

Evaluation of Work Attitude and Job Performance among Non-Teaching Staff Of A Nigerian University

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Abstract: The study seeks to ascertain the work attitude and job performance of Junior Non-Academic Staff (JNAS) of Ebonyi State University Abakaliki, Nigeria. A total of 284 or 30% of the university staff were sampled out of a population of 976 staff as at the time of the study. Descriptive statistical tools were used to measure the variables. The study revealed that JNAS of Ebonyi State University has a high positive attitude to work especially with regards to team work and that has resulted into high job performance. Therefore, impressive work attitude, effective communication and regular attendance to work by staff have been of great benefit to the institution both in terms of job performance and high productivity. It is therefore recommended that universities and other tertiary institutions should take the issue of staff work attitude seriously to facilitate effective job performance.

Key Words: Work Attitude, Job Performance, Junior Non-Academic Staff, Ebonyi State University.

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I. INTRODUCTION

The term "Work-Attitude" as conceived in this study incorporates various integral ideas associated with 'performance', 'efficiency', 'competence' and 'productivity'. It is an effective combination of concepts springing from these words that inform our idea of work attitude. For purposes of conceptual definitions, we shall provide what is meant by these factors. Performance refers to the workers knowledge of and ability to execute his/her duties. Efficiency on the other hand refers to the speed with which a job is done. While competence refers to different ways a worker is prepared/equipped for the job he/she is expected to do, Productivity refers to output of the job done. Thus, the phrase work-attitude in this study not only implies a worker's capabilities and knowledge-ability of the requirements of his/her job but also include the speed as well as the final result of executed job. It therefore becomes necessary for this research to effectively evaluate Ebonyi State University's Junior Non-Academic Staff (JNAS) work-attitude. On the other hand, universities are formal organizations with highly enlightened individuals within the system, and as such, ought to be a model organization to other organizations¹. This is to say that one expects to see cooperation among staff, sense of punctuality, sense of emotional maturity, due respect for one another, dedicated and highly productive workers, high personnel integrity and sense of responsibility. As ideal as these may seem, scholars among them, Ifedili agree that presently, jobs have been so much humanized in many educational institutions due to the contributions of modernity; and that an organization's survival now depends to a greater extent on the work attitude of organization's workers and the willingness of individuals within the system to sacrifice a degree of individuality and to conform to certain behavioral norms¹. In support of this view, Titang and Giri and Kumar affirm that Theory Y of McGregor is unworkable in Nigeria; this in their view is because, productivity increases with closed supervision, and this is due to cultural differences, level of education and standard of living^{2,3}. Ifedili concurs to this and adds that there is a general nonchalant attitude among Nigerian universities workers and that such attitude especially among non-academics is becoming a sort of concern for many stakeholders¹. Giri and Kumar put it this way:

The non-academic staff who are supposed to be in the office by eight in the morning, hardly open their offices by nine. Not minding their lateness, when they report and sign in, some low cadre workers among them would disappear to their other private businesses; some middle ones move from one office to another chatting,

some top ones who are expected to be controlling the junior ones report at times by eleven under the excuse that they either closed late the previous evening or are held up in the traffic. Files pile up unattended for a long time... Remuneration for university's workers has increased, yet the poor attitude persists³.

Agreeing to this, Ifedili writes that it is a general notion in Nigeria that government work is nobody's work and therefore does not deserve commitment; and that the apathy to work among some Nigerians can be traced to the colonial era when indigenous civil servants had very limited growth potentials¹. Nwosu lends his voice that Nigerian workers during the colonial era worked to meet above all, the requirements of the colonial masters⁴. They never obtained the reward which was commensurate with the work well done. According to him, despite the fact that better work policies and objectives are now being formulated for Nigerian workers, and the minimum wage has changed greatly, yet the colonial work attitude persists. Ifedili further laments that even the method of appointments in Nigerian public universities is causing a lot of more concern to those who have education at heart; this is because there is great suppression of excellence and diligence and promotion of mediocrity in the appointments and promotions in the system¹. According to him, the universities do not seem to employ based on merit but based on who backs the candidates. The present educational management condones favoritism and nepotism. It will be an understatement to say that approximately fifty percent of workers are employed based on staff relationship or political affiliation or tribe. Many of these have no integrity, no commitment, and academically and experience wise - not qualified¹. Writing on this, Abosede observe that the most worrisome of it all is that there are many good job seekers but because there is no godfather to talk for them, they remain unemployed while the wrong people are employed⁵. This type of system, according to him, breeds lawlessness and low productivity. Many people flout the rules and they cannot be disciplined because they are protected by those who brought them into the system or by their Unions. Some of the managers selected to head various parts of the university are never appointed based purely on merit but on the ground that they would be faithful. This is the reason why many seem to find it difficult to control their subordinates⁵. Ahmed et al supports this view as he advises that the process by which a worker is selected is a critical element in managerial success as this determines talents, competences, styles, personality and work attitudes of staff⁶.

Meanwhile, interest of researchers in investigating relationship between work attitude and job performance has continued to grow in recent studies. This is probably because work attitude is germane to job performance; job performance is also germane to attainment of organizational goal. Performance has been defined by Hellriegel et al as the level of an individual's work achievement after having exerted effort⁷. This implies that job performance involves quantity and quality of outcomes from individual or group effort attainment⁵. Ricketta describes job performance as the amount of effort an individual will exert in his or her job⁸. Moreover, the essence of job performance relies on "the demands of the job, the goals and missions of the organization, and beliefs in the organization about which behaviours are most valued"⁹. Also, Apenteng asserted that in order to measure job performance, it requires an observer to make a value judgment as to the extent to which the one being evaluated is behaving in a way that contributes to the organization's goals¹⁰. This is to say that the measurement of job performance is based on three interacting systems: (a) the goals established by the organization; (b) the behaviours demonstrated by the person being assessed (workers' work attitude); and (c) the evaluator's ability to accurately interpret and rate behaviour in relation to organizational goals.

Workers are employed in organizations for the primary purpose of rendering essential duties required for the attainment of organizational goals. This is more so in tertiary institutions especially universities widely acknowledged as a place of conglomerations of intellectuals for the primary purpose of expanding knowledge and research needed for society to grow. Meanwhile, prior studies such as those of Chegini have shown that the role of junior non academic staff is very essential in the attainment of these fundamental goals of knowledge enhancement and research expansion¹¹. Whereas many studies have been done elsewhere to ascertain work attitude of other cadres of staff in some Nigerian universities, not many of such works have been done to ascertain how work attitude of junior non academic staff of Ebonyi state university, Abakaliki influences their job performance and vis-à-vis affect productivity and goal attainment of the university despite the colossal amount of money expended on them in settlement of salaries and other work incentives. This study is important because if ignored, the existing knowledge gap of how work attitude of JNAS of EBSU influences productivity would continue to exist and the university may continue to be at the losing end.

As a result of the above issues, the study was aimed at finding out whether:

1. Team work attitude affects job performance among Junior Non- Academic Staff of Ebonyi State University, Abakaliki.
2. Communication work attitude affects job performance among Junior Non- Academic Staff of Ebonyi State University, Abakaliki.
3. Independent work attitude affects job performance among Junior Non- Academic Staff of Ebonyi State University, Abakaliki.
4. Attendance work attitude affects job performance among Junior Non- Academic Staff of Ebonyi State University, Abakaliki.

Work attitude is the feeling we have toward the different aspects of the work environment. It is the evaluation or personal interest that individuals have toward work-related targets^{12, 8}. This is why Shahab and Nisa posit that work attitude is the tendency of a subject in response to an object both positive and negative in the work environment. In other words, a person tends to do a particular job if he/she has a positive attitude toward his/her job¹³. Ahmed et al while agreeing with this view noted that work attitude has a significant positive influence on job satisfaction and by extension job performance⁶.

According to Carpeter et al there are several elements that influence work attitude¹². These include personality, adaptation to the work environment, job characteristics, psychological contracts, organizational justice, job relations and stress. Other factors that may influence work attitude include family situation, style of supervision and group influence. The indicators used in this study are family situation, style of supervision, pattern of communication and group influence.

Performance is a behavior exhibited or something done by the work or employee¹⁴. In the same vein, job performance is the behavior that can be evaluated in terms of the extent to which it contributes to organizational effectiveness¹⁵. Again, Hillriegel et al see job performance as individual's work achievement after having exerted effort⁷. Viswesveran and Ones as cited in Onukwube et al regard it as the behavior and outcomes that employees engages in or bring about that are linked with and contribute to organizational goals¹⁵. This why Mawoli and Babandako maintained that job performance is related to the extent to which an employee is able to accomplish the task assigned to him/her and how the accomplished task contributes to realization of the goals of the organization¹⁶.

Job performance is not a single unified construct but a multidimensional construct consisting of more than one kind of behavior. While Onukwube et al argued that job performance was traditionally viewed as a single construct, Austin and Villanova and Campell have earlier posited that job performance is a complicated and multidimensional factor^{15, 17, 14}. This is center point of the eight-factor model of performance proposed by Campell¹⁴. The model is based on factor analytic research that attempt to capture dimension of job performance existent across all jobs:

- i. Task specific behavior which includes those behaviors that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.
- ii. Non- task specific behaviors are those behaviors which an individual is required to undertake which do not pertain only to a particular job.
- iii. Written or oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.
- iv. An individual's performance domain might also be assessed in terms of effort, either day to day, when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.
- v. The performance domain might also include a aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol etc.
- vi. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his/her colleagues. This might include acting as a good role model, coaching, giving advice or helping maintain group goals.
- vii. Many jobs also have supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishment. These aspects of performance happen in a face to face manner.
- viii. Managerial and administrative performance entails those aspects of a job which serve the group or organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition, a manager might be responsible for monitoring organizational sources^{17:3}.

This model points out that measurement of job performance should not unidirectional. It actually encompasses everything that leads to the achievement of organizational goals. It is in line with this that Rival noted that the performance is a general term used for part or all activities of an organization at a certain period with reference to a number of standards, such as costs of future behavior; and projected by the basis of efficiency, responsibility and accountability of the management¹⁸.

Similarly, Hasibuan said that human resource performance is a result of work achieved by someone in carrying out the tasks assigned to him/her based on skills, experience, passion and period¹⁹. The study carried out by Riketeta showed that there is a significant relationship between work attitude and job performance by human resources⁸.

The work is anchored on Equity theory of motivation, developed in the early 1960s by J. Stacey Adams, which recognizes that work attitude and motivation can be affected through an individual's perception of fair treatment in social exchanges. When compared to other people, individuals want to be compensated

fairly for their contributions (the outcomes they experience match their inputs). A person's beliefs in regards to what is fair and what is not fair can affect their motivation, attitudes, and behaviors. Equity theory helps explain why highly paid union workers go on strike when no one else does but the members understand why and why millionaire athletes feel that they are underpaid and don't feel they make enough money.

The theory proposes that a person's work attitude is based on what he or she considers to be fair when compared to others²⁰. As noted by Apenteng, when applied to the workplace, Equity Theory focuses on an employee's work-compensation relationship or exchange relationship" as well as that employee's attempt to minimize any sense of unfairness that might result¹⁰. Because Equity Theory deals with social relationships and fairness/unfairness, it is also known as the Social Comparisons Theory or Inequity Theory²¹. Applied to this study, the theory explains that there is greater likelihood that JNAS of EBSU would perform better on their jobs if their work attitude could be stimulated through fair and cordial work environment.

Workers are employed in organizations for the primary purpose of rendering essential duties required for the attainment of organizational goals. This is more so in tertiary institutions especially universities widely acknowledged as a place of conglomerations of intellectuals for the primary purpose of expanding knowledge and research needed for society to grow. Meanwhile, prior studies such as those of Apenteng and Mills have shown that the role of junior non academic staff is very essential in the attainment of these fundamental goals of knowledge enhancement and research expansion^{10, 21}. Whereas many studies have been done elsewhere to ascertain work attitude of other cadres of staff in some Nigerian universities, not many of such works have been done to measure how work attitude of junior non academic staff of Ebonyi state university, Abakaliki influences their job performance and vis-à-vis affect productivity and goal attainment of the university despite the colossal amount of money expended on them in settlement of salaries and other work incentives. This study is important because if ignored, the existing knowledge gap would continue to exist and the university may continue to be at the losing end.

II. METHODS

Research Design

The study is based on quantitative research method conducted in a state government owned university, Ebonyi State University, Abakaliki in 2017. This survey research method is particularly appropriate for individual researchers because it gives opportunity for an aspect of a problem to be studied in some depth within a limited time scale²². At the onset, random cross-sectional survey method involving the administering of questionnaire was adopted in establishing empirical evidence of the different types of, as well as predominant, work attitude prevalent among JNAS in Ebonyi State University.

Research Population, Sample Size and Sampling Technique

The study focuses on JNAS of the four campuses of the Ebonyi State University, Abakaliki (CAS, Presco, Ishieke and at the university permanent site, Ezzamgbo). The population according the head of the payroll unit of the university was 976 as at the time of this study. Out of this population, 483 were males while 493 were females. These people work in the various units of the University like the Vice Chancellor's Office, Registrar's office, Security department, Works Department, Work and Study Unit, Pre degree school, Faculty of Law, Faculty of Humanities and Social Sciences, Faculty of Science, Faculty of Management, Works unit, Security, Exams unit, Database, etc.

As at the time of the study, there were 976 Junior Non-Academic Staff (JNAS) in the university. Consequently, Guilford and Flruchter (1973) formula for estimating sample size was applied to determine the study sample.

$$N/1\alpha^2+N = 976/1+ (0.05)(976) = 976/1+2.44 = 976/3.44 =283.7 = 284.$$

Where: N= size of population; and α –alpha (0.05)

The formula yielded 284 samples, which represented about 30% of the entire population. Stratified random sampling technique was used to select junior staff to form the sample size. Specifically, 284 subjects were selected from ten departments/units of the university covering the four campuses of the university. It should be noted that Peretomde and Owojori have maintained that a sample size that is not less than 10% of the population is a good representation of the population^{23, 24}. However, head of departments/units, deans, directors, registrar and Vice Chancellor were purposively selected for the interview sections. This was done to cross check the data that will emerge from the responses of the JNAS of the university.

Research Data and Instrument for Data Collection

Primary data is most suitable for this type of study. Hence, a structured 22 items questionnaire of a modified five-point Likert scale of very high, high; average low, very low was used to generate data. Hair et al identified interviews and questionnaire as the main instruments used in generating data in a survey. The

instrument was face validated by three experts in the chosen area of study⁹. Twenty copies of the questionnaire were used during a pilot study that took care of test-retest reliability concerns.

Research Data Analysis

All the variables used in the study were measured using nominal scale – the modified 5 point Likert type rating scale. The responses were evaluated and used to compute descriptive statistics (frequency, weighted score, mean, standard deviation) for each of the explained variables. In other words, data generated were subjected to descriptive statistics.

III. RESULTS

Reliability Test

The reliability of scales was determined using Cronbach’s alpha method. Analysis revealed that team work attitude scale is reliable by 64%, communication attitude by 74%, independent work attitude by 76% and attendance work attitude by 89%. (table 1). Cronbach’s alpha measures the average of measurable items and its correlation, and if the result is generally above 0.5 (or 50%), it is considered to be reliable (Peighambari, 2007).

Table 1: Reliability Coefficients of the Research Variables

Factor	Number of Items	Cronbach Alpha
Independent work attitude	4	0.64
Attendance work attitude	5	0.74
Communication attitude	6	0.84
Team work attitude	7	0.94

Source: Researchers’ Computation 2018.

Characteristics of the Respondents

The sample size was 284 subjects. Out of this number, 22 subjects decline to participate in the research. Therefore, the study was carried out using 262 respondents. Questionnaire was distributed to these 262 respondents. Again, 17 copies of the questionnaire were not returned while 31 copies out of those returned were not properly filled. We were therefore left with 214 copies of the questionnaire for analysis. This represents 81% of those who participated in the study. In other words, the analysis was based on the 214 copies of the questionnaire than were properly filled and returned.

Table 2 shows the respondents’ demographic profile. First, the respondents were classified based on sex. The analysis revealed that 43.9% of the respondents are males while 56.1% are females.

Data analysis also revealed that majority of the respondents (130 or 60.7%) are within the age group 21-30 years, followed by those whose age group fall between 31-40 years (42 or 19.6%), while 22 or 10.3% are within the age bracket 51-60 years. However, the analysis further revealed that fewer respondents amounting to 10 or 4.7% and 10 or 4.7% are within the age group 41-50 years and above 60 years respectively.

As regards the marital status of the respondents, analysis revealed that 102 or 46.7% are married, and 100 or 46.7% are single. None of the respondents is divorced but 12 or 5.6% of the respondents are widowed. Furthermore, majority of the respondents (208 or 97.2%) are Christians, while 4 or 1.9% are Muslims. Only one (0.9%) respondent in the sample practice traditional religion.

The respondents were further classified according to their educational qualifications. It was found that majority of the respondents (100 or 46.7%) have WASC/SSCE, 52 or 24.3% have first school leaving certificate, while another 52 or 24.3% have OND/NCE. The remaining 10 (4.7%) respondents have HND/First Degree. Results of the analysis also revealed that majority of the respondents (124 or 57.9%) live within Abakaliki town, followed by 84 or 39.3% who live at the out-sketch of Abakaliki town while few (6 or 2.8%) live outside Abakaliki town but within Ebonyi State.

Table 2: Profile of the Respondents

VARIABLE	CATEGORY	FREQUENCY N=214	PERCENTAGE	MEAN	STD. DEVIATION
Sex	Male	94	43.9	1.56	.499
	Female	120	56.1		
Age	21-30 years	130	60.7	2.79	1.206
	31-40 years	42	19.6		
	41-50 years	10	4.7		
	51-60 years	22	10.3		
	Above 60 years	10	4.7		
	Single	100	46.7		
Marital Status	Married	102	47.7	1.59	.598
	Divorced	0	0		
	Widowed	12	5.6		
	Christianity	208	97.2		
Religion	Islam	4	1.9	1.04	.235
	Traditional	2	0.9		
	FSLC	52	24.3		
Highest Educational Qualification	WASC/SSCE	100	46.7	2.09	.819
	OND/NCE	52	24.3		
	HND/First Degree	10	4.7		
	Abakaliki town	124	57.9		
Place of Residence	Out-sketch of Abakaliki town	84	39.3	1.45	.553
	Outside Abakaliki but within Ebonyi State	6	2.8		

Source: Fieldwork, 2018

Junior Non-Academic Staff Level of Job Performance

Analysis revealed the mean scores for each of 12 item/determinants of job performance. On a five-point scale, the mean score for **early completion of work** is 3.65 (sd = 1.632), **quality of work** is 3.98 (sd = 1.566), **lateness of workers** is 4.52 (sd = 0.904), **over-labour because unavailability of other workers** is 3.99 (sd = 1.575), **query** is 4.21 (sd = 1.399), **quarrel among workers** is 4.29 (sd = 1.381), **disagreement with boss** is 3.74 (sd = 1.456), **private phone calls in the office** is 2.50 (sd = 1.627), **receiving private calls that last long** is 4.11 (sd = 1.067), **chatting on social media in the office** is 4.11 (1.231), **playing computer games** in the office is 4.17 (sd = 1.397) and **quarreling with students** is 4.58 (0.901). The result indicate that Junior Non-Academic staff performed excellently well on each of 7 performance indicators. That is, they do not engage in quarrel with students, playing computer games while on duty, chatting on social media while on duty, quarreling with each other, coming excessively late to work or receiving phone calls that last for long time. It was also found that they have hardly received queries. However, the results also show that Junior Non-Academic staffs do not perform well when it comes to early completion of duty, quality work of done, cooperation, absolute obedience to their bosses and making of private phone calls while on duty. Generally, the result revealed that Junior Non-Academic staff performed well in most of the aspects of their work (Grand Mean = 3.9875).

Table 3: Respondents Level of Job Performance

Statement Item	Mean	Std. Deviation	Ranking
My boss is not always happy that I do not always finish my work on time.	3.65	1.632	11th
My boss is not always happy about the quality of work I do in the office.	3.98	1.566	9th
My co-workers are always late to work.	4.52	.904	2nd
I am over-laboured because my co-workers are not always there.	3.99	1.575	8 th
I have often received query.	4.21	1.399	4th
My co-workers often quarrel with me.	4.29	1.381	3 rd
I often disagree with my boss when I feel s/he is wrong.	3.74	1.456	10th
I always make private phone calls in the office.	2.50	1.627	12 th
I usually receive private phone calls that last for up to 2 minutes in the office.	4.11	1.067	6 th
I sometimes chat on social media while in the office.	4.11	1.231	6 th
I play computer games in the office when I am less busy.	4.17	1.397	5 th
Students always make trouble with me	4.58	.901	1 st

Grand Mean = 3.9875

Source: Fieldwork, 2018

Pattern of Team Work Attitude among Junior Non-Academic Staff

The study investigated the pattern of team work attitude among junior non-academic staff. Analysis revealed the mean scores for each of the 7 item/determinants of junior non-academic team work attitude. On a five-point scale, the mean for **all staff working as team** is 4.0727 (Std = .9786), **team spirit** is 4.2000 (Std = .8477), **work group easy to approach** is 4.0545 (Std = .7308), **workers cooperation to do work** is 4.2182 (Std = .6856), **work groups work against each other** is 3.6727 (Std = .9823), **work group depend on each other** is 4.0182 (Std = .8712) and **work suffers due to lack of team work** is 3.3273 (Std = .9439). The results show that junior non-academic staff (JNAS) agreed to the 5 point indicators of team work, that is, works as a team, has team spirit, cooperate to get work done, work group members are easy to approach with work problems and work groups depend on each other to perform. However, the JNAS disagreed on the remaining 2 team work indicators: that work groups attack each other and that their work usually suffers due to lack of team work. Overall, the JNAS usually have positive team work attitude in carrying their jobs (Grand mean = 3.9377).

Table 4: Respondents' Pattern of Team Work Attitude

Statement Item	Mean	Std. Deviation	Ranking
All staff in my unit/dept work as a team.	4.0727	.9786	3rd
There is a "team spirit" among those in my work group.	4.2000	.8477	2nd
Those in my work group are usually easy to approach with a work problem.	4.0545	.7308	4th
The people I work with cooperate to get the job done.	4.2182	.6856	1st
Work groups seem to work against each other.	3.6727	.9823	6th
In my department, work groups who depend on each other plan their work together.	4.0182	.8712	5th
My work performance suffers in the absence of team work.	3.3273	.9439	7th

Grand Mean = 3.9377

Source: Fieldwork, 2018

Pattern of Communication Attitude among Junior Non-Academic Staff

Analysis revealed the mean scores for each of 6 item/determinants of communication attitude. On a five-point scale, the mean score for **constant downward flow of information** is 4.1273 (Std = .7215), **constant upward flow of information** is 3.6727 (Std = 1.0010), **horizontal flow of information** is 4.0182 (Std = .8712), **enough information to perform duty on time** is 3.9818 (Std = .8049), **enough information to perform duty well** is 3.9273 (Std = .9594) and **lack of sufficient information affects job performance** is 4.0000 (Std = .7935). The results indicate that JNAS agreed on 3 communication attitude factors, that is, they believed that there is constant flow of downward information and horizontal information; and that lack of sufficient

information do affect the performance of their jobs. However, they believed that upward flow of information is not high and that they do not get enough information either to complete their work on time or to finish it well. In all, the JNAS communication pattern is just high but not enough to achieve very high performance.

Table 5: Respondents' Pattern of Communication Attitude

Statement Item	Mean	Std Deviation	Ranking
There is always down ward flow of work information.	4.1273	.7215	1st
There is always upward flow of work information.	3.6727	1.0010	6th
There is always horizontal flow of work information.	4.0182	.8712	2nd
I get enough information to do my work on time.	3.9818	.8049	4th
I have enough information to do my work well.	3.9273	.9594	5th
Lack of sufficient information affects my job performance.	4.0000	.7935	3rd

Grand Mean = 3.9546

Source: Fieldwork, 2018

Pattern of Independent Attitude to Work among Junior Non-Academic Staff

It was considered pertinent to ascertain the pattern of independent work attitude via JNAS preferences. Data analysis revealed a mean score on 4 items/determinants of independent work attitude. On a five-point scale, the mean score for preference to work alone is 2.7455 (Std = 1.2797), allowance to set my own goals is 3.2000 (Sd = 1.4707) and preference for less supervision to work well is 3.1818 (Sd = 1.5527). However, on the issue of preference to act on one's own the mean score is 4.0909 (Sd = .8876). The results indicate that JNAS has a very high preference to be allowed to act on their own in order to perform better. They also have high preference to set their own goals and work with less supervision. However, they have little preference to work alone. In general, the result revealed just high preference for independent work but little preference to work alone.

Table 6: Respondents' Pattern of Independent Attitude to Work

Statement Item	Mean	Std. Deviation	Ranking
I prefer to work alone	2.7455	1.2797	4th
I am allowed to set my work goals	3.2000	1.4707	2nd
I would perform better if allowed to act on own.	4.0909	.8876	1st
I would work better if I am supervised less.	3.1818	1.5527	3rd

Grand Mean = 3.3046

Source: Fieldwork, 2018

Pattern of Attendance Work Attitude among Junior Non-Academic Staff

The study also investigated JNAS pattern of attendance attitude to work. Analysis revealed the mean scores for each of the 7 items/determinants of attendance work attitude. On a five-point scale, the mean score for attendance satisfying boss is 4.0364 (Sd = .9616), taking extra break time is 3.7091 (Sd = 1.1000), co-workers come to work late is 2.745 (Sd = 1.2797), leaves duty post regularly is 4.1091 (Sd = .9559), takes permission regularly is 3.2000 (Sd = 1.4707), absenteeism is common is 3.936 (Sd = 1.0177) and lateness affects job performance is 4.4364 (Sd = .6876). The results indicate that JNAS has a very high positive work attitude to attendance with regard to the boss' satisfaction, being at duty post regularly and they believe that lateness affects job performance. Their work attitude with regard to taking extra break time, taking regular permission and the belief that absenteeism is positively high. However, the result also revealed that most JNAS believed that other workers are usually late. Generally, the result indicates that job performance by JNAS in terms of attendance attitude is just high (Grand mean = 3.7429).

Table 7: Respondents' Pattern of Attendance Attitude Work

Statement Item	Mean	Std. Deviation	Ranking
My attendance at work is satisfactory to my boss.	4.0364	.9616	3rd
I do not take extra break during work hours.	3.7091	1.1000	5th
My co-workers are always late to work.	2.7455	1.2797	7th
I leave my duty post regularly.	4.1091	.9559	2nd
I take permission regularly.	3.2000	1.4707	6th
Absenteeism from work is common.	3.9636	1.0177	4th
Whenever I come late to work it affects my job.	4.4364	.6876	1st

Grand Mean = 3.7429

Source: Fieldwork, 2018

IV. DISCUSSION

The study investigated the level of performance among the Junior Non-Academic Staff (JNAS) of Ebonyi State University, Abakaliki. It was found that JNAS of the university have positive attitude to work. This is because they do not engage in quarrel with students or play computer games while on duty. Again, they do not quarrel with one another; they do not come late to work or make excessive private phone calls while on duty. The study pointed out that JNAS of the university performed well in most aspects of their work. Our findings is in tandem with the view of Ifedili when he said that in a university one expects to see cooperation among staff, sense of punctuality, due respect for one another, dedication to duty and high sense of responsibility¹.

Having set out to determine the pattern of team work attitude among JNAS of Ebonyi State University, the study revealed that the JNAS of the university works as a team, has team spirit, cooperate with one another to get work done and work group members depend on each other to perform. It was also found that the work groups do not attack each other because all are working towards achieving the same organizational goals. In other words, the JNAS of Ebonyi State University have positive team work attitude in carrying out their duties. This finding reinforces the study by Riketta when he posited that there is a significant relationship between team work attitude and job performance⁸. In this case, the JNAS of the university have positive team work attitude and that resulted in high job performance as pointed out earlier.

Essentially, the study revealed that JNAS of EBSU has a very high preference to be allowed to perform their duties without undue interference. They believed that people work better when they set their own goals and work only with little supervision. As much as they believe that they need freehand to operate, they have preference to work as a team. In other words, they believed that supervision should be minimal. This finding gives credence to Equity Theory of Motivation. This is because the theory believes that a person's work attitude is based on what he or she considers to be fair and freewill. In other words, the freewill to perform motivates workers to put in their best and be more creative about their job.

The result shows that there is constant flow of downward and horizontal information and that upward flow of information is not high. In other words, management always send instructions to the workers but hardly get feedback from the JNAS which is supposed to guide them in decision making. Generally, communication is high within the institution and the higher the flow of information, the more effective the workers become. This supports the findings of Giri and Kumar and Titang when they noted that organizational communication has a significant effect on job satisfaction and job performance of the workers^{3,2}. In other words, job performance is very much dependent on effective communication behavior in the organization.

The study also investigated the pattern of attendance work attitude among JNAS of EBSU and the result indicates that the JNAS of the university has very high positive work attitude towards attendance, being at duty post regularly and avoid lateness. The workers do not usually take extra back hours or seek permission. Generally, the result shows that the JNAS attitude to attendance is positively high and that leads to high job performance. The findings show that since the workers have positive attitude towards attendance to duty, that is, they are punctual and regular to their duties and this reflects on their high job performance. Therefore, data support the view of Ahmed which noted that poor attendance by employees is a burden on the organization and even the rest of the staff⁶. This is because their absence will lead to drop in productivity and extra work handed to other staff members which impact morale. This shows that there is a strong relationship between regular attendance to duty and high job performance.

V. CONCLUSION

Based on the findings of the study, it can be said that the Junior Non-Teaching Staff of Ebonyi State University have a high positive attitude to work especially with regards to team work and that resulted into high job performance. This means that the more the positive the work attitude, the higher the job performance. Therefore, the impressive work attitude, effective communication and regular attendance to work by workers have been of great benefit to the university in terms of high non-teaching staff performance and productivity, which if sustained through effective motivation can assist the institution in realizing its basic objective of being an outstanding global citadel of learning.

Noting that upward flow of information in the institution is low, the study recommends that the university management should encourage the junior staff to express their views freely and such views should be utilized in management decision. This will help to ensure that everyone is given a sense of belonging as it goes a long towards self actualization and subsequently higher productivity.

It is believed that the present study will provoke some other studies as a follow up in a bid to establish the likely effect of work attitude on job performance. Specifically, to enhance the prospect of generalizing the findings of the current study, it is necessary to expand the scope in terms of the sample size and the selection strategy. It is therefore suggested that the study be replicated by evaluating the work attitude of both senior non-teaching and the teaching staff of both private and public universities in Nigeria and the effect it has their job performance. It will definitely broaden knowledge of the issue being assessed.

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