



INFLUENCE OF UNIVERSITY ADMINISTRATION ON HUMAN RESOURCE UTILIZATION AND QUALITY EDUCATION DELIVERY IN STATE UNIVERSITIES IN NORTH EASTERN NIGERIA

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ABSTRACT

This paper examined the Influence of University Administration on Human Resource Utilization and Quality Education Delivery in State Universities in North Eastern Nigeria. Two purposes of the study and corresponding research questions and hypotheses guided the study. The population of the study comprised of 30 academic staff working in the State Universities in the North Central. Proportionate stratified random sampling technique was used in selecting the sample of the study. The instrument used for data collection was “Influence of University Administration on Human Resource Utilization and Quality Education Delivery Questionnaire for Academic Staff” (IUAHRUQED). The reliability of the instrument was 0.791. The findings of the study revealed that there was high positive relationship between improving quality education delivery with low level of human utilization in administration among State Universities. Conclusions and recommendations were made among which are there is need for the Federal, State and local government to provide adequate class size in order to avoid class over load and excessive assignment for lecturers in order to enhance effectiveness in teaching and learning in the state universities.

INTRODUCTION

Education is the greatest force that can be used to bring about change in all spheres of human development. It is the greatest investment that a nation like Nigeria can make for the quick development of its economic, political, sociological and human resources, as well as being able to meet all odds and challenges in the 21st century (Ezeocha, 2010). Emphasizing the relevance of education in life and living, (Tobaojo, 2011) states that “education has been identified as a tool for achieving natural and global development and that the teacher is at the center of focus in all plans for improvement of instruction and the implementation of educational programs.

The quality of every society is largely predicted on the quality of its educational system in the light of the apparent constraint on educational resources their efficient utilization for maximum results need not be over emphasis. (Adebayo, 2002) posit, that there must be administration in any

organization as long as an organization consist of people brought together in hierarchical set up making use of tools, equipment, human and material resources all in the quest for attaining the goal for which the organization is established. The utilization of teachers to achieve maximum results is dependent on availability and accessibility of school materials (Agabi, 2012). For this study, the teaching staffs in the university is considered as the human resource.

Utilization is the primary technique wherein success and performance efficiency are determined, it is the action of making practical and effective use of teachers (Ayanka-Imalele, 2012). Human resource utilization is the usage of teachers with regards to their job performance, when teachers are utilized effectively, it will inform effective teaching and learning into the classroom setting which will later result into high academic output in the education sector (Ololube, 2014). The issue of human resource utilization in school has been receiving attention globally (STRB, 2017). It has been assumed that



inappropriate teacher usage could lead to wastage, given a teacher a class size that is too large for him or her to handle effectively. Apart from allocating too much class period outside the stipulated standard, wastage also refers to the fall out of teaching staff from the teaching profession. Over utilization may occur when teachers are being used more than required. (Agabi, 2010).

Human Resource Utilization is defined as a strategic and coherent approach to the utilization of an organization's most valued assets (the people working there who individually and collectively contribute to the achievement of its objective). The overall purpose of human resource utilization is to ensure that the organization can achieve success through people. Specifically, Human Resources Utilization is concerned with achieving objectives in areas such as organizational effectiveness, human capital utilization, knowledge utilization, reward utilization, employee relations, meeting diverse needs, bridging the gap between rhetoric and reality (Armstrong, 2013). Precisely, human resource utilization is concern with the process of motivating workers in the organization to obtain maximum outputs. Getting an individual to cooperate and function effectively towards the achievement of organizational goals requires that the individual worker is seen as a human being, an individual and as a member of a group.

An understanding of the basic nature of man, how he behaves and what makes him behave the way he behaves all help in controlling him and his behaviour and channelling such towards positive performances (Chike-Okoli, 2013). This makes motivation imperative. Individual differences and consequently individual needs should be identified, recognized and considered to enjoy the cooperation of all members of the organization. According to Armstrong, (2013) organizational environment should be conducive for improved positive relationship between superior and subordinate and among subordinates, adequate motivational strategies; communication, logical decision-making process and good human relations are some of the essential tools for administrative effectiveness.

Quality human resources utilization constitute an essential ingredient for harmonizing and seeking to match the expectations, needs and objectives of the employees, with those of the organization on a continuous basis. Educational institutions are expected to produce highly educated and highly skilled manpower needed by a nation for its economic and social development. Quality manpower is dependent on good quality education which in turn depends on effective leadership in the institution that produce them (Chike – Okoli, 2007). Quality education service delivery is one of the key building blocks in any education system. Only if

services are delivered with certain quality, will learners access and use them and ultimately improve their knowledge and skills status. In simple terms, quality means performance according to standard or doing the right thing in the right way and at the right time. In education delivery, quality is considered as a degree of performance in relation to a defined standard of intervention known to be safe and have the capacity to enhance quality education within available resources (Nkusi, 2018). Quality education can be said to be a well-planned, systematic training programs acquired by man to enable him function effectively in the society in which he finds himself. Such quality education could be achieved or marred by the administrative style adopted by the administrators.

Therefore, quality human resource utilization can be said to be the skills, knowledge and potentials of workers (teachers) and adopts administrative style that will help utilize the organization's human resource for the achievement of expected organizational goals and personal outcomes (Chike-Okoli, 2013). It is important that administrators have a highly developed sense of people perception and understand the feelings of staff, their needs and expectations. It is people who are being administered and people should be considered in human terms. A genuine concern for people and for their welfare goes a long way in encouraging them to perform well. People generally respond according to the way they are being treated. If you give a little, you will invariably get back a little. Make people feel important when you give them a sense of personal worth. Most staff will respond constructively if treated with consideration and respect, and as responsible individuals who wish to serve the organization well (Fasasi, 2009). People can be praised to success. Give full recognition and credit when it is due and let people know you appreciate them.

Often administrators are unresponsive to good performance, (which may occur most Administrative behaviour implies the way the head of an organization behaves towards others in the working environment. It is a combination of administrative functions and administrative styles. In an organization, the actions of the administrator would bring reactions from subordinates. Conversely, actions of subordinates will trigger reactions from the administrator. Thus, actions of subordinates on the other hand, constitute different aspects of administrative behaviour (Chike-Okoli, 2013). A good administrator's success depends on the ability to develop and motivate others. An essential ingredient of any successful administrator is the ability to handle people effectively. People respond according to the manner in which they are treated. The behaviour of administrators and their style of



administration will influence the effort and level of performance achieved by subordinate staff. Better educated and more independent people expect to be consulted rather than to be told what to do. Today, teachers are better trained and are qualified professionals in their own fields, thus the need for administrative style that is positive, democratic, cooperative, participatory, active and dynamic (Chike-Okoli, 2005). Administration has become more about managing people than managing operations; unless we have harnessed the full potential of people even the best plans are likely to be less than successful. Furthermore, it has also become evident that releasing the potential of people involves more than simply providing them with their support and commitment by providing an environment in which they thrive as individuals.

Nigerian University system refers to the third tier of educational level, it offers higher education after secondary education. University according to Ogonnaya (2010) is a learning organization. The education offered in the university is regarded as higher education covers the post-secondary section of the nation's education system which is given in Universities and other tertiary institutions. As the 21st century world is undergoing rapid social, political and economic changes, there is the urgency for a work force/manpower that is dependable and diligent and which can inspire the young citizens and prepared them for the life in the changing world. Education has since been believed to be the only instrument for this. Perhaps this is why Bosah (2005), posited that the driving force behind development or improvement in all nations of the world and in all field of human endeavour has been traced to education at the center of which the teacher is the formation, development and the interaction of persons and ideas are all aspect of education. Attempt to improve performance in schools will never succeed if teachers' job satisfaction/motivation is ignored. Based on this, the researcher intend to study the relationship between human resource utilization and quality education delivery in the administration of universities.

STATEMENT OF THE PROBLEM

Nigerian university system has suffered greatly from poor quality educational facilities, lack of teachers and teachers' motivation, it also suffers from lack of adequate provision of educational resources. Teacher's attrition is one of the driving contributors to the shortages of effective teachers internationally. The common factors that spur teachers worldwide to leave the profession include low salaries, overwhelming workload and poor working conditions (Cheryl, 2017). Cheryl, argued that, is not out of way if staff expected to be paid financial rewards commensurate with the services performed,

a good remuneration tends to reduce inequalities between staff earning, raise their individual morale and motivate them to work. Cheryl, also emphases, there are problems in the quality and number of staff recruited for the education of our citizens due to political influence and God fathers taken the upper hand and overwhelming workload allocated to the teachers in university system due to shortage of human resources.

Nigerian Government has not been able to provide the financial resources necessary to maintained educational quality in university amidst of expansion (FRN, 2013). Ekpo, (2014) asserted that there has never been a time that adequate money is sent to match the wage bill of educational institutions. Education is not given top priority in Nigeria, learning facilities are not available and lecturers are most of the time on strike as a result of inadequate funding, it is an indication that the products of such academic programs may not meet the standard required. The low quality of education delivery is evident from the poor job performance of the typical contemporary graduate (Okoroma, 2006). The emphasis seems to be much on certification and less on competency of the product of university education. The quality of education delivery is measured in terms of the ability of the graduate to meet the goals of the programs, quality is expressed as the functional attribute of the entire components of university education including curriculum, teachers, facilities, instructional methods and students (Ojebiyi and Adediran, 2012).

Literature provide information on improving quality education delivery in universities in Nigeria. Ojo (2016) conducted a study titled Teaching Workload and Performance: An Empirical Analysis on Some Selected Private Universities of Bangladesh. The relationship between workload and performance for Bangladeshi university teachers. Workload has been assumed to be independent factor having three sub-categories: time spent in teaching, administrative activities and co-curricular responsibilities. Teaching performance was the dependent variable having three sub-categories: quality of teaching delivery, quality & quantity of research & training and implementation of new technology in teaching. 250 teachers from different categories of fifteen universities were chosen as participants through convenience sampling. Pearson's correlation and regression analysis had been carried out to find the relationship between the variables. It was revealed that most independent variables are positively and strongly correlated with the dependent variables except time spent on teaching & implementation of new technology and administrative activities& implementation of new technology which are negatively correlated. The



study indicates that to perform better, workload management should be appropriate and adjusted.

Hence, the study by Ojo (2016), differs to this study in terms of methodology used in the study, population sample size and sampling techniques used, the variable used in the study, and location/area or country where the research was carried out and where this study will be carried out. In another development, Jurs (2019) conducted study titled: Relationship between Job Demand, Workload and Job Satisfaction among Teachers in Public Secondary Schools in Kaduna Metropolis, Nigeria. The study aimed at investigating the relationship between job demands, workloads and job satisfaction among teachers in public secondary schools in Kaduna metropolis, Nigeria.

Specifically, the study had three objectives and three null hypotheses. Survey design was used in the study. The population was made of 307 teachers in public secondary schools in Kaduna metropolis, Nigeria. The sample of the study stood at 154 teachers drawn from 131 public secondary schools in the nine educational zones in the state. The instruments tagged Job Demand, Workload and Job Satisfaction Questionnaire (JDWJS) developed by the researcher was used to elicit data from respondents. Four experts validated the instrument. Direct contact was used for data collection. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the two research questions. In the rest of hypotheses, Pearson Product Moment Correlation was employed at 5% level of significance. Results indicated that significant relationship exist between job demand, workload and job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria. By implication, since stress is the most hindering factors affecting the job contentment and commitment of teachers, it can be concluded that best expected from teachers in terms of delivery of quality teaching, quality products, and quality outcomes may be hard due to the high stress level and reduced level of job satisfaction.

Thus, the study by Jurs (2019), recommended that both local and state government should be conscious of the class size and teachers' work-load to enhance effectiveness. Therefore, it is similar to this study in that it tries to establish relationship between teachers work-load and quality delivery. The major differences with this study is in terms of the method of validation of the instruments, the number of research questions and hypothesis used, the variables in the study and the type of school or educational institutions.

Similarly, Mustafa and Othman (2010) in a study titled "Teachers' motivation and its influence on quality assurance in the Nigerian educational system" discussed extensively Teachers' Motivation

and its influence on Quality Assurance in the Nigerian Educational System. The Nigerian educational system likewise the school is an arena which accommodates various resources (both human and material). These human resources including students, teaching and non-teaching staff are inputs that operate within the whims and caprice of this arena. Most essential of these inputs are the teachers that facilitate the teaching – learning process for the achievement of educational goals and outcomes. Given adequate teachers' motivation will enhance quality instructional delivery, quality output and quality assurance in the school system.

Highlighted in the paper are definitions of some terms and the significance of teachers' motivation and quality assurance to the Nigerian educational system. Different motivational theories were also highlighted in the paper in order to show the nexus between teacher motivation and quality assurance. The study also analyzed the educational implications of motivational theories and proffers motivational strategies that guarantee quality assurance in the educational system. Motivational strategies like staff training and development, promotion, salary, remuneration, working conditions, status and participatory decision making, acted as a barrier towards achieving quality assurance in the educational system.

In the same vein, Madubueze, Anati, Onyekwelu and Okpalibekwe (2015), conducted a study: Manpower Development and Utilization in Nigeria's Local Government System: A Study of Ayamelum Local Government Area, Anambra State". It's aimed at examining the manpower development and its utilization, whether or not the selection of staff for training are based on merit and the effectiveness of the trained manpower towards enhancing the organizational performance of Local Government System in Nigeria vis-à-vis the Ayamelum Local Government. It is a quantitative research therefore; a descriptive survey research design was adopted and four hypotheses were formulated to guide the research objectives and questions. A Likert scale structured questionnaire was used and analyzed with the simple percentage data analysis method. The hypotheses were tested using the chi-square statistical tool. Findings showed that, there is manpower development programmes in the local government council, -that selection of staff for training are not the true reflection of actual manpower training needs of the council, that the selection of staff for training are not based on merit and -that the trained manpower are not properly placed in areas that will enhance their acquired skill. Thus, the study by Madubueze, Anati, Onyekwelu and Okpalibekwe (2015), recommended that manpower selection should be based on merit and staff should be properly place in areas that will



enhance their acquired skill. It is different from this study in terms of variable used in the studies and method of data analysis. Though, it is similar to this study in terms of instruments used since both studies use questionnaire as instrument of data collection.

METHODOLOGY

Research Design

The study employed two types of research design method as thus; descriptive survey design and correlation design. It is descriptive because the study involved large population and sought their opinion on influence of university administration on human resource utilization and quality education delivery. The outcome of the study is expected to form the basis of generalization because the study focuses on investigating the influence of university administration on human resource utilization and quality education delivery in state universities in north eastern Nigeria. Sambo (2005) supports descriptive design in the light of the population size and opinions or views determined using questionnaire. Similarly, Armstrong (2013), posited that descriptive design involves the collection of data within a short span of time from a random sample of the target population in order to describe the population. The study is also correlation in nature in that it seeks to establish relationship between university administration, human resource utilization and quality education deliver.

According to Kalusi (2015), Correlation is a mutual, a relationship between two or more variables. This design established opinions and knowledge about human resource utilization in relation to quality education delivery. It is considered appropriate for this study in that it seek to report phenomenon the way they are without bias. The independent variable of the study is university administration and human resource utilization while the dependent variables is quality education delivery. The study would try to establish relationship between the three variables; University administration, human resource utilization and quality education delivery. Thus, correlation design and descriptive survey design is considered appropriate for this study.

Population of the Study

The target population of this study consist of all the academic staff in all faculties and departments in state universities in the north-east geo-political zone of the Nigeria. The target population for the pilot study is 30 academic staff working in the state universities in North Central Nigeria.

Sample and Sampling Techniques

A sample size of 30 lecturers were selected as sample size. However, Proportionate stratified random sampling technique was employed to select

lecturers from the five (5) State Universities in the zone.

Instrumentation

A self-designed instrument was used for collecting data in this study. A questionnaire titled Influence of University Administration on Human Resource Utilization and Quality Education Delivery Questionnaires for academic staff (IUAHRUQED). The instrument was developed as a result of literature review, consultation with the researcher's supervisors and other experts in the field, reading of educational journal interaction with teaching staff of universities. The instrument consists of two sections: section 'A' and section 'B'. Section 'A' consists of bio-data of the respondents while section 'B' consists of 79-items divided into eight dimension which constitute statements on University Administration on Human Resource Utilization and Quality Education Delivery which is scaled using a modified 4-point Likert scale of strongly agree, to strongly disagree. For every positive response, strongly agreed = 4; agree = 3; disagree = 2 and strongly disagree = 1 and the reverse is the case for every negative response strongly disagree =4; disagree =3; agree =2 and strongly agree =1.

Validity of the Instrument

Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie & Mouton, 2017). Validity is thus an indication of the extent to which results obtained in a study are a true reflection of what is real and whether the findings can be generalized beyond the sample used.

Pilot Testing

According to Jurs (2005), it is necessary that research instruments be piloted as a way of determining validity and reliability. A stable research tool gives the same result if it is used again under the same circumstances. (Brinberg, McGrath, 1985). In order to achieve the above, the draft of the instrument was pre-tested in the field before the actual data collection starts.

The reliability of this instrument has been trail tested in a pilot study in north central states universities. The test-re-test reliability method was used with an interval of two weeks. The instrument was administered to thirty lecturers from five universities in the zone. Six lecturers were selected from each university for this purpose. The two results obtained were compared and compute using Pearson Products Moment Correlation Coefficient (PPMCC) to ascertain the reliability index.

**Reliability**

The reliability of IUAHRUQED was established using retest and Pearson Product Moment Correlation Coefficient Methods. SPSS was used in computing the reliability index. This was found to be 0.791 for University Administration on Human Resource Utilization and Quality Education Delivery Questionnaire for academic staff. This indicated that IUAHRUQED is reliable to be used for this study.

RESULTS OF THE STUDY

Ho1: There is no significant relationship between teachers' motivation and quality education delivery in the administration of state universities.

The hypothesis was tested using PPMC and the result is presented in table 1. The descriptive information result for the hypothesis was analysed using PPMC and the mean scores were one: (N=30 100%), M=69.83, SD=5.74) and (N=30 (00%) M=62.77, SD=7.87).

Table 1: PPMC analysis of relationship between teachers' motivation and quality education delivery in the administration of state universities.

Variables		Teachers' motivation	Quality education delivery
Teachers' motivation	Pearson correlation	1	.946**
	Sig (2-tailed)		.000
	N	30	30
Quality education delivery	Pearson correlation	-.946**	1
	Sig (2-tailed)	.000	
	N	30	30

Correlation is significant at 0.05 level (2-tailed)

There was high positive relationship between the two variables ($r = -.946^{**}$, $n = 30$, $p < 0.05$) with teachers' motivation associated with low level of quality education delivery in administration among state universities in north eastern Nigeria. This indicates that there is a high positive relationship between teachers' motivation with low level of in administration among state universities. It means lack of motivation influences low level quality education delivery in administration among state universities in north eastern Nigeria.

Ho2: There is no significant relationship between mean rating of teachers with long term experience

and those with short term experience on challenges of human resource utilization and quality education delivery in the administration of state universities.

The hypothesis was tested using regression and the result is presented in table 4.

Table 2: regression analysis of the relationship between mean rating of teachers with long term experience and those with short term experience on challenges of human resource utilization and quality education delivery in the administration of state universities.

Model	Sum of square	Df	Mean square	F	Sig
1 Regression	197.598	3	65.866	9.232	.001
Residual	114.152	16	7.134		
Total	311.750	19			

The low P-value indicates that both teachers with long term experience and those with short experience are statistically significant. The coefficient for long term experience indicates that each additional years put increases your human resource and quality education by approximately 114.152 while controlling everything else in the model. Furthermore, an additional years of experience increases average human utilization and quality education by 311.750 while holding the other variables constant. This indicates that null hypothesis is rejected and alternative hypothesis was retained

that there is significant influence between long term experience and human resources and quality education delivery among administrators in state universities.

CONCLUSION

Based on the results that were found in the pilot study, it was concluded that IUAHRUQED consists of 79-items divided into eight dimension which constitute statements on University Administration on Human Resource Utilization and Quality Education Delivery. Each item has the minimum requirement for being acceptable for



research assessment according to the research findings of the pilot study. Therefore, the reliability and validity of the instrument is good, hence the instrument obtained 0.791 which signify good reliability. This was found to be effective for University Administration on Human Resource Utilization and Quality Education Delivery Questionnaire for academic staff. This indicated that IUAHRUQED is reliable to be used for this study.

Recommendations

Based on the findings of this study the following recommendations were made

1. The government at various levels, educational administrators and planners should mount special campaigns presumably through special appeal or the use of press to create awareness of the importance and the need for proper utilization and maintenance of school resources.
2. There is also need for the Federal, State and local government to provide adequate quantity and quality of classroom communication materials, physical facilities and personnel for effective teaching and learning.
3. There should be regular attendance to seminars, workshop and conferences which should be sponsored by university management as this will help lecturers to upgrade and update their skills, knowledge and ideas. Secondly, policy makers should make it mandatory for all lecturers to be computer literate to enable them compete in this modern world of globalization and technological advancement. Both the government and the institutions should make available ICT facilities to both the lecturers and the students.
4. State Universities should be properly funded by the government as this serves as the underlying factor to major constraints to quality university education in Nigeria, not only that lecturers should be properly remunerated, special grants should also be given to every university in Nigeria for strategic planning.

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