 2009 to date

Chief lecturer 2010-2016.

HEADSHIP, ADMINISTRATIVE POSITIONS AND AD HOC RESPONSIBILITIES

Admission officer Department of special Education 1988-1990

Head of unit (Rehabilitation services) Department of special Education 1993-1995

Member Department Syllabus Drafting Committee Special Education 1996-1998

Chairman staff welfare committee of the Department of special Education 1999-2009

Member Kaduna Polytechnic Academic Staff Union of Polytechnics (ASUP) Construction committee (2003-2004)

Member Kaduna Polytechnic Academic Staff Union of Polytechnics (ASUP) on auditing the financial expenditure of the union 2008-2009

Member Junior Staff of Kaduna Polytechnic Appointment and Promotion committee (2004-2009)

Vice-Chairman Senior Staff Appointment and Promotion Committee Department of Education Technical Kaduna Polytechnic (2010-2014).

Course Advisor to (N.C.E.I) students Department of Technical Education (2010-2013).

Educational consultant (Director of projects) to Federal government of Nigeria (FGN) on Petroleum trust fund (PTF) Projects on the Procurement of Education Materials Nationwide (1996-1999)

Educational consultant to Kaduna state Government on Department of international finance and development (DIFID) on Education Sector Support Program in Nigeria

(ESSPIN 2007-Date) with Life Line Educational Development and Resource Centre Kaduna Nigeria. (2011 to Date).

Education consultant to Kaduna State Government on the up liftment on Basic Kaduna State. 2011-2012.

SEMINARS/CONFERENCES/WORKSHOPS ATTENDED WITH DATES

Examination malpractice; the hydra headed monster and virus in Nigerian Educational System 2008 to 2011

Education for all in Nigeria, West Africa the journey so far.

PROFESSIONAL ASSOCIATIONS MEMBERSHIP & POST HELD

Member –Nigeria Institute of Management (NIM) 1991 to date

Member –Teacher's Registration Council of Nigeria (TRCN) 2006 to date

Member-Association for Promoting Quality Education in Nigeria (APQEN) 2009 to date

Member Nigerian Association of Education Administrators and Planners (NAEAP)

Member Nigerian Association of Educational Managers (NAEM).

LISTS OF PUBLICATIONS/ TEXT BOOKS

Dahiru, H.A. and Sa'ad, M.T. (In Press). Empowering Disabled persons: A Multidimensional Approach

ARTICLES IN LEARNED JOURNALS

Halilu D. A. & Sa'ad M. T. (2003). Leadership and Corruption through the Focal Lens of the Counsellor. In The Journal of Counselling and Human Development. Ahmadu Bello University, Zaria. P.91-98.

Halilu, D.A. & Sa'ad M. T. (2006). The Counselling of the Child as a Catalyst for Ethno-Religious Conflicts. In Spectrum Journal, Kaduna Polytechnic. Vol. 12, 1.

Halilu D.A., Sa'ad M. T., & Olokesusi M. (2007). The Preparation and Challenges of Vocational Rehabilitation Counsellors and Special Educators in the 21st Century. In The Special Educator. Journal Publication of the Nigeria Association of Special Education Teachers (NASET). Vol.6 No.1. P.124-131.

Halilu D.A , Sa'ad M. T., & Ayuba S.T.K (2009). The Roles of Trade Unions in Nigeria Political Process. In Journal of Administrative Studies and Social Sciences, Kaduna Polytechnic. Vol.2 No.1. P.52-59.

Halilu, D.A & Adamu,A.A. (2015). Ecotourism Marketing and Welfare of Host Community in Duguwa, Kano, Nigeria

HOBBIES

Reading, Writing, Meeting People, Travelling, Football, and Lawn-Tennis

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