



BUSINESS EDUCATION ADMINISTRATORS' INFORMATION MANAGEMENT COMPETENCIES AND ADMINISTRATIVE ROLES PERFORMANCE IN RIVERS STATE TERTIARY INSTITUTIONS

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Abstract

This study determines the influence of Business education administrators' information management on administrative roles performance in Rivers State tertiary institutions. Three specific purposes, two research questions and one hypothesis guided the study. A descriptive survey research design was adopted for the study. The population of the study consists of 102 business educators and 62 heads of departments from Rivers State University, Ignatius Ajuru University of education, and Federal College of Education (Tech.), Omoku-Rivers State. 96 business educators who were present and willing to respond to the questionnaire and the 62 heads of departments were used as the sample of the study. Accidental sampling techniques were used to select the participants. Two questionnaires designed based on four points rating scales were used for data collection. The two instruments were face validated by two lecturers: one expert in measurement and evaluation and the other of Business Education major from Rivers State University. The reliability of the instruments was tested using test retest method. The data collected were correlated using Pearson Product Moment Correlation to obtain 0.78 and 0.82 for the two instruments which were converted to reliability index using Spearman Brown probability formula to obtain 0.72 and 0.76 respectively. Data collected for the study were analysed using mean and multiple regression analysis computed with the aid of Statistical Package for Social Sciences (SPSS) version 20.0. The findings of the study revealed that Business education administrators' information management competences significantly influence their administrative roles performance. It was also discovered that administrators performed below expectation in facilitating cordial relationship between staff and students using extra curricula activities. Based on the findings, it was recommended among others that: Business education administrators should always be exposed to more techniques and skills of information management through workshops by the central institutional authority.

Keywords: *information, information management, performance evaluation*



Introduction

Education worldwide is seen as the most important tool that drives citizens' participation in the socio-economic growth of their nations. The importance of education is in its capability to equip citizens of nations who are considered as the most vital resources with knowledge, skills and attitude needed to manipulate other resources in order to actualize the predetermined goals (Abdulkarim & Osiah, 2014). To educate citizens, educational institutions are established and programmes are offered to meet the manpower needs of the larger society. In Nigeria, educational institutions are classified as: primary, secondary or tertiary (Federal Republic of Nigeria, 2013). Educational institutions at the tertiary level according to Abdulkarim and Akpan (2018) include: universities, polytechnics, colleges of education, technical colleges and colleges of agriculture. It worth noting that success of any of these tertiary institutions in attaining predetermined goals of establishment rest upon the effectiveness of administration of the institution. This is based on the fact that administration as an integral part of any educational institution is geared towards the provision of conducive environment for the actualization of educational purposes (Mbuk & Akpan, 2012). Thus, the functionality of any educational programme and the attainment of its goals depends on the effectiveness its administration

Business education as an integral part of general education programmes offered at the tertiary institutions is also managed by administrators. These administrators can be referred to as Business education administrators. According to Abdulkarim and Akpan (2018), Business education administrators include the vice-chancellors, provosts, rectors who are the chief executive officers of tertiary institutions where business education is offered, as well as, the dean, heads of department and other office holders who directly or indirectly ensure the effective attainment of the programme's objectives. Olaitan in Christopher and Vincent (2014) noted that the expected roles of vocational business education administrators include but not limited to: directing the priorities of the programme, determining the means of attaining the objectives of the programme, influencing the productivity of personnel of the programme, coordinating the setup for the programme, ensuring prudent utilization of resources, assessing quality of services delivered and improving the image of the programme. Abdulkarim and Akpan (2018) also described the roles of business education administrators as: ensuring effective mobilization and utilization of human and material resources as well as, enacting and implementing necessary regulations aimed at improving the teaching and learning of business education courses, coordinating various units of the programme, and influencing the productivity of those involved in the curriculum implementation. In same vein,



Ryburn in Nwanchukwu (2012) posited that the concern of administration in educational programme is not with the arrangement of time-table, buildings and records but with the attitude of personnel to work and their relationship with students.

To effectively and efficiently perform their roles, Business education administrators need information. The information is to aid them in every aspect of their decision making, especially in evaluating the extent of goal attainment (Abdulkarim, 2019). The information needed by Business education administrators does not emanate from the sky; they are generated as a result of the day to day administrative activities driving the implementation of Business education programme. Consequently, Business education administrators are confronted with a lot of information from different sources. However, it is imperative that information at the disposal of Business education administrators be accurate and complete. Atakpa (2012) noted that there is lack of proper information needed for efficient and effective performance of administrative duties in Business education. Mhadi and Jafar (2013) opined that improper information is capable of leading to confusion and hindering performance of any educational administrator. To stimulate effective performance, Abdulkarim and Akpan (2018) noted that business education administrators need relevant, timely, accurate and reliable information in order to appraise and notify as well as to reduce uncertainty capable of hindering personnel's productivity. To guarantee accurate and reliable information, Business education administrators must be judicious about how information concerning every aspect of the programme is management.

In the light of the above discourse, it is important for business education administrators to develop the necessary Information management (IM) competencies to assist to enable them meet their information need. Information management competencies needed by Business education administrators can best be appreciated through the understanding of the concept "competency". According to Kolibacova (2014), competency encompasses all the abilities, skills, knowledge and behaviour employees use to perform tasks in a particular working environment. In same vein, Lotich (2019) described competency as the possession of required skills, knowledge, qualification or capacity needed to effectively and efficiently execute a given task. Therefore, information management competencies within the context of this paper is described as the skills, knowledge, attitude or capacity needed by Business education administrators to effectively and efficiently perform their everyday responsibility of information management.



The importance of Business education administrators' information management competencies to the performance of their administrative roles cannot be underestimated especially considering the enormous need for intelligence in carrying out administrative tasks. Igwe in Essien and Akpan (2014) noted that administration of educational programme requires intelligence in order to avoid conflicts that may hinder the performance of jobs in the process of performing administrative roles. Vocational business education administrative roles centre on: directing, guiding, advising and aiding personnel in utilizing available resources to perform their respective tasks (Essien & Akpan, 2014). Hence, proper information management from the foregoing discourse provides Business education administrators with the relevant information needed for effective administration of the programme. In view of the importance of information management in Business education administration, it is important that administrative roles performance be evaluated in line with their information management competencies of Business education administrators. This is because Atakpa (2012) noted that Business education administrator needs to acquire technical, interpersonal and technological competencies in order to effectively perform their functions.

Performance evaluation as a key aspect of every organization is concerned with the attainment of predetermines goals through employees' efforts either individually or collectively. Supporting this, Kolibacova (2014) opined that performance focused on attainment of established objectives. According to Micheli and Mari (2013), performance is mostly evaluated in line with the competencies possessed by employees. Thus, in this study Business education administrators' job performance will be evaluated as a function of their information management competencies.

Many studies have been conducted to examine the relationship between competencies and performance of Business education as well as on the administration of Business education. For instance, Joseph (2012) examined the accounting competencies of Business educators as a prerequisite for their job performance. The study revealed that Business educators have low competencies in accounting content, methodology and evaluation techniques. Atakpa (2012) in examining the challenges of Business education administration and supervision in Nigeria observed the lack of certain competencies amongst business education administrators as obstacles to effective Business education administration. Mwangi, Ngui and Kirori (2017) on the influence of training on employee performance in the education sector in Kenya and with specific reference to the Teacher Service



Commission. The findings revealed that there is strong positive correlation between employees' competencies (0.7) and employee performance. Abdulkarim and Akpan (2018) identified poor quality of reporting and lack of information communication technology utilization competencies as part of factors influencing the effectiveness of business education administration in Nigeria. It can be concluded from the available literature that earlier studies on competencies, job performance and administration of Business education were limited to evaluating either identifying competencies needed by Business educators or challenges affecting effective business education administration. However, none of the existing studies to the best of the researcher's knowledge has focus on Business education administrators' information management competencies as predictors of their job performance. Hence, the need such study cannot be overemphasized considering the importance of information in effective Business education administration.

Statement of the Problem

In the administration of Business education like any other education programme, there are obvious challenges emanating from improper reporting leading to information gap in information need of Business education administrators and other stakeholders such as: lecturers, and students. No wonder it is common to hear statement such as: I was not adequately informed or am not aware. The spillover effect of such negative statements can be felt when everyone is expecting some else to perform an important jobs. This frustrates the efforts of effective Business education administration and hinders success. Hence, to correct situations like this, Business education administrators need adequate information concerning every aspects of the programme. Sketches of information comes in on daily basis from different aspects of the programme, if this information are not properly managed, they may get lost in their process or become unreliable. Therefore, to safeguard the information and ensure their reliability, it is important for Business education administrators to possess information management competencies. It is for these reasons, that the present study examines Business education administrators' information competencies and how it influences the performance of their roles.

Research Questions

The following research questions guided the study:

1. What are business education administrators' information management competencies in Rivers State tertiary institutions?
2. What are the administrative roles performance ratings of business education administrators in Rivers State tertiary institutions?



Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

Ho1: there is no significant influence of business education administrators' information management competencies on their administrative roles performance

Method

A descriptive survey research design was adopted for the study. The survey was deemed most appropriate because it allows for self-evaluation to determine the IM competencies of Business education administrators and the use of performance evaluation questionnaire to assess their roles performance through their subordinates. The population of the study consists of 102 Business educators and 62 heads of various departments in three tertiary institutions in Rivers state namely Rivers State University, Ignatius Ajuru University of Education and Federal College of Education (Tech.), Omoku-Rivers State. The 96 Business educators who were present and willing to respond to the questionnaire as at the time of the researcher's visit were used as the sample of the study and the entire heads of departments were also used. Hence, none of the Business educators used for the purpose of this study were coerced to participate. Based on the fact that only willing Business educators participated, the researcher used accidental sampling technique.

Two instruments were designed for the study. The first is a self-assessment questionnaire on Business education administrators' information management competencies tagged "Business Education Administrators' Information Management Competencies Questionnaire (BEAIMCQ)" and the second was 'Business Education Administrators' Roles Performance Evaluation Questionnaire (BEARPEQ)". The first questionnaire contains 10 items covering competencies related to: Knowledge competencies, and Skills competencies. The second questionnaire contains 10 items related to the performance of administrative roles based on job description. Each of the questionnaires was structured based on four point rating scales of: Almost Always (AA 4 points), Frequently (F 3 points), Occasionally (O 2 points) and Almost Never (AN 1 point) for the first questionnaire and Exceed Expectation (EE 4 points), Meet Expectation (ME 3 points), Approach Expectation (AE 2 points) and Does not Meet Expectation (DME 1 point) for the second questionnaire. Each of the scales is interpreted for assessment as follows:

1. Almost Never I almost never act in this manner
2. Occasionally I sometimes act in this manner
3. Frequently I regularly act in this manner and I can provide recent examples

4. Almost Always I always behave in this way and I can illustrate with many recent examples
5. Exceed Expectation - Frequently exceeds job requirements
6. Meet Expectation - Performance is what is expected
7. Approach Expectation - Full results are not totally achieved
8. Does not Meet Expectation - Fails to meet performance expectations

Instrument 1 was filled by Heads of departments and instrument 2 by Business educators under them. The two instruments were face validated by two lecturers: one of measurement and evaluation major and the other of Business Education major from Rivers State University. The reliabilities of stability of the instruments were tested using test retest method with data collected from 10 Business educators from University of Port-Harcourt. The data collected were correlated using Pearson Product Moment Correlation to obtain 0.78 and 0.82 for the two instruments which was converted to reliability index using Spearman Brown probability formula to obtain 0.72 and 0.76 respectively for the two instruments.

Data collected for the study were tested using mean to answer the research questions and multiple regression analysis to test the null hypothesis. The multiple regression analysis is expressed as follows: Business education administrators' performance as dependent variable (BEAp), Information Management Knowledge Competencies (IMKC), and Information Management Skills Competencies (IMSC) are independent variables respectively. Hence, the model specification for the work is as diagrammatically represented below:

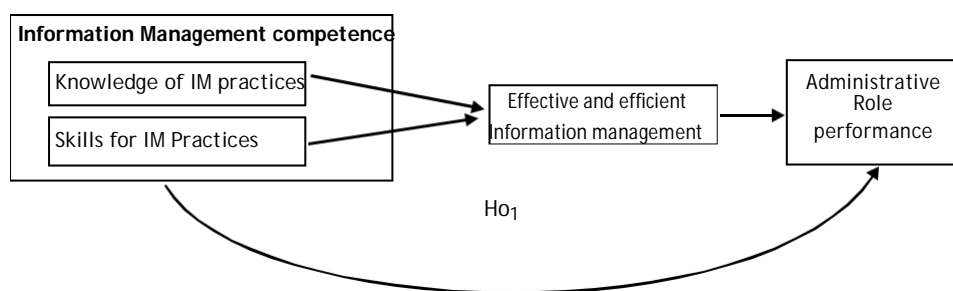
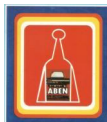


Figure 1: IM competencies as predictor of administrative roles performance

Source: Researcher's Design, 2019

In addition, prior to performing multiple regression analysis, all the assumption of linear regression was tested and no problem had occurred.

$$BEAp = \beta_0 + \beta_1IMKC+ \beta_2IMSC+ e$$



Decision Rule

For the purpose of decision relating to mean computation, mean of 2.5 and above was regarded as AA or EE, 2.00 to 2.49 was regarded as O or ME, 1.50 1.99 was regarded as For AE and below 1.50 was regarded as: AN or DME as it applies to the questionnaires respectively. The regression computation was done using Statistical Package for Social Science version 20.0. The implication is that for the interpretation of the result of multiple regression, the SPSS rule was applied.

Results

Research Question 1

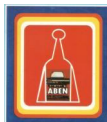
What are Business education administrators' information management competencies in Rivers state tertiary institutions?

Table 1: Summary of Mean Responses on the Information Management Competencies of Business education administrators

N/S	Application Items	AA	F	O	AN	Mean	Decision
Knowledge Competencies							
1.	I apply the policies of information management in the college	228	93	16	-	3.51	AA
2.	I maintain operational procedures during information management	24	42	94	34	2.02	O
3.	I ensure the application of best practices for information management.	176	129	18	0	3.36	AA
4.	Applies knowledge of information disaster in handling information	00	09	76	55	1.46	AN
5.	Applies knowledge of protection of information	00	120	90	10	2.29	O
Skills Competencies							
6.	Identifies sensitive information and ensure control when handling	00	84	92	22	2.06	O
7.	Sort, classify and code information	124	144	34	00	3.15	AA
8.	Maintains physical condition of records	108	159	32	00	3.12	AA
9.	Performs physical file maintenance	20	147	84	00	2.61	AA
10..	Adheres to the process of transferring information from one unit to the other	00	111	102	08	2.30	O
Grand Mean						1.96	LE

Source: Field Survey, 2019

Table 1 show that the respondents are of the opinion that they almost always apply policies of information management and best practices for information management



in handling information with mean of 3.51 and 3.36 respectively. The same respondents are of the opinion that they occasionally maintain operational procedures and apply knowledge of protection of information during information management with mean of 2.02 and 2.29 respectively but almost never apply information disaster knowledge in information management with mean of 1.46.

The results in table 1 also show that the respondents are of the opinion that they almost always sort, classify and code information, maintain physical condition of records and perform physical file maintenance with mean scores of 3.15, 3.12 and 2.61 respectively. They also are of the opinion that they occasionally identify sensitive information and ensure control in handling and adhere to the process of transferring information from unit to unit within the college with mean scores of 2.06 and 2.30.

Research Question 2

What are the administrative roles performance ratings of business education administrators in Rivers State tertiary institutions?

Table 2: Summary of Mean Responses on Business education administrators' roles Performance

N/S	Application Items	EE	ME	AE	DME	Mean	Decision
1	Ensuring effective mobilization of staff through proper course allocation for implementation	60	15	44	20	2.24	ME
2	Ensuring provision of material resources for staff carrying out responsibilities	68	21	38	19	2.35	ME
3	Enacting and implementing necessary policies aimed at improving the teaching and learning of Business education	44	42	50	12	2.39	ME
4	Coordinating various academic and extra curricula activities in the department.	44	63	40	10	2.53	EE
5	Recommending staff for training	56	30	50	13	2.40	ME
6	Communicating management memo to staff at appropriate time.	68	21	38	19	2.35	ME
7.	Providing staff with conferences fliers	96	24	26	17	2.63	EE
8	Encouraging staff participation in decision making	56	51	38	12	2.53	EE
9	Organizes academic discourse for staff improvement	88	42	14	19	2.63	EE
10.	Facilitating staff-students cordial relationship through extra curricula activities.	04	63	82	33	1.90	AE
Grand mean						2.40	ME

Source: Field Survey, 2019



Table 2 show that business educators are of the opinion that their heads of departments exceed expectation in coordinating various academic and extra curricula activities in the department, providing staff with conferences fliers, and in encouraging staff participation in decision making with mean scores of 2.53 and 2.63 respectively. The respondents are also of the opinion that their heads of departments met expectation in ensuring effective mobilization of staff through proper course allocation for implementation, ensuring provision of material resources for staff carrying out responsibilities, enacting and implementing necessary policies aimed at improving the teaching and learning of Business education, recommending staff for training and communicating management memo to staff at appropriate time with mean scores of 2.24, 2.35, 2.39, and 2.40 respectively. However, the business educators opined that their heads of departments approach expectation in facilitating staff-students cordial relationship through extra curricula activities with mean score of 1.90. When the grand mean is considered, it can be concluded that heads of departments meet expectation of their administrative roles performance.

Hypothesis 1: Ho₁:

There is no significant influence of business education administrators' information management competencies on their administrative roles performance

Table 3: Summary of Multiple Regression Model on the Influence of Business Education Administrators' Information Management Competencies on Administrative roles Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df ¹	df ²	Sig. F Change
1	.72 ^a	.52	.495	3.28	.52	21.60	2	155	.000

a. Predictors: (Constant), IM knowledge competencies and IM skills competencies

Source: Field Work, 2019

Table 3 above shows linear regression (R) of 0.72, regression square of (R²) of 0.52, adjusted R² of 0.495, the standard error estimate is 3.28. The change statistics show R² 0.52 which means that all predictors that actually contributed significantly to the prediction accounts for 52% of the variance in Business education administrators' performance. Therefore, since the p value of 0.0001 is less than the assumed p value of 0.05, using SPSS, the null hypothesis was rejected and alternative hypothesis accepted. This means that business education administrators' information management competencies have significant influences on their administrative roles performance.



Discussion

The major finding of this study shows that business education administrators' information management competencies have significant influences on their administrative roles performance. This is because from the knowledge competencies assessed, the administrators were of the opinion that they apply policies of information management, best practices for information management in handling information, maintain operational procedures and apply knowledge of protection of information during information management which is not possible if they do not possess the knowledge of doing them. They also show their ability to sort, classify and code information, maintain physical condition of records, perform physical file maintenance and occasionally identify sensitive information and ensure control in handling and adhere to the process of transferring information from unit to unit within the college. All these knowledge and skills possessed by business education administrators contributed to their job administrative roles performance assessed by business educators under them.

These findings are contrary to the findings of Atakpa (2012) who discovered the lack of certain competencies amongst business education administrators as obstacles to effective Business education administration. It is also contrary to the observation of Abdulkarim and Akpan (2018) when they identified poor quality of reporting as part of factors influencing the effectiveness of business education administration in Nigeria. It is worth noting that the earlier studies did not primarily relate competencies to performance as done in this present study. This may be the reason why the earlier studies couldn't identify significant influence or otherwise as discovered in the present study. However, the findings are in line with the discovery of Mwangi, Ngu and Kirori (2017) in their findings which revealed that there is strong positive correlation between employees' competencies and employee performance.

Conclusions

Based on the findings of this study, it can be concluded that Business education administrators' information management competencies are significant predictors of their administrative roles performance. This is due to the fact that business educators under their watch attest to the fact that they exceeded expectation and met expectation in terms of administrative roles performance in all areas relating to their administrative roles. Hence, since the administrators possesses all the knowledge and skill competencies relating to information management assessed, it can be concluded that their performance is driven by their understanding of IM processes



and their ability to perform IM tasks evaluated. Nevertheless, the heads of departments' inability to meet expectation in facilitating staff-students cordial relationship through extra curricula activities cannot be waived away. This is because cordial relationship between staff and students under every Business education administrator will facilitate the smooth running of the program with spillover effect on the attainment of the predetermined goals.

Recommendations

Based on the findings and conclusions drawn, the following recommendations are put forward for implementation:

- i. Business education administrators should always be exposed to more techniques and skills of information management through workshops by the central institutional authority.
- ii. Heads of departments of Business education should facilitate staff-students cordial relationship through the designing and implementation of extra curricula activities that involve both stakeholders such as: quiz competition, home calling events and sport activities.
- iii. Business education administrators should ensure proper information dissemination to those concerns at the appropriate time.

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