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Influence Of Provost Managerial Conceptual And Technical Skills On Lecturers Job Performance In State Colleges Of Education In North-West Nigeria

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ABSTRACT

The study examined the influence of provost managerial conceptual and technical skills on lecturers' job performance in state colleges of education in North-West Nigeria. To guide the study, two research questions corresponding to two research objectives and null hypotheses were formulated. The research utilized a Descriptive Survey research design and targeted a population comprising seven provosts and 2,320 lecturers, totaling 2,327 staff in state colleges of education in the North West region, specifically in Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara States. The sample for the study consisted of 322 respondents, selected using a stratified random sampling technique across seven (7) colleges of education in the North-West region. The researcher developed a questionnaire titled "Provost Managerial Conceptual and Technical Skills and Lecturers Job Performance Questionnaire (PMCTSLJPQ)," which underwent validation by an expert, achieving a content validity index of 0.80. Data analysis involved descriptive statistics of Mean and Standard Deviation that address research questions and inferential statistics using Pearson Product Moment Correlation Coefficient (PPMCC) that test the null hypotheses at 0.05 level of significance. The study's findings indicated that provosts' managerial conceptual skills, technical skills, has significantly influenced lecturers' job performance in state colleges of education in the North West, Nigeria. The study recommended, that provosts in state colleges of education should keep on assisting lecturers to develop their mental capabilities to initiate, organize, interpret and harmonized ideas and constructs that are related to working organization, in the discharge of their duties and official interactions and in keeping with the vision and goals of the entity and also to adhere to administrative

technical skills and ensure appointment of lecturers is strictly and purely on technical competence and qualifications. Therefore, no untrained or unqualified persons should be appointed or be allowed to perform a task that is contrary to his qualifications.

Keywords: Provost Conceptual Skills, Technical Skill, Lecturers Job Performance.

INTRODUCTION

Provost is a senior academic administrator. In many higher educational institutions, he is the chief executive officer of the college and is only answerable to the governing council. He is responsible for the day-to-day management of academic, administrative and financial affairs of the institution. The role of a provost can vary depending on the institution and its organizational structure, but generally, the provost is responsible for overseeing and coordinating academic affairs, including the faculty, curriculum, research, and student-related activities. The provost provides academic leadership and vision for the institution (Dele, 2017). They work closely with deans, department heads, and faculty to develop and implement academic programs, policies, and initiatives. The provost plays a role in curriculum planning and development, ensuring that academic programs are aligned with the institution's mission and goals. They may also support the introduction of new courses or degree programs (Dele, 2017). The provost is often involved in the recruitment, hiring, and professional development of faculty members. They may oversee faculty evaluations, promotions, and tenure processes.

Provost managerial skills refer to the set of competencies, abilities, and attributes that educational leaders in academic institutions, particularly at the level of provost or chief academic officer, need to effectively manage and lead the institution. These skills encompass a wide range of areas that are essential for overseeing the academic, administrative, and strategic functions of the institution (Dele, 2017).

The Influence between provosts' conceptual skills and lecturers' job performance in state colleges of education in northwest Nigeria can have a significant impact on the overall effectiveness and quality of education within the institution. Conceptual skills refer to the ability to think critically, understand complex situations, and make strategic decisions. Here's how provosts' conceptual skills can influence lecturers' job performance, Provosts with strong conceptual skills can make informed and strategic decisions that align with the institution's long-term goals (Wale, 2017). These decisions can shape the direction of the college, impacting curriculum development, resource allocation, and teaching methodologies, which can, in turn, affect lecturers' job performance. Conceptual skills enable provosts to envision and design innovative and relevant curricula that meet the needs of students and align with changing educational trends. Well-designed curricula can enhance the teaching and learning experience for both lecturers and students. Provosts who possess strong conceptual skills are better equipped to stay informed about emerging trends, technologies, and pedagogical approaches in education.

The Influence between provosts' technical skills and lecturers' job performance in state colleges of education in northwest Nigeria have a significant impact on the overall educational quality and effectiveness of the institution. Technical skills refer to the specific knowledge and expertise required to perform tasks within a particular field (Alex, 2017). Provosts with strong technical skills can contribute to the development of up-to-date and relevant curricula. Their understanding of educational trends, subject-specific knowledge, and industry demands can lead to curricula that prepare students effectively, positively impacting lecturers' teaching experience. A provost with technical expertise can provide lecturers with guidance on effective teaching methods, instructional technologies, and assessment strategies. This support can enhance lecturers' ability to engage students and deliver effective lessons. Technical skills in educational technology can enable provosts to facilitate the integration of digital tools and platforms into the teaching process (Alex, 2017). This can lead to more interactive and engaging learning experiences, enhancing lecturers' job performance. Provosts with technical expertise can organize training and workshops focused on enhancing lecturers' technical skills. This can empower lecturers to adapt to new technologies and methodologies, positively affecting their job performance.

Lecturers' job performance in state colleges of education in the North-West region of Nigeria refers to the degree of contentment, fulfillment, and overall positive feelings that lecturers experience in relation to their work and the working conditions within these educational institutions (Nweke, 2021). Job performance is a complex and multi-dimensional construct influenced by various factors, both intrinsic and extrinsic, that contribute to lecturers' perception of their professional lives. Understanding and improving lecturers' job performance is essential for creating a conducive and productive teaching and learning environment. Some key aspects related to lecturers' job performance in state colleges of education in the North-West Nigeria could include. The extent to which lecturers feel burdened or overwhelmed by their teaching, research, and administrative responsibilities can significantly impact their job performance. Adequate and competitive salary, benefits, and allowances are crucial factors in determining lecturers' overall job performance and financial well-being (Nweke, 2021).

Statement of the Problem

Despite concerted efforts by the government to improve the educational system and working conditions within state colleges of education in the North-West region of Nigeria, there persists a notable discrepancy between the anticipated positive impact of provosts' managerial conceptual and technical skills on the actual levels of lecturers' job performance. This dissonance raises questions about the effectiveness of the managerial skills exhibited by provosts and their ability to directly influence the job performance of lecturers. Despite the allocation of resources, policy reforms, and various initiatives aimed at enhancing the educational environment, lecturers' job performance remains a challenge. There seems to be a persistent gap between the intended outcomes and the actual experiences of lecturers within the educational system. This situation raises important questions about the effectiveness of the strategies employed and the underlying factors contributing to the ongoing issue of job performance among lecturers. While resources and policies may be allocated and reformed, the effective implementation of these changes on the ground might face obstacles or delays that hinder their intended impact on lecturers' working conditions and overall job performance. Lecturers' job performance is influenced by a multitude of factors, including workload, compensation, professional growth opportunities, work-life balance, and institutional culture. One-size-fits-all approaches might not address the unique challenges faced by lecturers in different contexts or with diverse responsibilities and needs. In light of these challenges, it becomes essential to conduct in-depth research to better understand the specific factors contributing to lecturers' job performance and to develop targeted strategies that address these issues comprehensively. The persistence of this challenge suggests that a more nuanced and adaptive approach is necessary to create a supportive and fulfilling work environment for lecturers in state colleges of education in the northwest, Nigeria. The problem of the study is therefore to investigate the Influence of provosts' managerial conceptual and technical skills on lecturers' job performance in state colleges of education in North West Nigeria.

Objectives of the Study

The following objectives guided the study:

1. Assess the Influence of provosts' conceptual skill on lecturers' job performance in state colleges of education in northwest Nigeria.
2. Ascertain the influence of provosts' technical skill on lecturers' job performance in state colleges of education in northwest Nigeria.

Research Questions

The study seeks to provide answers to the following research questions

1. What is the Influence of provosts' conceptual skill on lecturers' job performance in state colleges of education in northwest Nigeria?
2. What is the Influence of provosts' technical skill on lecturers' job performance in state colleges of education in northwest Nigeria?

Hypotheses

The following research hypotheses guided the study:

H_{O1}: there is a significant influence of provosts' conceptual skill on lecturers' job performance in state colleges of education in Northwest Nigeria.

H_{O2}: there is a significant influence of provosts' technical skill on lecturers' job performance in state colleges of education in Northwest Nigeria.

LITERATURE REVIEW

Provosts Managerial Skills

Provosts Managerial skills are certain attributes or abilities that provosts should possess in order to fulfill specific task in their colleges. They include capacity and ability of provosts to perform executive duties in an organization. Managerial skills are usually acquired and developed through systematic and organized effort involving pragmatic exercises and adaptive activities tailored to mentee to be able to learn and perform complex tasks in areas of job functions, evolving ideas and solutions to problems; handling human behavioral and attitudinal complexities. These managerial skills are paramount in determining a college's quality, so provosts are required to apply these skills at different level of management to ultimately achieve the targeted organizational goals and objectives. Successful implementation of educational policies, effective leadership and management in colleges of education are very dependent on managerial abilities of the provost. (Ogundele. 2019).

Conceptual Skills

Conceptual skills are the abilities to visualize the organization as a whole. These involves the skills provosts demonstrate in terms of knowledge and ability for abstract thinking and formulating ideas. It includes Analytical, Creative and Initiative Skills. Bite (2021). Kamble (2021) defines conceptual skills as the ability of the executive to see the entire concept and understand the complexities of the overall organization, his ability to think abstractly, analyses work situation and find creative solutions. This helps the provost to effectively predict hurdles his office and college as a whole may face. While Latif (2022) describe the conceptual skills as understanding of how the different components of the business are related to each other and the business as a whole. It helps the manager to identify the causes of the problems and not the symptoms. In college setting it helps provost of the college to solve the problems for the benefit of the entire organization. It helps to fix goals for the whole college and to plan for every situation. Conceptual skills are mostly required by the provosts because they spend more time in planning, organizing and problem solving.

Technical skills

Katz (2020) defined technical skills as the capability and competency to carry-out work or job in a particular specialty. This can be viewed as the provost's abilities, knowledge and expertise acquired through training, education and experiences that can be applied to solve management problems in the college. "Special abilities" and "expertise" are the two focal words for understanding the concept of technical skills. They highlight the importance of specialized training for provosts to equip them to perform their duties efficiently. Oluremi (2013) reasoned that the rationale behind the adequate training of provosts is to prepare them to perform their administrative functions excellently. Technical skill is crucial for increased productivity of the college provost; the extent to which a provost knows and applies technical skill in solving managerial problems goes a long way in determining the success of the college. Technical skill include the ability to conduct structured interview during recruitment, ability to engage in short and long term strategic planning, ability to work on curriculum and extract the required scheme for the terms and sessions, ability to analyze and set-out rules and regulations, procedures and protocols governing the college's operations, ability to forecast and project the income and expenditures of the college in the light of economic and political realities, budgeting and costing and controlling capabilities as well as the ability to resolve conflict in the among others. These abilities aid the provost in handling administrative matters smoothly (Katz 2020).

Lecturers Job Performance

Lecturers' job performance consists of more than one kind of behavior and a source of competitive advantage to promote responsiveness in enhancing overall organizational effectiveness. Lecturers' job performance represents the levels of achievement of job and the fulfillment of organizational regulations, expectations, or requirements for an official role (Prasetya and Kato, 2021). Performance is the outcome of actions and skills of employees who perform in some situation. It is a deed and exhibition of employee skill. Hsn (2018) maintain the position that performance is an employee's overall work outcomes, including efficacy, efficiency, and effectiveness. Ogundele (2019), state that the employee's performance is the result of work accomplished by a person in connection with his position in the organization.

Lecturers' job performance is a mutual result of effort, ability, and perception of tasks. As rightly posited by Vroom (2020) lecturers job performance is determined by a number of factors like managerial standards, knowledge, skill and commitment on a particular task. Hakala (2018) outlined the following indicators of performance: quality of work, quantity, timeliness, and cost effectiveness, creativity, and innovation, adherence to policy, personal appearance, grooming and management by objectives. Vroom (2020) stated that performance of a person on a job can be considered a function of two different variables; ability or skill of the individual to perform the job; and motivation to use this ability or skill in the actual performance of the job. In this regard, Madukoma and Popoola (2012) maintain that performance is the product of information accessed and effectively applied on the job for maximum an individual's work achievement after having exerted effort. Muchinsky (2021) averred that job performance is the set of workers' behavior that can be monitored, measured, and assessed achievement at individual level. These behaviors are

Influence of provosts' conceptual skills on lecturers' job performance

The Influence of provosts' conceptual skills on lecturers' job performance in state colleges of education in northwest Nigeria can have a significant impact on the overall effectiveness and quality of education within the institution. Conceptual skills refer to the ability to think critically, understand complex situations, and make strategic decisions. Here's how provosts' conceptual skills can influence lecturers' job performance, Provosts with strong conceptual skills can make informed and strategic decisions that align with the institution's long-term goals (Wale, 2017).

Effective conceptual thinking allows provosts to allocate resources strategically, ensuring that lecturers have the necessary tools, materials, and technology to deliver high-quality education (Wale, 2017). Adequate resources can positively impact lecturers' ability to perform their jobs effectively. Provosts with strong conceptual skills can foster a culture of innovation and creativity within the institution. Encouraging lecturers to explore new teaching methods and approaches can lead to more engaging and effective classroom experiences. Conceptual skills enable provosts to analyze complex problems and develop solutions that address underlying issues. When lecturers encounter challenges in their roles, a proactive provost can provide guidance and support, ultimately enhancing their job performance .Provosts with strong conceptual skills can effectively communicate their vision and strategies to lecturers. Clear communication of institutional goals and objectives can inspire lecturers to align their efforts and contribute to the realization of the college's mission. Provosts who possess conceptual skills can lead a culture of continuous improvement within the institution (Wale, 2017).

Influence of provosts' technical skills on lecturers' job performance

The Influence of provosts' technical skills on lecturers' job performance in state colleges of education in northwest Nigeria have a significant impact on the overall educational quality and effectiveness of the institution. Technical skills refer to the specific knowledge and expertise required to perform tasks within a particular field (Alex, 2017). Provosts with strong technical skills can contribute to the development of up-to-date and relevant curricula. Their understanding of educational trends, subject-specific knowledge, and industry demands can lead to curricula that prepare students effectively, positively impacting lecturers' teaching experience. A provost with technical expertise can provide lecturers with guidance on effective teaching methods, instructional technologies, and assessment strategies. This support can

enhance lecturers' ability to engage students and deliver effective lessons. Technical skills in educational technology can enable provosts to facilitate the integration of digital tools and platforms into the teaching process (Alex, 2017). This can lead to more interactive and engaging learning experiences, enhancing lecturers' job performance. Provosts with technical expertise can implement quality assurance mechanisms to ensure that teaching standards are maintained across the institution. This can provide lecturers with clear guidelines for meeting and exceeding performance expectations. Technical skills can drive innovation in teaching methods and curriculum design. Provosts who understand emerging technologies and methodologies can inspire lecturers to adapt and evolve their instructional practices. Technical skills can facilitate interdisciplinary collaboration among lecturers from different disciplines.

A provost who encourages cross-disciplinary projects and initiatives can enhance lecturers' job performance by fostering a culture of knowledge sharing and creativity. Provosts' technical skills play a crucial role in shaping lecturers' job performance in state colleges of education in northwest Nigeria. By providing guidance, resources, and support related to curriculum development, instructional technology, assessment, and professional development, provosts with strong technical expertise can create an environment that empowers lecturers to excel in their teaching roles and contribute to the overall success of the institution (Alex, 2017).

METHODOLOGY

The study used descriptive survey research design of correlational type. This design was considered suitable for this study because it has assisted the researcher to probe the opinion of the participants regarding the influence of provost's managerial conceptual and technical skills on lecturer's job performance in state colleges of education in North West, Nigeria. Anikweze (2013) posits that descriptive survey design involve the collection, analyzing and interpretation of data within a short span of time from a random sample of the targeted population.

The population of this study consists of provosts and lecturers in state colleges of education in North-West, Nigeria. The states include Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara States. The total population is 2,327 provost and lecturers in state colleges of education in North West, Nigeria. The sample of the study consist of 322 out 2,327 provosts and lecturers selected from state colleges of education in North West, Nigeria. A deliberate sampling technique was used because of familiarity and proximity to the environment of selected state colleges of education. The study used proportionate sampling technique to determine the sample size required per college of education. Proportionate sampling technique was used to ensure equitable distribution of research instruments.

The researcher designed questionnaires titled: Provost Managerial Conceptual and Technical Skills and Lecturer's Job Performance Questionnaire (PMCTSLJPQ). The questionnaire is divided into two sections; Section A consist of demographic information of respondents such as qualification, specialization, experience, gender, place of origin. Section B solicited for relevant information on influence between Provost managerial conceptual and technical skills on lecturer's job performance. Each item on the questionnaire was developed to address a specific objective of the study. The respondents are asked to respond to the items using four (4) points Likert like rating scale of strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which will be coded 4, 3, 2, 1 respectively.

The instrument was validated by two (2) experts in the Department of Educational Management, Nasarawa State University, Keffi; and the expert scored the instrument. The critical appraisal of the content of the questionnaire related to the objectives of the study are helpful to the study and has improved the quality of the questionnaire and indeed provide face validity for the instrument. The content validity index stands at 0.80 which make the instrument functional to the study. To ascertain the reliability of the instrument a pilot test was conducted using a sample of provost and lecturers in Federal Colleges of Education in North-West, Nigeria, which are not part of the area under study. The instrument were administered to this pilot group. The reliability index of the instrument carried out in the above institutions was used to a large extent in carrying out the study. Cronbach Alpha method was used to

measure the internal consistency of the items. After computation, it gives reliability co-efficient of 0.91 for provost's managerial conceptual and technical skills on lecturers' job performance descriptive questionnaire, making the instruments very much reliable for the study.

Data collected were analyzed using descriptive statistics (Mean and Standard Deviation) and inferential statistics. The descriptive statistic involved the use of mean, standard deviation, frequency counts, percentages and tables to answer the research questions; while corresponding hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMCC) statistic at 0.05 level of significance. The analysis of data is done with the help of Statistical Package for Social Science (SPSS) software 20.0 versions

DATA PRESENTATION AND ANALYSIS

This section presented the analysis of responses from the questionnaires administered using mean and standard deviation to answered research questions at scale mean of 2.50 while Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance. 329 questionnaires were issued out, but only 322 were returned due to damages as a result of multiple ticking of items in the questionnaires.

Research Question 1: *What is the Influence of provosts' conceptual skill on lecturers' job performance in State Colleges of Education in Northwest Nigeria?*

Table 1: Mean and Standard Deviation on Provosts' Conceptual Skill and Lecturers' Job Performance in State Colleges of Education in Northwest Nigeria

S/N	Statements	SA	A	D	SD	**Mean**	**Std Dev**	**Decision**
1.	Provosts needs regular participation in workshops to enable them improve on skills required for effective administration of the colleges.	115	95	62	50	2.88	1.69	Agreed
2.	Professional conferences for provosts creates opportunity for interactions that breeds new ideas for good leadership	115	95	62	50	2.88	1.69	Agreed
3.	In service training is required by the provosts for effective administration of the college	100	97	65	60	3.05	1.74	Agreed
4.	Provosts who receive capacity building training have good administrative capability for administration of colleges of education	105	92	70	55	3.38	1.83	Agreed
5.	Staff meeting is a medium that contributes to provosts' effectiveness in schools administration.	115	95	62	50	2.88	1.69	Agreed
6.	Government organizes regular capacity building programme for provost to improve their administrative effectiveness	100	97	65	60	3.05	1.74	Agreed
7.	Provosts' have the ability to conduct structured interview during recruitment	115	95	62	50	2.88	1.69	Agreed
8.	Provosts' forecast and project college income and expenditure	115	95	62	50	2.88	1.68	Agreed
9.	Provosts' have the ability of resolving conflict between staff and students	100	97	65	60	3.05	1.74	Agreed
Cluster Mean						2.87	1.69	

Source: *Fieldwork (2023)*

Table 1 shows mean and standard deviation for responses on provosts' conceptual skill and lecturers' job performance in State Colleges of Education in Northwest Nigeria. The opinion of 322 respondents weighted on four points rating scale, 2.50 mean scales (SM) on 9 items ranging from 28 to 36, which

yielded 2.87 clustered mean (CM) with standard deviation of 1.69. It is clearly shows that the clustered mean is greater than scale mean (CM > SM). This implies that, Influence provosts' conceptual skill has influence on lecturers' job performance in State Colleges of Education in Northwest Nigeria.

Research Question 2: *What is the Influence of provosts' technical skills on lecturers' job performance in state colleges of education in northwest Nigeria?*

Table 2: Mean and Standard Deviation on Provosts' Technical Skill and Lecturers' Job Performance in State Colleges of Education in Northwest Nigeria

S/N	Statement	SA	A	D	SD	**Mean**	**Std Dev**	**Decision**
1.	Provosts' engage in structured observation to obtain relevant data for research purposes	105	92	70	55	3.38	1.83	Agreed
2.	Provosts' display capacity to maintain healthy Influence with host community	115	95	62	50	2.88	1.69	Agreed
3.	Provosts' have the ability of keeping school statutory records.	72	70	85	95	2.42	1.55	Agreed
4.	Provosts' are always coming forth with practical ideas on how to solve problems.	100	97	65	60	3.05	1.74	Agreed
5.	Provosts' ensure that oral communication is in agreement with subordinates	115	95	62	50	2.88	1.69	Agreed
6.	Provosts' provide all the information lecturers need to perform their duties.	120	90	57	55	3.38	1.83	Agreed
7.	Provosts' are characterized by their ability to build efficient and effective team.	105	92	70	55	3.38	1.83	Agreed
8.	Provosts' listen even when what is been said seems unreasonable	115	95	62	50	2.88	1.69	Agreed
9.	Provosts' observe educational laws in carrying out school operations.	100	97	65	60	3.05	1.74	Agreed
Cluster Mean						2.93	1.71	

Source: *Fieldwork (2023)*

Table 2 shows mean and standard deviation for responses on provosts' technical skill and lecturers' job performance in State Colleges of Education in Northwest Nigeria. The opinion of 322 respondents weighted on four points rating scale, 2.50 mean scales (SM) on 9 items ranging from 37to 45, which yielded 2.93 clustered mean (CM) with standard deviation of 1.71. It is clearly shows that the clustered mean is greater than scale mean (CM > SM). This implies that provosts' technical skill has influence on lecturers' job performance in State Colleges of Education in Northwest Nigeria.

Hypothesis

H_{O1}: There is no significant relationship between provosts' conceptual skill and lecturers' job performance in state colleges of education in northwest Nigeria.

Table 3: Pearson Product Moment Correlations (PPMCC) for Significant Influence between Provosts' Conceptual Skills on Lecturers' Job Performance in SCOE

		Provosts' Conceptual Skill	Lecturers' Job Performance
Provosts' Conceptual Skill	Pearson Correlation	1	.72
	Sig. (2-tailed)		.022
	N	322	322
Lecturers' Job Performance	Pearson Correlation	.72	1
	Sig. (2-tailed)	.022	
	N	322	322

Table 4.9 showed PPMCC for significant relationship between provosts' conceptual skill and lecturers' job performance in state colleges of education in northwest Nigeria. At 0.05 level, Sig (2-tailed) 0.22, N=322, r.072 Implies strong correlations between provosts' conceptual skill and lecturers' job performance as indicated, 0.05>0.04 Sig. The Ho4 was not retained; hence, there is a significant relationship between provosts' conceptual skill and lecturers' job performance in state colleges of education in Northwest Nigeria.

H_{O2}: There is no significant relationship between provosts' technical skill and lecturers' job performance in state colleges of education in northwest Nigeria.

Table 4: Pearson Product Moment Correlations (PPMCC) for Significant Influence Between Provosts' Technical Skill on Lecturers' Job performance in SCOE

		Provosts' Technical Skill	Lecturers' Job Performance
Provosts' Technical Skill	Pearson Correlation	1	.073
	Sig. (2-tailed)		.022
	N	322	322
Lecturers' Job Performance	Pearson Correlation	.073	1
	Sig. (2-tailed)	.022	
	N	322	322

Table 4 shows PPMCC for significant relationship between provosts' technical skill and lecturers' job performance in state colleges of education in northwest Nigeria. At 0.05 level, Sig (2-tailed) 0.22, N=322, r.073 Implies strong correlations between provosts' technical skill and lecturers' job performance as indicated, 0.05>0.04 Sig. The Ho5 was not retained; hence, there is a significant relationship between provosts' technical skill and lecturers' job performance in state colleges of education in Northwest Nigeria.

Finding

1. There is a significant relationship between provosts' conceptual skill and lecturers' job performance in state colleges of education in Northwest Nigeria.
2. There is a significant relationship between provosts' technical skill and lecturers' job performance in state colleges of education in Northwest Nigeria.

DISCUSSION

First finding shows mean and standard deviation for responses on provosts' conceptual skill and lecturers' job performance in State Colleges of Education in Northwest Nigeria. It clearly shows that the clustered mean is greater than scale mean (CM > SM). This implies that, relationship between provosts' conceptual skill and lecturers' job performance in State Colleges of Education in Northwest Nigeria exists strongly. Drawing inference from Ho4 in Table 4.9 showed PPMCC for significant Influence of provosts' conceptual skill on lecturers' job performance in state colleges of education in northwest Nigeria. At 0.05

level, Sig (2-tailed) 0.4, N=322, r.072 Implies strong correlations between provosts' conceptual skill and lecturers' job performance as indicated, 0.05>0.3 Sig. The Ho4 was not retained; hence, there is a significant Influence of provosts' conceptual skill on lecturers' job performance in state colleges of education in Northwest Nigeria.

The second finding shows mean and standard deviation for responses on provosts' technical skill and lecturers' job performance in State Colleges of Education in Northwest Nigeria. It clearly shows that the clustered mean is greater than scale mean (CM > SM). This implies that, relationship between provosts' technical skill and lecturers' job performance in State Colleges of Education in Northwest Nigeria exists strongly. Drawing inference from Ho_5 in Table 4.10 showed PPMCC for significant Influence of provosts' technical skill on lecturers' job performance in state colleges of education in northwest Nigeria. At 0.05 level, Sig (2-tailed) 0.4, N=322, r.069 Implies strong correlations between provosts' technical skill and lecturers' job performance as indicated, 0.05>0.04 Sig. The Ho5 was not retained; hence, there is a significant influence of provosts' technical skill on lecturers' job performance in state Colleges of education in Northwest Nigeria. This finding concord with that of Francis and Oluwatoyin (2019) revealed that principal' personnel Skills (Human relations) were found to have positive impact on effectiveness of teachers in the classroom. Bello (2018) indicated that Principals' decision making skill was found to be significantly contributed to the teachers' job performance.

CONCLUSION

Based on the findings, it was concluded that there was a significant influence of provosts' conceptual skills on lecturers' job performance in state colleges of education in northwest, Nigeria and this could be as a result of provosts' ability to visualize the school organization as a whole; this involves the use of their analytical, creative and initiative skills in understanding the complexities of the whole organization and to plan for every situation.

Evidently, the study also shows a strong influence of provosts' technical skills on lecturers' job performance in state colleges of education in northwest, Nigeria. Provosts' competencies and effective application of management procedures and techniques has encouraged and sharpen the mind of lecturers in the state colleges of education to perform their duties efficiently and excellently. Provost technical skills is crucial for increased productivity of the lecturers; the extent to which provost knows and applies technical skills in solving managerial problems goes a long way in determining the success of their colleges.

RECOMMENDATIONS

The following recommendations were made based on the finding of this study:

1. The provosts in state colleges of education should keep on assisting lecturers to develop their mental capabilities to initiate, organize, interpret and harmonized ideas and constructs that are related to working organization, in the discharge of their duties and official interactions and in keeping with the vision and goals of the entity. This will ensure that everyone knows what to do and how to do it;
2. That provosts should also continue to adhere to administrative technical skills and ensure appointment of lecturers is strictly and purely on technical competence and qualifications. Therefore, no untrained or unqualified persons should be appointed or be allowed to perform a task that is contrary to his qualifications.

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