

Role Differentiation And Job Performance Of Administrative Staff In Tertiary Institutions In Rivers State

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Abstract

The study investigated role differentiation and job performance of administrative staff in tertiary institutions in Rivers State. The research design for the study was correlational. A sample size of 250 was drawn from a population of 400 consisting of administrative staff in the offices of (HODs, Deans, Bursar, directors and other principal officer) and principals officers in tertiary institutions in Rivers State. The study used two sets of questionnaires directed at the two sets of respondents. Stratified sampling technique was adopted. The tertiary institutions included the Rivers State University, Ignatius Ajuru University of Education, Port Harcourt, Port Harcourt Polytechnic, Port Harcourt, Ken Saro Wiwa Polytechnic, Bori and Rivers State College of Health Management Technology. Out of the 250 copies questionnaire instruments distributed, 235 or 94% were duly completed and returned. The analysis of this study was based on the returned copies. Two research questions and two null hypotheses were posed. The descriptive statistical of tool of mean and standard deviation was used in answering the research questions while Pearson Product Correlation Coefficient (PPMC) was used in testing the research hypotheses. The questionnaires were validated by the researcher's supervisor in the department of Educational Management Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instrument was tested using the Crumbach Alpha (SPSS version 23) and obtained .971>.71 which showed that the instrument was highly reliable. The findings showed that principle of unitary command, job rotation, and delegated duty are significantly related to greater performance of admin staff in tertiary institutions in Rivers State. The study recommended among others that administrators should endeavour to allocate roles to staff according to the staff competences, attitude, skills and job description.

Keywords: Role differentiation, job performance, admin staff, tertiary institutions,

Introduction

A systematic attempt to differentiate role was first made in the wake or emergence of machine technology and mass production system immediately after industrial revolution in Western Europe. Since then, education enrolment had continued to increase in size, become more mechanistic, task-oriented, etc. Also the people working in the educational institutions are younger, highly skilled, better educated and therefore want to be involved in making decisions affecting them and their work. They are today less willing to accept routine, monotonous work and look for opportunities to utilize and develop their potentialities. Thus, it appears that the way most educational institutions function is in conflict with the needs and expectations of the people working in them. This failure is due to adequate match of the needs of the educational institution from efficiency point of view with the needs of the employees on whom the educational institution depends, are reflected on increased alienation, poor performance, absenteeism, disputes, all in turn affect productivity in educational industries. Leaders or managers can form natural work units. The central idea is to establish in an employee's mind a sense of ownership over the job. This can occur when for example hostel attendants in a educational firm hostel are assigned a specific floor of their own rather than getting rooms that are randomly assigned. It also happens when the manager's office has three official cars and each driver is assigned responsibility for a particular car. When this happens, task identity and task significance both increase. The words management uses, the way management chooses to spend time, and the settings chosen for various activities all can influence employee perceptions.

Management or leadership actions also can influence employee perceptions. What managers do reflects what they consider important. The manager who does not spend time in the back of the house tells kitchen employees their jobs are less important. Managers should notice the little things employees do that make the difference between doing or not doing a job well. It is also important to know when to step in to assist (Koss, 2015). Management also can influence employee perceptions through the work setting chosen. At the employee may be delegated duties from time to time to ascertain their level of competence if given higher responsibility. Role differentiation is a systematic and purposeful allocation of job-related tasks, responsibilities, functions and duties to individuals, and groups within the educational institution on in order to achieve specified objectives. This involves specifying the contents, method and relationships of job to satisfy technological and educational institutional requirements, as well as the personal needs of job-holder. The main purpose of role differentiation is to increase both employee (teachers, other educational firm workers) motivation and productivity, Rush (2004). Bryan (2011) opined that role differentiation may include adopting the principles of unity of command, rotation of job and delegation of duty to measure or pre-empt prospective roles. Increased job performance can manifest itself in various forms in line with organization's objectives.

Statement of the problem

Both past and present theorists of management had and are still having rough time with decency in terms of productivity due to the general guidelines that are used to differentiate job-related tasks amongst individuals in the educational industry. It appears that there is a decrease in educational job performance of administrative staff arising from the inability of management to develop appropriate approach for planning and execution of role differentiation for admin staff in tertiary institutions in Rivers State. Too often, jobs or tasks are allocated haphazardly, without proper role differentiation. Roles become arbitrary groupings of activities that cannot be carried out to meet organization's set goals. The principle of unity of command in role differentiation appears not to be used in tertiary institutions in Rivers State. The application of delegation of duty to assign new roles or responsibility to staff are often unlikely and job rotation in order to vary staff role to cure monotony appear not also to be in use in tertiary institutions in Rivers State.

The study therefore aimed to investigate the issues of role differentiation amongst administrative staff working with varied hierarchy of executives and how it impacts on their job performance in tertiary institutions in Rivers State.

Purpose of the study

The purpose of the study is to investigate role differentiation and job performance of admin staff in tertiary institutions in Rivers State; with the following specific objectives:

1. To find out how unity of command influences admin staff performance in tertiary institutions in Rivers State.
2. To examine how job rotation influences admin staff performance in tertiary institutions in Rivers State.
3. To find out how delegation of duty influences admin staff performance in tertiary institutions in Rivers State.

Research questions

The following research questions guided the study:

1. How does unity of command influence admin staff performance in tertiary institutions in Rivers State?
2. How does job rotation influence admin staff performance in tertiary institutions in Rivers State?
3. How does delegation of duty influence admin staff performance in tertiary institutions in Rivers State?

Hypotheses

The following null hypotheses guided the study:

1. There is no significant relationship between unity of command and admin staff performance in tertiary institutions in Rivers State.
2. There is no significant relationship between job rotation and admin staff performance in tertiary institutions in Rivers State.
3. There is no significant relationship between delegation of duty and admin staff performance in tertiary institutions in Rivers State.

Definition of terms

- ❑ Job: refers to regular activity carried out in exchange for payment.
- ❑ Role differentiation: a systematic and purposeful allocation of job-related tasks, responsibilities, functions and duties to individuals, and groups within the educational institution in order to achieve specified goals.
- ❑ Job Performance: The rate at which office staff carry out their routine tasks.

Conceptual clarifications

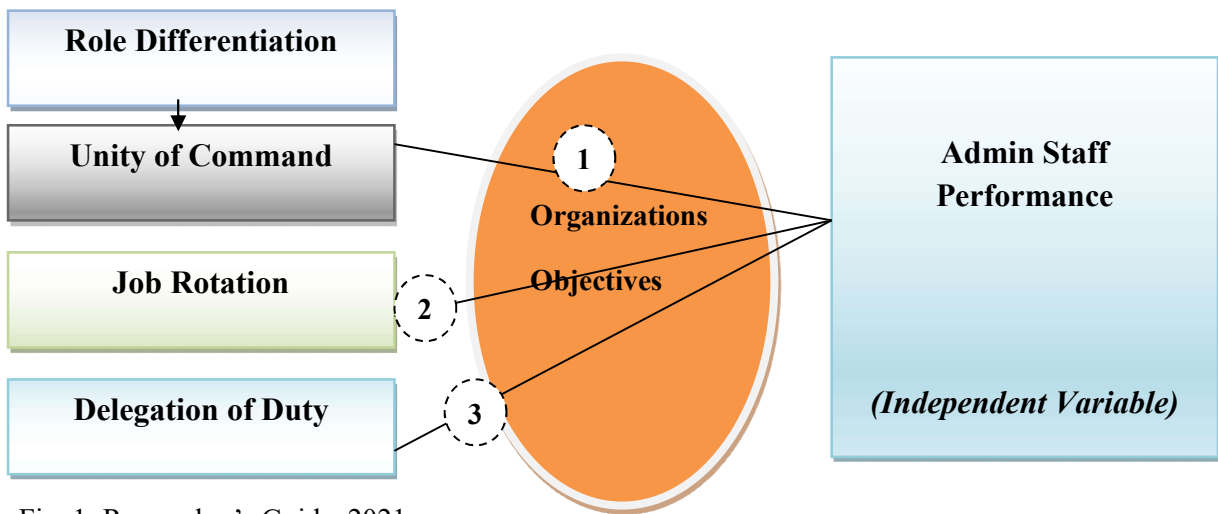


Fig. 1: Researcher's Guide, 2021

Literature review

Concept of role differentiation and job performance

Role differentiation approach can be seen as the general guideline on how job-related tasks are allocated to individuals in organizations to achieve set goals and objectives. The search for the best approach to adopt in differentiating jobs came about during the era of industrial revolution as a result of the problems associated with the way of carrying out tasks and the lots of complaint from employees. Role differentiation theory and research has its roots in economic perspectives on the division of labor, (Babbage, 2005). Economics such as Smith and Babbage proposed that productivity could be increased if jobs were broken down into simple tasks. The premise of this thinking was that division of labour and simplifications would allow employees to develop specialized skills and efficient techniques for completing tasks, as well as to eliminate distractions and reduce time wasted while switching tasks, (Morgeson, 2003). In the beginning of the 20th century, proponents of "scientific management" sought to test and apply this logic, for example (Taylor, 1911) conducted time and motion studies in an effort to systematize efficient division of labour by managers.

Today, role differentiation serves a vital way by which educational institutions can accommodate more diverse workforce in terms of gender, age, life-style and ability. The search for productivity and control leads naturally to the identification of an appropriate role differentiation approaches because through role differentiation, educational institutions try to raise productivity levels by offering non-monetary rewards such as greater satisfaction from a sense of personal achievement in meeting the increased challenge and responsibility of one's work, and the approach used in the role differentiation goes long way in achieving this goal. A number of role differentiation approaches attempt to incorporate satisfaction into work. This is based on the assumption that workers contribute more if they are happy and feel that they are contributing something of value to something of value (Petty & Konny, 2010). Each approach emphasizes different aspects to be considered in effective role differentiation. The question is what is the best way to role differentiation? In fact, there is no single best way. There are actually several major approaches to role differentiation. Each draws from a different discipline and reflects different theoretical orientations and values. Each approach also emphasizes different aspects to be considered in effective role differentiation.

Unity of command and job performance

Brash (2010) stated that two superiors impose their authority over the same person or department, uneasiness makes itself felt. Dual command is a perpetual source of conflict. Bryan (2012) aligned with Brash, stating that the principle of command has to do with an individual having orders from a single superior so that he does not get confused and can discharge his duties effectively. This principle advocates that only one boss should give order to an individual so that he can understand what to do and can perform systematically with greater efficiency. If more than one boss will instruct an individual, he will certainly get confused about his responsibility and will not be able to perform even a single activity because he faces the dilemma of “whom should he follow?”. The problem of multiple unit of command affects staff performance because each boss comes with different roles. Staff therefore performs different roles at different levels of hierarchical command (Barridam, 2011). In case of more than one boss, problem of ego clash between the bosses arises because every superior wants his orders to be executed by his subordinate. This problem of ego clash also causes conflicting situation in the organization, which hampers the organization growth (Fried, 2009).

Positive impacts of this principle:

1. Prevents dual subordination;
2. Easy to fix responsibility to an individual;
3. Harmonious and cordial relation among the management and the employees; and
4. Performance of the employees will increase.

Consequences of violation of this principle

1. Reduces efficiency of subordinates;
2. Creates confused situation for the subordinates;
3. Subordinates can easily escape from their responsibility and duties;
4. Ego clash between managers;
5. Overlapping of orders and instructions; and
6. Hard to maintain discipline in the organization.

Job rotation

Job rotation will as part of the process of determining the specific tasks and responsibilities to be carried out by each member of the organization or teams, as part of role differentiation Beach (2019). Job rotation refers to moving employees from job to job to add variety and reduce boredom by allowing them to perform a variety of tasks. When an activity is no longer challenging, the employee would be to another job at the same level that has similar skill requirements. It reduces boredom and disinterest through diversifying the employee's activities. Employees with a wider range of skills give the management more flexibility in scheduling work, adapting to changes and filling vacancies. Job rotation also has its drawbacks. Training costs are increased. Work is disrupted as rotated employees take time to adjust to a new set-up, and it can demotivate intelligent and ambitious trainees who seek specific responsibilities in their chosen specialty. Example of job rotation in an educational institution will engender cost reduction for the institution and encourage job satisfaction. If for instance there is a vacancy for a Bursar, instead of employing external hand, the Chief Payroll officer who has the required skills could be fit into the job.

Delegation of authority

Delegation is a more extensive form of decentralization. Through delegation, central school administrators transfer responsibility for decision-making and administration of public functions to semi-autonomous school systems not wholly controlled by the central school administrators, but ultimately accountable to it.

School administrators delegate responsibilities when they value, usually these school systems have a great deal of discretion in decision-making. Staff who are delegated to duty have their roles defined with a given time frame (Bryan, 2020). Delegation of authority is the process by which managers assign to subordinates the right to make decisions and act in certain situations. Delegation means the conferring of a specified authority by a higher authority. It involves a dual responsibility. The one to whom authority is delegated becomes responsible to the superior for doing the job, but the superior remains responsible for getting the job done. This principle of delegation is the centre of all processes in formal school system. Delegation, therefore embraces both authority and responsibility. Responsibility must be supported by authority, and by the power to influence the areas of performance for which the subordinate is to be held responsible. Authority can be delegated readily, but many problems of delegation stem from failure to provide the necessary information and resources in order to achieve expected results, or from failure to delegate sufficient authority to enable subordinates to fulfil their responsibilities (Baridam 2011.). To hold admin staff responsible for certain areas of performance without also conferring on them the necessary authority within the structure of the school system to take action and make decisions within the limits of that responsibility is an abuse of delegation (Mullins, 2005). Authority is the right to make decisions which the superior would otherwise have done. Responsibility is an obligation of an individual to perform the duties assigned to him to the best of his capability and in accordance with the information received from his superior; and having to accept reprimand from his superior for unsatisfactory performance (Ezigbo, 2010).

To Improve Delegation, establish goals and standards: subordinates should participate in developing goals they will be expected to meet. They should also agree to the standards that will be used to measure their performance. Define authority and responsibility: the work delegated to subordinates should be clearly understood by them. They should recognize the scope of their authority and should be willing to be held accountable for results of their work. Training should be provided to subordinates from time to time. The aim of such training should be on building strengths and overcoming deficiencies. Establish adequate controls: subordinates' performances should be compared to agreed upon standards and correction if there is deviation from the standard (Hellriegel, 1999). Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Empowered people have freedom of choice and action. This in turn enables them to better influence the course of their lives and the decisions which affect them (<http://go.worldbank.org>). Empowerment is a form of decentralization that involves giving subordinates substantial authority to make decisions. Under empowerment, managers express confidence in the ability of employees to perform at high levels. Employees who may be teaching or non-teaching staff in a school system are also encouraged to accept personal responsibility for their work. In situations where empowerment takes place, employees gain confidence in their ability to perform their jobs and influence the school system's performance. Under true empowerment, employees can bend the rules to do whatever they have to do to take care of the customer. One result of empowerment is that employees demonstrate more initiative and perseverance in pursuing school system goals. School system's actions to implement empowerment are effective, thus restructure school system units to be smaller, less complex and less dependent on other units for decision making and action. Emphasize a change throughout the school system that focuses on empowerment and personal accountability for delivering results. Provide the education and training necessary to enable people to respond to opportunities for empowerment (Rue and Byars, 2000). Empowerment provides for greater job performance, motivation and commitment.

Benefits of Empowerment An empowered employee is thus given more space to use his or her talents, thereby facilitating much more decision-making closer to the point of impact. Mullins,

2015, suggests that empowering employees give the following advantages. The decision-making process can be speeded up, as can reaction times. It releases the creative innovative capacities. It enables employees to gain a greater sense of achievement from their work and reduces operational costs by eliminating unnecessary layers of management and the consequent checking and rechecking operations. Empowerment provides for greater job performance, motivation and commitment. Job performance represents a person's evaluation of his or her job and work context. It is an appraisal of the perceived job characteristics and emotional experiences at work. (McShane and Von Glinow, 2000). Armstrong, 2003 opines that job performance refers to the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job performance. Negative and unfavourable attitudes towards the job indicate job dissatisfaction. The level of job performance is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with work group and the degree to which individuals succeed or fail in their work. Job performance describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job performance has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an effective reaction to one's job, and a feeling towards one's job. Mood and emotions while working are the raw materials which cumulate to form the effective element of job performance (Weiss and Cropanzano, 1996). It was found that suppression of unpleasant emotions decreases job performance and the amplification of pleasant emotions increases job performance. Employees can be satisfied with some elements of the job while simultaneously dissatisfied with others (McShane and Von Glinow, 2000).

Job performance

An educational institution can be seen as a social unit of people or group of individuals that is structured and managed to pursue a collective goal. The concept of productivity itself is a subject that is widely discussed by politicians, economists, managers and media; it is often vaguely defined and poorly understood. In practice, this lack of knowledge results in productivity being ignored by those who influence production process. Productivity also known as productive efficiency is the quantitative relationship between what is produced (output) and the resources used in production (inputs), Mac'Ódo (2008). Inputs include resources that used for production, e.g. labour, capital, raw materials, energy, etc, while output can be in the form of goods and/or services. Production itself can be referred to as the transformation of inputs into output. Productivity in industrial engineering is defined as the relation of output (i.e. produced goods) to input (i.e. consumed resources) in the educational transformation process. It is therefore, on the one hand, closely connected to the use and availability of resources. This means in short that productivity is reduced if a company's resources are not properly used or if there is a lack of them. On the other hand, productivity is strongly linked to the creation of value. Thus, high productivity is achieved when activities and resources in the educational transformation process add value to the produced products. Also, productivity is strongly linked to creation of value. Thus, high productivity is achieved when activities and resources in the educational transformation process add value to the products (students/graduates). Increasing productivity is a way of increasing the ability of people to do what they want to do as well as achieving higher standard of living for all suffering from low income and in boosting the prosperity of the overall economy.

This implies that productive efficiency of an educational institution has a great impact on the economy within which it operates because the level of output reflects on the country's Gross Domestic Product (GDP) which measures the total value of goods and services produced within a nation's borders. While productivity is a measure of how much work is required to produce it.

Employee productivity is process to enhance both the effectiveness of an educational institution and the well-being of its member through planned interventions. One of the three key points of the educational institutional development will which lead to educational institutional performance are when many of educational institution development effort to increasing educational institutional learning, with the intent of then impacting educational institutional performance (Jon & Randy, 2009). Educational institutional performance was referring to the actual output or results of an educational institution as measured against its intended outputs, goals and objective (Jon & Randy, 2009). There are four types of educational institutional performance measures, first human resource outcomes, second educational institutional outcomes, third financial accounting outcome, and lastly capital market outcomes. Human resource outcomes related to change in employee behaviour which included employee satisfaction, turn over and absenteeism. Educational institutional outcomes contain labour productivity, customer satisfaction, and quality of product services. Financial accounting outcomes included three measures such as returns on assets, return on equity and profitability. Capital market outcomes reflect how market evaluates an educational institution which consists of the three indicators which is stock price, growth rate of stock price and market returns (Dyer & Reeves, 2015). Educational institutional performance basically can be defined as the outcome that indicate or reflect the educational institution efficiencies or inefficiencies in term of corporate image, competencies and financial performance (Khandekar& Sharma, 2016). Work performance is the way employee perform their work. An employee's performance is determined during job performance review, with an employer taking into account factor such as leadership skills and productivity to analyze each employee on an individual basis. Job performance reviews are often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if an employee should be fired (Rowold, 2020). There were so many ways to evaluate employee work performance. According to Rowold (2011) high performance work system and practices have need identified as playing a key role in the achievement of business goals and improved educational institutional effectiveness. While there is no agreement on an ideal configuration or bundle of such systems and practises. The logic is that high performance work systems influence and align employee's attitude and behaviours with strategic goal of the educational institution and they increase employee commitment and subsequently educational institutional performance. Campbell 1990 (cited from Xinyan, Jianqiao, & Degen, 2019) proposes that work performance comprises not only task but also contextual elements such as interpersonal and motivational components that contribute to a two dimensional performance construct. Schermehorn, Hunt, & Osborn, (2005) Locke and his friend have developed a comprehensive framework linking goals to performance. The model used elements of expectancy theory to help clarify the implication of goal setting for performance while taking into account certain moderating conditions, such as ability and task competency. Schermerhom (2015) says that performance appraisal is a process of systematically evaluating performance and providing feedback on which performance adjustments can be made. From an evaluation perspective, performance appraisal lets people know where they stand relative to objectives and standard. As such, performance appraisal is an input to decisions that allocated rewards and otherwise administer the educational institution's personnel factions. From a counseling perspective, performance appraisal facilitates implementing decisions relating to planning for and gaining commitment to the continued training and personal development of subordinates. Peter (2005) Company performance is traditionally related to increasing shareholder value. Performance can, however, also be measured in terms of reduction environmental footprint, improved occupational health and safety performance, increase customer satisfaction. In Sriwan (2014) Company performance should be judged against a specific objective to see whether the objective is achieved. Without an objective, the company has no criterion for choosing among alternative investment strategies and projects.

For instance, if the objective of the company is to maximize its return on investment, the company would try to achieve by adopting investments with return on investment ratios greater than the company's current average return on investment ratio. However, if the objective of the company were to maximize its accounting profits, the company would adopt any investment, which would provide a positive accounting profit, even though the company might lower its current average return on investment ratio. Performance measurement is important for keeping a company on track in achieving its objectives.

Productivity is the overriding goal for the success and growth of any business, and is generally defined as a ratio between revenue and cost (i.e. profit/assets). Profitability can change for reasons that have little to do with productivity, such as inflation and other external conditions that may bear no relationship to the efficient use of resources. Miller argues that productivity is a more suitable measure to monitor educational excellence in the long run rather than profitability, since profits are influenced by many factors in a short-term perspective. Without profitability businesses will not survive in the long run. So measuring current and past profitability and projecting future profitability is important. The term productivity clearly has a profitability component, but it is strongly influenced by the prices a company pays for its input and receives for its output. If a company can recover more than the cost of its input from rising prices for its output, its profitability can be increased even in times when its productivity is decreasing. Profitability is measured with income and expenses. Income is money generated from the activities of the business. For example, if crops and livestock are produced and sold, income is generated. However, money coming into the business from activities like borrowing money does not create income. This is simply a cash transaction between the business and the lender to generate cash for operating the business or buying assets. Expenses are the cost of resources used up or consumed by the activities of the business. For example, seed corn is an expense of a farm business because it is used up in the production process. A resource such as a machine whose useful life is more than one year is used up over a period of years. Repayment of a loan is not an expense; it is merely a cash transfer between the business and the lender. Increasing profitability is one of the most important tasks of business managers. Managers constantly look for ways to change the business to improve profitability, because a business that is not profitable cannot survive. Conversely, a business that is highly profitable has the ability to reward its owners with a large return on their investment.

Methodology

In this study, a total number of 250 copies of questionnaires were distributed to teaching and non-teaching staff of four educational institutions in Rivers State, namely Rivers State University, Captain Elechi Amadi Polytechnic, Rumuola, Ignatius Ajuru University of Education, Port Harcourt and Ken Saro Wiwa Polytechnic, Bori. Some copies of the questionnaire distributed were duly completed, while some were not completed, some were not returned due to respondent's unavailability. Out of the 250 copies of questionnaires that were distributed, 235 copies or 94% were duly completed and returned, upon which the study based its analysis. Fifteen copies representing 6% were not completed or returned. The reliability testing of the instrument (questionnaire) was tested using Crumbach Alpha (SPSS version 23) and obtained $.972 > .71$ which showed that the instrument was highly reliable.

Results

Research question 1

How does unity of command influence admin staff performance in tertiary institutions in Rivers State?

Table 4: Answer to research question 1

S/N	Items	N=2 35	Mean	Std. Deviation	Remark
1.	I report to more than two bosses		2.1106	1.12684	Disagreed
2.	I do better when their job becomes more interesting than it was		3.1872	.79093	Agreed
3.	I perform better is when I have opportunity to take discretion		2.6936	3.24506	Agreed
4.	I perform the same role even when I'm given task by another executive		1.8553	5.11914	Disagreed
Total			2.42		Disagreed

From table 4 above, item 1 showed with mean score of 2.1 and STD 1.12684 implied that respondents disagreed they report to more than two bosses. Mean score of 3.2 and STD 3.1872 in item 2 showed that respondents agreed that they do better when their job become more interesting than it was. In item 3 mean score of 2.7 and STD 3.24506 indicate that the respondents agreed that allowing them discretion on duty post improves their performance. While the respondents in item 4, with mean score of 1.85 and STD 5.11914 showed that respondents equally disagreed that perform the same role even when they are given task by another executive.

Research question 2

How does job rotation influence admin staff performance in tertiary institutions in Rivers State?

Table 5: Answer to research question 2

S.N	Items	N=2 35	Mean	Std. Deviation	Remark
5.	Doing additional tasks encourages employee performance		2.4553	3.61648	Disagreed
6.	Repetition of tasks reduces staff performance		3.3362	.57341	Agreed
7.	Task variety enables the staff motivation to work		2.9362	4.22307	Agreed
8.	Employee working at their own pace leads to greater performance		1.2255	.41882	Disagreed
Total			2.48		Disagreed

From the table 5, item 5, with mean score of 2.5 and STD 3.61648 shows that doing additional tasks encourages employee performance, while they agreed item 6 with the mean score of 3.3 and STD .57341 that repetition of tasks reduces staff performance. In item 7, mean score of 2.9 and STD 4.22307 shows that the respondents task variety enables the staff motivation to work, and in item 8, mean score of 1.2 and STD .41882 indicates that the respondents disagreed that employee working at their own pace leads to greater performance.

Research question 3

How does delegation of duty influence admin staff performance in tertiary institutions in Rivers State?

Table 6: Answer to research question 3

S/N	Items	N=2 35	Mean	Std. Deviation	Remark
9.	My boss assigns his roles to me in some occasions		2.006	1.12684	Disagreed
10.	I represent my boss in meetings		2.6872	1.79093	Agreed
11.	I have deputized for my boss in acting capacity		2.7836	.24506	Agreed
12.	I attend training sessions with my executive		1.7553	.16914	Disagreed
Total			2.42		Disagreed

From table 6 above, item 9 showed with mean score of 2.006 and STD 1.12684 which implied that the respondents disagreed that their boss assign roles to them in some occasions. In item 10 mean score of 2.6872 and SD 1.79093 equally showed that the respondents agreed that they represent my boss in meetings. In item 11 mean score of 2.7836 and SD .24506 showed that the respondents agreed that they have deputized for my boss in acting capacity. In item 12 mean score of 1.7553 and SD .16914 showed that the respondents disagreed that they attend training sessions with my executive.

Testing of hypotheses

Hypothesis one

There is no significant relationship between unity of command and admin staff performance in tertiary institutions in Rivers State.

Table 7, PPMC analysis of hypothesis I

Correlations		Admin Staff Performance		
Unity of Command	Correlation Coefficient	1.00	-.078	.233**
		0		
	Sig. (2-tailed)	.	.148	.000
	N	235	235	235
	Correlation Coefficient	-.078	1.000	.342**
	Sig. (2-tailed)	.148	.	.000
Unity of Command	N	235	235	235
	Correlation Coefficient	.233*	.342**	1.000
		*		
	Sig. (2-tailed)	.000	.000	.
	N	235	235	235

Table 4 above shows correlate coefficient value of .239, p-value of .003 < .05 implies that there is a significant relationship between unity of command and admin staff performance in tertiary institutions in Rivers State. The null hypothesis is therefore rejected.

Hypothesis two

There is no significant relationship between job rotation and admin staff performance in tertiary institutions in Rivers State.

Table 8, PPMC analysis of hypothesis 2

Correlations		Admin Staff Performance		
Job Rotation	Correlation Coefficient	1.000	.246**	.429**
	Sig. (2-tailed)	.	.000	.000
	N	235	235	235
	Correlation Coefficient	.246**	1.000	.152**
	Sig. (2-tailed)	.000	.	.004
	N	235	235	235
	Correlation Coefficient	.429**	.152**	1.000
	Sig. (2-tailed)	.000	.004	.
	N	235	235	235

Table 8 above shows correlate coefficient .345, p-value of $.001 < .05$ implies that there is a significant a relationship between job rotation and admin staff performance in tertiary institutions in Rivers State. The null hypothesis is therefore rejected.

Hypothesis three

There is no significant relationship between delegation of duty and admin staff performance in tertiary institutions in Rivers State.

Table 9, PPMC analysis of hypothesis 3

Correlations		Admin Staff Performance		
Delegation of Duty	Correlation Coefficient	1.000	.483**	.090
	Sig. (2-tailed)	.	.000	.092
	N	235	235	235
	Correlation Coefficient	.483**	1.000	-.272**
	Sig. (2-tailed)	.000	.	.000
	N	235	235	235
	Correlation Coefficient	.090	-.272**	1.000
	Sig. (2-tailed)	.092	.000	.
	N	235	235	235

Table 9 above shows correlate coefficient value of .262, p-value of $.003 < .05$ which implies that there is a significant relationship between delegation of duty and admin staff performance in tertiary institutions in Rivers State. The null hypothesis is therefore rejected.

Summary of findings

The summary of the findings of the study are hereunder itemized:

1. The testing of hypothesis 1 showed that there is a significant relationship between unity of command and admin staff performance in tertiary institutions in Rivers State.
2. The result of hypothesis two showed that there is a significant relationship between job rotation and admin staff performance in tertiary institutions in Rivers State.
3. Hypothesis testing showed that there is a significant relationship between delegation of duty and admin staff performance in tertiary institutions in Rivers State.

Discussion of findings

The discussions of the findings of the study are hereunder discussed:

Unity of Command and Admin Staff Performance

The respondents consented to the fact that principle of unity of command as role differentiation model is related to staff performance. That when the job roles of an individual staff is are directed towards a line of report, staff are bound to perform better. The respondents aligned with Brass, (2009) enumerating that the benefits of unity of command as a potent approach in role differentiation as management concept that involves redesigning jobs so that they are more challenging to the employee and have less repetitive work. Job enlargement was developed to increase the total number of tasks workers perform.

Job rotation and staff performance

The respondents opined that job rotation is significantly related to job performance of admin staff in tertiary institutions in Rivers State. Brash (2010) stating that job rotation is the variation of a present task of a staff by the employer or manager. He went further to state that in comparison of a mechanic who undergoes job rotation when he switches from only changing oil to changing oil, greasing and changing transmission fluid. Job rotation attempts to add somewhat similar tasks to the existing job so that it has more variety and be more interesting, thereby increasing performance.

Delegation of duty and admin staff performance

Respondents opined that there is a significant relationship between delegation of duty and admin staff performance in tertiary institutions in Rivers State. The position of the respondents is aligned with Bryan, (2019) stating that through delegation, central school administrators transfer responsibility for decision-making and administration of public functions to semi-autonomous school systems not wholly controlled by the central school administrators, but ultimately accountable to it. School administrators delegate responsibilities when they value, usually these school systems have a great deal of discretion in decision-making. Staff who are delegated to duty have their roles defined with a given time frame (Bryan, 2020).

Conclusion

Role differentiation approaches and staff performance identified principle of unity of command, job rotation and delegation of duty as vital pivots of role differentiation among administrative staff in tertiary institutions in Rivers State. Job rotation, unity of command, and role delegation approaches are employed to ensure improved staff performance in the organization. All the approaches may not apply at the same but based on the contingency, skills, attitudes of the staff and done within the available resources of the organization in question. Jobs should be designed to capture the capabilities of the staff to achieve organizational goal. Role differentiation should target improved performance of the staff.

Recommendations

Based on the findings of the study, the following recommendations were reached:

1. Management should engage a singular executive to each administrative staff in tertiary institutions in Rivers State.
2. Staff should request for job rotation from time to time from management in order to cure task or role monotony which breeds boredom.
3. Management should be willing to relinquish roles to admin subordinates with the intention of monitoring success or otherwise.

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