**MANAGEMENT INFORMATION SYSTEMS AS CORRELATES TO LECTURERS JOB PERFORMANCE IN COLLEGES OF EDUCATION IN ADAMAWA STATES, NIGERIA.**

**BY;**

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# CHAPTER ONE INTRODUCTION 1.1 Background to the Study

Education is a lifelong process encompassing formal, informal, and non-formal learning experiences aimed at developing an individual holistically (Airemionkhale, 2023; Akinpelu, 2022). It transcends mere schooling, involving the acquisition of knowledge, skills, and values essential for personal and societal growth. Tertiary education, also known as higher or postsecondary education, refers to structured learning beyond secondary education. It includes universities, colleges, polytechnics, vocational schools, and other institutions offering advanced education and training (World Bank, 2023; Wikipedia, 2023). This level of education is critical for equipping individuals with the expertise and competencies required for professional and societal contributions. Colleges of Education in Nigeria are tertiary institutions established to train teachers for primary and junior secondary schools, awarding the Nigerian Certificate in Education (NCE) upon completion of their programs (Suleiman, Dass, Inuwa & Saleh, 2020).

They came into existence due to the Ashby Commission report of 1960 that produced Teacher Grade One College. These institutions play a crucial role in the nation's higher education system, which also includes universities and polytechnics (Awodun & Boris. 2020; Ezugoh Adeola & Yakubu 2020). By focusing on teacher education, Colleges of Education contribute significantly to the development of qualified educators, thereby enhancing the quality of education at foundational levels and supporting national development. This pivotal role underscores the need for enhancing lecturers' productivity, as their performance directly influences the quality of teacher training and the overall effectiveness of education delivery.

Lecturers‘ productivity is a vital reflection of their dedication to achieving educational goals within the university setting, as emphasized by Anariochi (2023). It encompasses a range of factors such as teaching effectiveness, research contributions, and active participation in the academic community. Cletus and Usman (2023) define lecturer productivity as the efficient utilization of available resources—whether provided by the institution or innovatively improvised by the lecturer themselves—to accomplish predefined objectives within the academic framework. This highlights the importance of resourcefulness in maximizing outcomes. Andriani, Sari, and Aulia (2020) further define lecturer productivity through the creation of international scientific articles, underlining the essential role of research in evaluating their overall performance. In the same vein, Marmion, Kirlidoff, and Jamieson (2018) point out that academic productivity is commonly gauged through research grants, publications, and other scholarly outputs, illustrating how sustained academic contributions remain central to measuring a lecturer's impact and success. Moreover, a study by Nuhu, Ibrahim and Suleiman, (2022) highlights that productivity encompasses the efficient utilization of resources to achieve educational goals, where effective teaching and research are central. In recent times, the integration of Management Information Systems (MIS) has become crucial in addressing challenges related to lecturers' productivity. According to Al-Khaleefa and Sadiq (2021), MIS enhances academic productivity by providing a centralized platform for managing administrative tasks, tracking performance, and facilitating real-time data analysis. This allows for streamlined processes that reduce workload inefficiencies, enabling lecturers to focus on core responsibilities. Additionally, systems like student performance monitoring and research management through MIS improve the accuracy and efficiency of academic operations (Nguyen, Tran & Vo, 2020). By automating administrative tasks and supporting data-driven decisionmaking, MIS addresses barriers such as time-consuming manual interventions and outdated workflows. This optimization not only boosts lecturers' efficiency but also ensures they are wellequipped to meet the evolving demands of higher education. Therefore, implementing an effective MIS system offers a sustainable solution to improving lecturers' productivity, thereby enhancing the overall quality of education delivered in institutions.

Management Information Systems (MIS) have emerged as essential tools for enhancing efficiency, decision-making, and overall productivity in various sectors, including education. In higher education, lecturers rely on MIS for tasks such as managing academic records, facilitating research, scheduling lectures, and accessing learning resources (Ibrahim, Abiola & Johnson, 2018). The integration of MIS enables institutions to streamline administrative processes, foster collaboration among faculty, and provide timely information for academic and professional activities (Ahmed & Bello, 2020). Oduwole and Aina, (2019) opined that the effective utilization of MIS can significantly enhance lecturers' job productivity by reducing workload inefficiencies and enabling them to focus on core responsibilities such as teaching, research, and community service. For example, automated attendance systems and digital gradebooks reduce time spent on routine tasks, allowing lecturers to devote more energy to intellectual development (Eze, Onyekwere & Chukwu, 2021). Similarly, cloud-based platforms and data analytics support decision-making and improve the quality of teaching (Aliyu, Lawal & Sani, 2023). Despite these advantages, challenges persist, including inadequate training, limited infrastructure, and resistance to technology adoption (Okoro, Edeh & Oladimeji, 2020). These barriers hinder the optimal use of MIS and may adversely affect lecturers' productivity. Additionally, factors such as the availability of resources, institutional support, and user competency influence the successful integration of MIS in educational settings (Nwankwo, Okafor & Uche, 2022). As Nigerian public colleges of education strive to improve educational outcomes and adapt to global trends, understanding the relationship between MIS and lecturers' job productivity becomes imperative. Identifying effective MIS practices and addressing barriers can provide actionable insights for improving job performance and enhancing institutional success (Abubakar & Musa, 2024). The core components of MIS that contribute to its effectiveness include data management, which ensures efficient collection, storage, and retrieval of academic and administrative data for recordkeeping and decision-making (Ibrahim, Abiola & Johnson, 2018); decision support systems, which provide analytical tools and dashboards for informed decision-making regarding resource allocation and academic planning (Aliyu, Lawal & Sani, 2023); communication systems, which facilitate seamless information exchange among faculty, staff, and students, improving collaboration and coordination (Ahmed & Bello, 2020); performance monitoring, which tracks and evaluates teaching outcomes and administrative activities to identify areas for improvement (Oduwole & Aina, 2019); and resource planning, which aids in the optimal allocation and utilization of resources such as classrooms, laboratories, and teaching materials to enhance productivity (Abubakar & Musa, 2024). Notably, data management serves as the foundation of MIS by ensuring the accuracy and availability of information, which is critical for supporting other MIS functions and advancing institutional objectives.

Data management refers to the systematic process of collecting, organizing, storing, retrieving, and utilizing data to support decision-making and improve operational efficiency within institutions. Adebayo and Adetunji (2020), define it as a strategic approach to managing institutional data, which enhances lecturers' productivity by streamlining administrative tasks and ensuring timely access to essential academic resources. Yusuf and Bello (2019) emphasize that the automation of tasks like grading and attendance through data management systems in

Nigerian colleges helps reduce errors and improve efficiency. McMillan and Jackson. (2021) describe data management as an essential tool for supporting data-driven decision-making, improving teaching effectiveness, and fostering academic collaboration. Williams and Adams (2020) further highlight that effective data management systems in universities facilitate the smooth functioning of administrative processes and contribute to better educational outcomes by providing accurate, real-time data for academic planning and performance assessment. For lecturers, effective data management systems are key to enhancing productivity by reducing administrative burdens, enabling timely access to academic resources, and allowing more time for teaching and research. Adebayo and Adetunji (2020) note that centralized databases in Nigerian colleges improve lecturers' focus on academic duties. Systems that automate tasks like grade recording and attendance tracking, as emphasized by Yusuf and Bello (2019), reduce redundancy and errors. Data management also provides insights for decision-making, such as identifying student performance trends (Olatunji, 2021) and improving research productivity through easy access to materials (Akpan & Effiong, 2022). Additionally, automated performance tracking motivates lecturers by providing accurate data for appraisals (Eze & Chinedu, 2023). However, challenges like inadequate funding, poor ICT infrastructure, and lack of training persist, as pointed out by Ajayi and Salawu (2020). Several scholars, including Laudon and Laudon (2021), have emphasized that efficient data management improves decision-making by providing reliable insights for academic and administrative planning. Building upon data management, decision support systems play a crucial role in analyzing and interpreting stored data, transforming it into actionable insights that enhance strategic planning and operational efficiency within educational institutions (Turban, Pollard & Wood, 2022).

Decision Support Systems (DSS) play a pivotal role in enhancing lecturers' job productivity by offering timely and relevant data, analytical tools, and structured insights that support effective decision-making. In Nigeria, Haliso (2019) highlighted the importance of wellstructured information systems in facilitating lecturers' ability to manage and utilize information efficiently for research, lecture preparation, and student engagement. Similarly, Umar et al. (2021) emphasized the impact of ICT tools, including DSS, on improving research productivity among academic staff in federal universities in North-East Nigeria, concluding that such tools streamline data analysis and enhance research outcomes. On a global scale, Olanrewaju and Ali (2019) examined the integration of DSS in Malaysian universities and found that these systems significantly improved academic staff performance by optimizing curriculum planning, resource allocation, and research activities. Collectively, these findings demonstrate that DSS is not merely a technical tool but a transformative asset in academia, enabling lecturers to perform their teaching, research, and administrative tasks more effectively and contributing to institutional excellence. As institutions embrace DSS, they empower academic staff to achieve higher productivity levels, ultimately enhancing the quality of education and research outcomes. Closely linked to DSS is the role of communication systems, which serve as a vital bridge in ensuring the seamless exchange of information across academic institutions. According to Laudon and Laudon (2021), effective communication systems facilitate the dissemination of insights generated from DSS, ensuring that data-driven decisions are effectively communicated among faculty members, administrators, and students. Turban et al. (2022) further emphasize that without efficient communication channels, the impact of DSS on academic productivity would be limited, as timely access to processed information is crucial for strategic planning and operational efficiency. Therefore, integrating robust communication systems enhances institutional collaboration, supports virtual learning environments, and improves faculty-student engagement, ultimately contributing to a more dynamic and efficient academic ecosystem.

Communication systems within Management Information Systems (MIS) have been defined by several scholars in recent years. Oyeleke, Adegboyega and Williams (2023) define communication systems in MIS as "a set of interconnected technologies and processes that enable the exchange of information within an organization, supporting decision-making and operational activities." Adetunji, Akinola and Adeola (2022) describe these systems as "digital platforms and tools that support the seamless transmission of data, enabling institutions to streamline administrative functions and improve academic operations." Williams and Adams (2020) explain communication systems as "the technological infrastructure that allows for the flow of information across various levels of an institution, ensuring timely access to relevant data." Effective communication systems within Management Information Systems (MIS) are crucial for enhancing lecturers' job productivity in academic institutions, both in Nigeria and globally. In Nigerian colleges of Education, digital communication platforms integrated into MIS facilitate efficient coordination, streamline administrative tasks, and support academic collaboration, all of which significantly improve teaching effectiveness and workload management (Oyeleke et al., 2023; Adetunji et al., 2022). These systems enable lecturers to access real-time information, share instructional resources, and provide timely feedback to students, thus fostering an environment conducive to academic excellence. Similarly, global studies, such as those by McMillan et al. (2021) in the United States and Williams and Adams (2020) in the UK, have shown that communication tools within MIS improve lecturers' ability to collaborate, reduce administrative burdens, and enhance engagement with students. The integration of mobile-friendly systems and ongoing training for lecturers in Nigeria could further enhance their proficiency and productivity. Overall, communication systems in MIS play a key role in improving lecturers' effectiveness by ensuring the seamless flow of information, supporting decision-making, and promoting collaboration, ultimately leading to better educational outcomes. These systems directly contribute to lecturers' job productivity by facilitating real-time communication, streamlining academic operations, and ensuring efficient access to essential information. With the support of these systems, lecturers can collaborate more effectively, manage their schedules, and provide timely feedback to students, ultimately improving their efficiency and enhancing overall productivity. Closely related to communication systems, performance monitoring serves as a critical component of MIS by enabling institutions to assess and enhance the effectiveness of academic and administrative processes. Scholars such as Brown, Harrison, and Patel (2023) define performance monitoring as "the systematic tracking and evaluation of institutional activities using digital tools to optimize efficiency and productivity."

Performance monitoring, a systematic approach to evaluating and tracking activities, is vital in aligning lecturers' roles with institutional goals to enhance their productivity. It ensures that teaching, research, and administrative responsibilities are effectively executed while identifying areas that require improvement or support. According to Atwebembeire, Ainomugisha, and Taibu (2018), participatory monitoring mechanisms—where targets are collaboratively set, feedback is constructive, and rewards are performance-based—are instrumental in significantly boosting teaching quality and research outputs. In contrast, rigid, top-down approaches can stifle productivity, breeding resistance among lecturers and undermining the very goals they aim to achieve. Muhie et al. (2020) brought attention to the integration of web-based systems in Ethiopian universities, demonstrating how technology simplifies performance tracking and enhances evaluation, even in resource-constrained settings. Similarly, Nor and Mannan (2024) highlighted the benefits of electronic performance monitoring in Bangladeshi universities, improving accountability and productivity, though they raised valid concerns regarding privacy issues associated with surveillance tools such as CCTV. Adenike (2023) emphasized that the success of performance monitoring hinges on context, suggesting that inflexible systems may not yield the desired outcomes. Therefore, effective performance monitoring systems in higher education should strike a balance between accountability and autonomy, fostering a supportive, rather than punitive, environment that encourages continuous improvement and excellence. When applied to Management Information Systems (MIS) and lecturers' productivity, performance monitoring and resource planning are crucial for maximizing academic efficiency. MIS offers real-time data on workload distribution, instructional materials, and institutional support, ensuring lecturers have the necessary tools to enhance teaching effectiveness (Laudon & Laudon, 2020). In parallel, MIS enables performance monitoring through data analytics, tracking lecturers' engagement, research output, and student feedback, allowing administrators to identify areas for improvement (Onaolapo & Oyewole, 2018). This integration creates a dynamic feedback loop where insights into performance inform resource allocation, aligning professional development, technology, and institutional support with productivity goals. By leveraging MIS for both monitoring and planning, educational institutions can significantly boost lecturers' efficiency and foster a culture of academic excellence.

Lecturers‘ job productivity is significantly influenced by the availability and effective management of resources, as it determines their ability to deliver high-quality teaching, conduct impactful research, and engage in administrative and community service roles. Proper resource planning ensures access to essential teaching materials like textbooks, technological tools, and well-equipped classrooms, which bridges gaps and enhances productivity by reducing time spent improvising, as noted by Yusuf and Alabi (2020). It also extends to research support, providing funding and access to academic databases, which Ofoegbu and Eze (2018) argue is vital for improving lecturers' research output, particularly in resource-constrained environments like Nigeria. Infrastructure and technology, such as learning management systems and virtual classrooms, further facilitate academic activities, with Adesina and Lawal (2021) emphasizing that investment in digital infrastructure significantly boosts lecturers‘ performance. Additionally, resource planning involves workload management, ensuring fair distribution of teaching and administrative duties to prevent overburdening, as highlighted by Jones and Brown (2019). Capacity building, including budgeting for training and professional development programs, also plays a pivotal role, with Ekundayo and Ajayi (2020) stressing the importance of workshops and conferences in improving lecturers‘ effectiveness. Despite these benefits, resource planning in Nigerian colleges of education faces challenges such as inadequate funding, poor policy implementation, and lack of technical expertise, which, according to Chinedu and Mohammed (2022), undermine its efficiency. Addressing these issues through collaborative efforts by policymakers, administrators, and stakeholders is crucial for fostering an environment that enhances lecturers‘ productivity and drives academic excellence.

# 1.2 Statement of the Problem

In recent years, Management Information Systems (MIS) have gained significant attention in various educational settings as tools for improving administrative processes, decision-making, and overall organizational efficiency. The potential of MIS to enhance lecturers' job productivity in colleges of education remains a subject of ongoing inquiry, especially within the context of Adamawa State. The ideal scenario is one where effective integration of MIS can significantly improve lecturers' productivity by streamlining administrative duties, enabling better access to academic resources, facilitating communication, and supporting academic planning and assessments.

However, the reality within many colleges of education in Adamawa State presents a contrasting picture. A considerable number of these institutions face challenges in adequately adopting and integrating MIS due to factors such as lack of infrastructure, insufficient training for lecturers, and resistance to technological change. Additionally, there is a limited understanding of how these systems specifically correlate with job productivity, with many studies offering only general insights into MIS application without addressing the specific context of higher education in Nigeria. Previous research, such as the work of Bello (2021), has identified that while MIS is increasingly being implemented, its full potential in improving job productivity is still not fully realized. Bello noted that a gap exists in understanding the relationship between MIS use and its direct impact on teaching efficiency, time management, and overall lecturer performance. Similarly, Adebayo et al. (2020) highlighted that, despite the growing awareness of MIS in educational management, lecturers' productivity remains constrained by technological and infrastructural deficiencies. These gaps have significant implications for the quality of education provided in colleges of education in Adamawa State, affecting both the lecturers' professional development and student outcomes.

The impact of these gaps is multifaceted: first, the lack of proper MIS integration hampers lecturers' ability to access timely and relevant information, thereby reducing their effectiveness in both teaching and academic administration. Second, inefficiencies in administrative processes due to the absence of robust MIS lead to increased workloads for lecturers, resulting in burnout and reduced motivation. Finally, the failure to leverage MIS to its full potential may perpetuate a cycle of stagnation in educational practices, ultimately affecting the academic growth and career satisfaction of lecturers. Thus, exploring the correlation between MIS usage and lecturers' job productivity in colleges of education in Adamawa State is crucial to bridging these gaps and fostering an environment where technology can drive meaningful improvements in educational delivery.

# 1.3 Purpose of The study

The purpose of this study is to investigate Management Information Systems (MIS) as correlates to lecturers job productivity in public Colleges of Education in Adamawa State, Nigeria. The specific objectives are to determine the relationship between;

1. Data Management and lecturers job productivity in public Colleges of Education in Adamawa State.
2. Decision Support Systems and lecturers job productivity in public Colleges of Education in Adamawa State
3. Communication Systems and lecturers job productivity in public Colleges of Education in Adamawa State
4. Performance monitoring and lecturers job productivity in public Colleges of Education in Adamawa State
5. Resource planning and lecturers job productivity in public Colleges of Education in Adamawa State.
6. Data management, decision support systems, communication systems, performance monitoring , resource planning and lecturers job productivity in public Colleges of Education in Adamawa State.

# 1.4 Research Questions

The following research questions are raised to guide study:

**RQ1.** What is the level of data management in public Colleges of Education in Adamawa State? **RQ2.** What is the level of Decision support systems in public Colleges of Education in Adamawa State?

**RQ3.** What is the level of communication systems in public Colleges of Education in Adamawa State?

**RQ4.** What is the level of performance monitoring in public Colleges of Education in Adamawa State?

**RQ5.** What is the level of resource planning in public Colleges of Education in Adamawa State?

**RQ6.** What is the level of data management, decision support systems, communication systems, performance monitoring , resource planning in public Colleges of Education in Adamawa State?

**RQ7** What is the level of lecturers‘ job productivity in public Colleges of Education in Adamawa State?

# 1.5 Hypotheses

The following hypotheses are formulated to guide the study and will be tested at 0.05 Alpha level of significance:

|  |  |
| --- | --- |
| **HO1** | There is no significant relationship between data management and lecturers job productivity in public Colleges of Education in Adamawa State. |
| **HO2** | There is no significant relationship between decision support systems and lecturers job productivity in public Colleges of Education in Adamawa State. |
| **HO3** | There is no significant relationship between communication systems and lecturers job productivity in public Colleges of Education in Adamawa State. |
| **HO4** | There is no significant relationship between performance monitoring and lecturers job productivity in public Colleges of Education in Adamawa State. |
| **HO5** | There is no significant relationship between resource planning and lecturers job productivity in public Colleges of Education in Adamawa State. |
| **HO6** | There is no significant relationship between data management, decision support |

systems, communication systems, performance monitoring, resource planning and lecturers job productivity in public Colleges of Education in Adamawa State.

# 1.6 Significance of the Study

This study holds significant value for educational authorities, including educational managers, the Nigerian Commission for Colleges of Education (NCCE), Tertiary Education Trust Fund (TETFUND), planners, policy makers in both federal and state ministries of education, as well as proprietors of private colleges of education in Nigeria. The findings will also benefit lecturers, students, and future researchers, along with educational agencies such as the NCCE and the governing councils of Nigerian colleges of education.

Specifically, the results from this study will be instrumental in helping educational managers and planners in federal and state ministries of education evaluate their roles in staff development and the needs of colleges of education for improving lecturers' productivity. This will provide insights into enhancing performance, particularly in leveraging Management Information Systems (MIS) to optimize staff development and resource utilization, leading to better academic outcomes.

Policy makers in the federal and state ministries of education will find this study particularly valuable, as the findings will shed light on challenges faced in implementing staff development policies within Nigerian colleges of education. This could prompt policymakers to revise or develop new policies, particularly in the integration of MIS, to better guide staff orientation, induction, and professional development programs, ensuring these align with productivity goals and technological advancements.

The NCCE, as the regulatory body for colleges of education, will benefit from the study‘s findings by identifying challenges in MIS implementation and staff development programs. This could encourage them to advise the government on the financial and infrastructural needs for improving lecturers' productivity through technology-enhanced development programs.

Lecturers will directly benefit from this study as it will inform them about the significance of using MIS in their professional development. By understanding how MIS can optimize teaching methods, lesson delivery, and administrative tasks, lecturers can improve their productivity, resulting in better quality education for students. This, in turn, enhances their ability to train Nigerian Certificate in Education (NCE) graduates to be more effective teachers at the primary school level.

For students, the findings of this study promise an improved learning experience as lecturers enhance their teaching methods through the integration of MIS. Students will receive a higher quality of education, contributing to stronger academic outcomes and preparing them better for their future careers.

Policymakers will gain crucial data and insights from this study, which can influence educational policies on staff development programs. The findings will guide more efficient allocation of funds and resources for the adoption of MIS in colleges of education, ultimately leading to improved academic standards and a more effective use of resources.

School administrators in colleges of education in Adamawa State will benefit from the improved productivity of lecturers facilitated by better staff development programs, including the integration of MIS. This will help create a more supportive educational environment, which will enhance the overall growth and reputation of these institutions.

Educational institutions, particularly colleges of education, will experience improvements in academic standards due to the study‘s findings, which will help optimize staff development programs to better align with lecturers' needs. This will lead to enhanced educational quality and more effective teaching practices.

TETFUND, as a key provider of funding for higher education development, will gain insights into how to effectively allocate funds for MIS-related staff development initiatives. The findings will help ensure that financial resources are used efficiently to enhance lecturers' productivity and overall institutional development.

Lastly, the findings of this study will be accessible to a wider audience through conference presentations and internet publications, benefiting educational authorities, researchers, and institutions both within and beyond Nigeria. The study will contribute to ongoing efforts to improve higher education in Adamawa State and across the country by fostering a better understanding of the relationship between MIS and lecturers' productivity.

# 1.6 Scope of the Study

This study will be delimited to Management Information Systems (MIS) as correlates to lecturers job productivity in Colleges of Education in Adamawa State, Nigeria. The study will further be delimited to Management Information systems of; Data Management, decision support systems, communication systems, performance monitoring and resource planning. The study will be delimited to public Colleges of Education in Adamawa State, Nigeria. These consist of Federal College of Education, Yola, Adamawa State College of Education, Hong, and Lecturers in Federal College of Education, Yola and Adamawa State College of Education, Hong will constitute the respondents of this study. This choice of these category of respondents is because they are directly involved in the teaching and learning processes of the school as such would have first-hand information on the type(s) management information systems provided for them by their respective owners (Federal or State), Government.

# 1.8 Operational Definition of Terms

**Data Management**: In this study, refers to the organization, storage, and retrieval of institutional data, such as student records and academic schedules, to facilitate decision-making and reduce administrative workload within public Colleges of Education in Adamawa State.

**Decision Support Systems (DSS)**: In this study, refers to tools that provide lecturers with analytical data and reports, which assist in improving planning, curriculum delivery, and research output within public Colleges of Education in Adamawa State.

**Communication Systems**: In this study, refers to platforms, such as email, intranet, and learning management systems, that enhance collaboration and interaction among lecturers, students, and administrators in public Colleges of Education in Adamawa State.

**Performance Monitoring**: In this study, refers to automated systems used to track and report lecturers' performance, student feedback, and key performance indicators (KPIs), aimed at improving teaching quality and productivity in public Colleges of Education in Adamawa State.

**Resource Planning**: In this study, refers to tools that assist in the effective allocation of resources, including classrooms, teaching aids, and research funds, to enhance productivity and reduce redundancy within public Colleges of Education in Adamawa State.

# CHAPTER TWO LITERATURE REVIEW

This chapter entails review of existing literature on the research variables. The related literature for this study will be discussed under the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Framework

2.3 Management Information system

2.4 Lecturers‘ Job productivity

2.5 Data Management and Lecturers‘ job productivity

2.6 Decision support systems and Lecturers‘ job productivity

2.7 Communication systems and Lecturers‘ job productivity

2.8 Performance monitoring and Lecturers‘ job productivity

2.9 Resource planning and Lecturers‘ job productivity

2.10 Review of Empirical studies

2.11 Summary of Literature Review and Uniqueness of the Study

# 2.1 Theoretical framework

The theoretical framework for this study on Management Information Systems (MIS) as correlates of lecturers' job productivity in public Colleges of Education in Adamawa State is grounded in the Technology Acceptance Model (TAM)**.** TAM, developed by Davis (1989), posits that the adoption and use of technology are driven by Perceived Usefulness (PU) and

Perceived Ease of Use (PEOU)**.** In this study, TAM helps explain how lecturers‘ perceptions of the MIS tools including data management**,** decision support systems**,** communication systems**,** performance monitoring**,** andresource planning affect their willingness to adopt these technologies and their subsequent impact on job productivity. By focusing on the perceived benefits and ease of use of these systems, the study explores how their integration into daily academic and administrative tasks can enhance lecturers' efficiency and performance in public colleges of education.

## 2.1.1 The Technology Acceptance Model (TAM) by Davis (1990)

The Technology Acceptance Model (TAM), proposed by Davis (1989), is a well-

established theory that explains how individuals come to accept and use technology. It posits that two key factors influence technology adoption: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Perceived Usefulness refers to the degree to which a person believes that using a technology will improve their job performance, while Perceived Ease of Use relates to how easy a technology is to use. This model provides a useful framework for understanding how lecturers in public Colleges of Education in Adamawa State perceive and adopt Management Information Systems (MIS) and how these perceptions influence their productivity.

Data Management is a critical component of MIS, encompassing the organization, storage, and retrieval of institutional data. Lecturers who perceive data management systems as useful for efficiently managing academic records and student information are likely to adopt them. If these systems are easy to use, with user-friendly interfaces for inputting and retrieving data, lecturers will experience reduced administrative burdens, enabling them to focus more on teaching and research. Consequently, this improved administrative efficiency contributes to higher productivity levels in academic roles.

Decision Support Systems (DSS) are another essential part of MIS, providing lecturers with analytical data and reports that help improve planning, curriculum delivery, and research output. If lecturers find DSS tools useful for enhancing their academic responsibilities, they are more likely to embrace them. Similarly, if these tools are easy to navigate and require minimal effort to operate, lecturers will use them more effectively. The use of DSS systems facilitates better decision-making, which leads to more efficient teaching and improved research productivity, ultimately enhancing lecturers‘ overall performance.

Communication Systems, such as email, intranet, and learning management systems, enhance collaboration between lecturers, students, and administrators. Lecturers who perceive these communication tools as beneficial for fostering effective interactions are more likely to adopt them. When these systems are easy to use and integrate seamlessly into daily workflows, they promote better coordination and engagement with students, improving the overall teaching and learning experience. This improved communication contributes to increased lecturer productivity by allowing for more efficient time management and resource sharing.

Performance Monitoring tools in MIS track lecturers‘ engagement, student feedback, and key performance indicators (KPIs). These systems enable lecturers to assess their performance and identify areas for improvement. Lecturers who perceive these tools as useful in enhancing their professional development are more likely to use them. Additionally, if performance monitoring systems are user-friendly and provide clear metrics, lecturers will be more motivated to engage with them, resulting in continuous improvement and higher productivity in their academic roles.

Resource Planning tools in MIS help allocate resources such as classrooms, teaching aids, and research funds. Lecturers who perceive these tools as useful for optimizing resource utilization and reducing redundancy are more likely to adopt them. If these tools are easy to use and integrate into their daily routines, lecturers can manage resources more effectively, allowing them to focus more on their core teaching and research activities. This efficient resource planning ultimately enhances lecturers' productivity by enabling them to maximize the use of available resources.

Technology Acceptance Model (TAM) offers valuable insights into how lecturers in public Colleges of Education in Adamawa State perceive and utilize MIS tools. When lecturers perceive these systems as useful for enhancing their teaching, research, and administrative tasks, and when they find them easy to use, they are more likely to adopt them. The integration of MIS tools like data management, DSS, communication systems, performance monitoring, and resource planning can lead to improved lecturer job performance and increased overall productivity. By applying TAM, this study seeks to explore how these systems influence lecturers' work efficiency and contribute to the enhancement of educational outcomes in public Colleges of Education in Adamawa State.

# 2.2 Conceptual Framework

The conceptual framework of this study is used to discuss the various concepts of the variables of the study. Hence, the concept of data management, decision support systems, communication systems, performance monitoring, resource planning and lecturers job productivity in Colleges of Education in Adamawa State.

# CHAPTER THREE METHODOLOGY

This chapter describes the method and the procedures that were adopted in the study. It specifically discusses the research design, area of the study, population of the study, sample and sampling technique, instruments for data collection, validation of instruments, reliability of the instruments, method of data collection, and method of data analysis.

# 3.1 Research Design

This study adopts a correlational survey design to investigate the relationship between Management Information Systems (MIS) and lecturers' job productivity in public Colleges of Education in Adamawa State. The subvariables include data management, decision support systems (DSS), communication systems, performance monitoring, and resource planning. A correlational design is chosen because it allows for the examination of the associations between these MIS tools and lecturers‘ job performance, without manipulating any of the variables. According to Emaikwu (2015), correlational research investigates how changes or variations in one variable (such as the use of MIS tools) relate to changes in another variable (like lecturers' productivity). This design is suitable because the independent variables (MIS tools) already exist and cannot be altered, while the dependent variable (lecturers' job productivity) will be observed to understand the nature and extent of their relationship.

# 3.2 Area of the Study

The area of study is Adamawa States located in North Eastern Nigeria. Adamawa State is one of the States in the North-East geopolitical zone of Nigeria, bordered by Borno to the Northwest, Gombe to the west, Taraba to the Southwest, while its eastern border forms part of the national border with Cameroon. It takes its name from the historic emirate of Adamawa, with the emirate's old capital of Yola, serving as the capital city of Adamawa State. The latitude of Adamawa, Nigeria is 9.333333, and the longitude is 12.500000. The state is one of the most heterogeneous in Nigeria, with over 100 indigenous ethnic groups, formed in 1991, when the former Gongola state was divided into Adamawa and Taraba states. The State was carved out of the old Gongola State in 1991 by the General Ibrahim Badamsi Babangida military regime. Adamawa State had 10 men, both military and civilian, controlling the levers of power, who played crucial roles in transforming the state into what it is today.

Of the 36 states in Nigeria, Adamawa state is the eighth largest in area, but the thirteenth least populous with an estimated population of about 4.25 million as of 2016 (Michael, 2019). Geographically, the state is mainly composed of the highlands of mountains (the Atlantika, Mandara, and the Shebshi ranges) and the Adamawa Plateau, crossed by valleys and rivers, most notably the Benue and Gongola rivers. The lowlands of Adamawa are part of the West Sudanian savanna in the North and the wetter Guinean forest–savanna mosaic in parts of the south, while elevated areas are parts of the Mandara Plateau mosaic and Cameroonian Highlands forests ecoregions. In the extreme south of the state is part of the Gashaka Gumti National Park, a large wildlife park that contains large populations of bush-buck, African buffalo, patas monkey, blackand-white colobus, giant pangolin, and hippopotamus along with some of Nigeria's last remaining Nigeria-Cameroon chimpanzee, African leopard, and African golden cat populations.

In terms of education, Adamawa States have a significant number of primary, secondary, and tertiary educational institutions. At the time of this research work, there were two public colleges of education in Adamawa State (See Appendix C.). The choice of this area is based on the fact that it is among the educationally disadvantaged areas and a study of this kind would no doubt provide reliable information to educational stakeholders to grasp the opportunity they have while it lasts.

# 3.3 Population of the Study

The population of the study is 476 academic lecturers of Federal and State Colleges of Education in Adamawa State, Nigeria (Federal Ministry of Education, 2023). The number of the Colleges of Education under study is two (2) made up of Federal College of Education, Yola, Adamawa State College of Education, Hong (See Appendices E & F). This population comprises all the 260 academic staff of Federal College of Education, Yola, 216 academic staff from Adamawa State College of Education, Hong, respectively. (See Appendix C).

# 3.4 Sample and Sampling Technique

The sample size for the study comprises 217 lecturers. This size was determined using Taro Yamen Sample size formulae. (see Appendix D). Multistage sampling will be used to select the sample at different stages. First, cluster sampling technique will be used to group the Colleges of Education into two; Federal and State. Cluster sampling will be used because it satisfies the scope of the study which is public Colleges of Education. Secondly, purposive sampling will be used to select two States, which are Adamawa States.

Thirdly, proportionate stratified random sampling technique will be used in selecting the number of lecturers from each College of Education in this order: Federal College of Education, Yola (119), College of Education, Hong (98), respectively. This was done to ensure that, relative proportion of the respondents in the colleges involved in the study were exactly its relative contribution in the sample. Lastly, simple random sampling will be used to select the number of lecturers from each of the sampled Colleges of Education. The choice of simple random sampling is because it will give each respondent an equal opportunity of being included in the final sample of the study (See Appendix E for statistical computation of proportionate Stratified random sampling technique).

# 3.5 Instruments for Data Collection

Two self-structured questionnaires constructed by the researcher will be used in eliciting information from the respondents. The instruments will be titled ‗‘Management Information

System Questionnaire‘‘ (MISQ) and ―Lecturers‘ Job Productivity Questionnaire‖ (LJPQ). The questionnaire will be divided into three sections, A, B and C. Section A contained information on the personal data of the respondents, while Section B will be divided into six clusters, to solicit information on the six sub-variables of the study. Each cluster has five items respectively, totaling 30-items.

Cluster 1 contained items 1-5 that bordered on the level of data management in colleges of education, while cluster 2 contained items 6-10 which bordered on the level of decision support system in colleges of education. Cluster 3 consisted of items 11-15 which bordered on the level of communication systems in colleges of education. Cluster 4 had items 16-20 which bordered on the level of performance monitoring in colleges of education, while cluster 5 had items 21-25 which bordered on the level of resource planning in colleges of education. Section

‗C‘ has a total of 15-items on a single cluster bordering on lecturers‘ job productivity in public colleges of education.

On the whole, the instruments have a total 40-items structured on a four-point rating scale with response modes of Very High Level (VHL)=4, High Influence (HL)=3, Low Level (LL)=2 and Very Low Level (VLL)=1. This scale was chosen because the flexibility of the scale renders it appropriate for measuring the items of the variables of the study (See Appendix B).

# 3.6 Validation of the Instruments

To ensure the validity of the instruments, the researcher will present the questionnaire for face and content validation to three experts from Educational Management, all from Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola. These experts would be requested to thoroughly examine each of the items on the instruments and make appropriate changes by commenting on their suitability, ambiguity and simplicity with a view to making the items adequate for the study. For instance, unclear statement, questions with wrongly conceived ideas and missing information, as well as other observed errors are expected to be pointed out by the experts. Their comments, suggestions and corrections will be duly effected on the instruments, before final production of the instruments for field study.

# 3.7 Reliability of the Instruments

In order to establish the reliability of the two self-structured questionnaires

‗‘Management Information System Questionnaire‘‘ (MISQ) and ―Lecturers‘ Job Productivity Questionnaire‖ (LJPQ), the instruments will be administered to 30 respondents in College of Education in Zing which was not part of the study but had characteristics that are similar to those of the study sample based on the variable of ownership. Cronbach‘s Alpha reliability method will be used to determine internal consistency of items of the instruments. This is because Cronbach‘s Alpha is a measure of internal consistency that shows how closely related a set of items are as a group. The reliability coefficient obtained from clusters of the instruments will determine if the instruments can measure what it is designed to measure.

# 3.8 Method of Data Collection

In collecting the data, a letter of introduction will be collected from the Head of Department, Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola. The letter will be presented to the Registrar of each selected College of Education upon arrival. Data will be collected by personal administration of instruments to respondents by the researcher and with the aid of three research assistants using direct delivery approach. The choice of these research assistants is as a result of the large geographical spread of the respondents for the study, the research assistants will be informed by the researcher on what to do during the first visit to the sampled colleges on some technical terms used in the questionnaire, so as to properly guide the research assistants in the distribution and timely retrieval of all completed questionnaire copies immediately to minimize mortality rate. Where this is not possible, the respondents will be given a maximum of two working days to allow them sufficient time to complete and return the questionnaire copy. Upon collection of completed instruments, the sorting and coding will be done for ease of data analysis.

# 3.9 Method of Data Analysis

The data will be analysed using descriptive and inferential statistics. Descriptive statistics of Mean and Standard Deviation will be used to answer the research questions raised for the study. The decision will be based on the real limit of numbers. Hence a mean response score of

3.50-4.00 will be considered ‗Very High Level‘ (VHL), 2.50-3.49 ‗High Level‘ (HL), 1.50-2.49

‗Low Level‘ (LL), while 0.50-1.49 will be considered as ‗No Influence‘ (NI).

While Chi-square test of goodness of fit will be used in testing the null hypotheses at 0.05 level of significance. The decision rule for the rejection or acceptance of each hypothesis will be based on the set value of 0.05, where the P-value was equal to or greater than the set value of 0.05(P>0.05) the hypothesis will not be rejected but will be rejected where the P-value is less than the set value of 0.05(P<0.05).

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# APPENDIX A Letter of Introduction

Physical Sciences Department, Faculty of

Education,

Modibbo Adamawa University,

Yola,

Adamawa State, Nigeria.

29th January, 2025.

Dear Respondent,

# Letter of Introduction

I am a postgraduate student of the above-mentioned institution, currently undertaking a study on the ―Management Information Systems (MIS) as correlates to lecturers job productivity in Colleges of Education in Adamawa State, Nigeria‖.

Attached herewith are various statements that relate to Management Information Systems (MIS) as correlates to lecturers job productivity in Colleges of Education in Adamawa State, Nigeria. Kindly tick how they best express your opinion on the subject matter in your school by indicating the level of extent on a four-point scale (Where VHL= Very High Level, HL= High Level, LL= Low Level and VLL = Very Low Level). Be assured that the information provided will be used only for the masters research and not for any other purposes and will be accorded maximum confidentiality.

Thank you for your anticipated cooperation.

Yours faithfully,

# Raymond Edward M.Ed/PSE/22/0845

**APPENDIX B:**

**MANAGEMENT INFORMATION SYSTEMS (MIS) QUESTIONNAIRE (MISQ) AND**

# LECTURERS JOB PRODUCTIVITY QUESTIONNAIRE (LJPQ) Section A: Personal Data of Respondents

1. Name of the College: ………………………………………………..
2. Status of Respondent: Academic [ ],

# Section B: Questionnaire

**Instructions:** Please indicate by ticking (**√** ) in the appropriate columns, your option or choice on the items provided using any of the following options.

**Key:**

|  |  |
| --- | --- |
| 1 Very High Level | - VHL 4 |
| 2 High Level | - HL 3 |
| 3 Low Level | - LL 2 |
| 4 Very Low Level | - VLL 1 |

# INSTRUMENT FOR DATA COLLECTION

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Cluster 1: Level of data management in public Colleges of**  **Education** |  |  |  |  |
| **S/N** | **Item Description** | **VHL**  **4** | **HL**  **3** | **LL**  **2** | **VLL**  **1** |
| 1 | College maintains a centralized database for storing academic and administrative records. |  |  |  |  |
| 2 | Staff can easily retrieve and update students‘ records through an automated system. |  |  |  |  |
| 3 | Data backup and recovery measures are regularly implemented in the college. |  |  |  |  |
| 4 | The college has a structured policy for data security and confidentiality. |  |  |  |  |
| 5 | Data analysis tools are effectively used for decision-making in the college. |  |  |  |  |
|  | **Cluster 2: Level of Decision support systems in Colleges of**  **Education** | **VHL**  **4** | **HL**  **3** | **LL**  **2** | **VLL**  **1** |
| 6 | The college uses computerized systems to assist in decisionmaking processes. |  |  |  |  |
| 7 | Decision-makers have access to real-time data analytics for informed choices. |  |  |  |  |
| 8 | The institution employs predictive analytics for academic and administrative planning. |  |  |  |  |
| 9 | Decision support systems are integrated into the college‘s management operations. |  |  |  |  |
| 10 | The college provides training for staff on the effective use of decision support tools. |  |  |  |  |
|  | **Cluster 3: Level of communication systems in Colleges of**  **Education** | **VHL**  **4** | **HL**  **3** | **LL**  **2** | **VLL**  **1** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 11 | The college has an official email system for internal and external communication. |  |  |  |  |
| 12 | Online platforms are used for disseminating information to staff and students. |  |  |  |  |
| 13 | The institution has a functional public address system for announcements. |  |  |  |  |
| 14 | The college utilizes social media and websites for effective communication. |  |  |  |  |
| 15 | Feedback mechanisms are in place to enhance communication among stakeholders. |  |  |  |  |
|  | **Cluster 4: Level of performance monitoring in Colleges of**  **Education** | **VHL**  **4** | **HL**  **3** | **LL**  **2** | **VLL**  **1** |
| 16 | The college conducts regular staff performance evaluations. |  |  |  |  |
| 17 | Student academic performance is tracked through an automated system. |  |  |  |  |
| 18 | The institution has a structured mechanism for monitoring lecturers‘ productivity. |  |  |  |  |
| 19 | There are clear key performance indicators (KPIs) for assessing institutional goals. |  |  |  |  |
| 20 | Performance reports are regularly reviewed and used for decision-making. |  |  |  |  |
|  | **Cluster 5: Level of resource planning in Colleges of**  **Education** | **VHL**  **4** | **HL**  **3** | **LL**  **2** | **VLL**  **1** |
| 21 | The college has a strategic plan for managing human and material resources. |  |  |  |  |
| 22 | Budgeting processes are well-structured and aligned with institutional priorities. |  |  |  |  |
| 23 | The institution regularly assesses resource availability before program implementation. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 24 | There is an effective system for tracking resource allocation and utilization. |  |  |  |  |
| 25 | Staff and stakeholders are involved in resource planning and decision-making. |  |  |  |  |
|  | **Cluster 6: Level of lecturers’ job productivity in Colleges of**  **Education** | **VHL**  **4** | **HL**  **3** | **LL**  **2** | **VLL**  **1** |
| 26 | Lecturers demonstrate high job performance. |  |  |  |  |
| 27 | Lecturers complete their teaching schedules as planned each semester. |  |  |  |  |
| 28 | Lecturers deliver well-structured lectures. |  |  |  |  |
| 29 | Lecturers engage students in interactive learning. |  |  |  |  |
| 30 | Lecturers provide timely feedback on students‘ assessments. |  |  |  |  |
| 31 | Lecturers use instructional materials effectively. |  |  |  |  |
| 32 | Lecturers participate in research and publish scholarly articles. |  |  |  |  |
| 33 | Lecturers attend professional development workshops. |  |  |  |  |
| 34 | Lecturers contribute to curriculum development. |  |  |  |  |
| 35 | Lecturers are punctual in attending lectures. |  |  |  |  |
| 36 | Lecturers provide academic guidance to students. |  |  |  |  |
| 37 | Lecturers collaborate with colleagues. |  |  |  |  |
| 38 | Lecturers participate in departmental meetings. |  |  |  |  |
| 39 | Lecturers manage teaching responsibilities effectively. |  |  |  |  |
| 40 | Lecturers meet the required number of contact hours. |  |  |  |  |

# APPENDIX C

**LIST OF COLLEGES OF EDUCATION IN NORTH EASTERN NIGERIA**

|  |  |  |
| --- | --- | --- |
| **S/NO** | **COLLEGES OF EDUCATION** | **OWNERSHIP** |
| 1. | Federal College of Education Yola | Federal |
| 2 | Federal College of Education Gombe | Federal |
| 3 | Federal College of Education Yobe | Federal |
| 4 | College of Education Zing | State |
| 5 | College of Education Hong | State |
| 6 | College of Education Azare | State |
| 7 | College of Education Gashua | State |
| 8 | College of Education Billiri | State |
| 9 | College of Education Bama | State |

**APPENDIX C (CON’T)**

# TABLE SHOWING THE ACADEMIC AND NON-ACADEMIC STAFF OF FEDERAL COLLEGES OF EDUCATION IN NORTH EASTERN NIGERIA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/NO** | **FEDERAL COLLEGES OF**  **EDUCATION** | **ACADEMIC**  **STAFF** | **NONACADEMIC**  **STAFF** | **TOTAL** |
| 1. | Federal College of Education Yola | 260 | 800 | 1060 |
| 2 | Federal College of Education Gombe | 200 | 732 | 932 |
| 3 | Federal College of Education Yobe | 275 | 800 | 1075 |
|  | **Total** | **735** | **2332** | **3067** |

**APPENDIX C (CON’T)**

# TABLE SHOWING THE ACADEMIC AND NON-ACADEMIC STAFF OF STATE COLLEGES OF EDUCATION IN NORTH EASTERN NIGERIA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/NO** | **STATE COLLEGES OF EDUCATION** | **ACADEMIC**  **STAFF** | **NONACADEMIC**  **STAFF** | **TOTAL** |
| 1. | College of Education Zing | 302 | 528 | 830 |
| 2. | College of Education Hong | 216 | 754 | 970 |
| 3. | College of Education Azare | 425 | 755 | 1180 |
| 4. | College of Education Gashua | 379 | 721 | 1100 |
| 5. | College of Education Billiri | 698 | 802 | 1500 |
| 6. | College of Education Bama | 478 | 722 | 1200 |
|  | **Total** | **2,498** | **4,282** | **6, 780** |

**Source: National Commissions for Colleges of Education (2023)**

# APPENDIX D

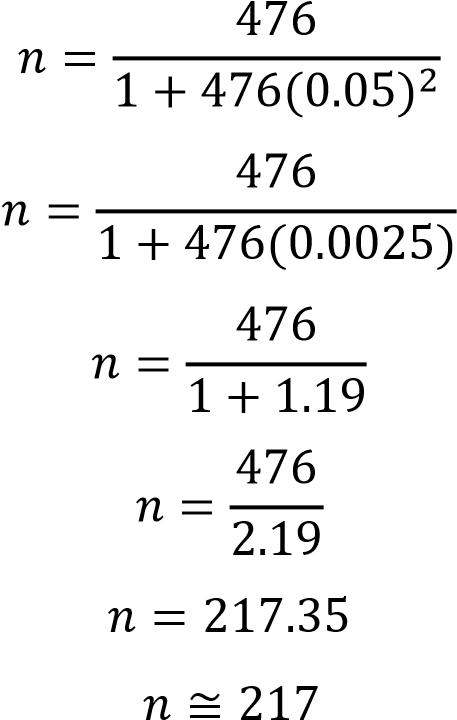
**SAMPLE SIZE COMPUTATION**

Taro Yamen Formula; given as n =



Where n = The Sample size required n = The Population size

E = Level of Significance



# APPENDIX E

**PROPORTIONATE STRATIFIED DISTRIBUTION OF THE SAMPLE SIZE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **FEDERAL COLLEGES OF**  **EDUCATION** | **STAFF POP.** | **S/N** | **STATE COLLEGES OF**  **EDUCATION** | **STAFF POP.** |
| 1. | Federal College of Education  Yola. | 260 | 1. | College of Education Hong | 216 |
|  | **Total sampled** |  |  |  | **351** |