



Administrators Competence and Teaching Staff Commitment in Public Universities in Rivers State

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ABSTRACT

The study examined administrators competence and teaching staff commitment in public universities in Rivers State. Two research questions were raised to guide the study and two null hypotheses were postulated and they are statistically tested at 0.05 level of significance. The study adopted a correlational design, the population of the study was 115 persons consisting of administrators drawn from the three public universities in Rivers State. The study adopted purposive sampling technique, the instrument for data collection was a self-designed instrument titled administrators competence and teaching staff commitment in public universities questionnaire (ACTSCPUQ). The mean and standard deviation in a rank order was used to answer the research question while Pearson Product Moment correlation coefficient was used to test the hypotheses of the study. Findings are that administrators has clear vision of the university goal and as such they are able to plan and direct the staff, furthermore administrators technical competence in terms of ICT skill helps in communicating with the staff. It was concluded that university administrators demonstrate some competence in form of ICT skills and experience; there is a significant relationship between administrators technical and interpersonal competence and teaching staff commitment to duty.

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It was recommended among others that administrators should be more competent in terms of ICT skills and knowledge, the university administrator should collaborate with staff and look forward to

seeing ways to improve on quality service delivery. Finally, university administrators should ensure that the harmonious working relationship among staff is sustained.

INTRODUCTION

Organization has been defined by scholars in various ways. It would be recalled that organization is a purposeful social unit whose components include functions, personnel and physical factors. Okeke in Okai (2013), sees organization as a device of tool for the management of economic, political and social functions. This implies that the basic process of managing the educational system takes places within organized activity.

The effectiveness of an organization in the implementation of the programmes and policies of the organization depends on the quality the administrator. In other words, the educational manager should be able to create a harmonious working relationship with the staff particularly the teaching staff who are required to dispense energy in order to ensure the realization of organizational goals. Babson (2015), posited that it is the fundamental responsibility of the administrator the affairs organization towards a successful end.

Okai (2008), asserted that university is one of the agents that shapes the destiny of man and that of the nation. The success of the university organization depends on the quality of the administrator, administrator in the context of this study includes the Vice Chancellor, the registrar, the deans of faculties and heads of departments. Johnson (2016), stated that the administrators are not mere leaders but they are touch bearers to both teaching and non-teaching staff. This is because poor leadership quality of university administrator will affect the job performance of staff and it will eventually pose a serious threat to university goal attainment.

According to National Policy on Education (2014) the goals of university are:

1. to contribute to national development through high level manpower training.
2. provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians.
3. provide high quality career counselling and lifelong carrying programmes that prepare students with the world of work.
4. reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market.
5. promote and encourage scholarship, entrepreneurship and community service.

Suffice it to state that the realization of the aforementioned goals cannot be realized when the teaching staff are not committed to their jobs. The support that teaching staff commitment to duty is key to university goal attainment. Teacher commitment has to do with the internal force that brings or propel the teacher to invert or put more time and energy in the discharge of their duties in school. To this end, the teacher accept responsibilities as a resource specialist and they are willing to support the students. James (2010) asserted that university administrators competence is a vital resources for staff commitment to duty. Abraham (2011) stated that quality university education is a function of quality workforce. A teacher and non-teaching staff would show willingness to work and contribute to organizational goal attainment.

By administrators competence, we mean the abilities, behaviours, motivations, expertise knowledge on

the foods and attitudes required for effective management of staff so that they will show commitment to their duty. It is pertinent to state that administrators competence will foster unity and harmonious working relationship among the staff. Ihumabe (2014), noted that administrator competency is the skills that can contribute to work place efficiency. Teachers are committed to duty when they have passion and affection on their jobs, this is because their passion will lead to increase in productivity. The level and quality of work required from the university is hinged on administrators competence. From all indications administrators competence in terms of interpersonal relationship with staff and technical competency will improve the staff job satisfaction which will eventually give rise to teaching staff commitment. It is pertinent to state that the ability to influence the staff to show commitment to their job depends on the administrative competence. Administrative context of university administrator is the ability, experience knowledge and skills and qualification they administrator acquired in order to be able to successful **havege** or direct the affairs of organization.

Nwoloko (2013) posited that the educational administrator will improve employee efficiency when he is able to show some level of administrative competence. In the university system teaching staff are committed to their duties if administrator is able to show some elements of competence such as personal relationship with teachers, good work climate, if all things are held. This is because high-quality teaching can take if teacher are made to be committed to their duties.

Statement of Problem

The university organizations are of the agents that shape the destiny of man and that of the nation, to this end, suffice it to state that the attainment of the laudable goals of the university system depends on the level of teachers commitment to their duties. The inability of university administrator to develop sound and good communication skills in both write and verbal communication threatens the commitment of the teachers. In their premise, the poor competence of university administrator will pose a serious threat to teachers commitment to duty. This is because the teachers are the building block of the university they dispense energy in the implementation of the programmes of the university. It would be recalled that interpersonal relationship is key or fundamental factor for staff commitment to duty hence the administrators technical competence will ensure that all the members of the organization can **steady** be reached through a platform. Furthermore, administrators interpersonal relationship will create **handminedly** bind all the staff into a workforce that has a common goal.

In fact, most university administrators has shown evidence that they lack managerial competence, and as such this has resulted to low level of commitment by the teaching staff. The situation of lack or poor administrator's competence will lead to poor harmonious relationship, lack of interpersonal relationship, and poor university goal attainment. It is against this background that this study is carried with a view to professing working solution.

Aim and Objectives

The fundamental aim of this study is to investigate administrators competence and teaching staff commitment in public universities in Rivers State. Specifically, the study seek:

1. to find out how administrators technical competence enhances teaching staff commitment in public universities in Rivers State.
2. to investigate how administrators in interpersonal competence enhances teaching staff commitment in public universities in Rivers State.

Research Question

The following research questions were raised to guide the study.

1. To what extent does administrators technical competence enhance teaching staff commitment in public universities in Rivers State.
2. To what extent does interpersonal competence enhance teaching staff commitment in public universities in Rivers State.

Hypotheses

The following null hypotheses were postulated and statistically tested at 0.05 level of significance.

HO1. There is no significant relationship between administrator technical competence and teaching staff commitment in public universities in Rivers State.

HO2. There is no significant relationship between administrator interpersonal competence and teaching staff commitment in public universities in Rivers State.

Scope of the study

The study is on administrators competence and teaching staff commitment in public universities in Rivers State. The study is delimited to public universities in Rivers State only, specifically they are university of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education. In content, the main variables are administrators technical competence and teaching staff commitment, and administrators interpersonal competence and teaching staff commitment in public universities in Rivers State.

Theoretical Framework

The theory that propels the searchlight of this study on administrators competence and teaching staff commitment in public universities in Rivers State is Ferkinbo's theory of commitment to duty in 1981 but cited in Babson (2005). The staff of a social organization is committed to duty if the administrator communication skill is favorable and we articulated. Paulson (2005) stated that commitment is the ability to promote a relationship by motivating people to accept responsibility and work towards the attainment of goals. This is because employers who are effectively committed feel valued and they believe that they are asset to the organization.

This theory states that workers commitment to duty depends largely on the ability of the leader to create and sustain interpersonal relationship among staff. What is important in this theory is that workers are willing to put effort, time and energy in a job when they enjoy their relationship with other workers in the organization. This theory is relevant to this study because the competency of university administrator is hoped to motivate the workers to work towards the attainment of organizational goals. The realization of university goal depends on the commitment of the staff particularly the teaching staff who are meant to dispense energy in order to implement the policy and programmes of the organization. Therefore the administrator is required to have sound communication skills and demonstrate interpersonal relationship, this is to ensure the commitment of staff to duty

Conceptual Clarification

Technical Competence and Teaching Staff Commitment

Limsay (2017) posited that experience and strategies to manage conflict are vital tools to win support

of staff in any formal organization. Paterson (2018) was in support of Limsay when he noted that the application of right administrative strategy is key to effective and efficient administration. To this end, experience in handling critical issues, experience in the use of communication system and ensuring that the organizations interest overrides the personal interest of the worker will be a strong factor in ensuring worker commitment to their duties. In fact the successful administration of university organization appears to rest on the ability of the administrator to demonstrate to high extent spelling and grammar skills, computer literacy which include a solid working knowledge of Microsoft Word, Microsoft Excel and Database Management. The knowledge of computer technology is hoped to help the school administrators to reach out to many respondents. It could be seen that communication is the life wire of any formal organization, to this end university administrators should be able to use the ICT tools, this is to enhance the effective administration of the organizations. Uhumabe (2005) asserted that technical competence in terms of ICT and communication skill is attractive. This suggest that knowledge of ICT and Communication skills will help to quickly disseminate information to all the members of university community.

Administrators Interpersonal Competence and Teaching Staff Commitment

Izeuma (2015) asserted that interpersonal relationship are described as social relation and affiliation that subsist between two or more people in an organization. Interpersonal competence focuses on ability to interact with others, particularly the members of university community. Jegede (2014) stated that interpersonal competence is the ability to maintain the harmonious working relationship in an organization. Izeuma (2015) was in support of Jegede when she asserted that interpersonal relationship includes the ability to maintain healthy and mutual relationship with other persons in the organization. This implies that the staff are working as a team, in fact there is interdependence and collaboration among staff. On this premise, interpersonal communication takes place between people who are interdependent and have knowledge of each other. The ability to make friends and interact socially is one of the most important skills of a staff in a social organization, particularly the university system. This suggest that people should build confidence in others and feel that sense of belonging. Through this the teaching staff is able to establish a good bond between him and other colleagues.

Methodology

The study adopted a correlational design. The design is appropriate for the study because, it is an attempt to show the relationship between the independent and dependent variables hence the independent variable is administrators competence while the dependent variable is teaching staff commitment. The population of the study consist of 115 administrators drawn from University of Port Harcourt, Rivers State University, and Ignatius Ajuru University of Education, they are the vice chancellors , the deputy vice chancellors both administration and academics, heads of department, deans of the various faculties, heads of campuses and directors of different units. The sample of the study is 115, this is because the researcher felt that 115 persons can be reasonably managed as a sample size of the study. The instrument for data collection is self-defined questionnaire titled 'administrators competence and teaching staff commitment in public university questionnaire (ACTSCPUD).

The instrument was structured on four Likert point scaling pattern. Pearson Product Moment Correlation Coefficient was used to test the two hypotheses of the study while mean and standard deviation in a rank order was used to answer the research questions.

Data Analysis and Discussion

The data is analyzed to meet the demands of the research questions and hypotheses, the criterion mean of 2.50 is the level of acceptance.

Research Question 1: To what extent does administrator's technical competence enhance teaching staff commitment in public universities in Rivers State?

Table 1: Mean score of administrators technical competence and teaching staff commitment

S/N	Items	Federal University	State University	Mean Set	Rank Order	Remarks
	Technical competence and teaching staff commitment	(93) \bar{x}_1	(70) \bar{x}_2			
1.	I use ICT facilities in administration.	2.675	2.851	2.638	4 th	HE
2.	I use my rich experiences in guiding teaching staff in University experience, processes, and techniques.	3.324	3.334	3.079	1 st	VHE
3.	I use my quality university administration processes in running the University activities to ensure that the teaching staff are committed.	2.240	2.941	2.721	3 rd	HE
4.	I use special administrative techniques as a guide to the teaching staff to ensure they are committed	2.678	2.865	2.520	5 th	HE
5.	I use creative ideas in university administration processes in order to ensure that the teaching staff are committed.	2.865	3.865	2.978	2 nd	HE
	Grand Mean	2.757	3.77	2.967		

Table 1 shows the mean responses, rank order and remark of the responses on the extent administrators technical competence enhance teaching staff commitment in public universities in Rivers State. The items on the table shows that the respondents responded on the mean set showing a high extent ,it could be seen that the mean set is 2.967, this suggest a high extent.

Research Question 2: To what extent does interpersonal relationship enhance commitment in public universities in Rivers State?

Table 2: Mean score of administrators interpersonal relationship and teaching staff commitment

S/N	Items	Federal University	State University	Mean Set	Rank Order	Remarks
	Interpersonal competence and teaching staff commitment	(93)	(70)			

		\bar{x}_1	\bar{x}_2			
1.	I relate effectively with all my staff	2.564	3.232	2.857	2 nd	HE
2.	I communicate effectively with my staff	3.234	3.142	3.130	1 st	VHE
3.	I am patient with my staff to guide	2.648	2.521	2.562	3 rd	HE
4.	As an administrator I trust my staff to be capable of doing their job well	2.566	2.674	2.539	5 th	HE
5.	I know when to show and demonstrate love and empathy	2.647	2.785	2.553	4 th	HE
	Grand Mean	2.731	2.870	2.801		

Table 2 shows the mean score, rank order and remark on administrator interpersonal competence and teaching staff commitment in public universities in Rivers State. All the items on this table are above the mean criterion of 2.50, hence the mean set is 2.801, therefore, they are all accepted on the note of a high extent and very high extent.

Test Hypotheses

H01. There is no significant relationship between administrators technical competence and teaching staff commitment in public universities in Rivers State

Table 3: Relationship between administrator's technical competence and teaching staff commitment in public universities in Rivers State.

		Tech C	TC
Technical Competence	Pearson Correlation	1	.803**
	Sig. (2-tailed)		.000
	N	162	162
Teaching Staff Commitment	Pearson Correlation	.803**	1
	Sig. (2-tailed)	.000	
	N	162	162

** Correlation is significant at the 0.01 level (2-tailed)

From table 3, the null hypothesis is significant, this is because 2-tailed value .000 is less than 0.01 with correlation coefficient of .803. Consequently, there is a significant relationship between administrators technical competence and teachers commitment in public universities in Rivers State. therefore the null hypothesis is rejected and the alternate hypothesis is accepted.

H02. There is no significant relationship between administrators interpersonal competence and teaching staff commitment in public universities in Rivers State.

Table 4: Relationship between administrator's interpersonal competence and teaching staff commitment in public universities in Rivers State.

		HC	PC
Interpersonal Competence	Pearson Correlation	1	.768**
	Sig. (2-tailed)		.000

Teaching Staff	N	162	162
	Pearson	.768**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	162	162

** Correlation is significant at the 0.01 level (2-tailed).

From Tables 4 the null hypothesis 2 is rejected because the sig. (2-tailed) value 0.000 is less than 0.01 with correlation coefficient of 0.803**. Consequently there is significant relationship between administrators interpersonal competence and teaching staff commitment in public universities in Rivers State, therefore the null hypotheses is re rejected.

Summary of the Findings

Based on the result of data analysis, the following findings are made:

The study revealed that administrators of the university system has clear vision of university goals and as such the administrator is able to plan and envisage direction for the staff to perform their duties. The university administrator encourage the staff to relate with one another and they ensure that there is appropriate condition to execute instructional delivery. The administrator has knowledge of administration and is very skilled in meeting routine duties and they are knowledgeable about the required skills of teaching staff and how to assist them in solving their problem.

It was further revealed that administrators apply ICT and they are comfortable with ICT in university , administrator to reach out to other staff with appropriate communication strategies or techniques, they used standard in meeting school administration processes this is in terms of running the university activities, this is to ensure that the staff are committed, they apply their special administrative techniques in guiding teaching staff in school to ensure that they are committed they apply creative ideas in university administration processes in order to ensure that the staff are committed.

There is a significant relationship between administrators technical competence and teaching staff committed. A significant relationship also exist between administrators interpersonal relationship and teaching staff commitment.

Discussion of Findings

The findings of the study shows that the administrator of the university system are comfortable with the use of ICT in university administration, they apply their experiences in guiding staff in university activities , they ensure that there is interpersonal relationship among the staff. and they apply standard in university administration processes.

This findings is in line with the findings of Limsay (2017) who posited that experience and adopting the right communication strategy in running the school activities will help to manage conflict and they are vital tools to make the staff to have a sense of belonging . Technical competence ensure that administrator is knowledgeable with ICT and indeed the administrator apply ICT in the course of performing his duty.

Conclusion

The university administrator demonstrate some competences in form of ICT skills to ensure that it is harnessed to improve on staff commitment. Work commitment has a great effect on the job performance of every other staff in the school or university system. The interpersonal competency of

administrator has a huge impact on work commitment. The theory administrator conceptual technical and interpersonal competence, as well as work commitment, affects it influences of the job satisfaction, job commitment at the same time.

Recommendations

Based on the conclusion of the study, the following recommendations were made:

1. The university administrator should be more competent in terms of ICT skill and knowledge needs in their job. This will help them to guide the staff and make them to be more committed to their job.
2. The administrator should demonstrate technical skills by ensuring that he harnesses his experiences in addressing instructional lapses
3. The university administrator should show his human relationship skills this is to ensure that he builds better relationship with staff to ensure their commitment.
4. The university administrator should collaborate with staff and look forward to seeing ways to improve on quality service delivery.
5. The university administrator should be made to undergo training on regular basis, this is to ensure that be creates a good working relation among friends.

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