

## **EMPLOYEE INFORMATION SHARING AND JOB PERFORMANCE IN PUBLIC COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA**

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The unsatisfactory job performance of academic staff in Nigerian Colleges of Education is becoming a growing concern among stakeholders in the education sector. There seems to be lack of information sharing among the academic staff which could affect their performance. This study therefore investigated employee information sharing and academic staff job performance in public Colleges of Education in South-West, Nigeria. One research question and one hypothesis each piloted the study. The study used convergent type of mixed-method research design. The study population consisted of 3,377 academic staff and 20,211 final year students. Stratified proportionate random sampling technique was used to select the sample size of 4080 participants, comprised 480 academic staff and 3,600 final year students from six institutions. Two self-designed, validated, and reliable instruments entitled Students Rating of Academic Staff Job Performance Questionnaire (SRASJPQ) and Employee Information Sharing Scale (EISS) were used for data collection. Analyses of data were done with the use of both the descriptive and the inferential statistics of mean, standard deviation and Chi-square. The study revealed that the level of academic staff was low with the grand mean and standard deviation ( $\bar{X}$ = 2.48; SD= 0.90). Also, employee information sharing had significant influence on job performance  $\chi^2 = [11.09; p < 0.05]$ . It was therefore recommended that academic staff should be motivated by providing them with necessary structures to work. Also, effective information attitudes should be encouraged, practiced and made available in order to create cordial relationship and performance among employees.

**Keywords:** *Employee Information Sharing, Job performance*

Generally, members of the academic staff are key instrument to the growth and development of any educational institution and its outputs. This is because the rate of development of education system all over the world depends on the quality of the teachers. This has made the Federal Republic of Nigeria (FRN) in the National Policy on Education (2014) to emphasise the quality of teachers in terms of qualification, experience, knowledge, ability, commitment, resources and information to perform their duties.

The rating of academic staff job performance therefore, is an essential means through which quality, effectiveness, efficiency, and standard of any higher institution are evaluated. This rating shows how members of the academic staff plan, harness, and execute other resources needed for their performance. In view of this, the performance of academic staff has

become a fundamental issue in higher institutions, and could be ascertained in several ways, among which are students' perceptions (Okeleke, 2019).

Over the years, deplorable conditions, challenges, and inadequate motivation confronted within the work environment of the higher institutions according to Adegboye (2016) have always threatened the performance of academic staff. Besides, Adegboye ascribed unsatisfactory performance of Nigerian Colleges of Education products to these challenges and deplorable conditions. This is demoralising, and it calls for solution, evaluation, and overhauling of the Nigerian higher institution process especially the enhancement and development of the academic staff job performance in Nigerian Colleges of Education. The rapid response to this issue seems not unconnected with the fact that the world has become a global village, in which globalisation has mounted pressure on both employees and institutions to adjust to best practices.

With globalization, information explosion, and technological advancement, today's work environment is automatically changing (Okeleke, 2019). This demands that the academic staff of Colleges of Education be encouraged and well equipped to meet up with the requirements of globalisation. In line with this, Tajuddin (2013) emphasised that job performance in formal organisations is gradually becoming more complex and challenging due to globalisation, which in effect, has opened up various opportunities, changes, and challenges in their work environment. Whatever the challenges however, Okeleke argued that it is the responsibilities of the management to ensure the attainment of institutional goals. It has therefore become imperative for the employees to be empowered so as to acquire the necessary data, trust, good communication skills, knowledge, experience, support, cordial relationship, and encouragement that will facilitate quality knowledge delivery for satisfactory task performance.

Nevertheless, both the government and the management of higher institutions have made several efforts at providing solutions to perceived unsatisfactory job performance of the academic staff. These efforts include effective employees' promotion, reward and recognition, increased salaries and allowances, among others. Unfortunately, these efforts appear unyielding the desired results. Inadequate data, awareness, trust, cordial relationship and power supply seems to affect the flow of information sharing among the employees to perform within the system. Besides, the inability of some members of academic staff to use and operate modern information and communication technologies effectively and the challenge of responding adequately to the ever increasing trends affect sharing of information and ideas needed for academic staff to coordinate and perform their job (Okeleke, 2019).

Moreover, the problem of inadequate information sharing in any system seems to promote individuality, which prevents teamwork. Individuality could also result in errors that can destruct the entire job schedule process and performance (Okeleke, Uzoka & Oladejo, 2017). The inability to share information in higher institutions appears to encourage mediocrity and lack of creativity, and this has direct effects on employees' potentials to perform effectively and efficiently on the job.

Information sharing would not only expose employees to new trends, but also promote transparency and create an opportunity for creative thinking; teamwork, innovation, and collaboration for meaningful contributions that will enhance job performance (Morett, 2011). Furthermore, information sharing helps poor performing employees to learn from the most efficient and productive ones without disrupting work schedules and performance (Maggio & Aistyne, 2012). This explains the reason communication and interaction are held as the key factor for exchanging ideas and knowledge for necessary use to develop.

The essence of employee information sharing has recently attracted scholars' attention as one of the driving factors for performance and effective decision-making about work-related issues (Morett, 2011). The benefit of employee information sharing has been essential for job

performance to be better and stable. Maggio and Aistyne (2012) opined that information sharing influence workers' job within an organisation. Moreover, with information sharing, employees are able to develop a diverse strategy to promote performance. The persistent challenges in the work environment of the Colleges of Education in Nigeria have made it a necessity to investigate empowering employees with information sharing on their job performance. This study therefore investigated employee information sharing and academic staff job performance in public Colleges of Education in South-West, Nigeria.

### **Statement of the Problem**

Members of academic staff are essential in any educational programme. They are responsible for actualizing the goals of such educational programme. The level of their performance on the job is a good determinant of the quality, standard of both the programme and its products. However, it seems that the academic staff job performance in the last one decade in Nigerian Colleges of Education has not produced the desired effects.

This assumed problem appears to hinder the growth, development, and standard of the educational institution and the nation as a whole, thereby, creating the greatest threats to the achievement of the goals of the higher institution. It is against this background that this study investigated the influence of employee information sharing on academic staff job performance as rated by students in public Colleges of Education South-West, Nigeria.

### **Purpose of the Study**

The purpose of this study was to investigate employee information sharing and academic staff job performance as rated by students in public Colleges of Education in South-West, Nigeria. Specifically, the study was set:

1. to investigate the level of academic staff job performance according to students' rating in public Colleges of Education in South-West, Nigeria.
2. to examine the influence of employees' information sharing on academic staff job performance in public Colleges of Education in South-West, Nigeria.

### **Research Question**

One research question was raised and answered to guide the study.

- i. What is the level of academic staff job performance according to students' rating in Public Colleges of Education in South-West, Nigeria?

### **Research Hypothesis**

In order to achieve the second specific objective, one null hypothesis was formulated and tested at .05 level of significance.

- i. Employees' information sharing does not significantly influence academic staff job performance in Public Colleges of Education in South-West, Nigeria.

### **Theoretical Framework**

This study was hinged on Structural Empowerment Theory, propounded by Kanter (1977). The theory focuses more on increasing structures like power, control, opportunity, information and resources within the organisation rather than employee attributes. The theory emphasizes the availability of these mentioned structures in organisations to be of great importance when it comes to employee performance. Kanter upheld that organisation and employees can only assume better and efficient performance if employees are empowered with information, power, encouragement, control and resources to perform their duties.

The theory is considered relevant to this study because it shows the importance of promoting and empowering employees with information within the organisations. The theory will also

help the orientation of administrators and organisations in acknowledging the importance of having these structures in the workplace and that there is nothing wrong in empowering employees especially with access to information. The availability of these structures would enable academic staff to contribute adequately in achieving the stated goals of the institution by performing effectively.

### **Research Methodology**

This section describes the entire procedure used for this study. It focused on research design, target population, sample and sampling techniques, research instrument, validity and reliability of the instruments, the procedure for data collection, and methods of data analysis.

### **Research Design**

The study used convergent type of mixed method research design. Convergent mixed method entails the collection and analysis of both the qualitative and the quantitative data in one study simultaneously (Creswell & Creswell, 2014). This design was regarded suitable and helpful for the study as it describes and explains facts relating to feelings, beliefs and perceptions in a specific population of interest.

### **The Target Population**

The target population comprises 3,377 academic staff and 20,211 final year students in all the 12 public colleges of education in South-West, Nigeria. The views of these target group were considered relevant to the study. This is because members of the academic staff and final years students are in a better position to rate the performance of the academic staff. The academic staff did peer rating and final years have also spent reasonable number of years that placed them in a position to rate their teachers.

### **Sample Size and Sampling Techniques**

A total number of 480 academic staff and 3600 final year students selected through stratified and proportionate random sampling technique constituted the sample size. Six Colleges of Education in South-West, Nigeria, were randomly selected with one per State. The sample for this study was selected through a multi-stage sampling approach to ensure a fair and desired representation of the relevant groups involve. Firstly, the public Colleges of Education were stratified by ownership into two strata (Federal and State Colleges). Later, 50 percent of the Colleges of Education in each of the stratum were proportionately selected. A total of six colleges which comprised two federal and four State Colleges of Education was proportionately and randomly selected from 12 public Colleges of Education in South-West, Nigeria.

Later, proportionate sampling technique was used to select the academic staff (participants) in the selected institutions. This was done according to the total number of academic staff in each of the institutions. Furthermore, proportionate and simple random sampling techniques were used to select academic staff from the five Schools of Science, Education, Language, Vocational Education, and Arts and Social Sciences Education. Similarly, the same methods and sampling techniques were used to select the 3600 final students from the same institutions comprising five Schools.

Further, the researchers randomly selected academic staff that participated in the Key Informant Interview. The academic staff that filled the questionnaire were randomly selected to participate in the interview in each of the Schools in the sampled Colleges of Education. Three academic staff were randomly selected in each Schools in all the Colleges of Education.

**Research Instruments**

The researchers used two self-designed instruments entitled ‘Students’ Rating of Academic Staff Job Performance Questionnaire (SRASJPQ)’ and ‘Employee Information Sharing Scale (EISS)’ respectively. SRASJPQ is a 24-items instrument which contains two Sections namely Sections A and B. Section A sought data on the demographic background of the academic staff while Section B was on professional responsibility of the academic staff job schedule. The EISS has eight items on employee information sharing. The two instruments were scored on a modified four-point Likert scale of strongly agree (SA), agree (A), disagree (D), to strongly disagree (SD) which were scored 4, 3, 2 and 1 respectively for positive items while negative items were scored in reverse order.

**Validity of the Instrument**

To ensure the content and face validity of the instrument, the questionnaires and interview questions guide were given to experts in the field of Educational Management and Measurement and Evaluation to evaluate the applicability the content and clarity. Experts in Educational Management are those that are familiar with topic. They ensured that the questions successfully capture the topic, while those in Measurement and Evaluation, who are experts on question construction, ensured that the survey does not contain common errors such as leading, confusing or double-barreled questions. Their suggestions were incorporated into the final draft of the survey that was used for the study.

**Reliability of the Instrument**

The two instruments were pilot tested in a study conducted on 100 academic staff and 100 final year students of Federal College of Education (Technical), Akoka, Lagos for the reliability. Internal consistency method of estimating the reliability, particularly the Cronbach’s Alpha (CA). The initial result gave a value of 0.5, which led to the deletion of two items so as to improve consistency, and the reliability coefficients of 0.81 and 0.73 for SRASJPQ and EISS were estimated respectively. These vales were considered appropriate to establish the reliability of the instruments. All negative items were however, reverse coded for data analysis sake.

**Methods of Data Analysis**

Descriptive and inferential statistics were used for data analysis. Mean score and standard deviation was used to answer the research question, while Pearson Chi-square was used to test the null hypothesis.

**Data Analysis and Results**

This section presents the analysis of the collected data and the generated results.

Table 1  
*Test of Normality*

			Employee	Information	Shapiro-Wilk		
			Sharing		Statistic	df	Sig.
Academic Performance	Staff	Job	35.00		.700	279	.000
			36.00		.636	183	.000
			38.00		.636	187	.000
			41.00		.636	187	.000
			45.00		.636	183	.000
			46.00		.822	462	.000
			48.00		.813	369	.000

51.00	.792	365	.000
52.00	.836	372	.000

The Shapiro-Wilk Test was run to examine if scores in the study followed normal distribution in the target population. This test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. From Table 1, it was shown that the Significant value of the Test was greater than 0.05, which implies that the dependent variable, "Academic Staff Job Performance", was normally distributed.

**Research Question 1:** What is the level of academic staff job performance according to students' rating in Public Colleges of Education in South-West, Nigeria?

Table 2  
*Students' Rating of Academic Staff of Job Performance in Public Colleges of Education South-West, Nigeria*

1. My lecturers offer quality teaching that is of course, related to the student career.	2.60	.63	High
2. My lecturers attend classes punctually.	2.43	.65	Low
3. My lecturers teach and give notes according to what is supposed to be taught as is in the course outline.	2.32	1.11	Low
4. My lecturers supervise students' works.	2.20	.95	Low
5. My lecturers allow full class participation through effective engagement.	2.35	.83	Low
6. Lecturers have time to read student work during project writing.	2.53	.76	High
7. My lecturers attend classes regularly.	2.49	.75	Low
8. Lecturers give adequate opportunity and time to be able to take notes during teaching.	2.27	.75	Low
9. My lecturers effectively use different teaching methods to deliver their lectures.	2.32	1.08	Low
10. My lecturers teach with simplicity by making each topic real to life.	2.46	.85	Low
11. Lecturers encourage examination misconduct.	2.55	.84	High
12. Most lecturers are never around for their lectures until few weeks to examination.	2.34	1.19	Low
13. My lecturers give feedback on continuous assessment.	2.36	.88	Low
14. Lecturers give assignment which allows doing independent work.	3.00	.82	High
15. My lecturers display full mastery of contents.	2.25	.89	Low
16. My lecturers ask questions in tests and examinations covering the topics taught.	2.42	1.05	High
17. My lecturers mark students' scripts and collate results on time.	2.66	.97	High
18. Lecturers give and recommend reading materials without coming to teach.	2.41	.81	Low
19. Lecturer offers effective language during teaching	2.40	1.13	Low.
20. My lecturers' responses are encouraged when approached for further explanation of what has been taught.	2.86	.98	High
21. My lecturers teach students only those areas of the course required to pass an examination.	2.52	.82	High

22. My lecturers keep interested alive when teaching.	2.32	.86	Low
23. Lecturers take extra roles or responsibilities such as standing in for a colleague not available.	2.30	.90	Low
24. Lecturers give enough time in attending to the problems of the student.	2.50	.90	High
Grand Mean and Standard Deviation	2.48	.90	Low

The information on Table 2 showed the descriptive analysis of level of academic staff job performance. Mean and standard deviation were used to analyse the respondents’ agreement or otherwise regarding the level of job performance among academic staff in public Colleges of Education South-West, Nigeria. In this study, job performance has been categorized into two levels namely low=(Below 2.50) and high =(2.50 and Above). Thus, with the use of 2.50 as the criterion mean for the level of the academic staff, any mean score above 2.50 indicates high while any mean score below 2.50 indicates low.

Table 2 showed that respondents agreed that the level of job performance among academic staff was high in items 1,6,11,14,17,20,21 and 24 while it was low in items 2,3,4,5,7,8,9,10,12,13,15,16, 18,19,22 and 23. Based on the grand mean score and standard deviation (2.48; 0.90), it was concluded that the level of academic staff in public Colleges of Education South-West, Nigeria was low according to the students’ rating.

**Hypothesis 1:** Employee information sharing does not significantly influence job performance.

Table 3

*Influence of employee information sharing on job performance in public Colleges of Education South-West, Nigeria*

Variable	Mean	SD	N	Df	$\chi^2$	P	Remark
Decision							
Job Performance	76.75	9.33	4080	16	11.09	0.01	Sig Ho <sub>1</sub> Rejected
Information Sharing	21.35	3.09					

A Pearson Chi-Square correlation was run to determine the influence of employees Information sharing on job performance among academic staff in public Colleges of Education in South-West, Nigeria. Table 3 showed that [ $\chi^2$  (16, N= 4080) = 11.09, P < 0.05]. This means information sharing had influence on job performance among academic staff. Thus, the researchers failed to accept the hypothesis which postulated that employees’ information sharing does not significantly influence job performance among academic staff in public Colleges of Education in South-West, Nigeria.

**Discussions of Results**

Finding from the analysis of data on research question one showed that the academic staff job performance mean score was 2.48 indicating that the level of job performance among academic staff in public Colleges of Education in South-West, Nigeria was significantly low. The result of this study corroborates the findings of the following researchers who reported that the academic staff job performance in higher institutions was low (Amusa, Iyora, & Olabisi, 2013; Onoyese, 2017). However, the finding of this study negates the result of Hanna and Abdullahi (2016) that established moderate level of academic staff job performance. They further posited

that their finding could be as a result of the academic staff qualification and experience acquired.

This result perhaps could be a result of challenges impeding the job performance of the employee's resulting to lack of interest, commitment, nonchalant attitude and low morale exhibited in the workplace. Furthermore, difficulty in adjusting to demands of globalisation, inadequate support, and resources experienced by the employees have affected their job performance. All these could result in the alleged low perception, unfit skills and the generally poor performance of students as they have direct contact with the members of the academic staff who impart knowledge. This was buttressed according to the assertion made by Structural Empowerment Theory by Kanter (1977) which posited that organisations, employees, and leaders can only assume better performance and development by empowering employees with necessary structures such as information, and resources to perform.

The finding was further supported in series of interviews conducted with some lecturers. For instance, in Ikere-Ekiti College of Education, a Lecturer said:

*...The main constraint to the job performance of the academic staff is inadequate funding and this has manifested in several problems such as strike actions by unions, non-payment of salaries and allowance, lack of relevant facilities, dilapidated structure and lack of maintenance culture in the work environment of the Colleges of Education. How do the management and stakeholders want us to perform when all the necessary structures required are inadequate?*

This was corroborated by another Lecturer who submitted that:

*The fault is not all about the job performance of the academic staff but also, the quality of students admitted into the institutions is nothing to write home about. This is because they felt that their main desire is the university. Some of the students are here to fulfill the trend of being in school. Some of them feel the moment they could not get admission to the university, the next option is College of Education, while some are academically backward and can't even explain how they got admission. These inadequacies have hindered the performance of the academic staff because their commitment and interest towards their job has been affected.*

Finding from the tested hypothesis one showed that there was significant influence of employees' information sharing on academic staff job performance in Public Colleges of Education [ $\chi^2(16, N=4080) = 11.09, P < 0.05$ ]. This is because knowledge acquired through sharing and learning from one another creates awareness to improve skills and experience to make employees perform better. This finding confirms the result of Yang and Maxwell (2012) that examined employee information sharing and performance of employees in public organisations. The descriptive research survey design was used with 240 participants that were randomly selected as the sample size. The data collected were analysed using Pearson Product-Moment Correlation (PPMC) and frequency count. The researchers reported that there was a significant relationship between employee information sharing and the performance of the employees. They also established that acquired information improves knowledge; skills, and experience through networking that broadens and changes the mindset of the employee's behaviour towards their job.



Similarly, this finding corroborates to the finding of Pardo, Gil-Garcia, and Burke (2012) that examined employee information sharing and task performance of public health workers. The sample size of 120 participants was used while a survey research design was employed. They reported that there was a significant influence of information sharing on task performance. They are of the opinion that information sharing among the employees within the organisation is the sole engine wheel of the organisation in achieving performance and their goals.

In addition, this finding confirms the result of Horvat, Sharma, and Bobek (2015) that investigated employee information sharing and job performance appraisal of employees. The descriptive survey research design was used with 100 participants. Finding showed that there was a positive and significant influence of employee information sharing on job performance. They opined that information sharing is essential for the success of an organization and employee to achieve their goals.

The position was further buttressed by one of the employees interviewed from Federal College of Education, Oyo who had this to say:

*...To share information is good but that can be done where people love one another, have a mutual relationship and have the equipment to receive information from. Most of the staff pretends, there is no true trust and love among some of the members of staff. Though they exchange greetings, they don't have a cordial relationship. Most times, people hide information from themselves.*

One other lecturer contended that:

*...Another problem is that some don't have the information communication technology system and those that have cannot even operate it effectively. How can you get information to share in this situation?*

Another Academic staff has this to explain:

*Naturally, information ought to be shared among employees regularly with open mind especially in this era of technology in order to enhance job performance of employees but most times information is shared among staff that have close contact. Some do not even have information to share due to inappropriate flow of communication and lack of cordial relationship that exists in the system. However, information among the employees in this college is relatively shared.*

## **Conclusion**

Following the findings from this study, it can be conclusively stated that Students' rating is one of the right directions of evaluating academic staff job performance especially with the diverse challenges in the work environment of Colleges of Education in Nigeria. It has great indicator of alerting the management and institution in creating a long lasting solution, promote hard work, support and encourage positive work attitude and commitment of employees. Information sharing is very critical in the enhancement of academic staff job performance.

## **Recommendations**

The following recommendations were made based on the findings of the study:

1. The level of job performance of academic staff of Colleges of Education can be better and increased by motivating and encouraging academic staff work environment through

the provision of all the structures such as opportunity for advancement, access to information; support, and provision of resources in the institution for employees to function on the job in order to increase the level of performance to a better level.

2. Cordial relationship, good communication skills and trust attitudes should be established and encouraged among Colleges of Education academic staff and management in order to enhance free flow of information sharing.

### **Implications for Educational Policy and Planning**

Findings from this study shows the relevant implications of employee empowerment to the academic community, human resource managers and educational administrators. The results of this study have to some extent, shown the level of the job performance of academic staff in public Colleges of Education in South-West, Nigeria, hence, the need for College Management to put in place policy review in the area of job schedule and implementation is to address the job performance of academic staff by providing the necessary structures in the institution.

College Management and government should intensify more efforts by encouraging and supporting the academic staff with enabling factors to perform better on their job so that the level of job performance which is at the low level would not be stagnant but rather increase to a higher level with opportunities for advancement, access to information, support and resources to function on the job in the institution.

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