



INFLUENCE OF MANAGERIAL COMPETENCE ON ACADEMIC STAFF'S JOB PERFORMANCE IN UNIVERSITY OF IBADAN, OYO STATE, NIGERIA.

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Abstract

The study assessed the influence of managerial competence on academic staff's job performance in University of Ibadan, Oyo state, Nigeria. Simple random sampling technique was used to select 79 respondents for the study. A structured questionnaire was used to obtain data from the respondents and analyzed using frequency counts, percentages, means, standard deviation, Chi-square and Pearson Product Moment Correlation (PPMC). The result revealed the larger percentage of the respondents were male (58.2) and (78.5%) were married; 87.3% had PhD degree, 34.2% were senior lecturer with mean age and monthly income of 45 years and 258,000 naira respectively. Perception of employee towards managerial competencies, findings revealed that respondents agreed that management delegates responsibility and authority ($\bar{x} = 4.71$) and, management and leadership style is supportive ($\bar{x} = 4.72$). Poor communication network ($\bar{x} = 2.78$), unimproved salary ($\bar{x} = 2.66$), low level of technology ($\bar{x} = 2.63$) and poor power supply ($\bar{x} = 2.51$) were the major factors influencing employees' job performance. The study concluded that there is a significant relationship between work experience, managerial competencies and employees' job performance. The study concludes that management of the University of Ibadan should prioritize investment in stable power supply and place a significant emphasis on improving the communication network and providing adequate facilities.

Keywords: Managerial Competence, Academic Staff, Job Performance.4

Introduction

The Management study guide (2016) defined organizational management as the process of organizing, planning, leading, and controlling resources within an entity with the overall aim of achieving its objectives. The organizational management of a business needs to be able to make decisions and resolve issues in order to be both effective and beneficial. According to Ibay and Pa-Alisbo, (2020), the knowledge and ability of the individuals in a managerial position are to fulfill some specific management activities or tasks. Managerial skills are important for many reasons. According to Nazari (2017), many researchers believed that leadership's new approaches can have a big impact on followers' attitudes and can increase the satisfaction and commitment of the employees. The study of Management skills tools for leadership imperatives in democracy conducted by Abbass (2012), skills in management are all-encompassing. To accomplish the vision and mission of organizations, managers required to have management skills as essential to them. They are obligatory as a part or element for efficiency and effectiveness in management. According to Goodarzi, *et al.* (2012), in this modern world, managers could not be successful without knowing basic management skills. As a result, every manager should have excellent knowledge of their work environment. Therefore, the manager's performance is based on management skills. In the study of prioritizing managerial skills based on Katz's theory in physical education offices of universities in Iran, conducted by Afshari, *et al.* (2012), managerial skills are one of the reasons underlying managerial success. Management effectiveness and efficiency require managerial skills. Management is not a simple task. It needs knowledge and experience. Because of that, there is the existence of hierarchy, organizational structure, and possibilities for each organizational member with adequate knowledge, experience, and skills

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to move from the bottom to the middle and top level of the managerial pyramid. In this hierarchy, managers are shoulder with the responsibilities to see to it that the mission and vision of the organization is achieved. In order to be successful with their responsibilities they need skills; management skills. Management, simply put is the process of dealing with or controlling things or people. In a broader sense, management is a single or group of individuals who challenges and oversees a person or collective group of people in efforts to accomplish desired goals and objectives. Furthermore, the definition of management includes the ability to plan, organize, monitor and direct individuals. Skills are learned ability to perform an action with determined results with good execution often within a given amount of time, energy, or both. Nazari, *et al.* (2016) made proper planning necessary for effective athletic directors to improve communication and management skills in these organizations. Also, Goodarzi, *et al.* (2012) stated that managers who take into account the effective communication networks, and improve human skills, including improvement of communicational skills and management skills of the athletic managers, and explaining the relationship between them can improve the level of communication. Ultimately, this will lead to organizational effectiveness. The guarantors of success or failures of any organization are the managers. Management quality at all levels indicates manager penetration and effectiveness. Organizational management and human resources management skills determine how well an organization operates. These skills are the ability to apply the technical knowledge and personal experience of a manager (Salehi, *et al.*, 2014). Human skills mean special abilities and qualities to control and manage oneself and others (Torki, *et al.*, 2011). Human skills is the manager's ability to work effectively as a group member and to build cooperative effort within the team he leads. This skill enables the manager to be aware of his own attitudes, assumptions, and beliefs, about other individuals and groups, it helps to see the usefulness of each member in the group and individual limitation. Technical skills are ability to work with resources in a particular area of expertise. A musician must know how to sing. Without the technical skill, then management will not be effective. Conceptual skills are the ability to see the organization as a whole and it includes recognizing how the various function of the organization depend on one another. This skill helps to see how changes in one part of the organization affect the others. There are many management skills but for the purpose of this research the management skills to be discussed are: Communication skills, Time management skills and administrative skills. These management styles have an impact on employees and their commitment to work. This research will focus on the impact of management styles on employee job commitment. Despite the importance of managerial competence in promoting job performance among academic staff, there is still a lack of understanding about the specific components of managerial competence that are most relevant to academic staff and how they influence job performance. This lack of understanding makes it difficult for managers to provide effective support and resources to academic staff, which can lead to low levels of job satisfaction and poor job performance, there is a gap in the literature regarding the influence of managerial competence on academic staff job performance. While several studies have investigated the relationship between managerial competence and job performance in other industries, such as healthcare and finance, few studies have explored this relationship in the context of higher education institutions. It is against this background that this study provided answers to the following research questions: What are the personal characteristics of the respondents in the study area? What is the type of managerial competence existing in the study area? What is the level of respondent's job performance in the study area? What are the factors affecting managerial competence in the study area?

Broad objective: In providing answers to these questions, a survey questionnaire was administered to a representative sample of academic staff members, and the data collected was analyzed. Specifically, the study:

1. describe the socio-economic characteristics of respondents in the study area.
2. identify the type of managerial competence in the study area.
3. determine level of respondent's job performance in the study area.

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4. identify the factors affecting respondent's job performance.

Hypotheses of the Study

Based on the stated objectives, the following null hypotheses were tested at a 5% level of significance.
 H₀₁: There is no significant relationship between respondents' socio-economic characteristics and their job performance.

H₀₂: There is no significant relationship between managerial competence and academic staff's job performance.

Research Methodology: Survey research design was adopted for this study; the area of the study was University of Ibadan, Oyo state, Nigeria. The research study, focus on college of agriculture in the institution, located in South-west geopolitical zone of Nigeria. The targeted population was all the academic staff of the college of agriculture in the institution totaling 105. Proportionate random sampling technique was employed in selecting the respondents, 79 respondents were used as a sample. Instrument for data collection was structured questionnaire of five-point rating scale. The Instrument consists of section A personal data while B, C, D and E contains of 10,19, 18 and 14 items questions respectively related to the research questions. The instrument was validated by experts. The researcher with the help of trained research assistant administered and retrieved the filled questionnaires from the respondents. The data collected was analyzed using percentages, means and standard deviation. Inferential statistical analysis such as Pearson Product Moment Correlation (PPMC) and chi square was used to test the hypotheses.

Results and Discussion: Personal characteristics of respondents: The results on socio-economics characteristics of respondents are presented in Table 1: The mean age of the respondents was 45.26 years. It could be inferred from the findings that majority of the respondents in the study area are still young and vibrant which means they are in their productive age. This study is quite in line with that of Ibeun (2012) who described that more than half of the employees in agricultural organizations in South West Nigeria are within the age range of 31 – 40years. 58.2% of the respondents were male while 41.8% of the respondents were female. This implies that majority of the respondents were male, this could be as a result of the emphasis placed on men by the society as being responsible for their household (wives and children) thereby making women dependent. This result is in agreement with the findings of Banmeke and Ajayi (2010) who revealed that the number of males in agricultural institutes of Southwest Nigeria were more than the female. Majority (59.2%) of the respondents were Christians and 40.8% were Muslims, this reveals that respondents have some form of spirituality. Majority (78.5%) are married while 21.5% were single. This reveals that the respondents' level of responsibilities will increase due to dual responsibilities posed by being a working father or mother. This sense of responsibility may increase their level of commitment to their jobs. This assertion is in line with the position of Oladejo *et al.* (2008) who opined that marriage confers some level of responsibilities and commitment on people. Furthermore, the result indicates that majority (87.3%) of the respondents had PhD degree while 12.7% had MSc and most of them are senior lecturers (34.2%). This implies that respondent in the study area had one form of tertiary education or the other. This could lead to higher level of job performance at work. This is in congruence with Amangala (2013) who reported that higher educational qualification means higher rank and more responsibilities which subsequently increase job commitment. The mean income of the respondents was ₦ 258544.30 monthly. It could be inferred from the findings that employees are high income earners compared to other sectors and this could influence their job performance at work and less conflict at home if they have some level of comfort and able to meet their basic needs which includes food, clothing and shelter. The mean years of work experience and family size are 14.10years. This result showed that the respondents have established themselves and have been in the organization long enough to know the effects of managerial competence on job performance.

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Table 1: Frequency distribution showing socio-economic characteristics of respondents.

Variables	Frequency	Percentage	Mean	Standard Deviation
SEX				
Male	46	58.2		
Female	33	41.8		
AGE				
<35 years	10	12.7		
36 – 45 years	26	32.9		
46-55 years	29	26.7	45.26	81.4
55 and above	14	17.7		
EDUCATIONAL QUALIFICATION				
MSC	10	12.7		
PhD	69	87.3		
MARITAL STATUS				
Single	17	21.5		
Married	62	78.5		
RELIGION				
Christianity	48	59.2		
Islam	32	40.8		
WORK EXPERIENCE				
<10	23	29.1		
11 – 20 years	43	54.4		
21+ years	13	16.5	14.10	7.04
INCOME				
₦ 100000.00 – 200000.00	20	25.3	₦ 258544.30	₦ 62704.59
₦ 200000.00+	59	74.7		
RANK				
Assistant Lecturer	5	6.3		
Lecturer	12	15.2		
Senior Lecturer	27	34.2		
Reader	17	21.5		
Professor	18	22.7		

Source: Field Survey, 2023

Type of Managerial Competence

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Table 3 presents the type of managerial competence existing in the organization. The findings showed that (97.4%) of the respondents reported that they possess the necessary technical skills to perform their managerial role effectively, (x=4.42). Larger percentage of the respondents (97.0%) reported that their technical expertise enables them to make decision related to their field of work (x=2.25). Majority of the respondents (97.0%) reported that they believed that improving their technical competence can enhance their managerial effectiveness (x=4.38). This shows that respondents opined that the managerial competence existential in the study area is of high technical efficiency. On interpersonal competence, (100%) reported that they are able to communicate effectively with stakeholders (x=4.70). Also, (100.0%) of the respondents reported that they are skilled in resolving conflict and fostering positive resolution (x=4.59). while (100%) reported that their interpersonal competence is crucial for successful teamwork (x=4.59). This shows that respondents acknowledged the importance of interpersonal skills like team building, conflict resolution etc. within the organization. Assessing their communication competence, (100.0%) reported that they are proficient in conveying information clearly through written and verbal communication (x=4.73). All the respondents reported that they are able to adapt communication style with different audience (x=4.85). Majority if the respondents reported that good communication competence is important for resolving conflict within the team (x=4.71). This implies that these variables pay a key role in respondents' job performance. Problem-solving and decision-making competence is effective in the study are as majority of the respondents (100.0%) reported that they are effective at analyzing complex problems (x=4.58). 100.0% reported that they make well-informed decision by considering relevant data and information (x=4.58) while they all (100.0%) also agreed that effective problem solving, and decision-making competence is crucial for addressing challenges in the organization (x=4.72). On leadership competence, (100.0%) reported that they created clear direction and guidance to their team member(x=4.61).100.0% reported that they were motivated and inspired by their team to achieve best performance(x=4.52). Majority of the respondents reported that leadership competence can lead to improved employee development(x=4.42). This corroborates the findings of ElokHermawati and Tri Wahjoedi (2022) who asserted that the leadership style in any organization has an impact on employee job performance. The result also shows the result the strategic thinking competence of respondents in the study area. Majority of the respondents (93.6%) agreed that strategic thinking is important for navigating changes in the organization(x=4.49). (91.2%) reported that they align their action with long term goal of the organization (x=43). (93.7%) reported that they have a strong understanding on the organization vision and strategic direction (x=4.34).

Table 3: Type of managerial competence n = (79)

Variables	SA	A	I	D	SD	Mean	Standard Deviation
TECHNICAL COMPETENCE							
I possess the necessary technical knowledge and skills to perform my managerial role effectively	37(46.8%)	40(50.6%)	-	2(2.5%)	-	4.42	0.63
My technical expertise enables me to make informed decisions related to my field of work	30(43.0%)	476(43.0%)	-	2(2.5%)	-	4.33	0.61
I believe that improving technical competence can enhance my managerial effectiveness	34(70.9%)	43(54.4%)	-	2(2.5%)	-	4.38	0.63
INTERPERSONAL COMPETENCE							
I am able to communicate effectively with team members and	55(69.6%)	24(30.4%)	-	-	-	4.70	0.46

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stakeholders								
I am skilled in resolving conflicts and resolving fostering positive relationships within my team	47(59.5%)	32(40.5%)	-	-	-	4.59	0.49	
Effective interpersonal competence is crucial for successful teamwork in my organization	47(59.5%)	32(40.5%)	-	-	-	4.59	0.49	
COMMUNICATION COMPETENCE								
I am proficient in conveying information clearly through written and verbal communication	58(73.4%)	21(26.6%)	-	-	-	4.73	0.44	
I am able to adapt my communication style to effectively interact with different audiences	67(84.8%)	12(15.2%)	-	-	-	4.85	0.36	
Good communication competence is vital for resolving conflicts within my team	56(70. %)	23(2.1%)	-	-	-	4.71	0.46	
LEADERSHIP COMPETENCE								
I provide clear direction and guidance to my team members	48(60.8%)	31(39.2%)	-	-	-	4.61	0.49	
I motivate and inspire my team to achieve their best performance	41(51. %)	38(48.1%)	-	-	-	4.52	0.50	
Developing leadership competence can lead to improved employee morale in my organization	33(41.8%)	46(58.3%)	-	-	-	4.42	0.50	
PROBLEM-SOLVING AND DECISION-MAKING COMPETENCE								
I am effective at analyzing complex problems and identifying viable solutions	46(58.2%)	33(30.4%)	-	-	-	4.58	0.50	
I make well-informed decisions by considering relevant data and information	46(58.2%)	33(30.4%)	-	-	-	4.58	0.50	
Effective problem-solving decision-making	57(72.2%)	22(27.8%)	-	-	-	4.72	0.45	

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competence is crucial for addressing challenges in my organization

STRATEGIC THINKING COMPETENCE

Strategic thinking 46(58.2%) 28(35.4%) 3(3.8%) 2(2.5%) - 4.49 0.70

competence is important for navigating changes and uncertainties in my organization

I align my actions and decisions with the long-term goals of the organization 27(34.2%) 45(57.0%) 5(6.3%) 2(2.5%) - 4.23 0.68

I have a strong understanding of the organization's strategic direction and vision

18(22.8%) 56(70.9%) 3(3.8%) 2(2.5%) - 4.14 0.59

Source: Field Survey, 2023 SA = Strongly agree, A= agree, U = Undecided, D = Disagree, SD = strongly disagree.

Figures in parenthesis are in percentage.

Factors affecting employee's job performance.

Table 4 below showed the factors affecting employees' job performance in the study area. It is apparent that employees contribute to the success of any organization. To improve employees' job performance, the primary goal is to identify the typical factors influencing their job performance. Based on the result, employees' job performance is influenced by factors such as poor power supply as reported by (81.9%) of the respondents ($x=2.51$), other factors, include poor communication network as reported by majority (96.5%) of the respondents ($x=2.78$), inadequate facilities is also a leading factor as a larger percentage of the respondents (91.2%) reported it as severe and mild factor respectively ($x=2.37$). Also on table 5, (94.0%) reported continuous strike actions has a very bad factor affecting job performance ($x=2.56$), (78.5%) reported serious inadequate welfare package as a factor affecting job performance ($x=2.23$), (68.4%) reported low level of technology as a conservative factor affecting job performance ($x=2.63$), (68.3%) reported level of insurance scheme as a conservative factor affecting job performance ($x=1.92$), (68.3%) reported very poor transportation network as a very bad factor affecting job performance ($x=2.01$). The larger fraction of respondents (96.2%) reported unimproved salary as a very bad factor affecting job performance ($x=2.66$), (83.5%) reported no appreciation of hard work as a very bad factor affecting job performance ($x=2.16$). (89.8%) reported delayed promotion ($x=2.41$), all of the respondents (100.0%) reported late payment of salary ($x=2.46$). Results from this finding show that the provision of a very conducive working environment is sacrosanct including stable power supply, adequate facilities, adequate welfare package, improved technology, fringe benefits, improved salary, early payment of salary etc. will bring about exponential development in employees' job performance. This agrees with the assertion of who opined that when staff is provided with adequate working resources, very conducive offices with constant power supply, internet services and adequate security, their performance will improve.

Table 4: Factors Affecting Employee's Job Performance

Variables	Severe factor	Mild factor	Not a factor	Mean	Standard Deviation
Poor power supply	54(68.4%)	11(13.9%)	14 (17.7%)	2.51	0.78

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Poor communication network	64(81.0%)	13(16.5%)	2(2.5%)	2.78	0.47
Inadequate facilities	36(45.6%)	36(45.6%)	7(8.9%)	2.37	0.64
Strike actions	48(60.8%)	27(34.2%)	4(5.1%)	2.56	0.59
Inadequate welfare package	35(44.3%)	27(34.2%)	17(21.5%)	2.23	0.78
Low level of technology	54(68.4%)	21(45.6%)	4(5.1%)	2.63	0.58
Level of insurance scheme	19(24.1%)	35(44.3%)	25(31.6%)	1.92	0.75
Absence of fringe benefits	8(10.1%)	21(26.6%)	50(63.3%)	1.47	0.68
Poor transportation network	26(32.9%)	28(35.4%)	25(31.6%)	2.01	0.81
Poor working condition and environment	40(50.6%)	30(25.3%)	19(24.1%)	2.27	0.83
Unimproved salary	55(69.6%)	21(26.6%)	36(45.6%)	2.66	0.55
No appreciation for hard work	26(32.9%)	40(50.6%)	13(16.5%)	2.16	0.69
Unfairness from the management	40(50.6%)	31(39.2%)	8(10.1%)	2.41	0.67
Job insecurity	41(51.9%)	33(41.8%)		2.46	0.62
Late payment of salary	36(45.6%)	43(54.4%)	-	2.46	0.50
Sexual harassment	48(60.8%)	18(22.8%)	13(16.5%)	2.44	0.76
Ethnic preference	44(55.7%)	8(10.1%)	27(34.2%)	2.22	0.93

Source: Field Survey, 2023. **Figures in parenthesis are in percentage.**

Employee's Job Performance

Table 5 presents the level of job performance exhibited by the respondents. From the results, the majority (93.7%) of the respondent agreed that training overseas enhances their performance ($x=4.66$), Above average (77.5%) of the respondents reported that they like their current job ($x=4.29$). (82.3%) reported that they always finish their job before stipulated time ($x=4.10$). 83.62% reported that they felt satisfied with their work ($x=4.22$). A larger percentage (79.7%) reported that they find their job interesting ($x=4.20$). (79.7%) the respondents reported that they are contented with their job ($x=4.23$). 77.2% reported that they like their job better than average worker does ($x=4.24$). 78.9% reported that their job is very good ($x=4.29$). 68.8% reported that each day seems like it never ends ($x=3.48$). A little below average (43.0%) reported that quarrel among staff has negative impact on their job ($x=3.08$). 43.0% reported that conflict among staff has negative impact on the job ($x=3.08$). Only a tiny fraction (11.4%) reported that they are losing interest in their job ($x=2.03$), this indicates that majority of the respondents are fulfilled with their current job. Only (8.9%) reported that they consider their job unpleasant ($x=2.00$). 81.0% reported that they find enjoyment in their current job ($x=4.25$).

Table 5: EMPLOYEE'S JOB PERFORMANCE

Variables	SA	A	I	D	SD	Mea n	SD
Training overseas enhances my performance	62(78.5%)	12.(15.2%)	-	5.(6.3%)	-	4.66	0.78
I like my current job	48(60.8%)	13(16.5%)	11.(13.9%)	7.(8.9%)	-	4.29	1.01
I always finish my job before the stipulated time	29(36.7%)	36(45.6%)	7.(8.9%)	7.(8.9%)	-	4.10	0.90
All in all, I feel fairly satisfied with my work	39(49.4%)	27(34.2%)	4(5.1%)	9(11.4%)	-	4.22	0.98
I feel my job is more interesting	41(51.9%)	22(27.8%)	7.(8.9%)	9(11.4%)	-	4.20	1.02
I'm contented with my job	43(54.4%)	20(25.3%)	9(11.4%)	5(6.3%)	2.(2.5)	4.23	1.05

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I like my job better than average worker does	46(58.2%)	15(19.0%)	9(11.4%)	9(11.4%)	-	4.24	1.05
I often think my job is very good	47(59.9%)	15(19.0%)	10(12.7%)	7(8.9%)	-	4.29	1.00
Each day of work seems like it will never end	5(6.3%)	39(62.5%)	24(30.4%)	11(13.9%)	-	3.48	0.81
Quarrels among staff has negative impact on my job	12(15.2%)	22(27.8%)	11(13.9%)	28(35.4%)	6(7.6%)	3.08	1.25
Disharmony among staff has negative impact on my job	12(15.2%)	22(27.8%)	11(13.9%)	28(35.4%)	6(7.6%)	3.08	1.25
I'm losing interest in my job	7(8.9%)	2(2.5%)	11(13.9%)	25(31.6%)	34(43.0%)	2.03	1.22
I consider my job rather unpleasant	7(8.9%)	-	13(16.5%)	25(31.6%)	34(43.0%)	2.00	1.19
I find enjoyment in my current job	49(62.0%)	15(19.0%)	6(7.6)	4(5.1%)	5(6.3%)	4.25	1.19

Source: Field Survey, 2023SA = Strongly agree, A= agree, U = Undecided, D = Disagree, SD = strongly disagree, SD = Standard deviation.

Hypothesis Testing

Test of relationship between socio-economic characteristics of the respondents and job performance.

The hypothesis was tested using Chi-square and Pearson Product Moment Correlation (PPMC).

The socio-economic characteristics considered were age, sex, marital status, religion, academic qualification rank, monthly income and work experience.

Table 6 shows the Chi-square analysis result that there is no significant ($p > 0.05$) association between gender ($\chi^2 = 2.77, p = .096$), marital status ($\chi^2 = 2.106, p = .147$), educational qualification ($\chi^2 = 1.113, p = .291$), religion ($\chi^2 = 1.392, p = .249$), rank ($\chi^2 = 3.326, p = .505$). This implies that gender, marital status, educational qualification, religion and rank of the respondents have no association with job performance.

Table 7 shows the result of test of relationship between socio-economic characteristics (age, working experience and work experience) of the respondents and job performance using Chi-square and Pearson Product Moment Correlation (PPMC). Findings show that there is no significant ($p > 0.05$) relationship between age ($r = 0.26, p = .821$), income ($r = 0.172, p = .729$) and job performance. While there is a positive and significant relationship ($p < 0.05$) between work experience ($r = 0.242, p = .032$) and job performance. It could be inferred from this finding that increase in year sat work will lead to improvement in job performance. This is line with the opinion of (Siagian, 2015) who stated that 'work experience shows how long it takes for employee to work well. In addition, work experience includes of the many types of jobs or position that have been occupied by someone and their duration of work in each of these jobs or positions. Thus, years of service is one of the individual factors related to individual behavior or perception. For example, the reason someone has worked fifteen years or more in looking at situation is completely different from an employee has just worked for a year.

Table 6: Summary table of chi-square test showing the relationship between gender, educational qualification, religion, marital status, rank and job performance (n=79)

Variables	χ^2	Df	p-value	Decision
Gender	2.77	1	0.096	Not Significant
Educational qualification	1.113	1	0.291	Not Significant
Marital status	2.106	1	0.147	Not Significant
Religion	1.329	1	0.249	Not Significant
Rank	3.326	4	0.505	Not Significant

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Source: Field Survey, 2023. P-Value is significant at 0.05 level (2 tailed)

Table 7: Test of relationship between respondent's socio-economic characteristic and job performance using PPMC (n=79)

Variables	R	p-value	Decision
Age	0.26	0.821	Not Significant
Working experience	0.242	0.032	Significant
Income	0.172	0.729	Not Significant

Source: Field Survey, 2023

Test of association showing the significant relationship between managerial competence and job performance.

The hypothesis was tested using Chi-square and Pearson Product Moment Correlation (PPMC). Table 8 revealed a positive and significant ($p < 0.05$) relationship between managerial competence and employees' job performance ($r = 0.26$, $p = .00$). It can be noted from the result that the managerial competence positively affects employee's job performance and the interpretation of these findings indicated that the more the management improve in her managerial competence, the better the job performance of employees.

This is supported by the findings of (Agu, *et al.*, 2021) who asserted that 'doing well in leadership skills, resource allocation, human resource management, professional development and community collaboration can positively affect employee's trust in management, trust in competencies, integrity and work relationship which will in turn improve the job performance'.

Table 8: Test of association showing the significant relationship between managerial competence and job performance using PPMC(n=79)

Variables	R	p-value	Decision
Managerial competence and job performance	0.236	0.00	Significant

Source: Field Survey, 2023

Conclusion: Based on the findings of this study, is evident that employees held a positive perception of managerial competence. This favourable perception can be attributed to the effective delegation of responsibility and authority by management as well as the adoption of management style that is both sensitive and supportive. These factors collectively contribute to a more productive and motivated academic staff enhancing their job performance. The socio-economic characteristics of employees do not affect their job performance even though their work experience influences their job performance while the managerial competence positively influences their job performance. It can be concluded therefore to a large extent that employees are comfortable to a large extent with the way management operates within the study area. Therefore, their level of job performance was related to managerial competence.

Recommendations

1. Management of the University of Ibadan should prioritize investment in stable power supply. The provision of consistent and reliable power infrastructure is essential for enhancing job performance which has been shown to be a significant detriment to job performance.
2. The university should place a significant emphasis on improving the communication network and providing adequate facilities. By enhancing communication channels and ensuring adequate facilities, the university can streamline and operation and support the academic staff in their roles to achieve better information sharing and overall job performance.
3. The university management should focus on increasing the level of technology integration within the

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institution. By investing in modern tools, the university can streamline administrative processes, provide better access to resources and support research and teaching.

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