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# AN ASSESSMENT OF THE IMPACT OF EDUCATIONAL QUALIFICATIONS ON EMPLOYEE JOB PERFORMANCE AMONG GHANAIAN UNIVERSITY ADMINISTRATIVE STAFF

Welber Rebecca<sup>1</sup>

<sup>1</sup>Faculty of Information and Communication Technology,  
SD Dombo University of Business and Integrated Development Studies, Ghana

Corresponding Author: Welber Rebecca

Corresponding Author Email: [rwelber@ubids.edu.gh](mailto:rwelber@ubids.edu.gh)

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## ABSTRACT

According to CEDEFOP (2014) an educational qualification type is a group of titles/diplomas and/or certificates within a country, sharing similar characteristics in terms of level, duration of related education pathway, and level of labour market entry. Within a qualification type, there are many different qualifications according to content. Qualification is an indication of trust in someone's personal capabilities (Cedefop, 2012). It is usually a degree, diploma or certificate awarded by a competent authority in recognition that particular programme or qualification outcomes have been achieved following the successful completion of a recognized higher education programme of study (QAA, 2014). A qualification can be a legal entitlement to practice a trade (OECD, 2007). Work or job performance has been used to define employees' ability to complete assigned duties according to organizational set rules and procedures occasioned by the normal constraints of reasonable utilization of available resources (Ogunley & Osekita, 2016). Fundamentally, performance has been viewed as an evaluation of the results of a person's behaviour, and it involves determining the behavioural actions on how well or poorly a person has accomplished a task or done a job. It had been concluded as Lussier (2010)

believes that to attain high levels of performance by both employees and managers, it is important that organizations warrant that their employees have the requisite qualifications, the abilities, and the resources to meet organizations objectives. The results of the study proved that there is a strong relationship between educational qualification and job performance. It has been found by 80% of the study's respondents that by virtue of their educational qualification, they are able to come up with new ideas to perform their jobs very well. Subsequently, when employees' performance is not at the standard level or above the level set, then organizational leaders have the responsibility to determine which performance factors need to be improved, and what strategies are adopted to improve them. Consequently, administrative staff and employees in general should think of the current gap and challenge within their career path and decide the best program that will help to meet such needs. Finally, to improve the nexus of academic qualifications and job performance, this study recommended that special incentives and grants be made available, as well as be the drivers behind their staff pursuing higher educational qualification.

**Keywords:** Educational Qualification, Employee Job Performance, Administrative Staff.

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## INTRODUCTION

Employees are considered to be a valuable resource of any organization. Employees' performance nowadays has been the main concern of organizations. It is customarily accepted that employees discover valuable sources of competitive edge for every organization; be it public or private (Housman *et al.* 2002).

Work or job performance has been used to define employees' ability to complete assigned duties according to organizational set rules and procedures occasioned by the normal constraints of reasonable utilization of available resources (Ogunley & Osekita, 2016). Fundamentally, performance has been viewed as an evaluation of the results of a person's behaviour, and it involves determining the behavioural actions on how well or poorly a person has accomplished a task or done a job. Lussier (2010) believes that to attain high levels of performance by both employees and managers, it is important that organizations warrant that their employees have the requisite qualifications, the abilities, and the resources to meet organizations objectives. Subsequently, when employees' performance is not at the standard level or above the level set, then organizational leaders and managers have the responsibility to determine which performance factors need to be improved, and what strategies are adopted to improve them.

Badar (2011) categorizes job performance into two dimensions; task and contextual performances: task performance has been posited as the degree to which employees' carryout and complete specific tasks, whereas, contextual performance relates to voluntary work behaviour not related to core job tasks such as work citizenship behaviour, cooperating, and support for organizational goals and vision within the job.

Arguably, irrespective of the nature of job performance engaged by the employee, their educational qualification is a significant factor for the overall performance. Traditionally, the United States' Congress (1963) described education as a priceless asset of fundamental value to individuals and societies; one which provides a sound basis for individuals to develop their potentials by offering dynamic instruments of change and one that surfaces as a powerful instrument for effecting national development. Literature gleaned from Akinwunmi & Adeyanju (2011) have maintained that educational qualification refers to the sort of academic

credentials or degrees an individual has obtained through incessant educational levels; whereas, educational level is a continuous variable but frequently captured as a categorical measure in empirical studies. Thomas and Feldman (2009) in their research on “*How Broadly Does Education Contribute to Job Performance*” and conducted on selected organizations, have reported that the attainment of different educational levels continues to increase, detailing that the percentage of individuals (aged 25 and older) who have completed college has been found to have increased from 17% in 1980 to 28% in 2006.

Largely, the significant role that education plays in the lives of individuals and their nations at large cannot be overstated. The affluence of nations is indomitable largely by the quality and quantity of its human resources who have received good education, and who ultimately set the pace for their social, economic or political development. Moreover, education ensures a strong foundation for people to grow their full potentials for national development. On the part of corporate organizations, their continual existence and successes is mostly dependent on the knowledge, skills, attitudes, and abilities exhibited by their employees through the quality and level of education they receive.

Thomas & Feldman (2009) recounted that there was a substantial evidence in literature (Lazear, 1981; Howard, 1986; Cappelli, 2000 & Ng.Eby et al, 2005) that individuals’ educational qualifications were associated with positive career outcomes, including salary level, number of promotions, development opportunities, and job mobility. Conventionally, this trend has not been so different from Ghana where there had been a wanton rush for higher educational qualifications since the introduction and implementation of the Single Spine Salary Structure in 2010 for regulating the payment of public service workers especially those under article 190 of the 1992 Constitution of Ghana, and which saw a considerable increase in workers’ salaries across board on the basis of qualification (Larbi, 2015). This study therefore, set out to evaluate the influence of higher educational qualifications on the performance of administrative staff of a public University in Ghana.

## **LITERATURE REVIEW**

### **Education Qualification and Employee Performance**

Qualification is an indication of trust in someone’s personal capabilities (Cedefop, 2012). It is a degree, diploma or certificate awarded by a competent authority (in this context a degree awarding body) in recognition that particular programme or qualification outcomes have been achieved following the successful completion of a recognized higher education programme of study (QAA, 2014). A qualification can be a legal entitlement to practice a trade (OECD, 2007). According to Cedefop (2014) a qualification type is a group of titles/diplomas and/or certificates within a country, sharing similar characteristics in terms of level, duration of related education pathway, and level of labour market entry. Within a qualification type, there can be many different qualifications according to content. Examples of qualification types are the advanced certificate (Ireland), the master craftsman diploma (in Luxembourg), and the AD (in the Netherlands). All types of qualifications consist of individual, specialised qualifications (Cedefop, 2014)

Broadly, the term qualification covers different aspects (Cedefop, 2014): (a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in

a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. Job requirements: the knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position (ILO, 1998).

Cedefop (2010) identified five core purposes: qualifications can recognise personal growth and engagement in learning; they prepare for further learning or training and/or develop knowledge/skills in a subject area; qualifications prepare for employment; they confirm occupational competence and/or licence to practise; and qualifications are used for updating and continuing professional development. Cedefop (2010) further developed these five purposes in sub purposes: (a) recognise personal growth and engagement in learning: (i) recognise development of skills for life; (ii) recognise development of knowledge and/or skills to operate independently and effectively in life, learning and work; (iii) recognise development of personal skills and/or knowledge; (iv) recognise development of employability skills and knowledge; (b) prepare for further learning or training and/or develop knowledge/skills in a subject area: (i) prepare for further learning and/or training; (ii) develop knowledge and/or skills in a subject area; (c) prepare for employment: (i) prepare for employment in a broad occupational area; (ii) prepare for employment in a specific occupational area; (d) confirm occupational competence and/or licence to practise: (i) confirm competence in an occupational role to the standards required; (ii) confirm the ability to meet a licence to practise or other legal requirements; (iii) made by the relevant sector, professional or industry body; (e) updating and continuing professional development: (i) update knowledge and/or skills relating to legal, technical, process or best practice changes/requirements; (ii) develop knowledge and/or skills to gain recognition at a higher level or in a different role; (iii) develop knowledge and/or skills relevant to a particular specialisation within an occupation or set of occupations.

### **Level of Educational Qualification and Employee Performance**

The concept of academic qualifications of employees occupies an important place in the list of major concerns of the human resource management in all organizations around the world (Faith, 2014). This is because, comparatively, academic qualifications help in retaining the employees and on the other side it raises employee job performance level (Faith, 2014). Quick et al (2013), argue that academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for organizational responsibilities. Academic qualifications increasingly determine job performance in that it ensures that the person has the basics in learning.

According to Ajibola et al (2018), educational level alludes to the scholarly certifications or degrees an individual has gotten. To them despite the fact that education level is a nonstop factor, it is every now and again estimated completely in look into considers. Bae & Patterson (2014) argues that there is a relationship between the educational level and job performance of employees. Education in general advances center task performance by giving people explanatory and procedural information with which they can finish their tasks effectively (Ng & Feldman, 2009).

One source had the opinion that the higher the level of education, the better the performance (Bae & Patterson, 2014). In their study, Bae & Patterson (2014) have the view that investment in graduate school education is likely to have the most significant impact on the performance of individual employees. For instance, Well-trained individuals know the scope expectations

and depth of their jobs and will be able to add building blocks to their professionalism as they progress through their careers (Priti, 1999).

In tertiary education frameworks focal point of education isn't just to upgrade intellectual capacity and job information yet cut crosswise over directions and extracurricular activities, preparing on obeying rules, training and upkeep of good work behavior, and capacity for decision making after graduation (Ng & Feldman, 2009). Besides, education likewise advances self-assurance, self-inspiration, vigilance, and the need and capacity to set individual objectives for the future (UNDP, 1995). Workers with more years of education are additionally less inclined to cause peril to coworkers or clients by overlooking security guidelines (Oh & Shin, 2003).

### **Role of Educational Qualification**

The most common, and indeed the most obvious as also traditional theory of what educational qualifications does is that it confers skills which are equivalent to 'human capital' formation. This approach has naturally been developed most extensively by the Chicago School. The radical economists of present U.S. vintage, on the other hand, have advanced the interesting view that the role of educational qualification is to 'socialize' the educated, breaking them into productive workers in the capitalist economy. This view leads to no special wrinkles as far as the divergence between social and private returns to education is concerned and, on that dimension, is indistinguishable from the human capital theory. An alternative view of educational qualifications has been advanced by Spence (1973) & Arrow (1973). In this view, educational qualifications impart neither training nor socialization rather, it acts as a filter, screening and grading the educated. Educational qualification, in itself, is therefore not productive in the sense of imparting skills or socialization to the educated but it does manage to convey the information about ability to prospective employers. Therefore, the ones with ability are able to secure better wages: and hence educational qualifications offer private returns. An altogether different view of educational qualification however can be that it is an instrument for job competition. Imagine a job specification with a certain number of jobs at a wage. If the wage is sticky, an excess supply of labour at that wage cannot be cleared by lowering the wage. Then, the access to these jobs, in a competitive system, could imply a resort to either a randomized choice from among the available labour force or another method of choice from that labour force which otherwise preserves a sense of fairness (Kasika, 2015).

Educational qualification can then be perceived as an attribute which, when acquired, gives a member of the labour force precisely the attribute which the employer can utilize to prefer him to others (uneducated or lesser-educated) members of the labour force seeking the jobs. The sociological principle of job selection then is to prefer those who are more educated to those who are less: that seems 'fair' as the educated have 'put in more' to get the job, even though the job does not require any education at all for satisfactory performance. The 'fairness' principle of preferring the educated in hiring thus turns educational qualifications into an instrument of competition for jobs, yielding therefore a divergence between private and social returns to education (Kasika, 2015).

Educational qualification is a significant determinant in boosting job performance. Others confirm that their job performance is principally related to educational qualifications, though less directly, because it is a signaling or screening device that is necessary to enable promotion or career development. The significance of educational qualifications can be recognized by



considering that workers' ability to absorb new instructions or to understand advanced technology is determined by their educational qualifications. The more advanced their education, the more responsive they will be. It also improves the individual's ability to innovate. For career development, the education level makes a significant contribution to promotion or career development for male and for female workers, but not to the same degree. In addition, the educational background controls to some extent the position and work levels of employees. However, based on some case studies in manufacturing industries, there is a scarcity of female employees holding higher-level positions, such as manager. Because of that, we cannot easily make valid comparisons or draw firm conclusions. In fact, although a woman might have an education to graduate level, she might not get a position equivalent to that of a male similarly educated. Female employees used to be a bit pessimistic about aspiring to develop their careers in terms of gaining higher job positions but, men in contrast, were more optimistic in their aspirations (Kasika, 2015).

Interestingly however, there are some arguments against education as a means of enhancing employees work performance. Policy-makers around the world tend to accept unquestioningly the premise that investment in education and training is a good thing, with most committed to investment in human capital including Vocational Education and Training (VET), as a means of securing higher economic growth and national prosperity as well as achieving equity goals (WoBmann, 2008). However, some economists have argued that individuals who are more able and productive also tend to invest in more education (Spence, 1973; Arrow, 1973). In other words, education does not necessarily make you more productive it simply acts as an expensive sorting device, to enable employers to identify more able individuals. Wolf (2002) believes the policy emphasis on educational qualifications and skills as the main driver of economic growth overstates the importance of human capital investments and that a major function of education is as a sorting device and to some extent a social discriminator. Most famous is Collins (1979) in this regard, who argues that school-based, known ledge only remains in the heads of students for a very short time: occupationally-relevant skills are not learnt in schools, and highly educated workers are not more productive than people with lower levels of schooling. Within the development literature, a number of studies carried out during the 1970s examined the impact of educational qualifications on agricultural output. This research has produced largely mixed results. Nearly half of the studies surveyed by Lockheed, Jamison, and Lau (1980) and Appleton & Balihutu (1996), for example, found that educated farm workers are not necessarily more productive than uneducated farm workers in developing economies.

The insignificance of educational qualifications in agricultural production functions is often attributed to the low level of technology existing in most rural labor markets. If the benefits of education arise mainly in dynamic environments, it is unlikely that farmers who use traditional technologies would have very high returns to education. In making policy about education and training it is clearly important to understand these potential economic returns to education and training to the individual, firms and the wider economy. However, we must also recognise that separating out the genuine impact of education on productivity and earnings from its role as sorting device is very difficult.

It is a usual expectation that graduates from institutions of higher learning must be able to walk right into some job without any further "training." This sounds so reasonable but what gets lost is that the universities are not in the business of "training." Their business is "educating." It's

the difference between know how and know why. It's the difference between, being trained as a pilot to fly a plane and being educated as an aeronautical engineer and knowing why the plane flies, and then being able to improve its design so that it will fly better. Clearly both are necessary, so this is not putting down the Know-How person. The difference, also, is fundamentally that knowhow is learning to think other people's thoughts, which indeed is also the first stage in education in contrast to learning to think your own thoughts, which is why know why is the final state of education. Indeed, both Know How and Know Why are essential at one moment or another, and they interact all the time; but at the same time, the center of gravity of education is and must be in the Know Why. For emphasis in Know How, training is required. And the further pay-off point is that when the educated student goes into a job, the ability to think one's own thoughts is also the source of flexibility so that, as the job requirements change or the job enlarges, the educated student is able to move with the changes. This should be a central issue with employers, but all too rarely is this case. If only trained, then, if the job changes, the student has to be retrained (Kasika, 2015).

### **Effects of Higher Qualification**

The level of education of a nation's population is seen as a key indicator of national development (UNPD, 2013), with a more highly educated population being associated with increased levels of human capital and economic growth (Barro, 2001; Becker, 1994). Higher levels of education are positively associated with a range of valued outcomes, such as political interest and engagement (Emler & Frazer, 1999); trust (Borgonovi, 2012); happiness (Chen, 2011; Cuñado & Gracia, 2011); and health (Marmot, Ryff, & Bumpass, 1997). Higher levels of education are also negatively associated with outcomes such as anti-immigration attitudes (Borgonovi, 2012; Jenssen & Engesbak, 1994; Kunovich, 2004) and nationalism (Coenders & Scheepers, 2003). According to Easterbrook et al (2016), people with higher educational qualification are not only less nationalistic but also tend to have a lower preference for reduced immigration.

According to QAA (2014) people with higher qualification such as Honors Degree (e.g. BA, BSc), Graduate Certificate, Graduate Diploma, Postgraduate Masters (e.g. MA, MSc) and Doctorates (e.g. PhD, EngD), are able to; a) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution – identify a range of solutions – to a problem, b) deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and nonspecialist audiences, c) make informed judgments on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences (Kasika, 2015).

### **Administrative Staff**

The strength of any organization largely depends on the quality of its administrative staff. Administrative staffs never get the glory or fame, but without them, workplaces are doomed to inefficiency and stagnation (Cameron, 2018). To operate successfully, universities need high-quality and well-motivated administrative staff to provide a professional back-up to the dons (Doidge et al, 1998; Strajeri, 2009). Cameron (2018) identified the following qualities and valuable skills of administrative staff: Qualities-administrators must possess professional demeanour and appearance, organized and great at teamwork. The Valuable skills include: good

communication, skilled computer, being bilingual or multi-lingual, knowing social media, having basics in accounting, skilled in writing reports and analyzing data and having some working understanding of legalities and contracts.

It can be argued that the overall job role of the administrative staff in any university regardless of context is to ensure effective and efficient service delivery to the students and other stakeholders (Bisaso, 2016). Generally, administrative staff perform such duties as basic bookkeeping activities; plan meetings and conference calls and arrange and manage meetings; take and distribute meeting minutes; maintain electronic and physical files; maintain weekly schedules of employees; organize and provide documents, reports and information; coordinate work space, computer, and supplies for new employees with IT department; maintain and reorder office supplies; sort and distribute mail; resolve administrative problems by coordinating preparation of reports, analyzing data, and finding solutions; respond to emails; act as a liaison with other departments and outside agencies; work independently and within a team on special projects, which could include presentations, mailings, or proofreading.

According to Bisaso (2016) there is a significant relationship between administrative staff competence and quality of service in public Universities. Using multiple data sources, Bisaso (2016) argued that the administrative staffs of universities do not sufficiently possess the fourteen general competencies considered essential in executing university tasks as stipulated by Human Resource Department of the University.

### **Strategies of Improving Performance**

Numerous studies and statistical indicators (Campbell et al, 1998; Chen & Kuo, 2004) demonstrates that the success and competitiveness of organizations depend largely on the professional performance of employees, and the ways to improve it should become a pressing and permanent concern, in a competitive market. The figure below is a model presented by Rațiu & Suci (2013) concerning the strategies of improving employees' performance.

## **METHODS**

### **Data Analysis**

The paper used mixed methods namely quantitative and qualitative methods to collect research data analyze and present the same. According to Opoku 2002, the survey was the most widely encountered data collection used in the social sciences and it has been found to be suitable for both large and small samples. Cooper and Schindler, (2000) also opined that when researchers use complimentary methods, they are able to attain a deeper insight into research phenomena than if they used the most dominant methods suggested by disciplinary biases. Based on these assumptions encountered in the literature, this paper used mixed methods using the survey as a tool for data collection. The data was collected among university administrative staff of Simon Diedong University for Business and Integrated and Development Studies in the Upper West Region of Ghana.

The SPSS v.25 was used to analyze the data using descriptive statistics such as frequency tables and percentages to assess the impact of educational qualifications on employee job performance among university administrative staff of the Simon Diedong University for Business and Integrated and Development Studies (SDD-UBIDS) in the Upper West Region of Ghana. The results of the discussions are presented in the next section of this paper.

### **Conceptual Framework**



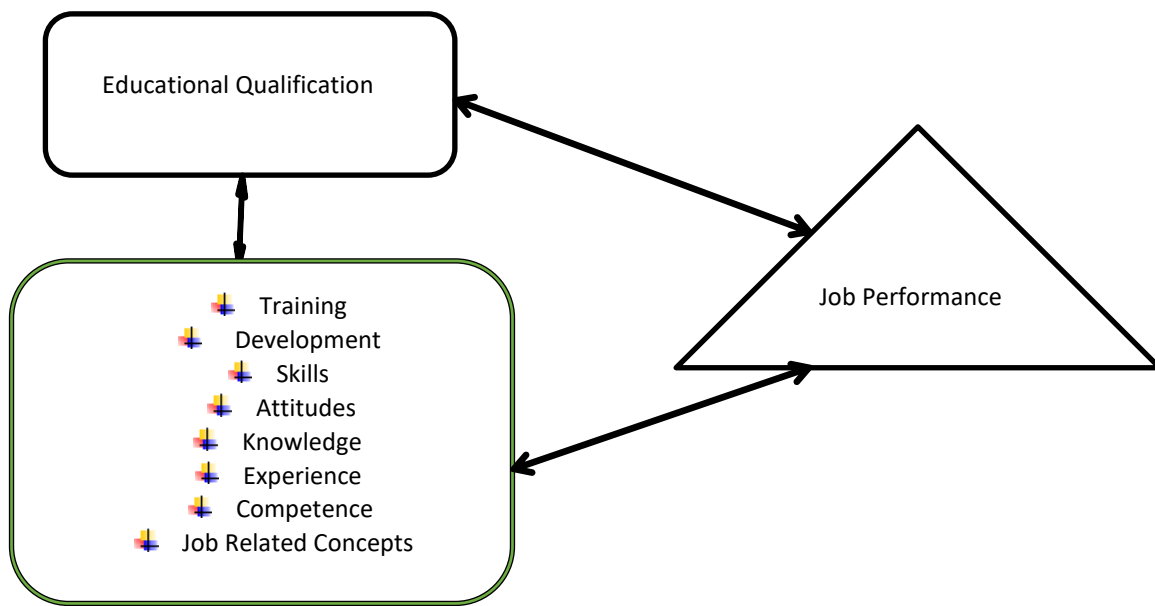


Figure 1: Authors' construct, (2023)

## RESULTS AND DISCUSSIONS

The summary of the major findings from the discussions on the objectives are contained in this section. The section draws conclusions on the findings and gives some recommendations regarding the impact of educational qualifications on job performance. This was done in response to the purpose of this study which was to examine the influence of higher educational qualifications on job performance with specific reference to administrative staff in the SDD-UBIDS. In practice, this paper attempted to find out from University administrative staff, their level of educational qualification, their level of performance, the link between their educational qualification and job performance, the kinds of challenges they face in pursuing higher educational qualification and the ways they thought their job performance could improve through higher educational qualification. Below is the summary of the findings on the above issues presented.

### Level of Educational Qualification of Administrative Staff in University

The findings according to the results on this objective indicated that respondents have attained tertiary levels of education. The study found that 54.2% of the staff have university education, 31.3% had polytechnic education and 13.3% with specialized education from ACA, ICAG and IHRM.

The study also found that several programs are pursued by administrative staffs with most (22.9%) of them having pursued management studies, 19.3% each having pursued procurement and supply chain management and human resource management, 14.5% having pursued accounting and 9.6% having pursued French.

It is also found that staffs have attained varied levels of educational qualification and 41% with bachelor's degree, 19% with diploma/HND, 13.3% with master's degree, 14.5% with professional certificate and 10.8% with other certificates.

### Level of Performance of Administrative Staff in SDD-UBIDS

The study found out that the existing level of performance of the administrative staff of SDD-UBIDS was good and very projecting. Specifically, it was found by 89.3% of the staff that they

mostly achieved targets set for them. The study also found by 64% of the staff that they performed well on their job without supervision, and also found by 77.3% of the staff that they met task deadlines always.

Again, the study found that respondents had all the resources they needed to carry out their jobs and this was confirmed by 79.4% of the respondents. Largely, the study had found by 84% of the respondents that they were extremely and independently reliable on themselves to undertake any tasks that were assigned to them.

### **Link between Educational Qualifications and Job Performance of Administrative Staff of SDD-UDS**

The results of the study proved that there was a strong relationship between educational qualification and job performance. It had been found by 80% of the respondents that by virtue of their educational qualification, they were able to come up with new ideas to perform their jobs satisfactorily. Again, the study found that by their educational qualification respondents (62.6%) were very skillful in the performance of their job given that they were exposed to different methods and approaches of work.

Additionally, it was found by 76% of the respondents that because of their educational qualification they were committed to providing quality service for their clients. Further, the study showed that per their pursuance of higher educational qualification, 81.3% respondents had enough information that they needed to perform their routine tasks.

It was also found from the study that there was a positive relationship between educational qualification and job performance; specifically, 62.6% of the respondents had established that they were able to assist others in their departments to perform well on their job which largely resulted from practically job-related instances learned during further education.

The study again found by 88% of the respondents that, administrative staff that pursued higher educational qualification was mostly catalysts of change and innovation in their department as they were able to introduce changes and new methods in the way they performed their roles and responsibilities.

### **Challenges faced by Administrative Staff in the Pursuit of Higher Educational Qualification**

Exploring data on the challenges encountered by administrative staff in the pursuit of higher educational qualifications, this study found by most of the respondents that there were certain challenges in pursuing higher educational qualification. Specifically, the study did establish by 86.6% of the respondents that it was not flexible to pursue higher educational qualification as they normally had to serve a specific number of years as a prerequisite to be permitted to pursue higher education even when they were ready and willing to do so.

The study also established by 70.7% of the respondents that, per the nature of their job, and the limited number of administrative staff in the departments, they were unable to be granted study leave even without pay to pursue higher education.

As to the issue of whether respondents had access to scholarships and grants from their departments to pursue higher education, it was found by 100% of the respondents that they had no access to scholarships or special grants from their departments to pursue higher educational qualification. It was established that respondents usually had to fund their higher education by themselves without support from their departments, though the departments were the main beneficiaries of the knowledge gained through the pursuit of higher education.

## **Ways to Improve Performance of Administrative Staff in SDD-UBIDS through Higher Educational Qualification**

The respondents in this study were asked to suggest some ways to improve the performance of administrative staff through higher educational qualifications. In response, the study found by 69.3% of the respondents that their performance could be improved through higher educational qualification when they pursued programs that were directly in line with their career paths. The study did also establish by 18.7% of the respondents that their performance could be improved after being promoted upon attainment of higher educational qualification. The study also had established by 12% of the respondents that if they had support from their departments through scholarships and grants, their performance could be improved as that would make them to have the sense of fellow feeling and belonging to the department.

### **CONCLUSIONS**

The study found that all administrative staff on the SDD-UBIDS had tertiary level education and had pursued different programs per choice with awards such as master's degree, bachelor's degree, diploma/HND, professional certificates and other higher-level certificates. The study also resolved that one can only be considered for the position of administrative assistant with a minimum qualification as diploma/HND.

It had also been concluded from the findings that level of performance of administrative staff in SDD-UBIDS was very high. Accordingly, the study maintained by 86.7% of the respondents that they were very productive on their job and therefore they mostly exceeded targets set for them.

The study as well concluded that pursuing higher educational qualification was not flexible and that until certain requirements were met, administrative staff would have to stay with their existing qualification.

Additionally, the study concluded that per the nature of their job it was not possible for them to ask for study leave even without pay for the pursuit of higher educational qualification. Moreover, departments had no scholarship for their staff for further studies. The study concluded further by 89.3% of the respondents that they could only pursue sandwich programs regardless of their desire to pursue fulltime programs due to the fact that their job was demanding.

The study again concluded that when administrative staff pursued higher level academic programs that were in line with their career paths, their job performance level would be improved. The study also resolved that when respondents had support through their department in the form of scholarships and grants, they could be encouraged for improved performance.

In a final punch line, the study acknowledged that there was a strong relationship between educational qualification and job performance. It was thus established by 82.6% of the respondents that their job schedules were directly related with their educational qualification through which they were able to apply conceptual, theoretical and practical knowledge in performing their jobs. Significantly, this was the implication that educational qualification positively impacted employees' performance in organizations.

### **Recommendations**

The study had maintained that an individual's educational qualification has a great impact on their job performance. In this regard, the study recommended that at the personal level, in deciding the choice of higher academic qualification program, administrative staff in SDD-

UBIDS and employees in general should think of the current gap and challenge within their career path and decide the best program that will help to meet such needs.

The study also recommended that, at the departmental and unit level, special incentives and grants should be made available, if not fully but partially, as well as be the drivers behind their staff pursuing higher educational qualification. This would ensure that the greater impact one gets from the educational endeavour remains with the department, and also to encourage employee loyalty.

In the area of knowledge bridging, the study recommended a much broader investigation into the overall impact on specific career path educational qualification on job satisfaction and job performance as against other programs that were conventionally unrelated to one's field of work.

The study also recommended in the area of policy making that the SDD-UBIDS and other institutions at large should inculcate as part of their core values organization based compulsory professional courses for their staff, with specific training in administration. This will supplement their higher education and make them more responsive as well as adapt to the ever-changing trends in their work life.

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