TASK-RELEVANT KNOWLEDGEABILITY: A DRIVER OF ADMINISTRATIVE COMMITMENT OF PUBLIC TERTIARY INSTITUTIONS IN RIVERS STATE.

Dr. Godday, Emeka Ikah and Isahwize Christain Uwomano
Department of Office and Information Management
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria

ABSTRACT

Public tertiary institutions in Rivers State are striving to outclass other institutions and have competitive edge over them through reformation, transformation, modification and outright over-hauling of their academic programmes and organisational structures to meet global requirements. This paper present a holistic overview of public tertiary institutions around the globe. The purpose of this paper was to literally examine task-relevance knowledgeability as a driver to administrative commitment of public tertiary institutions in Rivers State. The objectives of the paper are to examine how task-relevance knowledgeability is a driver to administrative commitment of public tertiary institutions in Rivers State. Dimensions of task-relevance knowledgeability such as: Specialized skills, managerial achievement orientation skills and degree of readiness and the measures of administrative commitment such as: vision statement commitment, corporate mission commitment and corporate objectives commitment are all discussed in this paper. Explanatory research design is the method adopted in this paper and then adoption of Thorndike's Multi-Factor Theory, which believes that knowledgeability is not a single ability or process but is the arithmetical sum of a series of varied and unrelated abilities. Finally justification that task-relevance knowledgeability is a driver to administrative commitment of public tertiary institutions in Rivers State was made. Thereafter, conclusions was drawn and recommendations made.

Key word: Task, relevance knowledge, task-relevance knowledgeability, administration and commitment

INTRODUCTION

Public tertiary institutions all over the globe are undergoing change brought about by science and technology. These changes are experienced in all aspects of public tertiary institutions. The ability to respond positively and intelligently to these changes places one public tertiary institution above the other (Aniefiok & Uduak, 2017). Thus, public tertiary institutions have found themselves in a competitive mood, whereby each strive to outclass others and have competitive edge over them through reformation, transformation, modification and outright over-hauling of their academic programmes and organisational structures to meet global requirements. In a bid to catch up with others and remain relevant, public tertiary institutions in Nigeria and Rivers State in particular are having critical reassessment of their tripartite core mandates of manpower development, research (knowledge generation) and community service (knowledge application). However, one thing is to reassess the trifocal functions, another is to let the outcome stand the test of time. To realize this calls for proactiveness in public tertiary institution administration. This is because administration is central to effective functioning of public tertiary institutions. Without it, public tertiary institutions existence has the tendency to pale into insignificance (Basil & Felix, 2017).

Public tertiary institution administration are categorized into top or strategic management made up of the Vice Chancellor and other principal officers, middle or tactical management made up of Deans of Faculties and Institutional Directors, and junior or operational management made up of Heads of Departments (Basil, et al 2017). Each of these three categories plays significant roles in public tertiary institution administration, and so is indispensable. While the roles of the three categories of public tertiary institution administration are significant, those of heads of departments remain

outstanding. This is because the department is the basic academic unit of public tertiary institutions where implementation of policies regarding students' learning outcomes are carried out, and so is particularly important in the determination of professional values and academic expertise. Interestingly, students' learning outcomes fall under the purview of teaching function, which standout as the "primus enta paris" (first among equals) of the trifocal functions and it constitutes, first and foremost, the main essential demand by public tertiary institution (Aniefiok, et al 2017). Teaching function takes place mainly at the departmental level and is central to the delivery of public tertiary institutions mandate. It is closely followed in this regard by research function. These two functions in most cases define the academic position of public tertiary institution in Rivers State and the essence of their existence. However, teaching and research functions need to be properly coordinated at the departmental level in order for them to achieve the desired results. This is where public tertiary institution administration derives its pride of place.

Administrative commitment refers to the willingness of administrative heads (as a social actor) to give their energy, talent, knowledge and loyalty to the achievement of the vision, mission and objectives of their institution or business organisation (Dixit & Bhati, 2012). In the opinion of Salancik (1977) in Joy and Isaac (2018) administrative commitment is describable as that state of being in which administrative heads of public tertiary institutions become bound with the vision, mission and objectives of their institution. Dixit et al (2012) in Joy, et al (2018) view administrative commitment to be "the relative strength of administrative head identification with and involvement in a particular institution or business entity vision, mission and objectives".

The major problem under investigation or consideration in this paper is the lack of documented evidence on the relationship between task-relevant knowledgeability and administrative commitment of public tertiary institutions in Rivers State. As it is evidence in literature reviewed by the researcher that over the years there has been notable articles on: The effects of task relevant knowledge, goal level, goal commitment, and motivation on the participation-performance linkage an empirical examination by Benson (1993). Task relevance in the design of online professional development for teachers of Ells: A Q methodology study by Linda (2014). Knowledge-based task analysis for human-computer systems by Wilson et al (2012). But none has empirically examined the relationship between task-relevant knowledgeability as a driver of administrative commitment of public tertiary institutions in Rivers State. Hence this paper is written to seal the gap that exist in literature.

With the current high levels of competitiveness of the corporate work environment in the Nigeria society, administrative heads of public tertiary institutions in Rivers State need relevant knowledge that will guarantee them effective accomplishment of their institutional tasks such as specialized skills, managerial achievement orientation skill and degree of readiness in order for them to drive their institutions to its desired future state. The main purpose of this paper was to literally examine how task-relevance knowledgeability works as a means to administrative commitment of public tertiary institutions in Rivers State. The objectives of the paper were to examine how:

1. Specialized skills influences the administrative commitment of public tertiary institutions in Rivers State
2. Managerial achievement orientation skill influences the administrative commitment of public tertiary institutions in Rivers State.
3. Degree of readiness influences administrative commitment of public tertiary institutions in Rivers State

Concepts of Task-Relevance Knowledgeability

A task is an activity that needs to be accomplished within a defined period of time or by a deadline to work toward in accomplishing work-related goals. It is a small essential piece of a job that serves as a means to differentiate various components of a project. While Aslam (2013) opined that knowledgeability is the wisdom evidenced by the possession of knowledge of a specialized skill.

Ameet (2016) defines task relevant knowledgeability as a combination of the degree of managerial achievement orientation and readiness to take responsibility, as well as their education, training, and experience. But in the view of the present researcher task-relevant knowledgeability is the ability of administrative heads of public tertiary institutions in Rivers State to skillfully select the urgent and important tasks that need to be accomplished in their respective institution within a specific period of time and assign or delegate such tasks to sureably chosen employees in the institution that possess the requisite skills, experience, talent and knowledge of that particular task and the supervision of the ensuing work effort to ensure effective and successful completion of the task.

Irish (2014) postulated that office administrator needs to be knowledgeable on how to: (1) manage office equipment, (2) maintain a clean and enjoyable working environment, (3) handle external or internal communication or management systems, (4) manage clerical or other administrative staff, (5) organize, arrange and coordinate meetings, (6) sort and distribute incoming and outgoing mails. Rachelle (2017) opined that within any given institutional office, equipment forms a considerable chunk of the overall budget. It is important for a knowledgeable administrative heads to properly take care of this equipment so that needless repairs and replacements do not become necessary. She therefore, pointed out 4 ways in which office equipment can be managed by a knowledgeable administrative heads: (1) by establishing a regular maintenance schedule, (2) by keeping computers updated and virus free, (3) by creating a centralized printer station and (4) by designating and delegating duties to all team members. Task-relevance knowledgeability is dimensionalized in terms of specialized skills, managerial achievement orientation skills and degree of readiness.

Specialized Skills
Specialized skills are those qualities that help administrative heads to complete tasks related to managing a business, institution, organization, company, firm and industry, which involves responsibilities such as filing paperwork, meeting with internal and external stakeholders, presenting important information, developing processes, answering employee questions and more (Indeed Career Guide, 2019). Administrative professionals can be found in a variety of business, institution, organization, company, firm and industry settings, but are employed for office-related tasks (Sameh & Ahmed, 2017). In most institution, administrative heads are required to ensure that all clerical work and customer handling are performed to the highest standards of professionalism by their secretaries. They are usually the key decision makers in an institution, so they must be flawless and effective communicators. Therefore, in the view of Indeed Career Guide (2019); Cathy (2019); Business Dictionary (2020) and Randstad (2019) there are several administrative specialized skills that help administrative heads of public tertiary institutions in Rivers State to perform their responsibilities or duties in an efficient and quality way, and these skills are: communication, records management, observation and anticipating needs, multitasking, computing, planning, scheduling, staffing, teamwork, customer service, responsibility and time management.

While in the opinion of Robert (1974) in Harvard Business Review (2020) there are three (3) specialized skills of an administrator which are:
1. Technical skill
2. Human Skill
3. Conceptual skill

Technical skill refers to the ability of administrative heads to have an understanding of and proficiency in a specific kind of activity, particularly one that which involves methods, processes, procedures, or techniques. For example effective use of computer and it's software (MS Word, excel, power-point etc), receiving and answering phone calls, office equipments such as stapling machine, binding machine, scanning machine, fax machine (Robert, 1974 in Harvard Business Review, 2020). Technical skill of office administrators involves specialized knowledge, analytical ability within that specialty, and facility in the use of the tools and techniques of the specific discipline.

Human skill is the knowledgeable administrative head ability to work effectively as a group member and to build cooperative effort within the team he/she leads. As *technical* skill key focus is concerned with working with "things" (processes or physical objects), so *human* skill it key focus is concerned with working with institutional employees. This skill is demonstrated in a way that the administrative heads perceives (and recognizes the perceptions of) his superiors, equals, and subordinates, and in the way he behaves subsequently. Administrative heads with highly developed human skill is aware of his/her own attitudes, assumptions, and beliefs about other subordinate employees and groups; he/she is able to see the usefulness and limitations of these feelings. By accepting the existence of viewpoints, perceptions, and beliefs which are different from his/her own, he is skilled in understanding what others really mean by their words and behavior.

Conceptual skill involves the ability of a knowledgeable administrative heads to see the institution as a whole; it includes his/her ability to recognize how the various functions of the institution depend on one another, and how changes in any one part affect all the others; and it extends to visualizing the relationship of the employees business to the institution and the political, social, and economic forces of the nation as a whole (Harvard Business Review, 2020). Recognizing these relationships and perceiving the significant elements in any situation, the administrative heads should then be able to act in a way which advances the over-all welfare of the total institution.

Managerial Achievement Orientation Skills

Managerial achievement orientation skills: Is a skill that shows public tertiary institutions administrative heads capacity for permanent improvement. It generates new interests and gives administrative heads a reason for continued learning and expanding their horizons. Managerial achievement orientation mainly talks about administrative heads of public tertiary institutions setting challenging goals for their subordinates employees in their respective institution in Rivers State (Negron, 2008 in Lumbasi, et al 2016). Managerial achievement orientation is characterized by office administrators developing goals that are highly challenging for their employees. Office administrators do this because they expect their institution employees to perform at their best levels. It is most effective in professional work environments, such as technical, scientific, or in achievement environments, such as institutions or sales organisation (Lumbasi, et al 2016). In setting challenging goals, both in work and in self-improvement (and often together), high standards are demonstrated and expected. Administrative heads setting challenging targets for their institutions the followers feel that their superior has confidence in them even when the situation is complex and not so easy to comprehend.

Corina and Eka (2017) found that achievement orientation is one key factor that drives success for female leaders in holding leadership positions in the United States and some Asian countries. The majority of women leaders stress their willingness to work hard and their dedication to achieving superior levels of performance as crucial success factors in their advancement. Supporting this finding, Dragoni and Kuenzi (2012) in Corina et al (2017) found that managerial achievement orientation is positively associated with unit achievement orientation. Thus, achievement orientation appears contagious, especially for those leaders who have been with their work units for a relatively long period of time.

Managerial achievement orientation entails the ability of administrative heads to strive towards institutional goals whilst maintaining a standard of excellence, accepting the challenges administrative heads might encounter en route, not in a blind way but in a calculated way, and at the same time, improving performance to be ready to welcome the opportunities whenever they present themselves (Maiten, 2019). Achievement oriented office administrators always look forward to:

1. Learning the new and improving the old
2. Fostering excellence
3. Encouraging feedback

4. Accepting challenges
5. Daring to explore
6. Knowing how to calculate risks
7. Going out of their comfort zone
8. Being open to innovation

Maiten (2019) asserted that for any serious minded office administrator to hone managerial achievement orientation skill, he or she must take the following steps:

1. Office administrator must give him/herself time to de-stress: a relaxed mind is a successful mind
2. Administrative heads must develop the ability to gain (and regain) focus with ease
3. Deans, HOD's and institutional directors must identify their next objective in the "big picture" of their institutional plan.
4. Administrative heads must design a step-by-step strategy
5. All superior officers in the institution must calculate their duty risks
6. Administrative heads must divide their next objective into small, attainable goals
7. Office administrator must identify the external resources they might need (people, materials, machine, hard skills)
8. Administrative heads must identify the internal resources they might need (motivation and balance, soft skills)
9. Once each little goal is achieved by administrative heads, they should reward themselves.
10. Office administrators should constantly monitor progress towards their institutional ultimate goal.

For example, office administrators should imagine themselves own their own business, because they can't operate it on their own, they went on hiring two or more employees namely, John and Henry, occasionally both of them comes to work late, they have never done anything more than they bare minimum, and seems to be content working for minimum wage. Jerry and Collins on the other hand, are always early to work. They are always looking for ways that they can help out where needed in the business , even if it means staying late and putting in overtime. Jerry and Collins wants nothing more than to become the business manager one day, or even own their own company. Jerry and Collins are demonstrating managerial achievement orientation. Managerial achievement orientation means administrative heads of public tertiary institutions having the drive and passion to accomplish goals, excel in all their doing, and be successful (Corina, et al 2017). The office administrator that fall within this category are always striving to improve their work and be more effective. They want to see results and do better than other institutional employees. Lastly, they often set high goals and standards and work hard to achieve them.

Degree Of Readiness
Degree of readiness: Is describable as the state of preparedness of administrative heads of public tertiary institutions to meet a situation and carry out a planned sequence of actions (Ingo, 2018). It is the measurement of the capability of business managers or office administrator to adopt to a new system e.g information technology prior to its implementation in an organization or institution. Degree of readiness is the availability of skilled technical administrative staff to oversee the activities of an institution or business organisation. It could also be described as the organisation of a training class for a topic which is essential to administrative staff execution of an institution or business organisation duties or task, or complex management of finances, procedures, documentation, and knowledge transfer activities, to ensure administrative staff readiness prior to knowledgeable tasks accomplishment in an institution or organisation (Ochungo & Raila, 2019).

Ochungo et al (2019) opined that degree of readiness implies a level of single-mindedness and eagerness. He further asserted that administrative heads of public tertiary institutions are more effective when they are physically, mentally, and emotionally ready to work, and they do not work well if they see no reason for working. Getting employees ready to work, creating interest by showing them the value of the work, and providing continuous mental or physical challenge, is usually the office administrator responsibility in an institution. If subordinate employees have a strong purpose, a clear objective, and a definite reason for working out something, they make more progress than if they lack motivation. Since working for profit is a gate way to business success , employees must have adequate rest, health, and physical ability (Anastasiya & Simonova, 2019). Under certain circumstances, the administrative staff can do little, if anything, to inspire in employees readiness to participate in a particular skill for task accomplishment in the institution. Basic needs of subordinate employees must be satisfied by administrative staff before they are ready or capable of working that particular task. Employees who are exhausted or in ill health obviously cannot work much longer (Dipali, 2010). If outside responsibilities, interests, or worries weigh too heavily on their mind, if their schedules are overcrowded, or if their personal problems seem insoluble, employees may have little interest in working with their skill.

Concepts of Administrative Commitment of Public Tertiary Institutions in Rivers State

Administrative commitment refers to the willingness of administrative heads (as a social actor) to give their energy, talent, knowledge and loyalty to the achievement of the vision, mission and objectives of their institution or business organisation (Dixit, et al 2012). In the opinion of Salancik (1977) in Joy et al (2018) administrative commitment is describable as that state of being in which administrative heads of public tertiary institutions become bound with the vision, mission and objectives of their institution. Dixit et al (2012) in Joy, et al (2018) view administrative commitment to be "the relative strength of office administrators identification with and involvement in a particular institution or business entity vision, mission and objectives".

Administrative commitment actually shows the administrative heads of public tertiary institution high level of consistency in their participation and dedication to institutional activities. A knowledgeable office administrators does not give flimsy excuses why the vision, mission and objectives of an institution could not be achieved (Joy, et al 2018). Public tertiary institution administrative heads who are regularly absent from institutional meetings, and ongoing activities cannot be said to be committed to the vision, mission and objectives of their institution. Administrative commitment is measured in terms of vision statement commitment, corporate mission commitment and corporate objectives commitment.

Vision Statement Commitment

A vision statement is a vivid idealized description of a desired institutional outcome that inspires, energizes and helps office administrators to create a mental picture of their institution target. It could be a vision of a part of institution life, or the outcome of a project or goal. Vision statements are often confused with mission statements, but they serve complementary purposes. The best vision statements for result areas describe outcomes that are five to ten years away, although some look even further out (Wilson, 1992). For projects and goals, the vision statement should focus on the desired outcome of the project/goal at its completion date. Vision also refers to 'the ability of public tertiary institution administrative heads to perceive something not actually visible, as their through mental acuteness or keen foresight. Wilson (1992) further opine that vision must be coherent, integrating goals, strategies, and action plans into a complete and recognizable picture of the future institution or business organisation in its entirety. This definition emphasizes what the institution can be, because a vision must be realistic about the market, competitive, economic, and regulatory conditions the institution may likely encounter. Dennis (2001) define vision statement as

a statement of an institution overarching aspirations of what it hopes to achieve or to become in the future. A vision is one key tool available to knowledgeable public tertiary institution administrative heads or office executives to inspire their employees in an institution and business organization. While in the opinion of Shannon (2019) vision statement does not provide specific targets. Instead, the vision is a broad description of the value an institution, firms, businesses, entrepreneur provides. It is a visual image of what the entities are trying to produce or become. It should inspire employees and motivate them to want to be part of and contribute to the institution. Vision statements should be clear and concise, usually not longer than a short paragraph. Vision is future oriented and describes where an institution or business firm would like to be found in the market in 5, 10, 15, or 20 years' time. Dixit et al (2012) describe commitment to vision statement as the willingness of public tertiary institution administrative heads (as a social actor) to give their energy, talent, knowledge and loyalty to the achievement of their institution and business organisation stated vision. For example, the vision of Ignatius Ajuru University of Education is *"to be the foremost University Advancement Centre in the world with enormous capacity to facilitate developmental programmes through partnership and Linkage activities".*

Corporate Mission Commitment
A mission is the pursuit of a goal that is unique to an institution competitive advantage, its specific energy and offerings relative to competitors, while again emphasizing its values. The best mission statements are general enough to drive the strategic pursuit of numerous institutional goals and a plethora of business firms objectives, yet they are specific enough to focus and prioritize institution or business firm activities and resources (Tamara & Elenica, 2014). Unlike vision statements, mission statements are normally several sentences long. For example, the mission of IAUOE is *"to advance the institution through building of linkages, collaborations, and partnerships with institutions, donor and multilateral agencies, NGO's, alumni, individuals as well as securing resources for the development of the institution".* While that of RSU is *"to provide an equitable and cost effective manner, enhanced access to National and International Library and information resources".* Mission statements intend to answer the question, why do the institution exist? Mission statements help business management and top institutional administrative heads to organise the hierarchy of priorities that an institution must face in daily and long term operations. A mission is a general expression of the overriding purpose of the institution and business firms which, ideally, is in line with the values and expectations of major business stakeholders and concerned with the scope and limitation of the business entities. Tamara et al (2014) asserted that a mission is often referred to with the simple question, what business an institution is in? What is it that makes the institution unique? How is it different from competitors? What are the strengths that it brings to the marketplace? What is the distinguishing value of its product or service?.

Lance and Chiranjeev (2015) opine that Corporate Mission (CM) is the whole of the main idea, corporate purpose and drivers behind an institution or business entities, which sends the institution or business entities, it's executives and employees along its way in a particular direction. Mission comes from the Latin verb 'mittere' (to send). CM is typically defined in a mission statement by the institution or business entities board of directors, interacting with top executives and management. CM consists of an intelligent mix of four (4) components: corporate purpose, values and beliefs, standards and behaviours, and definition of what business an institution or business organisation are in. Functions of the CM are to guide the institution or business organisation and its strategy by:
  1 Providing direction
  2 Providing legitimization
  3 Motivating and inspiring
Therefore, in line with Dixit et al (2012) description of commitment and Lance et al (2015) definition of corporate mission, public tertiary institution administrative heads in IAUOE commitment to corporate mission could be describable as their willingness (as a social actor) to give their energy,

talent, knowledge and loyalty to the advancement of the institution through building of linkages, collaborations, and partnerships with other institutions, donor and multilateral agencies, NGO's, alumni, individuals as well as securing resources for the development of the institution.

Corporate Objectives Commitment

Corporate objectives (CO) are statements of intent that provide the basic direction for the activities of an institution or business enterprise in the pursuit of its mission. In many institution or business enterprise there is overlapping and confusion between the terms objectives and goals (Donald, 2010). This is easy to avoid if knowledgeable office administrator thought of objectives as statements of intent and goals as quantifiable targets. Corporate objectives are those that relate to the institution, firm, small business, organisation and enterprise as a whole**.** They are usually set by the top administrative staff of an institution or management staff of a business and they provide the focus for setting more detailed objectives for the main functional activities of the institution or business. Donald (2010) asserted that an institution or business organisation objective is what must be accomplished within a specific period of time. Good institution objectives are measurable and have a set time frame in which it will be actualized. Business organisation objectives include revenue growth rates, minimum acceptable financial returns, and market share. A good institution or business enterprise objective might state that the institution or business enterprise seeks to increase revenue from the current 1million to 7million by a given year. A poorly written objective would simply state the institution or business enterprise seeks to increase revenue substantially. Donald (2010) opine that corporate objectives tend to focus on the desired performance and outcome of an institution and business organisation. Anant and Andrew (2004) stated that it is important that corporate objectives cover a range of key areas where the institution or business enterprise wants to achieve outcome rather than focusing on a single objective. Amin (2007) defines commitment to corporate objectives as the act of a knowledgeable public tertiary institution administrative heads persevering to achieve the stated institution objectives despite obstacles and setbacks in an institution. Commitment to corporate objectives also entails public tertiary institution administrative heads working through the challenges of recovery from a setback and facing the institution objectives with confidence.

Theoretical Framework

This work adopted the Thorndike's Multi-Factor Theory. The theory was advanced by Edward L. Thorndike.

Multi-Factor Theory of Intelligence was propounded by Edward L. Thorndike, an American psychologist. He differentiated four important attributes of intelligent administrative head behaviour, namely:

Attitude or Level: Which refers to the difficulty administrative heads experience in performing a particular task in the institution and the tougher the task administrative heads can perform, the more knowledgeable and committed they are.

Breadth or Range: Focuses on the number of tasks at any given degree of difficulty that administrative heads can perform. The greater the number of different tasks of uniform difficulty administrative heads can execute in the institution the more knowledgeable and committed they are. The range of knowledge growth is determined not only by level or attitude but also by range or experience and opportunity to acquire new skills in the institution.

Speed: The more quickly administrative heads can execute the right, urgent and important tasks in the institution in a particular time, the more knowledgeable and committed they are in their respective institutions.

Area: This is the sum total of certain number of tasks at each level to which an administrative heads is able to execute in the institution.

To Thorndike, level was the most important index of administrative heads knowledgeability. Thorndike believe that knowledgeability is not a single ability or process but is the arithmetical sum of a series of varied and unrelated abilities. There is no general knowledge factor and the different relationships found among the different abilities are due to their overlapping in functions. According to Thorndike, each administrative heads knowledgeability is not of equal standard. For instance, administrative heads may have a superior abstract knowledge, the ability to maintain good human relations in their respective institutions.

JUSTIFYING THE ASSERTION THAT TASK-RELEVANCE KNOWLEDGEABILITY IS A DRIVER OF ADMINISTRATIVE COMMITMENT OF PUBLIC TERTIARY INSTITUTIONS IN RIVERS STATE

This study seek to examine how task-relevance knowledgeability in terms of specialized skills, managerial achievement orientation and degree of readiness is a driver to administrative commitment of public tertiary institutions in Rivers State. Administrative commitment of public tertiary institutions in Rivers State was operationalized using vision statement commitment, corporate mission commitment and corporate objectives commitment. These dimensions of the two study variables are laid out in the conceptual framework in figure 1. The findings from literature revealed a strong relationships between the dimension of task-relevance knowledgeability and administrative commitment of public tertiary institutions in Rivers State. These will be discussed within the context of my research objectives.
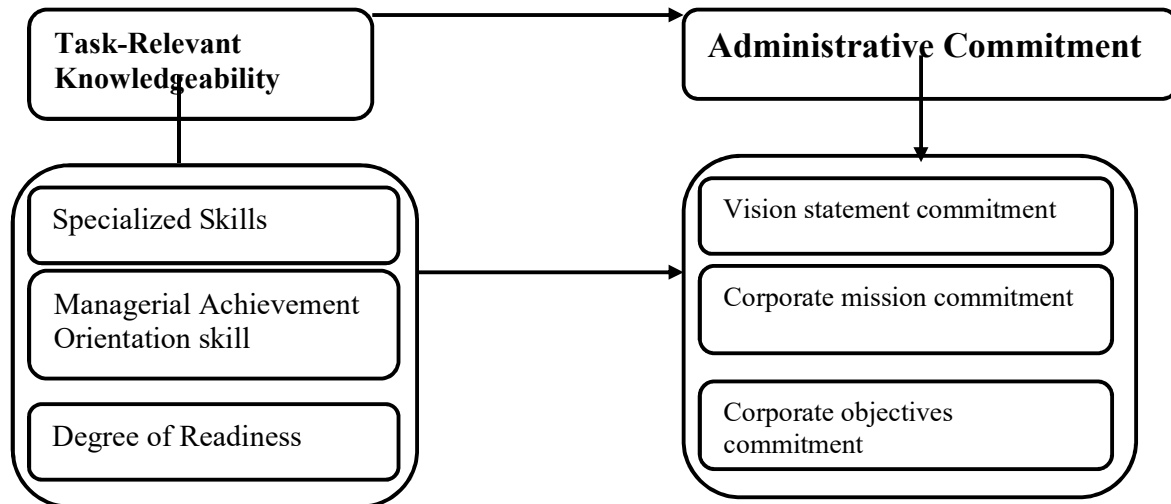

Figure 1: Conceptual framework of task-relevance knowledgeability: A Driver of Administrative Commitment of Public Tertiary Institutions in Rivers State.
Source: Emi Study Centre 2021

With respect to my first research objective as to how specialized skills influences the administrative heads commitment of public tertiary institutions in Rivers State, an empirical study conducted by Ukaigwe, et al (2019) revealed that the ways administrative heads of public tertiary institutions in Rivers State develop their specialized skills enhances their commitment in various public tertiary institutions in Rivers State. In an empirical study conducted by Sura and Sajeewan (2018) findings reveals that public tertiary institutions administrative heads must not only have management and technical skills, but they must also have excellent human resource management skill. Especially,

communication and listening skill which are the key skills that public tertiary institutions administrative heads must pay attention to and develop effectively because it will inspire and empower employees, and lead the institution to overcome the volatility and rapid changes of the current situation in the 21st century.

My second research objective deals with how managerial achievement orientation skills influences the administrative commitment of public tertiary institutions in Rivers State, an empirical study conducted by George, et al (2016) findings indicate that task-relevant knowledgeability (such as achievement orientation skills) has a significant positive effects on administrative commitment of public tertiary institution in Rivers State. Bastaman, et al (2018) conducted an empirical study on the topic: Do self-monitoring and achievement orientation assist or limit leader effectiveness in the Financial and Hospitality Industries in Indonesia. They stated that other findings have it that achievement orientation of many administrative heads of public tertiary institutions in Rivers State is negatively associated with motivation to learn and willingness to accept new ideas. But they demonstrated that achievement orientation is positively associated with administrative heads commitment of public tertiary institutions in Rivers State through their multiple regression analysis. My third research objective has to do with how degree of readiness influences administrative heads commitment of public tertiary institutions in Rivers State. The availability of skilled technical administrative heads to oversee the activities of an institution or business organisation enhances public tertiary institutions in Rivers State administrative heads commitment as Atousa, et al (2016) research observed that the readiness of public tertiary institutions administrative heads to give their energy, talent, skills and expertise in accomplishing public tertiary institutions stated vision, mission and objectives in their respective public tertiary institutions in Rivers State enhances administrative heads commitment.

CONCLUSIONS AND RECOMMENDATIONS

Public tertiary institution administration are categorized into top or strategic management made up of the Vice Chancellor and other principal officers, middle or tactical management made up of Deans of Faculties and Institutional Directors, and junior or operational management made up of Heads of Departments. A knowledgeable administrative heads in any institution display a remarkable wisdom that is evidenced by their possession of knowledge of a specialized skill and readiness to take responsibility, as well as their education, training and experience in handling their institutional duties. This study outlined the dimensions of task-relevance knowledgeability such as: specialized skills, managerial achievement orientation skills and degree of readiness. And the measures of administrative commitment of public tertiary institutions in Rivers State as vision statement commitment, corporate mission commitment and corporate objectives commitment. The concepts of task-relevance knowledgeability and concepts of administrative commitment of public tertiary institutions in Rivers State are all discussed in this paper. Thorndike's Multi-Factor Theory was adopted in this paper. Which shows the attitude or level, breadth or range, speed and areas with which administrative heads displayed in executing his/her duties in their respective institution in Rivers State which enhances their commitment. It was concluded that task-relevance knowledgeability such as: specialized skills, managerial achievement orientation skills and degree readiness influence administrative commitment of public tertiary institutions in Rivers State in terms of vision statement commitment, corporate mission commitment and corporate objectives commitment.

Based on the findings and conclusions of the study, the following recommendations are appropriate.
1. Public tertiary institutions in Rivers State should conducted a well thought out strategic train that is geared toward developing in their administrative heads a specialized skill that will guarantee their commitment to their institution state vision, mission and objectives.
2. Public tertiary institutions administrative heads should ensure that they set high challenging goals for their subordinate employees in their respective institutions in Rivers State which is

targeted at building employees confidence levels that is capable of enhancing their commitment to their institution stated vision, mission and objectives.

3.   Public tertiary institutions in Rivers State should ensure that they make adequate provision for a skilled technical administrative heads that will oversee the activities of their institution.

There is no doubt that the aforementioned recommendations are pertinent to business organisations and institutions that wish to enhance the knowledgeability of their administrative heads. Yet another important finding derived from this study is the theoretical assertion of the existence of a relationship between task-relevance knowledgeability and administrative commitment of public tertiary institutions in Rivers State. It serves as a forerunner to an empirical study that could explain the impact of each of the dimensions of task-relevance knowledgeability on the measures of administrative commitment of public tertiary institutions in Rivers State. This is because such a study would now be formalized enough to facilitate the generation of primary data from any organisation, institution, sector or society to test clearly stated hypotheses. The results from such tests have the potential to contribute to theory building and validation.

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