

Management, Academic Staff Relations and Students' Academic Performance in Private Colleges of Education of Nasarawa State Nigeria

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Abstract

The main objective of this study is to assess management, academic staff relations and students' academic performance in private colleges of education in Nasarawa State Nigeria. The study seeks to achieve the following specific objectives; to determine the relationship among the management, academic staff relations and students' academic performance; to ascertain the relationship between collaborative decision making and students' academic performance in private colleges of education in Nasarawa State. The study was anchored on the Human Relations Management Theory by Elton Mayo (1932), and supported by Bureaucratic Theory by Max Weber (1920). The population of the study is made up of 47 heads of department and 154 lecturers obtained from the 3 private colleges of education in Nasarawa State. The sample size was made up of 201 respondents and census sampling technique was employed. Census sampling does not permit sampling using a percentage or sampling formula to select respondents from a given population. The instrument for the study is questionnaire which was validated and piloted before taking to the field for the respondents to answer. Descriptive Statistics of Mean and Standard Deviation was used and Chi-square was used. The following findings were made in the research work as thus; there is relationship between management, academic staff relations and students' academic performance in private colleges of education in Nasarawa State; there is relationship between staff mentorship and students' academic performance in private colleges of education in Nasarawa State; there is relationship between collaborative decision making and students' academic performance in private colleges of education in Nasarawa State, Nigeria.

Keywords: Management, Academic Staff Relation, Mentorship, Collaborative, Decision Making and Academic Performance.

Introduction

The success or failure of any institution to a great depends on the cordial relationship that exists among the members of such institution. For easy attainment of the goals of an institution, staff members are expected to develop positive attitudes in their relationship and interaction with one another. All educational institutions and human activities owe their success to the cooperative and collaborative efforts of people working together. Some of the failures in human engagements are traced to poor cooperation and relationship

among people. The major function of any educational institution and its staff is to promote effective teaching and learning. How well this school would achieve the above objective is for the manager to inspire the staff and work harmoniously with them.

In the school system, both the managers and staff have crucial roles to play towards ensuring that students learn and graduate successfully. As such, trust, collaboration, empowerment and shared responsibilities become the watchword and vital mechanisms that could be deployed to refine and sustain cordial relationships among educational managers and staff (Ezenuwa, 2015). Management-staff relations represent the spirit of oneness and cooperation that exist among top level decision makers in Colleges of Education (Provosts, Deputy Provosts, Deans and HODs) and the staff. Each position in the work place, such as the school setting, has a role or a set of roles attached to it. This implies that any person who occupies a position must play the expected role. Despite their differences in role performances due to the positions they occupy, they are required to work together through cooperation among themselves for the overall success of an institution.

Management academic-staff relationship is the interaction between a school administrators and employees which help to promote collaborative and positive working relationship that enhances the effective teaching required for high academic performance among students. Management relationship interactions with their staff are found to be central variables associated with school effectiveness. The aim of maintain good management-staff relationship is to foster effective teaching and learning in the school system. School management has the responsibility of interacting with the staff freely in order to improve the overall coordination of the activities of an institution with the aim of facilitating the improvement of students' academic performance. The role of the school management is to enhance the implementation of the various programmes that involve teaching and learning which is the mechanism that helps to improve the academic performance (Gambo, 2016).

In the view of Adeyemi (2017), management is a dynamic process through which a team of school managers mobilize both the human and non-human resources towards the attainment of school's goals and objectives. It is the process of getting the task of a school accomplished at a particular time, within a given school through people. To achieve the highest academic standards, management and staff are expected to create the conditions and structures to support and develop effective teaching and learning that would boost the academic among students. Effective management is targeted at ensuring that all the sub-systems in the school system are channeled towards the achievement of school goals through collaboration and monitoring of both staff and students.

Daily interactions of school managers with staff and students are necessary to induce trust and support from them for any policy being formulated in the school system. This means that the task of managers in educational institutions is to formulate the goals to be achieved, provide the required resources and direct the activities of the school through the engagement of staff and students to achieve such goals. The role the management at the school level is to provide the material, psychological and emotional supports, monitoring of

activities and sharing of responsibilities among staff to ensure that school's objectives are achieved in a collaborative manner (Oderinde, 2018).

Enhancing conducive and peaceful school environment requires the school managers to encourage interactions among staff and be sensitive to human factors and needs. The above factors could reduce complaints, allegations, recalcitrant, revolting and disobedience against school managers by the staff. Every decision made in the school setting affects staff positively or negatively, but decisions still have to be made and implemented if a school is to move towards achieving its ultimate goals Maicibi (2016). Shared decision making is an attribute of an effective school management that may induce staff to work hard and influence students to learn properly and obtain high academic performance. However, there are certain manager-imposed or manager-directed activities that need to take place to promote or properly channel the effort and behaviour of teachers towards the improvement of students' academic performance. When school climates become unfriendly and staff members perceive school management as authoritative in their actions and decisions making, staff members may not be committed to teach the students diligently to enhance their academic performance.

Management academic-staff relations occur in different ways. The areas that are discussed in this study include interpersonal relationship, staff mentoring and collaborative decision making and there induce staff to undertake their jobs to boost the academic performance of students. Interpersonal relationship is the idea which brings about interaction that help school managers to communicate with staff, students and other professional personnel to enhance the smooth running of the school system. It is necessary as it serves as a tool where decision-making is shared and trust is built through collaborative working relationships. The aspects of intrapersonal relationship include self-esteem and stress management. Self-esteem is the learned ability of confidence to achieve individual meaningful goals, whereas, stress management is the learned ability to manage stress, pressure and anxiety in life and work. The ability to handle stress and manage feelings among staff by school depends on how they relate with the staff (Parkes, & Thomas, 2017). Teamwork in the school setting that help staff members to undertake their responsibilities effectively depends on the collective level of cooperation among management and staff. Collaboration is very crucial to the success of managers; a deficit in the ability to work cooperatively with other people may hinder the chances of goal attainment that could prevent students from learning properly and improve in their academic performance.

Another means of management academic staff relations that may help to enhance the academic performance of students is through mentoring. Mentoring is a collaborating relationship or partnership between a mentor and mentee. It is a relationship that would help inexperienced staff to acquire relationship and knowledge they need to perform their jobs diligently. It is a personal relationship which enables the experienced staff to guide the less experienced staff on the best ways to perform their assigned responsibilities. It is not formal, but in most cases, an informal arrangement that is aimed at molding the relationship of staff and position them to perform their jobs effectively. Mentors train their

mentees to become effective workers. It is a very important aspect of education process that deals with the art of acquiring relationship in the teaching profession necessary for proper impartation of knowledge. They are essential practices that enhance subject mastery, teaching methodology and classroom management require to improve the academic performance of students (Hamid, 2011).

Another means of sustaining management academic staff relations is through collaborative decision making. To collaborate means to work together. It involves the process whereby two or more persons work in harmony together to complete a task successfully. Collaborative decision making is purposeful relationship in which all staff members decide to cooperate among themselves to accomplish stated goals and objectives. It is a shared management approach which enhances active staff participation in the planning and management of the school system Kelechukwu (2014) maintained that a manager who uses collaborative approach of decision making seeks to involve other people, thus, strive to improve commitment and increasing collaboration which leads to better quality decisions and more successful school system. Collaboration in school decision making may enhance staff commitment, expertise, and effectiveness in job performance as it may invariably improve the academic performance of students. The essence of staff involvement in decision making is to re-energize schools, enhance staff initiatives and creativity, and get them to buy into the restructuring agenda. It is the means of enhancing staff sense of responsibilities, shared culture and commitment.

School management is required to focus on removing obstacles, providing material and emotional support, taking care of the management activities to enhance staff job performance and identify a new way of job performance by staff to enhance students' academic performance. Academic performance is the outcome of learning by students. Students' academic performance is the record of students' academic activities over a particular time. Abdullahi (2017) described students' academic performance as the level of attainment of a student in an examination. Noting this, Tajuddeen (2016) regarded a student's academic performance in an examination as being depended on his Cumulative Grade Point Average (CGPA). Student's success in schools is generally judged by examination results. Durojaye (2014) argued that the only measure of academic performance of students is the results obtained from examinations. There has been a growing concern by stakeholders such as lecturers, parents, researchers and other members of the public about the poor nature of collaboration and team work between school management teams and staff in private institutions of learning as such problem must have influenced low commitment among staff with the effect on poor academic performance among students. The study is designed to assess the relationship among management, academic staff and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria.

Statement of the Problem

Poor collaboration between school management and staff seems to hinder the successful

teaching and learning in private Colleges of Education hence affect students' academic performance especially when the managers do not create a forum to enable staff to express their feelings, interests, fears and concerns. As a result, poor expression of emotions and feelings by staff seems to promote conflicts and poor performance among staff thereby influencing students' academic performance. The seeming poor cooperation among staff and management in private Colleges of Education in Nasarawa State appeared to easily influence staff to become frustrated and withhold effort, information and commitment needed to improve the students' academic performance. Such problem in Colleges of Education seems to be responsible for low level of students' academic performance in private College of Education in Nasarawa State as such issue is capable of creating unhealthy learning environment and rivalries that appeared to induce some students negative attitude towards learning.

Staff with better interpersonal friendships with their fellow teachers and management staff seems to stand the better chance of achieving higher levels of job performance that would make them to teach students with amount of dedication and commitment to obtain high academic performance. The absence of the above social interactions and cooperation as perceived by the researcher prompted this study that is designed to assess the relationship among management, academic staff and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria.

Research Questions

The study seeks to answer the following questions:

1. What is the relationship among management, academic staff and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria?
2. What is the relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria?
3. What is the relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria?

Objective of the Study

The main objective of this study is to assess the management, academic staff relations and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria. The study seeks to achieve the following specific objectives is to determine:

1. the relationship among management, academic staff and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria;
2. the relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria; and
3. the relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria

Statement of Hypotheses

The study was guided by the following null hypotheses that were tested at 0.05 level of significance:

HO₁: Significant relationship does not exist among management, academic staff and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria.

HO₂: There is no significant relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria.

HO₃: There is no significant relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria.

Methodology

The main objective of this study is to assess management, academic staff relations and students' academic performance in private colleges of education in Nasarawa State, Nigeria. The study seeks to achieve the following specific objectives, to determine the relationship among management, academic staff relation and students' academic performance; to ascertain the relationship between collaborative decision making and students' academic performance in private colleges of education in Nasarawa State. The researcher reviewed related empirical studies and observed that those studies reviewed different with the present study in the following areas: population size, sample size, theoretical framework, geographical scope and recentness because the present study it's a recent concluded research work. The study was anchored on the Human Relations Management Theory by Elton Mayor (1932), and supported by Bureaucratic Theory by Max Webber (1920). The population of the study is made up of 47 Heads of department and 154 lecturers obtained from the 3 private colleges of education in Nasarawa state; the sample size is 201 respondents, census sampling technique was employed study to select all the 47 Heads of Department and 154 lecturers to constitute the sample size of the study. A census is the study of everyone in a population. Census sampling does not permit sampling using a percentage or sampling formula to select respondents from a given population. The study used census sampling technique because the population of the study is not large enough to create room for selecting some lecturers to constitute the sample size. The instrument for the study is questionnaire which was validated and piloted before taking to the field for the respondents to answer. Descriptive statistics of mean and standard deviation was used and Chi-square was used.

Data Presentation and Analysis

Research Question One: What is the relationship between management-staff interpersonal relations and students' academic performance in private Colleges of Education in Nasarawa State?

Table 1: Mean responses on the relationship between management, academic staff and students' academic performance in private Colleges of Education in Nasarawa State.

S/N	Item Statements	A	SA	D	SD	Mean	Std. Dev.	Decision
1	There is a cooperation between the college management and staff which induces lecturers to dedicate their time in teaching students to improve their academic performance.	79	115	6	1	3.86	1.93	Above
2	Friendly relationship is maintained between the management and staff to create a conducive learning atmosphere to enhance the academic performance of students.	109	88	0	4	3.92	1.96	Above
3	School managers express empathy for teachers with personal problems which help them to overcome the situations and teach the students to obtain high academic performance.	65	32	78	26	1.93	0.96	Below
4	Informal interactions exist between school management and staff which promote the effective teaching needed to improve the academic performance of students.	99	104	0	1	4.04	2.02	Above
5	Cordial relationship exists between school managers and staff to foster efficient teaching that will enhance high academic performance by students.	38	163	0	0	4.0	2.0	Above

6	The management of the college encourages team work that promotes effective teaching and learning.	89	102	7	3	3.80	1.90	Above
7	Responsibilities are communicated in a mutual manner to staff by the school managers to facilitate efficient teaching that will improve students' academic performance	140	56	0	5	3.90	1.95	Above
Cluster Mean Score						3.63	1.82	Above

Table 1 revealed the respondents' responses on research question 1; what is the relationship among management, academic staff and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria. Item by item analyses indicated that, item1, 2, 4, 5, 6, and 7 were above the cut-off point of 2.50 for decision making which implied that the respondents accepted and agreed with the research question1 except item 3 that was disagreed by the respondents because the mean score is below the cut off point of 2.50.

The finding of research question1 revealed that there is high relationship between management, academic staff and students' academic performance in private Colleges of Education in Nasarawa State. The research question has a cluster Mean Score of 3.63 and standard deviation of 1.82 which is above the cut off point for decision making of 2.50 which implied that research question1 was accepted and agreed by the respondents. Therefore, the finding revealed that, there is relationship between management-staff interpersonal relations and students' academic performance in private Colleges of Education in Nasarawa State.

Research Question two: What is the relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State?

Table 2: Mean responses on the relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State?

S/N	Item Statements	A	SA	D	SD	Mean	Std. Dev.	Decision
8	Newly employed academic staffs are attached to the experienced ones to guide them on proper ways of teaching that	65	126	3	7	3.80	1.90	Above

	will improve the academic performance of students.								
9	There is a high academic performance by students because lecturers undergo regular coaching by other staff in the same academic fields.	91	75	10	25	3.30	1.65	Above	
10	Proper orientation is given to new staff by older ones on ethics of the teaching profession to help them develop good strategies that will lead to effective teaching and learning.	51	102	30	18	3.04	1.52	Above	
11	Common mistakes that influence ineffective teaching and poor academic performance occur because the junior academic staff members are not properly directed by the senior staff.	49	20	62	70	1.37	0.68	Below	
12	Junior staffs do not accept corrections from their senior colleagues to enable them to teach effectively to improve the academic performance of students.	18	58	98	27	1.51	0.7	Below	
13	Experienced staff members do not maintain friendly relationship required to encourage their mentee to teach effectively to enable the students to obtain high academic performance.	160	37	4	0	3.92	1.96	Above	
14	There is a high rate of poor job performance among the academic staff with the effect of poor academic performance by students because mentorship is not practiced in the college.	139	52	8	2	3.80	1.90	Above	

Cluster Mean Score	2.96	1.47	Above
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Table 2 revealed the respondents' responses on research question2: What is the relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State. Item by item analyses indicated that, item8, 9, 10, 13, and 14 were above the cut off point of 2.50 for decision making which implied that they were agreed with the research question2 except item 11 and 12 that was disagreed by the respondents.

The research question2 cluster Mean Score is 2.96 and Standard Deviation of 1.47 which is above the cut off point for decision making of 2.50 which implied that research question2 was accepted and agreed by the respondents.

The finding of research question2 revealed that, there is relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria.

Research Question three: What is the relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria?

Table 3: Mean responses on the relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria.

S/N	Item Statements	A	SA	D	SD	Mean	Std. Dev.	Decision
15	The management consults staff members regularly before making vital decisions that are required to improve the academic performance of students.	89	112	0	0	4.00	2.00	Above
16	The management does consider the views of staff when making decisions thereby discouraging them from contributing towards the improvement of academic Performance by students.	102	66	15	18	3.34	1.67	Above
17	Staff members are unhappy to teach the students to obtain	28	35	122	16	1.25	0.62	Below

	excellent results because decisions are imposed on them.								
18	There is a high academic performance by students because the personal initiatives and views of staff are incorporated into the decision making process of the college.	55	138	5	3	3.84	1.92	Above	
19	Poor academic performance among students is minimized because the management of the college is skillful in seeking the opinion of staff in issues that affect them before making final decisions.	63	119	7	12	3.62	1.81	Above	
20	Staff members are happy to teach students to obtain high academic performance because the management of the college makes decisions that accommodate their needs and interests.	151	40	1	9	3.80	1.90	Above	
21	There is a high level of commitment among the academic staff in teaching students to improve their academic performance because of the shared feelings they have in participating in decision making of the college.	39	156	6	0	3.88	1.94	Above	
Cluster Mean Score						3.39	1.69	Above	

Table 3 revealed the respondents' responses on research question3: what is the relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State. Item by item analyses indicated that, item15, 16, 18, 19, 20 and 21 were above the cut off point of 2.50 for decision making which implied that they were agreed with the research question3 except item 17 that was disagreed by the respondents.

The cluster mean score of 3.39 and standard deviation of 1.69 which is above the cut off point for decision making of 2.50 for decision making which implied that research question₃ was accepted and agreed by the respondents.

The finding of research question₃ revealed that, there is relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State.

Testing of Hypotheses

The following hypotheses were tested using Chi-Square at 0.05 level of significant.

HO₁: Significant relationship does not exist between management-staff interpersonal relations and students' academic performance in private Colleges of Education in Nasarawa State.

Table 4: Chi-Square Statistics for Significant relationship does not exist between management-staff interpersonal relations and students' academic performance in private Colleges of Education in Nasarawa State.

Variables	No	Df	X ² _{cal}	X ² _{tab}	P	Remark
Management-staff interpersonal relations	201	4	5.48	15.09	0.05	Rejected
Students' academic performance						

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Table 4 shows the chi-square (X²) statistics for significant relationship does not exist between management-staff interpersonal relations and students' academic performance in private Colleges of Education in Nasarawa State. It is evident that at 0.05 level of significance and degree of freedom of 4, the X²_{calculated} value of 5.48 which is less than the X²_{tabulated} value of 15.09 was obtained. Therefore, since the X²_{calculated} value is less than the X²_{tabulated} value, the null hypothesis was rejected. Hence, there is significant relationship does not exist between management-staff interpersonal relations and students' academic performance in private Colleges of Education in Nasarawa State.

HO₂: There is no significant relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State.

Table 5: Chi-Square Statistics for significant relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State.

Variables	No	Df	X^2_{cal}	X^2_{tab}	P	Remark
Relationship between staff mentorship						
	201	4	8.42	13.05	0.05	Rejected
Students' academic performance						

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Table 5 shows the chi-square (X^2) statistics for significant relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State. It is evident that at 0.05 level of significance and degree of freedom of 4, the $X^2_{calculated}$ value of 8.45 which is less than the $X^2_{tabulated}$ value of 13.05 was obtained. Therefore, since the $X^2_{calculated}$ value is less than the $X^2_{tabulated}$ value, the null hypothesis was rejected. Hence, there is significant relationship between staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State.

HO₃: There is no significant relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State.

Table 6: Chi-Square Statistics for significant relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State.

Variables	No	Df	X^2_{cal}	X^2_{tab}	P	Remark
Relationship between collaborative decision making						
	201	4	6.40	11.07	0.05	Rejected
Students' academic performance						

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Table 6 shows the chi-square (X^2) statistics for significant relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State. It is evident that at 0.05 level of significance and degree of freedom of 4, the $X^2_{calculated}$ value of 6.40 which is less than the $X^2_{tabulated}$ value of 11.07 was obtained. Therefore, since the $X^2_{calculated}$ value is less than the $X^2_{tabulated}$ value, the null hypothesis was rejected. Hence, there is significant relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State.

Discussion of Major Finding

The discussion of the research work is based on the major findings in line with the formulated research questions in 1.3 above as thus:

Finding 1: revealed that, there is management, academic staff relations and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria. This finding agreed with (Cavazos, 2013) cited in Gray (2018) that if interpersonal relationship is boosted between learners with students and teachers, teachers and parents, it will equally boost academic performance of learners in the schools.

Finding 2: revealed that, there is relationship between academic staff mentorship and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria. Kareem (2007) cited in Adu and Olatunbosun (2010) who found that teachers' good interpersonal relationship and mentorship makes pupils to show attentiveness and foster acquisition of the taught concepts which enhance students' academic performance. The constant mentoring and interaction of teacher with pupils assists in Pupils' ability to acquire knowledge and retain the learnt concepts for some time in Pupils mind. This makes pupils to be positive towards their teaching and learning process through meaningful interaction with school environment hence better academic performance.

Finding 3: there is relationship between collaborative decision making and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria. This finding concurred with the findings of Musa (2006) cited in Adu and Olatunbosun (2010) who reported that the performance of learners with collaborative decision making problems was below average in school achievements compared to those without collaborative decision making problems. Teachers identified the collaborative decision making problem characteristic are: withdrawal symptoms, examination phobia, hysteria and the like. Such attributes, heavily affect learners and interfere with their academic performance both directly and indirectly.

Conclusion

1. The study concluded that there is a management, academic staff relations and students' academic performance in private colleges of education in Nasarawa state, Nigeria. The rate of academic performance among students in private colleges of education in Nasarawa state, Nigeria is continually raising concern among stakeholders, with its attendant effects on the educational sector.
2. The findings review that there is relationship between mentorship and students' academic performance in private Colleges of Education in Nasarawa State, Nigeria.
3. The management, academic staff relations and students' academic performance in private colleges of education in Nasarawa state, Nigeria; helped to make sense of the

correlation between a numbers of school processes to predict the performance from any close analysis of identifiable factors.

Recommendation

The researcher has the following recommendations for the research work:

1. Management and Proprietors of various private colleges of education in Nasarawa state should train and coach all Heads of Department and academic staff on effective management-staff interpersonal relations that will enhance and improve students' academic performance in private Colleges of Education in Nasarawa State.
2. Nasarawa State Ministry of Education should establish mentorship programmes and workshops among academic staff to ensure proper educational and academic interaction among academic staff and students' academic performance in private Colleges of Education in Nasarawa State.
3. Parents, Ministry of Education and Chief Executives of private Colleges of Education in Nasarawa State should collaborate in decision making process with students to enhance their confidence on the academic staff, as well as improving students' academic performance in private Colleges of Education in Nasarawa State.

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