

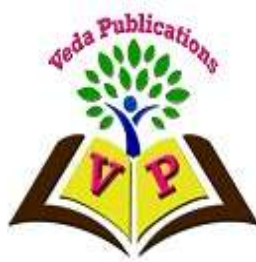
MANAGERIAL COMPETENCIES AS CORRELATES OF STAFF EFFICIENCY IN OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE

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Abstract



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This study investigated various managerial competencies adopted; as well as the level of management competencies and staff efficiency; examined the significant relationship between managements' competencies and staff efficiency in the study area. These were with a view to recommending management competencies that will positively influence staff efficiency in Obafemi Awolowo University (OAU) Ile-Ife, Osun State in South-western Nigeria. Descriptive survey research design was used in this study. The population of the study consisted of 3,787 staff members from OAU. The sample of the study was made up of 384 respondents: five principal officers, 160 teaching staff members and 219 non-teaching staff members. Multistage sampling procedure was used. First stage involves selection of five principal officers using purposive sampling technique because of their statutory functions and at second stage; purposive sampling technique was also used to select teaching staff members based on their rank and cadre putting into consideration managerial post previously held. Third stage; simple random sampling technique was used to select non teaching staff members to have full representation. Two self constructed instruments namely Managements' Competencies Questionnaire (MCQ) for the Staff and Staff Efficiency Questionnaire (SEQ) for the management were used. Data collected were analysed using frequency counts, percentages, mean, standard deviation and Pearson product moment correlation.

Keywords: Efficiency, Interpersonal, Management, Self Management, Staff and Supervisory Competency.

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Introduction

In every organisation, staff are seen as the major factor that enable the management to achieve the set goals of the organisation. If staff are skilled, efficient, experienced and effective in organisations, the goals of such organisation would be easily achieved. This is because efficiency is the process of minimizing the cost and maximizing the output of an organisation to pursue and accomplish the goals and objectives of the university (Ajayi & Oyewale, 2017). Staff in these universities are seen as the most valuable assets. The main players can be classified and categorized into four groups according to their performances: management, academic staff, non-academic staff and the students.

The functions of each category are very important for the achievement of institutional success. For example, the academic staff performs three major functions which include; teaching, research and community service. They are charge with the responsibilities of developing ideas, formulate different theories and principles in individual fields and make sure the students are well developed. They are regarded as the wheel on which the tyre of university education rotates. They impart knowledge, values and skills to the students, who after completion of their studies join the different sectors in the country and start contributing towards the development of the country's economy (Fajana & Shadare, 2012; Oyewale, Ajayi & Ariyo, 2019).

Non-academic staff on other hand perform administrative roles that are important in the overall school administration such function includes collection of files from students for admission purposes, processing students results for each semesters and sessions, collation of the list of new successful students, issuing the results for the students after the completion of their courses. They attend to the manual activities and administrative duties and make sure the administrative job is well done.

According to Ismail, et al. (2009), efficiency is often known as the capability of a specific application of efforts to produce a specific outcome with minimum amount of wastes. Efficiency in universities involves the ability of staff to avoid wasting material resources, human energy and efforts, money and time resources to perform their responsibilities to produce the desired output. Efficiency is also the extent to which inputs are well used for an intended task or function (output or product) in an organisation.

There are many factors that can aid or used to justify efficiency, this include punctuality of the staff to time of resumption and closing time, regularities of staff on daily and weekly basis, discipline of the staff in terms of morale and office relationship, compliance of staff to laid down rules and regulations, motivation of staff as it relates to working allowances and other emolument packages and satisfaction of staff to remain and improved on the job assigned. It is pertinent to discuss these indicators as they determine the performance of the staff.

Punctuality refers to ability of staff to perform a required task or fulfil an obligation before or at a previously designated time. It is the process of avoiding lateness to perform

assigned daily duties. Regularity means the consistency of the staff to perform a single task in an organisation on consistent basis. Discipline on the other hand involves self control on the part of staff, restraint respect for oneself and for other members of staff. It refers to the ability of the staff to control their behaviour in an organisation. It is the procedure to perform a task in an organisation with laid down rules and regulations. It is the state of controlling one's behaviour in terms of performing a duty in an organisation. Compliance refers to the ability of the staff to abide by the official rules and regulations that are imposed on the organisation.

The aforementioned factors if considered would facilitate the achievement of educational goals. On the other hand, absenteeism at work, lateness to work, non-compliance to rules, indiscipline and dissatisfaction of the staff with assigned work may hinder efficiency and in return serves as determinants for enhancement of staff efficiency (Shirazi & Mortazvi, 2009). These factors might be linked to what we witnessed in Nigeria today where higher institutions are being referred to as glorious secondary schools especially public owned universities because it has not met the yearnings and aspirations of the society.

Management comprises the top executive of an organization. Management in this study refers to the five principal officers in Obafemi Awolowo University, Ile-Ife in Osun State, Southwest Nigeria. They are; Vice Chancellor, Registrar, Deputy Vice Chancellor, Bursar and University Librarian. Managements determine how resources; human, material and financial resources would be controlled, coordinated, budgeted and managed for optimal utilization in order to achieve the best results. Competency is the state or quality of being adequately or well qualified, having ability to perform a specific role. Competency on the other hand is the combination of practical and theoretical knowledge, cognitive skills, behaviours and values used to improve performance in an organisation (Abraham, et al 2001).

Managerial competency is a key determinant of the success or failure of any organisation. A manager is person who influences, directs, and motivates others to perform specific tasks and also inspire his or her staff for efficient performance towards the accomplishment of the stated corporate objectives. Management competency is the manner and approach of providing direction, implementing plans, and motivating people towards achieving a target or purpose usually in form of goals. Managerial competency is the ability of the management to effectively utilize skills, knowledge and intelligence to control the performance of staff in an organisation to achieve the desired goals (Qiao & Wang, 2009).

Management serves as link between the university and the staff and they have important roles to play. They are charged with the responsibility of smooth running of the university. It is part of their professional ethics which is based on various competencies ranging from communication, interpersonal, supervisory, self-management, active listening, quality control analysis, career management, decision making, problem solving, identification, troubleshooting, and operation monitoring competencies (Ajayi & Oyewale,

2017). The managerial competencies of university managers determine to a large extent, the level of staff efficiency within the university.

At the heart of good use of managerial competencies is the desire of both the management and staff to create an efficient and effective organisation. Achieving and sustaining this ideal state does not always occur; and some might argue, it never fully happens. The efficiency of staff in any university depends largely on the ability of the management to organise and control the school towards using appropriate managerial competencies. Hence, no matter what the roles of the university management are, for them to execute the process of maintaining high staff efficiency, they require a combination of good numbers of managerial competencies.

Literature Review

According to Ngambi (2011), cited in Jeremy, Melinde and Ciller (2012), management is a process of influencing staff commitment towards realizing their full potential in achieving a value-added, shared vision, with passion and integrity. The nature of this influence is such that the members of the team cooperate voluntarily with each other in order to achieve the objectives which the leader has set for each staff. The relationships between the managers and staff, as well as the quality of staff performance, are significantly influenced by the management competencies adopted by the managers.

According to Michael (2011) management has a direct cause and effect relationship upon organisation and their success. Managers determine values, culture, change tolerance and staff motivation. They shape organisational strategies including their execution and effectiveness. Managers can appear at any level of an organisation and are not exclusive to management. Successful managers do, however, have one thing in common. They influence staff around them in order to reap maximum benefit from the organization's resources, including its most vital and expensive.

In the same vein, Luthans (2008) articulates that staff perceives the behaviour and actions of managers as actions of the organization itself. Staff develop positive attitude towards organization where the actions of the managers clearly show that staff are part of the organization. Pathack (2005) further affirms that management styles affect the effectiveness and performance of organization. This management scholar analyzed the impact of management styles on firm performance level and found a strong relationship between management styles and organizations' performance.

Also, so many knowledgeable persons have given multiple definitions about competency. Cave and Mckeown (2003) define competency as the result of using knowledge and skills. According to Katz as cited by Abraham, Kams, Shaw and Mena (2001), who investigated competencies of a successful manager in an essay and has given three fold competencies for the managers as follows; technical, human and conceptual competencies. The three competencies identified are essential to management bodies such as various heads

of departments, units and institutes, deans of faculties or schools as well as other principal officers whom are concerned with the day to day work need more technical than conceptual competencies while human competencies are important in all levels of management.

Bergmann (2011) make his contribution to the various managerial competencies in a book titled “The Economic Emergence of Women” he opined that people can make contacts, learn new skills and gather information that promotes future performance potential during work experience. The findings from the book further showed that, interpersonal relation is a very important competency in controlling the school personnel (staff and pupil); involving the staff in decision making process, promoting of cooperation in the universities and instilling discipline in the institutions were supported.

Ibukun, (2003) and Oworeyo, (2000), also asserted that effective administration will be achieved when staff have helped and have had a full and have played an active role in designing and planning the activities and the development of the universities as a learning institution. In a separate study conducted by Sherwyn, Michael and Judy (2000) it was reported that managerial skills develops the whole person, improves the work of education, advances the interests of society, and bridges cultural differences, and advances careers and the work of business.

Ulrich, Zenger and Smallwood (2009) acknowledge the importance of individual competencies; however, they concluded that these competencies are insufficient in helping to explain administrator effectiveness because they are often based on some skills called management competencies such as communication competency, technical competency, emotional intelligent competency, conceptual competency, interpersonal competency, self-management competency, motivational competency and so on.

Mintzberg’s, (2003) reported that overall administration requires a balance of competencies among many dimensions and these dimensions and parameters are influenced to a different degree by personal, organizational, and environmental contextual factors. In another study conducted by Sherwyn, Michael and Judy (2000), it was reported that managerial competencies develops the whole person, improves the work of education, advances the interests of society, and bridges cultural differences, and advances careers and the work of business.

In a separate research, Okotoni and Erero (2005) stated that ‘Training and Development is to ensure that organisational members possess the required knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions’. They opined that ‘an ideal manpower training and development will no doubt produce economic, social and political growth’, they further stated that most training programmes that have been embarked upon at various levels have not produced the desired results.

Mba (2013) and Henry (2009) in their research reported that managers prefer the use of managerial competencies such as career development, communication, active listening and

interpersonal competencies which are relatively useful in minimizing the incidence of poor staff efficiency and having positive impact on corporate productivity and organisational performance. With the right managerial competencies, there is often high confidence and trust in one another among organisational members, loyalty to the work group and to the organization.

In another research carried out by Tsevendorj (2008), he rated managerial competencies as moderately source affecting efficiency. Supporting this is the study carried out by Hotepo, Asokere, Abdul-Azeez and Ajemunigbohun (2010) who reported that managerial competencies are the problems that affect staff efficiency in any service industry. The lack of appropriate managerial competencies for dealing with staff efficiency in Nigeria seems worrisome.

Wickrama, Singhe and Zoysa (2009) in their study titled “A Comparative Analysis of Managerial Competency needs across areas of Functional Specialization” it was revealed that the broad levels of management competencies are important for staff working in different functional areas. Also, Ngambi (2011) and Jeremy, Melinde and Ciller (2011) informed that management process has influence on staff commitment towards realizing their full potential in achieving a value-added, shared vision, with passion and integrity.

However, Nwokah and Ahiauzu (2007) in a separate research conducted on Managerial Competencies and Marketing Effectiveness in Corporate Organization in Nigeria found that there is a strong relationship between the managerial competencies of an organization and its marketing effectiveness. Each managerial competencies component contributes to the marketing effectiveness depending upon their relative influence on the specific marketing effectiveness dimension.

Statement of the Problem

Managerial competency is a key determinant of the success or failure of any organisation. It determines how resources; human, material and financial resources would be controlled, coordinated, budgeted and managed for optimal utilization in order to achieve the best results. Nevertheless, it seems there is a wide gap in the relationship between management and staff as it concerns their competencies and efficiency respectively. This might be one of the numerous assumed reasons that are responsible for Obafemi Awolowo University to be operating at lowest ebb when compared with their counterpart locally and internationally in terms of quality academic, supervisory, administrative and community services which can be measured using output, quality product and utilization of its graduates. This may be traceable to lack of effective managerial competencies to be adopted by the management of this university. On this premise, the management has a direct cause and effect relationship upon their university output and quality product, hence, their success in terms of achieving the stated goals. This research work set out to examine managerial competencies as it relates to staff efficiency in Obafemi Awolowo University, Ile-Ife in Osun State.

Research Questions

1. What are the various managerial competencies adopted in Obafemi Awolowo University?
2. What is the level of management competencies and staff efficiency Obafemi Awolowo University?

Hypotheses of the Study

HO₁: There is no significant relationship between managements' competencies and staff efficiency in Obafemi Awolowo University.

Methodology

Descriptive survey design was used for this study. The population of the study consisted of 3787 staff members from OAU that is; 5 principal officers or their proxies, 1593 teaching staff members, and 2189 non-teaching staff members in all departments and units. Collection of figures was from the Department of Planning, Research and Statistic of Obafemi Awolowo University in the year 2018. The sample of the study was made up of 384 respondents; five principal officers, 160 teaching staff members and 219 non-teaching staff members. Multistage sampling procedure was used. First stage involves selection of five principal officers using purposive sampling technique because of their statutory functions and at second stage; purposive sampling technique was also used to select teaching staff members based on their rank and cadre putting into consideration managerial post previously held. Third stage; simple random sampling technique was used to select non teaching staff members to have full representation. This implied that 10% of the total population was chosen to represent the sample selected.

Two instruments were used for the study. Questionnaires were designed for each category of the respondents. These are: Managements' Competencies Questionnaire (MCQ) for Staff and Staff Efficiency Questionnaire (SEQ) for management. The questionnaires were administered to all representative samples. The questionnaire contains three sections in line with the three objectives of the study. Section "A" consisted of three items and was designed to elicit information on the socio-demographic characteristics (gender, cadre and years of experience) of the respondents, while section "B" consisted of 45 items and was centered on general information on management competencies covering self management competency (Autonomy and empowerment, Development, Feedback, praise and recognition), Interpersonal Competency (Individual interest, Availability, and Personal manner), and Supervisory Competency (Reviewing and guiding, Managing time and resources, Following process and procedures) and section "C" contains 27 items raised on staff efficiency (Punctuality, Discipline, Satisfaction). The items were structured on a 4 likert's points rating scale of "High", "Moderate, Fair" and "Low" coded 4, 3, 2 and 1 respectively. The face and content validity of the instrument was established by senior colleagues as well as other

experts in Educational Management and Test and Measurement Departments both within the faculty of education. Based on their comments, recommendations and suggestions, the instrument was restructured to meet both the face and content validity. The reliability of the instruments was carried out through test re-test method on 20 respondents who are not part of the sample used in the study. The instruments were administered on the respondents twice within an interval of two weeks. The two set of scores of the responses of the respondents was analyzed using Pearson product moment correlation. The yielded reliability co-efficient value of 0.86 and 0.89 were obtained which was considered high enough for reliability. The research instrument was administered personally by the researcher with the help of two research assistances by visiting Obafemi Awolowo University (OAU), Ile-Ife where relevant data on management competencies and staff efficiency were collected. Primary and secondary sources of data were used. The primary source was questionnaires. The secondary sources were derived from educational journals on management, educational textbooks, newspapers and internet scripts so as to have relevant data for the study.

The data collected from the respondents through the questionnaire was collated and properly analyzed using descriptive and inferential statistics. The scoring scale was rated with 4 likert's-points rating scale of High, Moderate, Fair and Low. Pearson product moment correlation was used as inferential statistics. Research question 1 and 2 were analyzed using frequency count and simple percentage and the hypothesis generated was analysed using Pearson product moment correlation (Ppmc). With the above stated method of data collection, relevant tables showing frequency counts and simple percentages made the data analysis easy. A total of 3 out of 5 principal officers, 250 out of 384 academic and non-academic staff members sampled university, returned the questionnaire. This represent 65% response rate. From the 250 questionnaires received, 198 were found useful for analysis and the remaining 52 were discarded because they were neither returned nor properly filled by the respondents.

Results

Research Questions 1: What are the various managerial competencies adopted in Obafemi Awolowo University?

Table 1: Adopted Managerial Competencies in Obafemi Awolowo University

S/N	Managerial Competencies	High	Moderate	Fair	Low			Total
		F (%)	F (%)	F (%)	F (%)	Mean	SD	F (%)
A	Self Management Competency	3 (3.75)	43 (53.75)	29 (36.25)	5 (11.35)	38.15	4.37	80 (100)
B	Interpersonal Competency	16 (20.0)	53 (66.25)	11 (13.75)	0 (0.0)	45.79	2.89	80 (100)
C	Supervisory Competency	44 (55.0)	34 (42.50)	02 (2.50)	0 (0.0)	52.96	3.56	80 (100)

From the table above, the result showed that all the identified managerial competencies were in used in Obafemi Awolowo University. Majority 29(36.25%) of the respondents revealed that self-management competency was fairly used by the management. This was with a mean value of 38.15 and SD value of 4.37. On the contrary, larger percentage 53(66.25%) of the staff in the various units and departments indicated that management usage of interpersonal competency was at moderate level with a mean value of 45.79 and SD value of 2.89. Lastly, the results from the respondents also revealed that majority 44(55.0%) of the staff reported that management adopt supervisory competency as the highest level with a mean value of 52.96 and SD value of 3.56

Thus it can be concluded, that supervisory competency ($\bar{X}=52.96$), interpersonal competency ($\bar{X}=45.79$) and self management competency ($\bar{X}=38.15$) were the identified managerial competencies adopted in Obafemi Awolowo University.

Research Questions 2: What is the level of management competencies and staff efficiency Obafemi Awolowo University?

Table 2: Average Level of Management Competencies

Level of Management Competencies	Self-Management (\bar{X})	Interpersonal (\bar{X})	Supervisory (\bar{X})
0-20 (Low Level)	-	-	-
21-40 (Moderate Level)	38.15	-	-
Above 40 (High Level)	-	45.79	52.96

The in-depth analysis revealed the average level of management competencies in Obafemi Awolowo University. It was observed that self-management competency at an average has a moderate level ($\bar{X}= 38.15$) of adaption while interpersonal and supervisory competencies at an average mean value have high level of adaption ($\bar{X}= 45.79$, and $\bar{X}= 52.96$).

Table 4: Average Level of Staff Efficiency

Level of Staff Efficiency	Punctuality (\bar{X})	Discipline (\bar{X})	Satisfaction (\bar{X})
0-20 (Low Level)	-	-	-
21-40 (Moderate Level)	34.67	27.17	24.16
Above 40 (High Level)	-	-	-

The in-depth analysis revealed the average level of staff efficiency in Obafemi Awolowo University. It was observed that punctuality, discipline and satisfaction all at an average mean value have a moderate level of efficiency ($\bar{X}= 34.67$, $\bar{X}= 27.17$, and $\bar{X}= 24.16$).

HO1: Relationship between managements' competencies and staff efficiency in Obafemi Awolowo University.

Table 5: Analysis of Relationship between Management Competencies and Staff Efficiency

Variables	N	Mean	SD	Df	r-cal.	r-tab.	Decision
Management competencies		132.91	11.95				
	98			96	0.65	0.192	Rejected
Staff efficiency		86.44	5.64				

In-depth analysis as indicated in the Table above shows that the total respondents is 98 and that the total mean value for management competencies is 132.91 while the total mean value for staff efficiency is 86.44. Also, the results showed that the total standard deviation value for management competencies is 11.95 while that of total standard deviation value for staff efficiency is 5.64. It can be concluded from the Table that the r-calculated is greater than the r-tabulated ($r\text{-tab}=0.65 > r\text{-cal}=0.19$) at 0.05 level of significance. Therefore, the hypothesis is been rejected. It can be concluded that there is a significant relationship between management competencies and staff efficiency in Obafemi Awolowo University.

Discussion

Results of findings to research question one showed that, supervisory, interpersonal and self management competencies are the identified managerial competencies adopted in Obafemi Awolowo University. These findings agree with the work of Mba (2013) and Henry (2009) who reported that managers prefer the use of integrative management strategies which are relatively useful in minimizing the incidence of disruptive and having positive impact on corporate productivity and organizational performance.

The results showed that the level of management competencies in Obafemi Awolowo University was on moderate level. This corresponds with the finding of Wickrama, Singhe and Zoysa (2009) they revealed that the broad levels of management competencies are important for staff working in different functional areas. The results further showed that the level of staff efficiency was also on moderate level. The finding supports Ngambi (2011) and Jeremy, Melinde and Ciller (2012) that management process has influence on staff commitment towards realizing their full potential in achieving a value-added, shared vision, with passion and integrity. The nature of this influence is such that the members of the team cooperate voluntarily with each other in order to achieve the objectives which the leader has set for each staff. Also, the relationships between the managers and staff as well as the quality of staff performance are significantly influenced by the management style adopted by the managers in institutions.

The results further showed that there was a significant relationship between managements' competencies and staff efficiency in Obafemi Awolowo University. In consonance with this finding, Nwokah and Ahiauzu (2007) found that there is a strong relationship between the managerial competencies of an organization and its marketing effectiveness. Each managerial competencies component contributes to the marketing effectiveness depending upon their relative influence on the specific marketing effectiveness dimension.

Conclusion

Considering the findings of the study, it can be concluded that supervisory competency, interpersonal competency and self management competency are the identified managerial competencies adopted in Obafemi Awolowo University and that moderate management competencies resulted to achieving moderate level on staff efficiency. It can also be concluded that there is a significant relationship between management competencies and staff efficiency in Obafemi Awolowo University.

Therefore, the study concluded that supervisory competency, interpersonal and self management competency were the identified management competencies that positively influenced staff efficiency and that the level of management competencies as it relates to staff efficiency is considered to be moderate in Obafemi Awolowo University.

Recommendations

Based on the research findings and conclusion drawn, the following recommendations were therefore put forward:

- Management in Obafemi Awolowo University must contribute positively to staff training and development. This can be further achieved by: adopting appropriate in-service education programmes leading to promotions of staff, providing fringe benefits and perks to staff other than salaries, particularly pay for work overload. Interactive programmes can also be constantly organized on staff welfare.
- In order to further positively influence the results of staff efficiency, the management teams in Obafemi Awolowo University must work on their management competencies, especially, interpersonal and supervisory competencies. Hence, the more the management competencies are developed by the managements, the better staff efficiency.
- Finally, management should be encouraged to display high level of competencies as regards the management of their staff in Obafemi Awolowo University. By doing this, the management will be able to influence the ways staff feel, thereby increasing their efficiency.

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