

INFORMATION SYSTEM COMPETENCY IN DATA PROCESSING AND JOB PERFORMANCE OF BUSINESS EDUCATION GRADUATES IN RIVERS STATE CIVIL SERVICE

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ABSTRACT

The study investigated Information System Competency and Job Performance of Business Education Graduates in Rivers State Civil Service. 3 objectives, 3 research questions, and 3 null hypotheses guided the study. The study adopted the descriptive survey design. The population of the study was 2,290 business education graduates working as civil service staff in Rivers State which was drawn from Ignatius Ajuru University of Education, Port Harcourt, Rivers State University, Rivers State Universal Basic Education, Rivers State Senior Secondary Schools Board and Rivers State Civil Service Commission (main stream), while the sample size consisted of 340 respondents. Data collection was through a researcher designed instrument titled Information System Competency and Job Performance of Business Education Graduates in Rivers State, Civil Service Questionnaire (ISCJPQ). To analyze the data, frequency, percentage and mean were used to answer the research questions, while Pearson Product Moment Correlation were used to test the null hypotheses at the 0.05 level of significance, with the aid of SPSS version 21. The result of the study among others revealed that there is a strong and significance relationship between data processing and effective communication among business education graduates in Rivers State mainly in documentation and recordings, data processing affects supervision of staff in terms of processing relevant data for supervision purpose, data processing affects task accomplishment by collecting relevant data to do jobs, data processing affects effective communication by making important information available, and data processing affect supervision in terms using important information to determine what should be done. The study concluded that it is high time tertiary institutions in Rivers State liaise with government to finance in-service training and retraining of lecturers/civil service staff in the area of technical-know-how of information communication technology (ICT) that will

enhance graduates in Rivers State civil service to show competency in their job performance. Based on the findings, the study recommended among others, that business education graduates need to update their learning facilities endeavor to adhere to information system principles and lecturers/teachers should be provided with scholarship on (ICT) training, in order to record high competency on their job performance in organizations and parastatals.

KEYWORDS: Information System Competency, Data Processing, Job Performance, Business Education, Graduates, and Rivers State Civil Service

Background to the Study

One aspect of technological development is the information and communication technologies (ICTs), which are wholly driven by the information system. This requires the use of computers and their accessories in various ways. In the field of business education, the uses of ICTs have been categorized into ICTs for education and ICTs in education (Daniels, 2002). As suggested by several authors, business education embraces information and communication technology skills. Modern information systems utilize information technology to undertake the activities of data gathering, processing, storage, retrieval, and dissemination (Kanini, 2008). Data needed for certain purposes (education) is collected from different sources through appropriate input devices. Data processing is the stage whereby data collected or gathered is transformed through computing, updating, and re-organizing the data, while data storage involves the safe keeping of raw or processed data for future use. However, for various decision-making purposes, data can be shared through a process of data distribution. Getting back information is called data retrieval. These are the information systems and technology or ICT competences and mastery needed for effective job performance by business education graduates (Jim et al, 2017).

Nwosu (2003) identified how ICT competencies can help business education graduates in different work organizations in various areas, namely; marketing and distribution, secretarial and accounting education. Here, competency means being able to perform a task or work role to a defined standard. In terms of information system competency, it is about how and what the computer/information technology or ICT does by ensuring real-time information management, increased efficiency, reduced cost, and increased employment performance. The use of information systems/technology for business education requires that an aspect of it be developed specifically for teaching and learning purposes. Such equipment/technology as interactive boards, over-head project zoom, You-Tube etc., have been developed for physical and virtual classrooms. Conversely, information systems/technology in education implies the adoption of general components of ICT in the teaching and learning process. These technologies, if developed for education and not used in the instructional process, will not enhance performance.

An information system has been described as an integrated set of components for collecting, storing, and processing data and for providing information, knowledge, and digital products. It suggests a computer system or set of related components, typically including hardware and software, system users, and the data itself. Involving information in education requires that the teachers have the ability, skill, and expertise in terms of communication, task accomplishment, and supervision of staff to incorporate ICT into teaching and learning. The business educator or graduates are therefore professionally trained teachers of business

subjects/course and are competent in the teaching the content of business education curriculum in the secondary schools' faculty of education in universities and colleges of education. Their acquired knowledge and skills of the information system as well as their ability to handle its various functions are crucial to their job performance.

The need at the time is high for business education graduates since it is concerned with education for and about business. In other words, the job opportunities available to its graduates are numerous, including in private business life. They are mainly found in institutions of learning where they train students in pre-vocational and vocational subjects and courses. The Nigerian government included business education programs in tertiary education curricular with specialties in marketing and distribution education, secretarial education, and accounting education (Jim et al, 2017; Ezeani, 2012). A series of innovations have been put in place in the business education curriculum geared towards preparing graduates for gainful employment or self-reliance. Based on the foregoing, there is a need to conduct an investigation into how business education graduates have been able to perform their jobs while taking advantage of the information system competencies. Therefore, it is the focus of this study to investigate the information system competencies and job performance of business education graduates in Rivers State.

Statement of the Problem

In one way or the other, every graduate in Nigeria has experienced a form of business education, especially as Business Studies in Junior Secondary School as a pre-vocational subject. At the secondary level, the subject content includes information and communication technology (ICT). The tertiary level of education has business education as a department with an option in response to changes in the globalized workplace. Ezenwa and Onokpaunu (2017) It has been observed that currently, globalized workplace skills consist of both technology and soft skills. Central to this technology skill is information technology, which uses the assets of a computer and its accessories, but it is sad to observe that in the curriculum of some universities, ICT courses are lacking. Thus, a very high percentage of business education graduates are ineffective in imparting information technology skills to their students. This is based on the fact that someone cannot offer what he or she does not have. These scenarios and negativities have led to poor job performance of business graduates in the use of information systems to Process data, consequently, poor job performance of business education graduates has become the bane of business education departments in our universities and colleges of education as well as pre-vocational and vocational departments in our secondary schools. The researcher was worried if business education graduates do not understand that information systems are designed to enhance their job performance. This question explains the reason for the study to investigate how job performance of business education graduates is being enhanced using information systems competencies.

Aim and Objectives of the study

The main aim of the study was to investigate the information system competency and job performance of business education graduates in Rivers State Civil Service. Specifically, the Study achieved the following objectives;

1. To ascertain how data processing affects effective communication among business education graduates in Rivers State Civil Service.

2. To ascertain how data processing affects task accomplishment among business education graduates in Rivers Civil Service.
3. To ascertain how data processing affects supervision of staff among business education graduates in Rivers State Civil Service.

Research Question

1. How does data processing affect the effective communication among business education graduates in Rivers State Civil Service?
2. How does data processing affect task accomplishment among business education graduates in Rivers State Civil Service?
3. How does data processing affect supervision of staff among business education graduates in Rivers State Civil Service?

Hypotheses

- Ho₁:** There is no significant effect of data processing on effective communication among business education graduates.
- Ho₂:** There is no significant effect of data processing on task accomplishment among business education graduates.
- Ho₃:** There is no significant effect of data processing on supervision of staff among business education graduates.

Research Design

Nworgu (1991) stated that a research design provides the procedures for the conduct of any given investigation. The study adopted the survey research design. This research design involves the use of a sample from the entire population where the information collected from the same is used to make inferences about the entire population. As a survey study, it used a questionnaire for data collection. Therefore, in this study, the descriptive survey design was adopted because of the large size of the area of study. According to Wali (2002), the descriptive survey design is concerned with the description and interpretation of the current status of events or facts about a given population. It aimed at describing and interpreting the job performance of business education graduates using the information systems competencies at their various places of work, particularly secondary and tertiary institutions in Rivers State at the time of the study. Sample were collected from the large population of business education graduates, in Rivers State civil service on whom questionnaires were administered.

Population for the Study

The population of the study comprises of 2,290 lecturers in the business education department in the tertiary institutions in Rivers State Civil Service, business education graduates in the Senior and Junior Secondary Schools in Rivers State, and Rivers State civil service commission working at the main streams/parastatals of the government as follows; 35 lecturers in the department of business education, Rivers State University. 45 lecturers from the business education department at Ignatius Ajuru University of Education. 295 teachers from Rivers State Universal Basic Education. 240 senior secondary school teachers teaching in the

vocational department across all the senior secondary schools in Rivers State and 1,675 business education graduates working in the main streams/parastatals of the government.

The study examined the current state of business education graduates in the Rivers State civil service, which includes lecturers in the tertiary institutions, teachers in the secondary schools and workers in the civil service commission in the main stream and parastatals.

Finally, the scope of the study consisted of lecturers and other civil service staff drawn from the department of business education from selected ministries.

Sample and Sampling Techniques

A sample size of 340 was adopted for the study. This study adopted the Taro Yamen formula tables to determine the sample size; as such, for the population of 2,290 business education graduates in the Rivers State Civil Service, the sample size formula stipulated that 340 were used. The study adopted two sampling techniques to determine the samples for the study multi-stage sampling technique allows for two or more sampling techniques to be used in research, and as such, the study employed both purposive and stratified random sampling techniques in collecting the respondents.

Methods of Data Collection/Instrumentation

The instrument for data collection for the study was the researcher's made structured titled: Information System Competency and Job Performance (QISCJP) for business education graduates in Rivers State Civil Service. It is a researcher-designed questionnaire to obtain data on the research variables. The instrument was divided into two sections, A and B. Section A is designed to collect the demographic data and characteristics while Section B deals with the study research variables. The instrument is a 4-point Likert Scale, and it contains 21 items. The instrument was administered by hand with the help of research assistants. The research assistants were tutored by the researcher on the procedures for administering the instrument to the respondents. The respondents respond to each item in the instrument by ticking appropriately on the point scale provided. Some of the instruments were completed and retrieved on the spot, while others were retrieved after two weeks.

Validity of Instrument

The content and face validity method was adopted to ensure the validity of the questionnaire by three experts from the Department of Business Education at Ignatius Ajuru University. Each of the experts was given a copy of the questionnaire to check the adequacy and correctness of the questionnaire items. The instrument was scrutinized alongside with objectives of the study. Suggestions and criticism from the experts helped the researcher in modifying the instrument.

Reliability of Instrument

Reliability is the degree of consistency between two or more measures of the same thing (instrument). For the purpose of assessing or determining the reliability of the instrument of the study, the test-retest method was used. By this method, twenty-five copies of the instrument were administered to a sample (business education graduate) outside the sampled area and they were advised to complete them for analysis and recording. After two weeks, the same but fresh instruments were administered to the same (respondents) and were expected to complete them for the second analysis and recording. The scores of the two sets of tests were correlated

to determine their reliability using the Pearson Product Moment Correlation. The reliability coefficient was 0.81, which indicates that the instrument was reliable enough to be used for the collection of data.

Administration of the Research Instrument

The instrument was administered by hand and face-to-face method whereby the researcher or research assistants reached out to the sampled civil servants. Two research assistants were used in administering and retrieving the instruments where the researcher may not have been able to reach. However, the researcher thoroughly educated the research assistants on how to administer and retrieve copies of the questionnaire from the respondents. Some of the instruments were completed and retrieved on the spot, while others were not completed, but were retrieved after an interval of two weeks.

Method of Data Analysis

Data collected from the respondents was analyzed to answer the research questions and test the hypotheses. Frequency, percentage, mean, and standard deviation were employed to answer the research questions. On the other hand, the t-test statistics were used to test the null hypotheses at a 0.05 level of significance. The statistical package for social sciences (SPSS) version 21 was used to analyse the collected data.

Results and Discussion of Findings

Presentation of Data

Table 1. Frequencies on Item of Data Processing

S/N	ITEMS	Frequencies on Item of Data processing					TOTAL	MEAN	REMARK
		SA	A	D	SD				
		4	3	2	1				
1	Relevant data are usually collected of effectively accomplish jobs.	f 190	65	60	25	340	3.23	Agree	
		% 55.8	19.1	17.6	7.50	100.00			
		fx 760	195	120	25	1100			
2	Data related to certain jobs	f 160	90	75	15	340	3.16	Agree	
		% 47.0	24.4	22.0	4.60	100.00			
		fx 640	270	150	15	1075			
3	No decision must be taken until data are adequately processed for clear understanding of task requirement	f 150	120	50	20	340	3.20	Agree	
		% 44.1	35.2	15.0	5.70	100.0			
		fx 600	360	100	20	1090			

Source: Researcher's Field Survey, 2021

Table 1 showed that the respondents agreed on each of the items of Data processing (mean scores greater than 3.0 mean criterion or approximately). The grand mean is equally greater than 3.0 grand mean criterions. This revealed that the overall agreement of the respondents agreed that items of data processing have a positive connection with Information System Competency.

In the item (1) "Relevant data are usually collected of effectively accomplish jobs.," 190 respondents represented 55.8% who strongly agreed that relevant data are usually collected of

effectively accomplish jobs., 65(19.1%) respondents agreed that Relevant data are usually collected of effectively accomplish jobs., 60 (17.6%) of the respondents where indecisive about whether Relevant data are usually collected of effectively accomplish jobs or not whereas 25 (7.50%) of the respondents disagreed that Relevant data are usually collected of effectively accomplish jobs with the functions of mean = 3.23 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In the statement item (2) “Data related to certain job,” 160 respondents represented 47.0% who strongly agreed that data is related to certain job., 90 (26.4%) respondents agreed that data is related to certain job., 75(22.0%) of the respondents where indecisive about whether data is related to certain job., or not while 15 (4.60%) of the respondents disagreed that data is related to certain job., with functions with mean = 3.16 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In the statement item (3) “No decision must be taken until data are adequately processed for clear understanding of task requirement,” 150 respondents represented 44.1% who strongly agreed that no decision must be taken until data are adequately processed for clear understanding of task requirement. 120(35.2%) respondents agreed that No decision must be taken until data are adequately processed for clear understanding of task requirement, 50 (15.0) of the respondents where indecisive about No decision must be taken until data are adequately processed for clear understanding of task requirement or not while 20 (5.70%) of the respondents disagreed that No decision must be taken until data are adequately processed for clear understanding of task requirement and functions with mean = 3.20 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In summary, there were more graduate students’ in university of education that agreed and considered data processing as a part of the instruments used to measure the adaption of information system competency and job performance of business education graduate in rivers state; this is evidenced in grand mean (that is 4.12) which is > 3.0 threshold.

Table 2: Frequencies on Item of task accomplishment

S/N	Frequencies on Item of task accomplishment							
	ITEMS	SA	A	D	SD	TOTAL	MEAN	REMARK
1	You and your department are outstanding in the area of early accomplishment of task	4	3	2	1			
		230	70	30	10	340	3.52	Agree
		% 68.6	20.5	19.2	6.7	100.00		
		fx 920	210	60	10	1200		
2	Accomplishing task according to user design/taste (customer or other department) is highly encouraged in your office	178	122	34	6	340	3.37	Agree
		% 52.3	35.9	10.0	1.80	100.00		
		fx 712	360	68	6	1146		
3	You are satisfied with the way and manner you perform tasks assigned to you.	148	92	80	20	340	3.08	Agree
		% 43.5	28.0	23.5	5.00	100.0		
		fx 592	276	160	20	1048		

Source: Researcher’s Field Survey, 2021

Table 2 show that the respondents agreed on each of the items of task accomplishment (mean scores greater than 3.0 mean criterion or approximately). The grand mean is equally greater

than 3.0 grand mean criterions. This revealed that the overall agreement of the respondents agreed that items of task accomplishment have a positive connection with Information System Competency. In the item (1) “You and your department are outstanding in the area of early accomplishment of task.” 230 respondents represented 68.6% who strongly agreed that You and your department are outstanding in the area of early accomplishment of task, 70 (20.5%) respondents agreed that You and your department are outstanding in the area of early accomplishment of task,, 30(9.20%) of the respondents where indecisive about whether You and your department are outstanding in the area of early accomplishment of task, or not whereas 10(6.7%) of the respondents disagreed that there You and your department are outstanding in the area of early accomplishment of task, with the functions of mean = 3.52 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In the statement item (2) “Interpersonal and interdepartmental/units’ communications are mainly by writing,” 178 respondents represented 52.3% who strongly agreed that Interpersonal and interdepartmental or units communications are mainly by writing. 122(35.9%) respondents agreed that Interpersonal and interdepartmental or units communications are mainly by writing., 34 (10.0%) of the respondents where indecisive about whether Interpersonal and interdepartmental or units communications are mainly by writing, or not while 6 (1.80%) of the respondents disagreed that Interpersonal and interdepartmental with units communications are mainly by writing with functions with mean = 3.37making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In the statement item (3) “You are satisfied with the way and manner you perform tasks assigned to you,” 148 respondents represented 43.50% who strongly agreed that You are satisfied with the way and manner you perform tasks assigned to you 92 (28.0) respondents agreed that You are satisfied with the way and manner you perform tasks assigned to you, 80 (23.5%) of the respondents where indecisive about been satisfied with the way and manner you perform tasks assigned to you or not while 20 (5.00%) of the respondents disagreed that You are satisfied with the way and manner you perform tasks assigned to you functions with mean = 3.08 making it apparent that the respondents had positive affirmation about the items used to measure the constructs. In summary, there were more graduate students’ in university of education agreed task accomplishment as a part of the instruments used to measure the adaption of information system competency and job performance of business education graduate in rivers state; this is evidenced in grand mean (i.e. 4.12) which is > 3.0.

Hypotheses Testing

Ho₁: There is no significant effect of data processing on effective communication among business education graduates in Rivers State Civil Service.

Correlations		Data Processing	Effective Communication
Data processing	Pearson Correlation	1	.801**
	Sig. (2-tailed)		.000
	N	340	340
Effective Communication	Pearson Correlation	.801**	1
	Sig. (2-tailed)	.000	
	N	340	340

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey Data, 2021, SPSS Output

From the SPSS table above, the probability value is 0.000 ($P < 0.05$) while the correlation value is 0.801 which implies strong significant effect of data processing on effective communication among business education graduates. Hence, we reject the null hypothesis and accept the alternative hypothesis which states that there is a significant effect of data processing on effective communication among business education graduates.

Ho₂: There is no significant effect of data processing on task accomplishment among business education graduates in Rivers State Civil Service.

Correlations		Data Processing	Task Accomplishment
Data processing	Pearson Correlation	1	.722**
	Sig. (2-tailed)		.000
	N	340	340
Task Accomplishment	Pearson Correlation	.722**	1
	Sig. (2-tailed)	.000	
	N	340	340

**** . Correlation is significant at the 0.05 level (2-tailed).**

Source: Field Survey Data, 2021, SPSS Output

From the SPSS table above, the probability value is 0.000 ($P < 0.05$) while the correlation value is 0.722 which implies strong positive effect of data processing on task accomplishment among business education graduates. Hence, we reject the null hypothesis and accept the alternative hypothesis which states that there is a significant effect of data processing on task accomplishment among business education graduates.

Ho₃: There is no significant effect of data processing on supervision of staff among business education graduates in Rivers State Civil Service.

Correlations		Data Processing	Supervision
Data processing	Pearson Correlation	1	.791**
	Sig. (2-tailed)		.000
	N	340	340
Supervision	Pearson Correlation	.791**	1
	Sig. (2-tailed)	.000	
	N	340	340

**** . Correlation is significant at the 0.05 level (2-tailed).**

Source: Field Survey Data, 2021, SPSS Output

From the SPSS table above, the probability value is 0.000 ($P < 0.05$) while the correlation value is 0.791 which implies there is significant effect of data processing on supervision. Hence, we reject the null hypothesis and accept the alternative hypothesis which states that there is no significant effect of data processing on supervision.

Discussion of Findings

The result from the fourth hypothesis revealed that data processing has a positive linear notable correlation with effective communication based on the P-value less than 0.05 ($P\text{-value} = 0.000 < 0.05$) and r value of =0.801, which implies that data process and effective communication are moving on the same positive direction. Thus, items of data processing are freedom for employment to share ideas about their job orally/make complain or request in the office., Interpersonal and interdepartmental / units' communications are mainly by writing, and taking turns in communication is a practice in office relate positively with data processing. Thus,

respondents positively affirm that effective communication items and as a dimension on the predictor axis correlated with data processing and could be positively associated with information system competency and job performance.

Consequently, result from the third hypothesis revealed that data processing has a positive linear notable correlation with task accomplishment based on the P-value less than 0.05 (P-value = $0.000 < 0.05$) and r value of = 0.722, which implies that data processing and task accomplishment are moving on the same positive direction. Thus, items of task accomplishment items i.e. You and your department are outstanding in the area of early accomplishment of task, accomplishing task according to user design/taste (customer or other department) is highly encouraged in office and people are satisfied with the way and manner you perform tasks assigned to you relate positively with data processing. Thus, respondents positively affirm that task accomplishment items and as a dimension on the predictor axis correlated with data processing could positively associated with information system competency and job performance of business education graduate in Rivers State

More so, result from the sixth hypothesis revealed that data processing has a positive linear notable correlation with supervision of staff based on the P-value less than 0.05 (P-value = $0.000 < 0.05$) and r value of = 0.791, which implies that data processing and supervision of staff are moving on the same positive direction. Thus, items of supervision of staff items i.e. one have the courage to supervise the most challenging task, the feelings of being a lower staff help's you to work effectively with people of different department and You hardly understand how work with different people in your office relate positively with data processing. Thus, respondents positively affirm that task accomplishment items and as a dimension on the predictor axis correlated with data processing and could be positively associated with information system competency and job performance of business education graduate in rivers state.

Conclusion

The study investigated the relationship between information system competency and job performance of business education graduates in the Rivers State Civil Service. The analysis of the data gave results that provided the findings for the study. The study revealed that data processing affects effective communication among business education graduates in Rivers State Civil Service mainly in documentation and recording, data processing affects supervision of staff in terms of collecting relevant data for supervision purpose, data processing affects task accomplishment by collecting relevant data to do jobs. There is a significant effect of data processing and supervision. These findings are evident of the fact that they have a strong relationship or there is a strong relationship between information systems competency and the job performance of business education graduates.

Recommendations

Based on the findings of the study, the researcher highlighted some recommendations as follows:

- 1) Business education graduates in the Rivers State civil service should endeavor to adhere to information system principles if they wish to record high competencies.

- 2) Job performance could be increase by enhancing the engagement of information system in their work activities.
- 3) Business education graduates in Rivers State should invest more in information systems as these have been proven to have a more positive correlation with job performance.
- 4) Lecturers/teachers should be provided with scholarship on information communication technology (ICT) training to ensure that information is available for working activities in order to record high competency in their job performance in different organizations/parastatals.

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