

Relationship among Performance Planning, Monitoring and Lecturer's Job Performance in Tertiary Educational Institutions in Sokoto State

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Abstract

This study examined the relationship among performance planning, monitoring and lecturers' job performance in tertiary educational institutions in Sokoto State, Nigeria. Two research objectives, two research questions and two research hypotheses guided the study. The target population for this study was 1,980 persons consisting of Lecturers and Management Staff in Tertiary Educational Institutions in Sokoto State. A correlational survey research design was adopted, with a sample of 320 lecturers and management staff selected from ten tertiary institutions in Sokoto State using proportionate and purposive sampling techniques. Data were collected using two validated instruments: Performance Management Assessment Questionnaire (PMAQ) and Lecturers' Job Performance Assessment Questionnaire (LJPAQ), with reliability coefficients index of 0.86 and 0.84 respectively. Data were analyzed using descriptive statistics and Pearson Product Moment Correlation co-efficient at 0.05 level of significance. The findings revealed that performance management practices including performance planning (grand mean=3.59), performance monitoring (3.62), were highly practiced in the institutions in Sokoto State. All null hypotheses were rejected, indicating significant positive relationships between performance planning and lecturers' job performance ($r=0.640$, $p<0.01$), performance monitoring and lecturers' job performance ($r=0.996$, $p<0.01$). The study concluded that effective performance planning and monitoring significantly enhance lecturers' job performance in Tertiary Educational Institutions in Sokoto State. Based on the findings, it is recommended that tertiary institutions should strengthen performance planning practices with clearly defined roles and measurable objectives. Institutions should also implement continuous monitoring practices, including regular feedback sessions and evaluations.

Keywords: Performance, Planning, Monitoring, lecturers', Job Performance

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Introduction

Sokoto State's tertiary institutions face intense pressure to deliver high-quality instruction, robust research, and impactful community service (Shehu, 2025). To enhance effectiveness, academic administrators rely heavily on structured performance management systems. At the core of these frameworks is performance planning, which systematically establishes clear academic objectives, key performance indicators, and workload distributions at the beginning of each academic cycle. The productivity and professional effectiveness of academic staff are primary determinants of institutional quality in higher education. Within the higher education landscape of Sokoto State, tertiary institutions face a dual challenge: accommodating expanding student enrollments while managing persistent concerns regarding instructional standards and overall academic output (Abubakar Usman, 2024). To safely navigate these challenges, administrators increasingly rely on structural human resource frameworks. Modern organizational theory posits that optimal academic output is rarely an isolated event; rather, it is directly driven by systematic managerial processes specifically, the core stages of performance planning and performance monitoring (Setiawan, 2023; Sukanti, 2023).

Performance monitoring serves as a critical quality control mechanism in higher education, bridging instructional planning and institutional efficacy (Ma'rifatin, 2019). In Sokoto State's tertiary institutions, integrating monitoring with performance planning transforms institutional expectations into measurable targets, aligning educators with teaching, research, and community development goals (Oyeniran *et al.*, 2024). Transparent, participatory monitoring systems significantly boost lecturers' academic productivity, intrinsic motivation, and job commitment (Bagiwa, 2025). Conversely, lacking systematic oversight leads to uncoordinated instruction and reduced accountability (Oyeniran *et al.*, 2024; Shehu, 2025). However, Sokoto State faces continuous difficulties like infrastructure deficits and heavy workload pressures (Haruma, 2024; Malami & Onen, 2024). To counter these challenges, academic administrators must utilize structured performance management systems centered on explicit planning and continuous monitoring (Oyeniran *et al.*, 2024; Bagiwa, 2025).

Performance planning allows lecturers to establish precise goals regarding teaching workloads, community service, and research expectations (Shehu, 2025; Wokoma, 2026). Simultaneously, consistent performance monitoring tracks these benchmarks, ensuring timely feedback and objective productivity evaluations (Bagiwa, 2025). Together, these strategies optimize job efficiency and teaching readiness (Malami & Onen, 2024; Sambo, 2024). This study explores how this relationship mitigates occupational bottlenecks and elevates pedagogical quality in Sokoto State's tertiary institutions. As demands for professional accountability and instructional quality intensify, lecturer performance is increasingly recognized as a direct outcome of administrative systems (Malami, 2026). Regional research confirms that structured administrative frameworks directly drive classroom success and academic efficiency (Sadiq, 2026). Effective performance planning serves as a strategic blueprint, requiring collaborative, measurable target-setting each semester (Samaru, 2024). This structural process minimizes role ambiguity and boosts intrinsic motivation, translating institutional mandates into daily classroom realities (Malami, 2026).

Planning alone is insufficient without consistent performance monitoring, which ensures quality assurance and institutional accountability in Sokoto State (Sambo, 2024). Rather than using punitive measures, modern frameworks prioritize instructional supervision, peer evaluations, and feedback loops to keep lecturers aligned with educational milestones. Research shows that essential dimensions like punctuality, material usage, and classroom management depend heavily on structured institutional tracking (Usman *et al.*, 2024). Ultimately, continuous monitoring serves as an early-warning system, allowing administrators to collaboratively address instructional gaps before performance declines.

Nigeria's National Universities Commission (NUC) enforces its performance management framework primarily through the newly structured Blueprint 2.0 (2026–2030) and the Core Curriculum and Minimum Academic Standards (CCMAS) (Iguodala, 2023; NUC-PDAC, 2026). This national policy standardizes institutional accountability by linking mandatory programme accreditation and resource verification to specific lecturer Key Performance Indicators (KPIs) (Iguodala, 2023; NUC, 2026). Under these guidelines, academic job performance is strictly monitored using standardized metrics: instructional delivery quality, postgraduate mentorship tracking, minimum

professional staffing benchmarks, and validated research outputs often indexed via Google Scholar metrics to drive global competitiveness across the university system (NUC-PDAC, 2026; Olaniyan, 2024).

Statement of the Problem

Performance management in tertiary institutions faces critical challenges that undermine lecturers' job performance and educational quality. Key problems include the absence of standardized and objective evaluation frameworks, leading to inconsistent and subjective assessments that demoralize staff and reduce motivation. Inadequate professional development opportunities limit lecturers' ability to update teaching methods and research skills, causing stagnation in instructional quality and negatively affecting student learning outcomes.

Excessive administrative workloads further distract lecturers from their core responsibilities of teaching, mentoring, and innovation. Cultural and institutional barriers, such as resistance to change and rigid hierarchies, hinder the adoption of effective performance management systems, while insufficient funding restricts investment in training, infrastructure, and incentives. These challenges affect lecturers, students, and administrators alike, creating widespread dissatisfaction. Addressing these issues through standardized evaluation systems, continuous professional development, reduced administrative burdens, supportive institutional culture, and improved funding is essential for enhancing lecturer performance, educational effectiveness, and overall institutional excellence.

Objectives of the Study

The aim of this study is to investigate the performance management practices and lecturer's job performance in tertiary educational institutions in sokoto state. However, this study has the following as its specific objectives.

- I. To find out the relationship between Performance planning and lecturer's job performance in Tertiary Educational Institutions in Sokoto State
- II. To find out the relationship between Performance monitoring and lecturer's job performance in Tertiary Educational Institutions in Sokoto State.

Research Questions

The research was guided by the following research questions.

- I. What is the relationship between performance planning and lecturer's job performance in Tertiary educational institutions in Sokoto State?
- II. What is the relationship between performance monitoring and lecturer's job performance in Tertiary educational institutions in Sokoto State?

Research Hypotheses

The following hypotheses was tested in this research:

H₀₁ There is no significant relationship between performance planning and lecturer's job performance.

H₀₂ There is no significant relationship between performance monitoring and lecturer's job performance.

Methodology

A correlational research investigates relationships between variables without the researcher controlling or manipulating any of them (Ortega & Sumayo, 2024). A correlation reflects the strength and/or direction of the relationship between two (or more) variables (Stephen, & Stahlschmidt, 2024). The direction of a correlation can be either positive or negative. This study was equally employ a quantitative research approach to generate a quantitative data to answer the research questions as recommended by (Haq & Yasin, 2025).

The target population for this study was 1,980 persons consisting of lecturers and management staff in Tertiary Educational Institutions in Sokoto State. In this study, proportionate and purposive sampling techniques was used to select sample of 322 respondents of lecturers and management staffs, the researcher used this number as the sample of the study because, it was determined by research advisors table (2006) at 95% confidence level. The sample consisted of 322 lecturers and management staffs. A total of 322 questionnaires were administered, but 320 were successfully completed across selected tertiary

institutions in Sokoto State. The respondents comprised of lecturers and management staffs from various tertiary institutions within the study area. Data were collected using two validated instruments: Performance Management Assessment Questionnaire (PMAQ) and Lecturers' Job Performance Assessment Questionnaire (LJPAQ), with reliability coefficients of 0.86 and 0.84 respectively. Data were analyzed using descriptive statistics and Pearson Product Moment Correlation (PPMC) was used to test the research hypotheses. To validate the instrument, the researcher subject edit to three experts from Educational management and administration so as to examine its coverage, suitability and clarity of the statements composed in the questionnaire. Later, the researcher calculated the validity indexes of the instrument using the inter rater reliability techniques of kappa.

Results

H0₁: There is no significant relationship between performance planning and lecturer's job performance.

The hypothesis was tested using PPMC at 0.05 level of significant

Table 1: Relationship between performance planning and lecturer's job performance in Sokoto State.

Variables	N	Mean	SD	r	p	Decision
Performance Planning	320	3.58	0.94	0.640**	0.000	H ₀ rejected
Lecturers' Job Performance	320	3.69	0.72			

Note. Level of significance = 0.05. r = Pearson correlation coefficient. Correlation is significant at the 0.01 level (2-tailed).

Table 1 presents the Pearson Product Moment Correlation between performance planning and lecturers' job performance in Tertiary Educational Institutions in Sokoto State. The analysis involved 320 lecturers and revealed a positive and statistically significant relationship between performance planning and lecturers' job performance, $r = 0.640$, $p < .01$. This indicates that lecturers who engage in higher levels of performance planning tend to exhibit better job performance. The correlation coefficient of 0.640 suggests a strong positive association, meaning that as performance planning improves, lecturers' job performance is likely to improve as well. Based on these results, the null hypothesis (H₀) was rejected. This implies that there is a significant relationship between performance planning and lecturers' job performance.

However, it is important to note that correlation does not imply causation; while the two variables are associated, this analysis alone cannot establish that performance planning directly causes changes in job performance.

H0₂: There is no significant relationship between performance monitoring and lecturer's job performance.

The hypothesis was tested using PPMC at 0.05 level of significant

Table 2: Relationship between performance monitoring and lecturer's job performance

Variables	N	Mean	SD	r	P	Decision
Performance Monitoring	320	3.62	0.70			
Lecturer job performance	320	3.60	0.72	0.996**	0.000	H ₀ rejected

Note. Level of significance = 0.05. r = Pearson correlation coefficient. Correlation is significant at the 0.01 level (2-tailed).

Table 2: presents the Pearson Product Moment Correlation between performance monitoring and lecturers' teaching techniques in Sokoto State. The analysis involved 320 lecturers and revealed a very strong positive and statistically significant relationship between performance monitoring and Lecturers job performance, $r = 0.996$, $p < .01$. This extremely high correlation indicates that lecturers who engage in effective performance monitoring are almost perfectly aligned with the use of teaching techniques. In other words, as performance monitoring improves, the application of teaching techniques increases in near-perfect tandem. Based on these results, the null hypothesis (H0) was rejected. This implies that there is a significant relationship between performance monitoring and lecturers' job performance. However, it is important to note that correlation does not imply causation; while the two variables are highly associated, this analysis alone cannot establish that performance monitoring directly causes improvements in lecturers' job performance.

Discussion

The findings as showed in table 1 revealed a strong and statistically significant positive relationship between performance planning and lecturers' job performance in tertiary educational institutions in Sokoto State. This suggests that effective planning of academic responsibilities is closely associated with improved teaching effectiveness, classroom management, learner assessment, and overall instructional delivery. The implication is that when lecturers engage in structured planning of their academic tasks, they are more likely to perform efficiently and meet institutional expectations.

In this context, performance planning provides the foundation upon which these responsibilities are systematically organized and executed. Dalal (2020) conceptualized job performance as the measurement of specific and general tasks assigned to faculty members within a defined timeframe. Performance planning therefore serves as a strategic mechanism that enables lecturers to structure these tasks effectively, allocate time appropriately, and align their activities with institutional goals. The findings of this study are consistent with the broader understanding of academic work as multifaceted, encompassing teaching, research, administrative duties, and community engagement (Blake, 2020; Molloy, 2020).

Given the breadth of lecturers' responsibilities, planning becomes indispensable. Without deliberate performance planning, it would be difficult for academic staff to coordinate instructional content, research obligations, and service commitments in a balanced and productive manner. The strong association observed in this study therefore reinforces the argument that structured preparation enhances task completion and institutional effectiveness. Furthermore, Robbins and Judge (2017) and Ogunode and Ayeni (2023) emphasized that staff performance can be quantitatively assessed based on the extent to which assigned duties are accomplished. Performance planning provides clarity of expectations, goal setting, and defined timelines, which are essential for measurable outcomes. Similarly, Castro (2021) argued that actions aimed at improving the quality of higher education constitute performance-enhancing strategies. In this regard, performance planning may be viewed as a proactive quality improvement mechanism that strengthens academic delivery and institutional standards.

Rodrigues (2021) further defined lecturers' job performance as the execution of assigned duties in line with institutional objectives. The significant

relationship found in this study indicates that performance planning plays a central role in ensuring that lecturers' activities are aligned with these objectives. Given the critical role of tertiary institutions in advancing knowledge, culture, research, and teacher training (Mohammadi, 2021), effective performance planning among lecturers becomes not merely an administrative process but a strategic necessity for institutional sustainability and educational excellence.

When comparing these results to broader literature, the finding on performance planning aligns seamlessly with Sharma (2021) and Ferdinandus (2020), corroborating that structured task organization enhances teaching, research, and community service. It also supports Dalal (2020) and Ogunode and Ayeni (2023) by confirming that goal-setting and clear timelines yield measurable institutional outcomes.

Findings as showed in table 2 revealed a very strong and statistically significant positive relationship between performance monitoring and lecturers' job performance in tertiary educational institutions in Sokoto State. This indicates that consistent supervision, evaluation, and developmental follow-up mechanisms are closely associated with improved teaching techniques, instructional delivery, and overall academic effectiveness. The implication is that when institutions actively monitor lecturers' activities and provide structured oversight, lecturers are more likely to perform efficiently and align their work with institutional expectations.

Performance monitoring can take various forms, including supervision, feedback systems, participation in conferences, and professional development activities. Musa (2016) observed that participation in academic conferences enhances lecturers' professionalism and reinforces the continuous need to monitor and improve learning processes, thereby improving job performance. Conferences create opportunities for intellectual exchange, exposure to innovative pedagogical strategies, and professional networking. In this regard, performance monitoring extends beyond internal institutional appraisal to include external professional engagement that strengthens instructional competence.

The findings of this study are also consistent with the conceptualization of job performance as the achievement of organizational goals (Daniel et al., 2019). Performance monitoring provides a mechanism for tracking whether lecturers

are meeting defined objectives within specified timeframes. As Gani (2013) explained, job performance involves the successful completion of assigned tasks, while Kalash (2014) emphasized the ability to integrate appropriate behaviors to meet institutional goals. Monitoring systems help ensure that lecturers' teaching, research, and community service activities are aligned with these objectives, thereby improving both qualitative and quantitative outcomes.

The empirical finding of this study revealed a significant positive relationship between performance monitoring and lecturers' job performance in tertiary educational institutions in Sokoto State. This statistical finding directly addresses long-standing concerns raised within the wider Nigerian context regarding declining academic standards, instructional non-compliance, and the deteriorating quality of teaching in higher education (Ekpoh, 2017; Modibbo *et al.*, 2019). For years, key stakeholders including parents, government regulatory bodies, and external examination councils have expressed deep dissatisfaction with graduate quality and overall institutional output. The significant relationship established in this study provides empirical proof that structured performance monitoring serves as the primary corrective mechanism for reversing these educational deficits. The finding demonstrates that when Sokoto State tertiary institutions actively track classroom punctuality, monitor syllabus coverage, and evaluate instructional delivery, it enforces immediate baseline accountability. Regular evaluation, when completed by constructive feedback and institutional support, ensures that lecturers conform to pedagogical standards, thereby driving the recovery of institutional teaching quality.

However, the finding must be interpreted alongside the implementation challenges highlighted in existing literature. Across many Nigerian higher institutions, staff monitoring and development systems are heavily constrained by favoritism, where post-monitoring training opportunities are restricted to a handpicked group of staff based on personal connections rather than objective merit indices (Bagiwa, 2025). The finding of this study implies that if the monitoring process is perceived as biased, unfair, or punitive, its capacity to improve academic productivity is completely neutralized. Therefore, while this study's finding firmly validates that performance monitoring significantly enhances lecturers' job performance in Sokoto State, the practical utility of the finding depends entirely on establishing an inclusive, transparent, and fair monitoring framework.

Similarly, the finding on performance monitoring mirrors Daniel et al. (2019) and Musa (2016), reinforcing that supervision and professional feedback optimize organizational goal achievement. However, a sharp contrast emerges regarding implementation. While this study proves monitoring drives efficiency, external literature (Ekpoh, 2017; Modibbo *et al.*, 2019) highlights a harsh reality: actual institutional monitoring in Nigeria is often undermined by favoritism and exclusionary training practices rather than merit.

Conclusion

The study findings underscore the performance planning and performance monitoring significantly influence lecturers' job performance in tertiary educational institutions in Sokoto State. The findings showed positive relationships between effective planning, continuous monitoring, and improved teaching performance among lecturers. This indicates that lecturers perform better when institutional goals, responsibilities, and evaluation systems are clearly defined and consistently monitored. The study therefore concludes that effective performance management practices are essential for enhancing educational quality, improving lecturers' productivity, and achieving institutional objectives in tertiary institutions within Sokoto State.

Recommendations

Based on the findings and conclusions, the study recommends:

- I. Tertiary institutions should strengthen performance planning systems with clearly defined roles and measurable objectives.
- II. Institutions should implement continuous monitoring practices, including regular feedback sessions and evaluations.

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