

## Staff Utilization and Commitment in Borno State Colleges of Education, Nigeria

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### Abstract

The study determines the relationship between staff utilization and staff commitment in Borno State Colleges of Education, Nigeria. The objectives of the study were to determine: the level of staff utilization in Borno State Colleges of Education, the level of staff commitment in Borno State Colleges of Education and the relationship between staff utilization and staff commitment in Borno State Colleges of Education. Two research questions were raised and answered as one hypothesis was tested. The study adopted correlation research design. The population of the study comprised 739 academic staff in Colleges of Education in Borno State. A simple random sampling technique was used to select a sample of 148 academic staff from the three Colleges of Education in Borno State. The data collected through questionnaire were analyzed using descriptive statistic of frequency and percentage counts to answer research questions 1 and 2 while Pearson Product Moment Correlation Coefficient was used to test the hypothesis. The result of the study revealed that the level of staff utilization in Borno State Colleges of Education was relatively high, the level of staff commitment in Borno State Colleges of Education was low, there was no significant relationship between staff utilization and staff commitment in Borno State Colleges of Education. It was recommended that there is the need for increased and sustained staff welfare so as to enhance and improve staff commitment in Colleges of Education in Borno State and that there should be flexibility on the part of Colleges of Education authorities in creating conducive atmosphere for college staff to desire to work and freely get involved and committed to their work.

**Keywords:** Staff Utilization, Staff Commitment, Effectiveness, Colleges of Education

### Introduction

Every educational system at each level depends heavily on staff for the execution of its programmes as such, successful operation of the educational system make staff highly essential for school effectiveness and important tools for the educational development. Without staff, educational facilities cannot be expanded. Undoubtedly, the success and quality of any educational system depends on appropriate staff utilization and high staff commitment. Policy makers at all levels may institute vast new legislative reforms. Since there is no educational system that can improve better than its staff, the commitment of staff to the system is a vital issue. The aims and goals of education are interpreted by the staff. Darling-Hammond (2000) asserts that the states interested in improving students' academic performance should look at the preparation and qualification of the staff they hire and retain in the profession. Human resources are unique educational input necessary for the overall development of skill acquisition. Human resources within the educational system can be classified into teaching and non-teaching staff. Availability of these classes of resources is needed to achieve excellence in the system.

It is also the most complex to manage. It should however be noted that the success of any educational system whether private or public to a large extent is dependent on the adequacy and commitment of its teaching and non-teaching staff. The effective performance of the staff depends largely on the calibre of personnel the colleges of education has and the way the colleges take care of these staff.

There are however traces of under-utilization of available human resources, staff commitment and students' academic performance in the colleges. This work on the assumption that proper harnessing of human resources available to the Colleges of Education in Borno State has positive correlation with the academic performance of the students and or the noble objective of the colleges. Therefore, this work is an inquiry into staff utilization and commitment in the colleges, with a view of finding out explanation for utilization/under-utilization of the human resources as well as suggestion on how the problem could be solved and measures to prevent its future recurrence.

In the light of the above, the expectation of staff utilization and their commitment by the general society while the incentives likely to generate staff's interests appear to be virtually absent in many organizations including Colleges of Education in Borno State. It should be noted that this may likely have adverse effects on the quality of staff instruction which may consequently reflect in their low commitment to their work. Staff in Colleges of Education in Borno State need to be motivated by means of reward as has been stated in powers of management as being a reward for recognized efficiency. This is to say that when staff are rewarded their morale towards work increases and hence, efficiency of the work which is likely to increase productivity. Whether educational standard has fallen or not, it is imperative that staff at various levels of education is committed to

their job so as to put in their best in the attainment of college goals. The quality output depends on the quality input, so the success and quality of any educational system depends largely on the quality and quantity as well as the level of commitment of its staff. This is to say that for any successful goal attainment in any educational institution it requires some degree of effective utilization and commitment by the staff concerned.

Effective utilization of staff in Colleges of Education especially Borno State is as important as the achievement of goals and objectives for their establishment. Staff commitment in Colleges of Education in Borno State is not likely to be known or observed without appropriate staff utilization. Effective staff commitment in Colleges of Education in Borno state may largely be dependent on how well and effective staffs are utilized. The insufficient human and material resource for training is another factor responsible for staff non commitment. The researcher observed that Colleges of Education in Borno State do not have adequate and standard workspace such as workshops, laboratories, classrooms or lecture theatres to train the students, while some consumable and non-consumable materials needed for practical exercises are not available; some of the available material resources in some of these Colleges of Education appear not to be functioning. This is capable of affecting how effective staff are utilized and to a large extent affect their commitment to the job.

There is no doubt that effective utilization of staff in Colleges of Education in Borno State may lead to how committed they may be to their job. A situation where skilled personnel are available but are not properly utilized may impinged on their job commitment.

### **Staff Utilization**

Staff utilization relates to decisions and actions taken to employ the staff of an organization to achieve its objectives. Nwachukwu (1992) propounded that it is important to note that the success or failure of an organization depends on manpower management and utilization. Manpower planning requires management to assess the total impact of organization's failures and to recognize that the impact of a given situation of personnel policy depends upon a given situation with the other organization's policies. There is no such a thing as separate components for remuneration, selection, promotion etc. Decisions made by individual department manager ramify throughout the total organization. Manga (1988) observed that, effective human resources utilization involves carefully selecting, training, developing, appraising, rewarding and retraining employees so that collectively their effort contribute to the goals and direction that management has established.

Lassa (2000) and Guga (1998) observed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for WASCE/GCE/SSCE because it is unlikely that they could pass. Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system.

Several factors have been identified as militating against the effective utilization of manpower for efficiency, effectiveness, performance and productivity of workers. Such factors according to Armstrong (2009) include: the number of people required to meet the organizational needs; the skills and behaviour required to support the achievement of the organizational strategy; the impact of organizational restructuring as a result of rationalization; decentralization, delegation, acquisitions mergers, product or market development and plan for changing culture of the organization in such areas as ability to deliver, performance standards, quality, customer service; team working and flexibility that indicates the need for people with different attitudes, beliefs and personal characteristics.

### **Staff Commitment**

Mowday, Porter and Steers (1982) see commitment as the relative strength of an individual's identification with an involvement in a particular organization. According to the definition, organizational commitment is characterised by three (3) factors: a strong belief in and acceptance of the organization's goals and values, a willingness to exert effort on behalf of the organization and a strong desire to maintain membership in the organization. Porter et al in Jiboyewa, (1995), defined organizational commitment as having three major components:

1. Strong belief in an acceptance of the organizational goals.
2. A willingness to exert considerable effort on behalf of the organization.
3. Definite desire to maintain organization membership.

Commitment conceptualized as shown above according to Koch and Steers as cited in Jiboyewa, (1995) has found to be a strong indicator of membership effort and performance in organizations.

Abraham and Keith (2006) carried out a study on measuring and targeting internal conditions for schools effectiveness in the Free State of South Africa using a questionnaire as the basis for constructing an index of school effectiveness. Their findings revealed that teachers were the key drivers of internal school conditions for effectiveness, development and school change.

Staff utilization and staff commitment have been proven to be significantly related. Staff utilization appears to be a significant contributor to job commitment. Staff utilization can be accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation Onyeachu (1996). Therefore, effective academic staff are those who are properly utilized and are committed to their job. Although proper utilization of academic staff may have strong effect on their job commitment, other factors such as socio-economic background, family support and intellectual aptitude of student, personality of student, self confidence, and previous instructional quality may also influence their job commitment.

### **Staff Utilization and Commitment**

Studies were conducted to determine the relationship between staff utilization and staff commitment in Colleges of Education. Abraham and Keith (2006) in their study on measuring and targeting internal conditions for schools effectiveness in the Free State of South Africa used a questionnaire as the basis for constructing an index of school effectiveness. Their findings revealed that teachers were the key drivers of internal school conditions for effectiveness, development and school change. In the same way, Akpofure and N'dipu, (2000) reported the need for schools to maintain a manageable carrying capacity in utilization of classrooms, libraries and laboratories for effective teaching and learning. To them, this will pave the way for quality assurance in schools. Abdulkareem, Fasasi and Akinnubi (2011) examined the relationship between human resource utilization and internal efficiency in Nigerian State Universities. It was a descriptive survey research. The population for the study comprised the 12 State-owned Universities offering courses in humanities (Faculties of Arts, Business and Social Sciences/Management Sciences and Education) and sciences (Faculty of Science) established before year 2005 in Nigeria. Six out of the 12 Universities, that is, 50% were selected as sample for the study through stratified random sampling technique. Furthermore, 572 out of the 1536 lecturers in the Universities were selected as sample for the study through stratified random sampling technique. They responded to "Human Resource Checklist" (HRC) and "Internal Efficiency Checklist" (IEC) designed by the researchers and validated by experts in the field of educational management. Student-Teacher Ratio, Refined Cohort Wastage Rate and Graduation Rate were used to answer three research questions raised in the study. Pearson product-moment correlation statistic was used to test the formulated research hypothesis at the 0.05 level of significance. The study revealed over-utilization of teachers, low wastage rate with a mean of 23%, and high graduation rate with a mean of 85%. Also, there was a significant relationship between human resource utilization and internal efficiency in Nigerian state universities (calculated  $r$ -value = .347 > critical  $r$ -value = .06,  $p < .05$ ). Based on the findings, it was recommended, among others, that the universities should employ more lecturers in humanities (Faculties of Arts, Business and Social Sciences/Management Sciences and Education) and sciences (Faculty of Science) in order to reduce the workload of the existing lecturers in these disciplines.

Azuh and Modebelu (2013) conducted a study on academic staff challenges to effective utilization of information and communication technology (ICT) in teaching/learning of agricultural education in Federal Universities in South East geopolitical zone of Nigeria. The study adopted a descriptive survey design meant to assess opinion responses. Two Federal Universities out of five in the South East geopolitical zone were purposively sampled because they offer agricultural education. A total of 40 academic staff consisting of (17male and 23 female) was selected from the two Federal Universities. Three research questions guided the study. Researchers' self-designed questionnaire titled Academic Staff ICT Utilization for Effective Teaching and Learning Questionnaire (ASIUETLQ) was used for data collection. The 35- item-questionnaire was built on a 4-point scale. The instrument was validated by two experts in Educational Administration and Agricultural Education on face and content validity. A pilot test was conducted using 10 academic staff from 2 State Universities in the same geopolitical zone in Nigeria. A Cronbach alpha reliability values of 0.86, 0.85, and 0.92 were obtained for the three clusters. All the 40 copies of the IUETLQ administered to 40 respondents were returned through the assistance of a trained research assistants and it was used for the analysis. Means and grand means were used to answer the research questions. Items scoring 2.50 and above were accepted as positive responses to the items while items scoring below 2.50 were regarded as negative responses. ANOVA statistical tool was used to test the hypothesis at 0.05 levels of significance.

The findings showed that ICT tools that were expected to promote quality teaching and learning of agricultural education in Universities were utilized only to a low extent by academic staff in South East geopolitical zone of Nigeria. It also revealed the major challenges in staff utilization of ICT to include the following: Inadequate ICT tool literacy, inadequate time for training in ICT, ICT tools are not compactable with the course contents, inadequate technical support, resistance to change/negative attitude, age barriers, epileptic power supply, poor funding to procure ICT, lack of adequate awareness, high cost of ICT tools, lack of interest, inadequate access to ICT tools, high cost of ICT tools, lack of interest and inadequate access to ICT tools. The Result also indicated that allocating enough time for training in ICT, provision of adequate hardware adequate organization of ICT resources, government provision of more funds for ICT, inclusion of ICT education into

school curriculum, establishment of effective ICT system to cater for large audience, creating of proper awareness on the role of ICT, training of staff on ICT utilization through in-service training, provision of adequate ICT Centre in schools for free training, encouraging online training and regular training for the staff would increase staff utilization of ICT in teaching and learning.

Relationship among staff utilization and staff commitment has been proven to be significantly related. Staff utilization appears to be a significant contributor to job commitment. Staff utilization can be accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). Therefore effective academic staff are those who are properly utilized and are committed to their job. Although proper utilization of academic staff may have strong effect on their job commitment, other factors such as socio-economic background, family support and intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality may also influence their job commitment. To this end, Blankstein (1996) had stated that students' grades and test scores are not good indicators for determining job commitment of staff and the quality of their job. In support of this view, a study carried out in Nigeria by Joshua et al. (2006) showed that Nigerian teachers condemn the use of students' performance scores as indicators of teachers' competence, performance or effectiveness and commitment to job. Since students' academic scores are not the only predictors of staff utilization and staff commitment, researchers have sought other fairer ways of evaluating teachers' effectiveness and their commitment to job. Students, administrators, colleagues and the teachers' self-evaluation have been used to evaluate effective utilization of staff and their commitment to job.

### **Methodology**

This study examines the relationship between staff utilization and commitment in Borno state collage of education, Nigeria, the research design used for the study is the correlation design, the population of the study was the entire teachers of Borno state collage of education. as at the time of this study there were 739 lecturers, one hundred and forty eight (148) respondent were randomly drawn as sample from the population. This number represented 20% of the total population of the academic staff in Borno State Collages of Education. Staff utilization and staff commitment questionnaire (SUSCQ) was used to collect data. A pilot study was conducted and a reliability coefficient of 0.63 was obtained. The data were analyzed by the use of Pearson product moment correlation coefficient ( $r$ ).

### **Research Questions**

The study answered the following questions

- i. What is the level of staff utilization in Borno State Colleges of Education?
- ii. What is the level of Staff commitment in the study area?

### **Hypothesis**

The study tested the following hypothesis at the 0.05 level of significance:

**H<sub>0</sub>**: There is no significant relationship between Staff utilization and staff commitment in Borno State Colleges of Educations

### **Data Analysis, Results and Discussion**

**Research question one:** what is the level of staff utilization in Borno State Colleges of Education?

To answer this research question, descriptive statistics of percentage counts was computed and the results were use to analyze the data. All the items under staff utilization in Borno State Colleges of Education were analyzed according to the respondents' assessment. The result is presented on Table:1

**Table: 1 Percentage Response on Level of Staff Utilization**

S/N	Statement	Very high (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
1	Lecturers employ various methods in their teacher/students relation	62(41.9)	78(52.7)	3(2.0)	3(2.0)	2(1.4)
2	Adequate provision of offices, laboratories and lecture halls.	40(27.0)	90(60.8)	7(4.7)	10(6.8)	1(0.7)
3	Use of staff offices for preparing lessons, marking scripts and supervision of student projects.	50(33.8)	78(52.7)	4(2.7)	12(8.1)	4(2.7)
4	Engagement of staff in different method of staff utilization.	13(8.8)	9(6.1)	6(4.1)	35(23.6)	85(57.4)
5	Organization of seminars and workshops	27(18.2)	77(52.0)	24(16.2)	13(8.8)	7(4.7)
6	Effective staff utilization in your school.	24(16.2)	95(64.2)	14(9.5)	11(7.4)	4(2.7)
7	Some of sthe academic staff move out for greener pasture	48(32.4)	63(42.6)	20(13.5)	8(5.4)	9(6.1)
8	proper and full use of the ability of the lecturers for service delivery.	19(12.8)	34(23.0)	45(30.4)	35(23.6)	15(10.1)

Items 1, 2, 3, 5, 6 and 7 show positive responses on the level of utilization as indicated on table: 1: 94.6%, 87.8%, 70.2%, 80.4% and 75% respectively. Only items 4 and 8 on the table indicated negative responses with percentage of 14.9 and 35.8 respectively.

This result shows that the colleges are conscious of the need to utilize the academic staff hence, the provision of essential infrastructural facilities which are crucial for effective staff utilization.

**Research question two:** what is the level of staff commitment in Borno State Colleges of Education?

**Table 2: Level of Staff Commitment**

S/N	Statement	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
	<b>Commitment to school</b>					
1	Adequate infrastructural facilities for teaching/learning and research	10 (6.8)	37 (25)	73 (49.3)	20 (13.5)	8 (5.4)
2	Working desire created by the school, providing a conducive learning environment, with well-furnished office accommodation.	13 (8.8)	46 (31.1)	63 (42.6)	18 (2.2)	8 (5.4)
3	Attendance of seminar/workshop to enhance staff productivity	9 (6.1)	37 (25)	62 (41.9)	23 (15.5)	17 (11.5)
4	Availability of college reward system mechanism as a source of encouragement to hardworking staff	29 (19.6)	68 (45.9)	26 (17.6)	16 (10.8)	9 (6.1)
5	Availability of accident insurance/sickness benefits.	25 (16.9)	69 (46.6)	36 (24.3)	12 (8.1)	6 (4.1)
6	Promotion opportunities for academic staff.	32 (21.6)	50 (33.8)	45 (30.4)	16 (10.8)	5 (3.4)
7	Availability of college accommodation.	12 (8.1)	41 (27.7)	37 (25)	29 (19.6)	29 (19.6)
	<b>Commitment to teaching work</b>					
8	The responsibility of taking the class on time	37 (25)	68 (45.9)	26 (17.6)	11 (7.4)	6 (4.1)
9	To accomplish the job with enthusiasm. To get information about the student's family life.	28 (18.9)	49 (33.1)	43 (29.1)	16 (10.8)	12 (8.1)
10	Counselling the candidates on their appropriate future careers.	33 (22.3)	71 (48)	28 (18.9)	11 (7.4)	5 (3.4)
11	Enjoy teaching and community service.	68 (45.9)	45 (30.4)	16 (10.8)	11 (7.4)	8 (5.4)
12	To spend time with the students on subjects (activities) related with the lesson outside the classroom.	37 (25)	49 (33.1)	35 (23.6)	20 (13.5)	7 (4.7)



The result revealed that 81.1% of the academic staff shows that there are adequate infrastructural facilities for teaching/learning and research. Items 3, 4, 5, 6, 9, and 20 indicate positive response by the academic staff on the level of staff commitment as shown on table 2; 73%, 65.5%, 63.5%, 55.4%, 70%, 52%, 73%, 76.3% and 58.1% respectively. Items 2 and 7 show response by staff; 40% and 35.8% respectively.

The results shows that if members of the staff are adequately motivated, provided with infrastructural materials and effectively utilized; performance and commitment by the lecturers, good performance is expected of them.

**Table 3: Staff Utilization and Staff Commitment**

Variables	Mean	Median	Standard error	Standard deviation	r
Staff utilization	29.5	26	3.18	20	0.13
Staff commitment	29.6	17	4.49	28	0.13

The result from the table shows that the staff utilization has the smallest standard error (3.18) and staff commitment (4.49). This means that the staff are adequately utilized in the colleges. The r value is 0.13. Since the P-calculated 0.00 is less than P-obtained from table (0.82876), the null hypothesis is therefore, accepted; that is, no significant relationship between staff utilization and staff commitment in Borno State Colleges of Education. The relationship between the two variables staff utilization and staff commitment is found to be low (r= 0.13)

### Discussion

The finding of the study in respect to research question one revealed that the level of staff utilization in Borno State Colleges of Education was relatively high. This finding collaborate Abraham and Keith (2006) that teachers were the key drivers of internal school conditions for effectiveness, development and school change. The finding underscore the finding of Ibitoye (2003) that there is significant relationship between enrolment, utilization of infrastructure/infrastructural materials provided for teachers, the teaching of learning activities and students' academic performance. That is why Akpofure and N'dipu (2000), reported the need for colleges to maintain a manageable carrying capacity in utilization of classrooms, libraries and laboratories for effective teaching and learning. To them, this will pave the way for quality assurance in colleges. The finding agree with Iyamu (2005) who contended that the provision of all these factors may not have significant impact on successful learning if the learners are not exposed to competent principal, teachers and other school teams. The study revealed the importance of training in enhancing staff utilization and productivity. The study specifically revealed the importance of training, methods of staff utilization; training, staff utilization and productivity nexus. The study also found that the level of staff commitment in Borno Colleges of Education was low. The finding disagree with that of Martinez and Maynard (2002) who conducted a study to evaluate factors contributing to programme success or failure throughout 16 English Colleges and found that respondents emphasized the importance of good teaching, committed and knowledgeable teachers as well as effective and appropriate process for recruitment, orientation, assessment, tutoring and student's support. It should be noted that students' performance in high school appears to be related to teacher commitment, collaboration and focus on students was contrary with the result of this study. Krug (1992) did not find similar result. Rather, the study found a significantly positive correlation between principals' self-ratings of instructional leadership and students' performance. The correlation was strongest for academic satisfaction, recognition, accomplishment and commitment. No significant relationship was found between teachers ratings of instructional leadership and student performance, though they were generally positive. Possible reasons for the nature of the finding of this study may stem from lack of job satisfaction and low morale of teachers in the state. Teachers seem not to be satisfied with their job as they constantly complain of non-payment of salaries and other fringe benefits. This may likely have contributed to the result of this study.

The study found no significant relationship between staff utilization and staff commitment in Borno State Colleges of Education. This result disagrees with that of Abdulkareem, Fasasi sand Akinnubi (2011) whose study found a significant relationship between human resource utilization and internal efficiency in Nigerian State Universities. Folorunso, Adewale and Abodunde (2014) who found that affective commitment, normative commitment and continual commitment independently have significant influences on employees' performance and recommended that management of tertiary institutions and policy makers should take measures to enhance academic staff' performance through increased commitment level. However, Somers and Birnbanm (1998) studied on the relationship of work related commitment and input on employee job performance in their findings found that career commitment is positively related to job performance but no relationship existed between organizational commitment and job performance. Both affective and normative commitments were found unrelated to job performance. These findings were synonymous with the findings of this study. Their results also confirmed that commitment and input on employee job performance is positively related to job performance.

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