

Nonacademic staff instrumental to the effective and efficient performance of academic staff in a Polytechnic system: A tool for economic development

Ibrahim Ali Bappa

Department of accountancy
School of management studies
Federal Polytechnic Damaturu
+2348035995875
assumamba@gmail.com

Abstract

This paper explain how the role of non-academic staff/administrative staff especially the faculty staff in a polytechnic will moderate the productivity of academic staffs as well as the quality of polytechnic education and consequently on the nation's economic development. The faculty/school administrative staffs are supposed to partake in the planning and control of academic activities in the faculty or school. This could be achieved by ensuring compliance to minimum standard through operational planning as well as ensuring compliance to the operational plan. The study in an explanatory research, secondary data was explored with a view to formulating the study's assumption. The study reveals that by relegating the faculty/school staff to merely service staff, check and balance between the academic and non-academic staff is absent, thereby leading to poor implementation of the minimum standard. Thus it was concluded that an effective system of control should be instituted by engaging the faculty/school staff in designing the academic operational plan. This will in turn translate into proper implementation of the minimum standard as well as achieving the polytechnic goal of imparting skill for self-reliance and technological development. More so it will lead to an increase in the productivity of labor, thereby leading to the nation economic development. In this connection it was recommended that the faculty/school non-academic be responsible for preparing the academic operational plan so as to avoid concentration of functions to the academic staffs..

Keywords: Academic staff, non academic staff, faculty/school, operational plan ,workload stream.

Introduction

The importance of education in enhancing the productivity of labour and consequently on the economic development of a given state cannot be overemphasized. The more educated people are, the more likely economic development will be achieved (Smith 1937). Educational advancement and economic development are closely linked in that the struggle to raise a nation's living standard is sought first and foremost in the classroom (The economist 1997). Thus educational advancement may be either formal or informal. The formal education is acquired in an educational institution, which start from primary then secondary and lastly is a tertiary institution. However, education is not all about obtaining certificates, but rather acquiring the necessary knowledge and skills capable of transforming a society or system (Iwu at et 2018).

Thus in Nigeria several structures are instituted aimed at ensuring quality tertiary education. This structure may be either internal or external. The external includes establishment of regulatory bodies of tertiary education such as Nigerian University Commission (NUC), National Commission for Colleges of Education (NCCE), and National Board for Technical Education (NBTE) among others. Whereas, within the Institution the administrative set up is supposed to ensure the efficient and effective flow of knowledge (Menesse. Edu 2022). This study is an explanatory research aimed at discussing the role of non-academic or administrative staff, more specifically the faculty nonacademic staff in ensuring high quality education in Nigerian Polytechnics, with the consequential effect on promoting the nation's economic development.

Statement of the study's problem

Engaging the non-academic staff in designing the academic operational plan may result to ensuring compliance to minimum standard. This may serve as a check to the academic activities, thereby, resulting to the proper implementation of the minimum standard. However, by not involving the non-academic staff in the operational planning, it may be likely for the academic staff to compromise standard, for example not operating according to streams as required by the regulatory body. Thus, leading to poor implementation of the curriculum and consequently affecting the quality of the Polytechnic education as well as the productivity of the Polytechnic graduates. It is based on this premise that the basis of this study was based.

Objective of the study

The study is aimed at exploring how the role of non-academic staff/administrative staff especially the faculty staff in a Polytechnic will moderate the productivity of academic staffs as well as the quality of polytechnic education and consequently on the nation's economic development.

Conceptual framework

Polytechnic is a technical institution of higher learning offering technical education programme for the award of National Diploma and Higher National Diploma. The Polytechnic diplomas fill the nation manpower need as technicians or technologist in the middle management cadre (NBTE 2020). Thus the Polytechnic programs are regulated by the National Board for Technical Education (NBTE). This regulation includes:

- Developing curriculum for all program offered in a Polytechnic
- Accreditation of programs offered by a Polytechnic

Nonacademic staff instrumental to the effective and efficient performance of academic staff in a Polytechnic system: A tool for economic development

- Designing the scheme of service for polytechnic employee
- Drafting the polytechnic act
- Ensuring compliance with the boards rules and regulations by all the polytechnic

It should be noted that these controls are external aimed at ensuring that quality technical education is being achieved. However, the internal control aimed achieving the objectives of the polytechnic are the control instituted by management to ensure the efficient and effective flow of functions. These controls are the totality of all the control measures aimed at safeguarding the operation of the Polytechnic.

Basically a polytechnic is manned by two broad category of people. On one hand is the academic staff while on the other hand is the administrative or non-academic staff. The academic staff are charged with the primary duties of classroom teaching, academic advising and counselling of students, participation in departmental committee work, continuous development of curriculum through assignment, applied research or scholarly activity or services (McNease state university 2021). The teacher can be seen as analogous to the brain of the school (Arya 2022) Thus, implying maintaining the minimum standard, i.e. the curriculum. The non-academic staff perform vital role in ensuring the smooth operations of the institution. These roles includes supervising the implementation of the minimum standard, infirmary, account and finance, cleaning, health and hygiene, security and safety, storekeeping and procurement and transport related (Arya 2022). This paper discusses the supervisory role of the non academic staff, more specifically the faculty/ school nonacademic staff in the implementation of the minimum standard through involvement in the development of the academic operational plan. This will ensure

proper check and balance between the academic staff and the nonacademic staff.

Operational Plan: An operational plan is a strategic document that outlines all the planning related to daily operations. It entails all activities that different departments perform toward the achievement of the overall organizational goals (Sahney, Banwell and Karunes 2010). The major objective of a well-defined operational plan ensures each unit head and employee knows their specific responsibility as well as how it should be executed within a definite timeline. Thus planning related to daily operation in a polytechnic is “Lecture time table”.

A lecture time table shows the schedule of activities in an institution. It consider the teacher’s workload, number of students, laboratories, workshops and classroom involved. In preparing the lecture time table the curriculum, approved program streams and the minimum workload per lecturers should be the benchmark for its preparation. It is imperative to note that programs are being presented for accreditation by the academic department. Equally programmes are being accredited after the department has satisfied the minimum requirement of running the programme. Such requirement includes staffing, facilities and any resource that will facilitate teaching and learning. Thus for any approved programme it may automatically be assumed that all the facilities to run the programme are in place. Moreover, programmes are being approved based on streams in a polytechnic, for science and engineering 40 students per stream, and for management 60 students per stream (NBTE 2020). More so, the minimum workload per lecturer approved by the NBTE are as follows:

Chief Lecturer	12hours/week
Principal Lecturer	12hours/week

Nonacademic staff instrumental to the effective and efficient performance of academic staff in a Polytechnic system: A tool for economic development

Senior Lecturer 14hours/week
 Lecturer I 14hours/week
 Lecturer II 16hours/week
 Lecturer III 16hours/week

terms of credit hours per week, the number of streams in a program as well as the workload per week per lecturers.

For example

If the approved streams for HND I Accounting are 2 streams, then the distribution of workload will be as follows:

Therefore, the Lecture time table should take into account of the curriculum requirement i.e in

Table 1: Stream A: Course allocation/workload schedule

Course code	Course title	Credit hours	Allocation
ACC 311	Accounting Theory of Practice	4	Lecturer A Snr. Lec.
ACC 312	Advanced costing A	4	Lecturer B Prn. Lec.
ACC 313	Executorship Bankruptcy Law	2	Lecturer C Lec. I
ACC 315	Quantitative Technique	3	Lecturer D. Lec III
ACC 316	Public Finance	3	Lecturer E Lec. III
ACC 317	Management Info. System I	2	Lecturer F Prin. Lec.
HBF 427	Managerial Economics	4	Lecturer G. Snr. Lec.
OTM 412	Business Communication	4	Lecturer H. Lec. III

Table 2: Stream B: Course allocation/workload schedule

Course code	Course title	Credit hours	Allocation
ACC 311	Accounting Theory of Practice	4	Lecturer A Snr. Lec.
ACC 312	Advanced costing A	4	Lecturer B Prn. Lec.
ACC 313	Executorship Bankruptcy Law	2	Lecturer C Lec. I
ACC 315	Quantitative Technique	3	Lecturer D. Lec III
ACC 316	Public Finance	3	Lecturer E Lec. III
ACC 317	Management Info. System I	2	Lecturer F Prin. Lec.
HBF 427	Managerial Economics	4	Lecturer G. Snr. Lec.
OTM 412	Business Communication	4	Lecturer H. Lec. III

Table 3: Summary of workload

Lecturer	Stream A	Stream B	Workload (Hrs)	Under/overloaded
Lecturer A	4	4	8	(4)
Lecturer B	4	4	8	(4)
Lecturer C	2	2	4	(10)
Lecturer D	3	3	6	(10)
Lecturer E	3	3	6	(8)
Lecturer F	2	2	4	(8)
Lecturer G	4	4	8	(4)
Lecturer H	4	4	8	(6)

Nonacademic staff instrumental to the effective and efficient performance of academic staff in a Polytechnic system: A tool for economic development

From the table above it could be observed that the lecturers were under loaded. This will in turn guide further assigning them until the minimum workload is exhausted.

Methodology

The study in an explanatory research, secondary data was explored with a view to formulating the study's assumption.

Analysis of concept

The head of the academic department does the course allocation, and in so doing workload of

the lecturers must be taken into consideration. The workload is in term of hours and not the number of students as the number of student is par stream. Thus this will enable the determination of excess workload or otherwise consistent with (Amini – Phillip and Okonmah 2020 and Aminullah A. Olojuola 2017). In this regard the course allocation will be used to plot the daily operational plan by the faculty non – academic staff, who will serve as gate keepers consistent with (Henkein and Pearson (1992).

This can be depicted in the model below

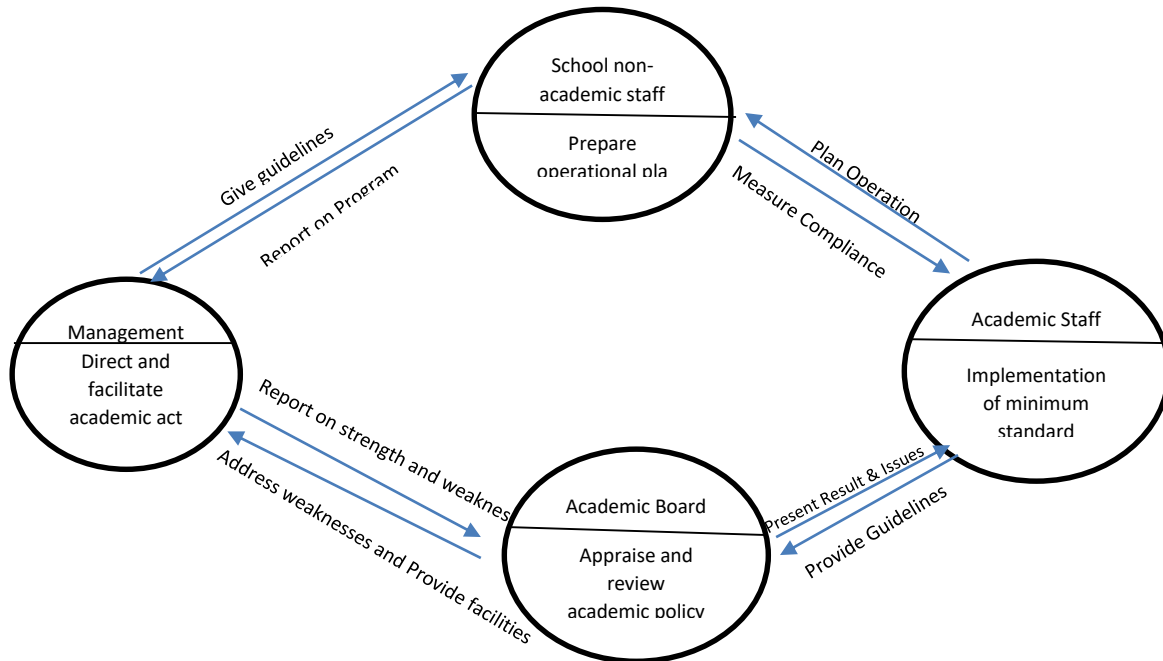


Figure 1: Non-Academic staff inclusion model: Academic activity lifecycle

It is important to understand that the faculty non-academic are answerable to the school dean who is an academic staff. Therefore, the model depict a hybrid plan, prepared by the non-academic staffs under the supervision of the academic staff i.e. the dean of school.

The model involved the faculty non-academic staff, the academic staffs, the academic board and the management.

The management direct and facilitate academic issues by given guidelines on operations as well as providing the necessary facilities needed and addressing any weaknesses of the system. The faculty non-academic staff under the supervision of the dean who is a member of management, prepare operational to be implemented by the academic staff. They also evaluate operation by measuring compliance with set plan thus serving as gatekeepers for the academic consistent with

Nonacademic staff instrumental to the effective and efficient performance of academic staff in a Polytechnic system: A tool for economic development

(Heinkein an pearson 1992). The academic staff are the key players in the system, they implement the minimum standard leading to the award of either HND or ND. Therefore, quality education will be achieved by complying with set plan which is intended to facilitate proper teaching and learning. They forward the end result and any other issues that may lead to the improvement of the quality of education to the academic board consistent with (Ogunkoya, Enyi and Aremu 2020). The academic board is the highest academic governing body in a Polytechnic. The board appraise and review academic issues by identifying the strength and weaknesses of the system. The board confer certificates to the grandaunts after fulfilling the minimum requirement.

The model assume an effective and efficient flow of academic activities aimed at improving the quality of Polytechnic education for national development. In the end it is further assumed that by improvement in the quality of education, the economic wellbeing and quality of life of the nation will be attain (Astakhora et al 2016). This any investment or effort toward growing the economy and enhancing prosperity and quality of life for the citizens is worthwhile.

Conclusion and Recommendation

In evaluating the role of non-academic staff in enhancing the quality of Polytechnic education and consequently on the nation's economic development. A control model aimed at ensuring check and balance between the academic staff and non-academic faculty staff was developed. The model suggests the development of a hybrid operational plan which will be in compliance with the minimum standard as well as the workloads/lecturer and the approved streams. The hybrid operational is intended to facilitate the effective and efficient implementation of the minimum standard as well as improving the

quality of Polytechnic education for the nation's economic development. Thus the over concentration of function to the academic staff will be avoided where the non-academic faculty staff are involved in preparing the operational plan.

References

- A.R. AMINULLAHI and M. OLOJUOLA (2017) Managing Workload of Academic Staff for Job Effectiveness in Nigerian Universities: A Study of University of Port Harcourt in South-South Geopolitical Zone of Nigeria. *international Journal of Humanities, Social Sciences and Education*, 4(12).
- Amini-Philips, C. and Okonmah, A.N., 2020. Lecturers' workload and productivity in Universities in Delta State. *International Journal of Education, Learning and Development*, 8(3), pp.111-136.
- Astakhova, K.V., Korobeev, A.I., Prokhorova, V.V., Kolupaev, A.A., Vorotnoy, M.V. and Kucheryavaya, E.R., 2016. The role of education in economic and social development of the country. *International Review of Management and Marketing*, 6(1S).
- Google.com. 2022. Home | National Board for Technical Education. [online] Available at: <https://www.google.com/url?q=https://net.nbte.gov.ng/&sa=U&ved=2ahUKEwjs07PX99_5AhUWXvEDHclDA_kQFnoECAyQAg&usg=AOvVaw2h4yDVb-y_2LGfIECOhefd> [Accessed 24 August 2022].
- Henkin, A.B. and Persson, D., 1992. Faculty as gatekeepers: non-academic staff participation in university governance. *Journal of Educational Administration*.

Nonacademic staff instrumental to the effective and efficient performance of academic staff in a Polytechnic system: A tool for economic development

Linkedin.com. 2022. Non-Academic Staff in Higher Educational Institutions. [online] Available at: <<https://www.linkedin.com/pulse/non-academic-staff-higher-educational-institutions-mukul-gupta>> [Accessed 20 August 2022].

Mcneese.edu. 2022. Responsibilities of Academic Staff – University Policies. [online] Available at: <<https://www.mcneese.edu/policy/responsibilities-of-academic-staff/>> [Accessed 20 August 2022].

N. Nosike, A. and S.Oguzor, N., 2011. Motivating the Nigerian academic and non-academic staff for sustainable higher education: Insights for policy options. Perspectives of Innovations, Economics and Business, pp.62-65.

Ogunbodede, K., 2020. Information Needs and Use of Non-Academic Staff in University of Africa, Bayelsa State, Nigeria. Library Philosophy and Practice (e-Journal), 4839.

Ogunkoya, S.A., Enyi, F.O. and Aremu, S.S., 2020. Assessment of Polytechnic Academic Staff Inputs into Nigeria's National Development. KIU Journal of Humanities, 5(2), pp.75-83.

Sahney, S., Banwet, D.K. and Karunes, S., 2010. Quality framework in education through application of interpretive structural modeling: An administrative staff perspective in the Indian context. The TQM Journal.

Smith, A., 1937. The wealth of nations [1776] (Vol. 11937). na.