

# Management of Lecturers in Private Universities – Lusaka Province

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**ABSTRACT:** The aim of the study was to analyze the management of lecturers in Private Universities in Lusaka province in order to deliver quality education in private universities and also looked at issues that could attract them stay long in such universities. Convergent parallel mixed methods which involved quantitative method was used. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS). Qualitative data was using common responses from themes (questionnaire answers) and the Questionnaire was a tool that was used to collect data from the field from the four types of respondents as the Vice Chancellor, the Registrar, the Dean of schools, the Human Resource and 20 lecturers. Research findings also showed that lecturers left these private universities because of poor economic incentives conditions which prevailed in the country among other factors. The study also conclude that too much of work load turnover can severely reduce productivity and finally can lead to damage of an Institutional public image thereby adversely affecting its corporate existence. The results of the study also revealed that private universities showed to what are prompting lecturers to move to other universities. The management must take responsibility for every lecturer resigning to intervene immediately to find out the reasons that make the lecturer to leave the institution. In terms of strategies to maintain the lecturers, the study constructed some strategies like to improve their salaries, leadership style, and career development, conducive – work life, adequate well – resourced libraries, recognition and workload. It is recommended that managers (leadership) should be orientated and be trained accordingly before they take up their offices. Retirement, gratuity allowances and remunerations among many things should be paid on time in order to motivate the lecturers.

**Keywords:** Quality education, Influencing, Private universities, Lecturers, Management.

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## 1. INTRODUCTION

Private universities are owned and managed by individuals or an organization although they still pay tax breaks to the government, but students on the other hand receive bursaries instead. All registered private universities are subjected to government regulations so that their operations are monitored and regulated accordingly.

In any case private university establishment get its mandate for their advent in Zambia through Education Act of 1996 and also Chapter 134 of the Laws of Zambia which requires the keeping of records relating to private schools, colleges and universities which all aim at providing quality education to all students across the borders.

After Independence in 1964, some of these Institutions were closed while others continued with an introduction of Higher Education Authority (HEA) which allowed colleges and universities which were registered to operate. Before and during Zambia's independence in 1964, Zambia had no university and these were 138 graduates trained from universities outside the country,(Chondoka, 2007). This situation prompted the need for establishing a university a goal it achieved in a year later, (Masaiti & Mwale, 2017) and it was

called the University of Zambia which is the oldest public university in the country that was established in 1965 by Act No 66 of 1965.

### **1.1: STATEMENT OF THE PROBLEM**

The effectiveness of an Institution of higher education is mainly measured in part of the ability of its administration to manage the manpower or lecturers available in that university, (Allui, 2016). Factors influencing the management of the human resource/lecturers inform of recruitment, selection and retention in 5 selected private universities in Lusaka province – Zambia. Private management of staff in such Institutions accelerates delivery of quality education and consequently results in positive student turnover.

### **1.2: PURPOSE OF THE STUDY**

The purpose of the study was to investigate the management of lecturers in private universities in Lusaka province – Zambia.

### **1.3: OBJECTIVES OF THE STUDY**

The objectives of the study were:

1. To find out how lecturers in various departments influence the management of private universities in Lusaka province.
2. To establish the factors that affects the management of university lecturers in private institutions of Lusaka province.
3. To determine the measures that can be put in place to alleviate factors affecting the management of university lecturers in private institution of Lusaka province

### **1.4: THEORETICAL FRAMEWORK**

This study was guided by Maslow's Hierarchy of needs which states that people/human beings are by nature wanting beings. They always want more and what they want depends on what they already have. He further suggested that human needs are related and associated to motivation towards work of each individual in an organization and be managed in series of levels as in a hierarchy of importance, (Muslin, 2013:253) which are Physiological needs, safety needs, Love and belonging needs, Esteem and Self – Actualization needs. Maslow originally believed that person needed to completely one level of needs before one advance to another level of need.

### **1.5: SIGNIFICANCE OF THE STUDY**

It is hoped that the findings of this study will be of great importance to the concern Institutions and indeed individuals. The universities under study will use the findings to further redress the problems influencing the management of the lecturers in private universities and also to consolidate on their strong areas of operation and improve on their weaker side. The government policy makers and other stakeholders can utilize the findings of the study to formulate and implement in upgrading policies, regulating the management of private universities, (to move with time). In other ways, the information gathered in this study will help future researchers to use such findings in getting related literature regarding this subject matter. Also this study hoped to provide and enrich the researchers' experience in research management and academic careers.

Further, the study will contribute to the Management and resolutions of issues and problems affecting the management of lecturers in private Universities of Lusaka province in Zambia.

## **2. LITERATURE REVIEW**

### **2.1: What is Management of lecturers in private university?**

Management is the act of getting people together to accomplish desired goals and objectives by using available resources efficiently and effectively. Management can further be defined as all the activities and tasks undertaken for achieving goals by continuous activities through planning, organizing leading and controlling. It is as well a process of planning, decision making, organizing leading, motivation and controlling

the human resource in an Institution – financial, physical and information resources of an organization to reach its goals efficiently and effectively.

From an administrative point of view, management is a system of authority. The increase in the complexity of relationships in modern society demands that managers become elite of brain and education. Therefore, management is concerned with productivity thereby implying efficiency and effectiveness of the Institution as it further entails that it is a science of getting work done through other people. A maximum result with the minimum of efforts is the Motto of management of any organization, (*Chipindi F.M &ChirwaTembo.P, 2016*)

Compared to developed countries developing countries are still lagging behind in integrating ICT in research and teaching. Nevertheless, there have been new efforts by many developing nations to overcome such lagging by investing in ICT infrastructure and introducing new approaches to providing access to the Internet through National Research and Educational Networks, (NRENs), (*Mkandawire, 2013*). Many opportunities have been provided by the introduction of NRENs to researchers and lecturers through increased Internet bandwidth, availability of resources through e-libraries collaborative research. Infrastructure wise also not been left out, for instant in Zambia, Citizens Economic Empowerment Commission (CEEC) liquid and Zambia Electricity Supply Corporation Limited (ZESCO) have installed fiber optic covering major parts of the country.

Motivation is a crucial part of employee/lecturer engagement. Without motivation towards the job, (*Armstrong & Brown, 2006:25*) suggest that, “it encourages people to apply their efforts and abilities in various ways that will further the achievements of the organizations’ goals as well as satisfying their own needs”. This supports the idea that motivation is an important part of engagement. Maslow’s hierarchy of needs theory supports that motivation is created in a hierarchical order, so that the basic needs have to be satisfied first before the next level of motivation can be reached. These levels include Physiological needs, Safety, Social needs (belongingness), Esteem and self-Actualization. The three needs from the bottom, Physiological needs , Security and social needs are called deficiency needs since they need to be fulfilled for the person to be fundamentally comfortable, (*Griffin & Moorhead, 2010:86*).

## **2.2: Management practices in Public Institutions**

The public management represents the set of processes and management relations, well defined, which exist between the components of the administrative system by which in a public power the laws are put into force and/ or the activities in delivery of services satisfying the public interests are planned, organized, coordinated, managed and supervised. Public management brings together a set of management process and relations that occurs between the components of the administrative system.

Public management objective is to satisfy the public interest by creating an appropriate institutional framework, allowing the application of normative acts, which means also the adaptation of normative acts with inner juristic force, the adoption of laws or according to circumstances of decrees, ordinances, regulations, organization regulations or effective implementation of public services. The process undertaken in the public sectors are both management process and execution.

## **2.3: Management practices in Private Institution**

This study aims at giving out a discussion of management of human resource/lecturers in private universities in Lusaka province. The private university is an academic Institution managed by individual foundation with all certain characteristics differently handled and managed so that it adversely affects the academic performance especially the performance of lecturers. This research explains the influence of leadership style and organizational culture to the motivation and the implications of the lecturers’ performance in private universities by taking research location in Lusaka province.

Management of private universities is an effort to improve the quality of university results for competing Nationally, regionally, and globally and one of them is management process, this research examined the role of

factors manage process alignment in private university correlation with academic atmosphere, service quality and performance measurement of the university in all management categories.

#### **2.4: Comparison of Management practices in Public and Private Universities**

The universities are led by a Chancellor where the Vice Chancellor is the Chief Executive officer and the academic leader of the university. Other administrative officers include, Registrar, the dean of schools, the Controller of examinations or/and the Librarian, (*FederaluniversityOrdinance,2002*)

University teaching staff is divided into cadres of professors, Doctors, Senior lecturers and lecturers. The vice chancellor cannot administer all university affairs alone, therefore, he/she appoints and delegates some of his powers to senior lecturers/members of the university. In a university all the offices are responsible to work for the improvement of education and to achieve the best in all related areas in both teaching and administration.

Regarding the challenges of the 21<sup>st</sup> Century (*Dunphy,2001*)acknowledges that universities are endeavoring to function in a more competitive manner, they assert that the world is facing many changes in every walk of life, including education, therefore, the pace of progress must be doubled or tripled by both the state and the community alike. Participatory administration is a fairly cutting edge and it is more acknowledged than authoritarian leadership style because in participatory administration, the decision making is always with mutual consultation and discussions. Participatory administration is characterized as an arrangement of structures and procedures which can improve the internal and external organizational system to make it a successful unit.

Regarding the quality of graduates produced by the University in the developing countries have numerous education foundations which are now winding up in circumstances where old strategies for administration are no more successful in ensuring a bright future for the institution – ICT interaction, (*Thaigarajale& Dale, 2001*). The further narrate that administration pattern fluctuate from nation to nation. The administration of an advanced education framework mirrors the general public in which it exists and may be an impression of the main political framework.

Also various variables, for example internationalization, advertising, competition, improvement of advanced level learning and most noteworthy, regular and constant checks and balances have added much importance to the quality of higher education for all stakeholders at the national level by keeping in mind the percentage of the points of value instruction, (*Faridullah, 2010*). He also elaborates on the major areas of standard education which included qualified staff, quality students, upgraded curricula, conducive learning environment, systematic administration and proper accountability system.

### **3. METHODOLOGY**

#### **3.1: Research Design**

The researchers' research design was descriptive design research. As the name implies, it is intended to describe the present status of the research topic that includes how the data for this research was collected, what type of instruments were used and the intended means for analyzing data collected, (*Labaree, 2009*). The research design further refers to as the overall strategy that the researcher choose to integrate the different components of the study in a coherent and logical way, thereby ensured that the tools used will effectively address the research problem.

It however, constitutes the blueprint for the collection measurement and analysis of data. It is as well a very organized procedure utilized by a researcher to carry out a scientific study. In this case a questionnaire has been organized to collect the needed data from 5 types of respondents as Vice Chancellor, University Registrar, Dean of schools; Human resource officer and 20 lecturers form the 5 selected private universities in Lusaka province, which gave out a total of 120 respondents towards this research.

#### **3.2: Research Sites**

The research was conducted in Lusaka province at Apex medical University, DMI St Eugene University, Gideon Robert University, Rockview University and St Bonaventure University.

### 3.3: Population, Sample and Sampling procedure.

The population of the study consisted of 12 well registered private universities where 5 selected private universities were selected for research data collection.

The sample consisted of 1 respondent. Representative samples of 5 selected private universities were randomly selected from 12 private universities in Lusaka province. Sampling is the procedure a researcher uses to gather people, place or objects from a population such that the selected group contains elements representative of the characteristics found in the entire population, (Agesa 2012). The simple random sampling procedure was used to select the 5 private universities while the other sample consisted of 115 participants in which among these 3 administrators' were purposely selected because of the nature of their official positions in the university. They consisted of 3 administrators as Vice Chancellor, the Registrar and the Dean of schools and above all 20 lecturers from each of the 5 selected universities.

In the sampling of institution, the study adopted the stratified cluster random sampling technique in the province. The universities were stratified from the 12 well registered private universities in order to select 5 universities for the needed research data.

### 3.4: Data Analysis

In this research, data was analyzed qualitatively through the questionnaires which were used as data collection tool. Thematic approach was used for data analysis with the categorization of themes from the prepared questionnaires, (Smith, 2013). The data gathered was analyzed according to the themes of the study, in the order of the research objectives and questions. Data generated from the questionnaire was analyzed by a combination of software MS Access, SPSS and MS deviation and where possible related statistics were applied.

### 3.5: Ethical Consideration

When the research was conducted, the researcher treated the participants with all the respect they deserve. Consent letter was sort from Rockview University from the Dean Post graduate students before carrying out the study and their participation was purely voluntary. The researcher visited all the concern Lusaka based private universities which were under this research by seeking permission from relevant authority. The researcher presented an introductory letter to the concerned individual private universities which allowed the researcher to carry out this study. The information of the study was availed to the participants before they took part. Above all, the information collected from the respondents through the questionnaire was assured to be treated as confidential by all means.

## 4. FINDINGS AND DISCUSSION

Research findings showed that the overall level of university lecturer management in private institutions is relatively low. The study established that university lecturer management is at low level only in the dimension of university lecturer further education attainment, low academic self-development, low training levels, no clear yearly planning and specification of hours, full scholarship from the university, partial scholarship from the university, scholarship from external agencies i.e., office of the Ministry of Higher Education, and lack of support to learn from working experiences in the institution through the mentoring system training. Therefore, the crux of the problem remains that many private university lecturers do not have adequate opportunities and funds for pursuing further study at doctoral level.

**Table1: Mean and Standard Deviation of Human Resource Development Levels**

University lecturer management	Mean	S. D	S <sup>2</sup>	Level of Evaluation
Training	2.28	2.28	2.28	Relatively low
Further education attainment	1.40	1.40	1.40	Low
Academic self-development	2.48	2.48	2.48	Relatively low
Learning from working experience	2.69	2.69	2.69	Relatively high
Total	2.21	0.53	0.28	Relatively low

**Source: Field data,2021**

#### 4.2: How do lecturers in various Departments affect the Management of Private Universities?

Table 2 below shows the responses varied as follows; 75% (n=90) said lecturers in various departments influence the management in private institutions by having departmental orientation meetings with new entrants on behalf of the university management for effective teaching. Only about 21% (n=24) of the respondents were against the notion that lecturers in various departments influence the management in private institutions by having departmental orientation meetings with new entrants on behalf of the university management for effective teaching. The rest 6% (n=51) were not sure.

Therefore, results of the study show that lecturers in various departments influence the management in private institutions by having departmental orientation meetings with new entrants on behalf of the university management for effective teaching. However, the above results correspond with the following verbatim as typical examples concerning the providing of conducive infrastructure development in private institution of higher learning in Lusaka province.

##### 4.1 Departmental orientation with new entrants

**Table2: Departmental orientation with new entrants**

	Frequency	Percentage
Agree	58	48
Strongly Agree	32	27
Undecided	15	13
Disagree	9	8
Strongly Disagree	6	5
<b>Total</b>	<b>120</b>	<b>100</b>

*Source: Fieldwork, 2021*

## 5. CONCLUSION

Results of the study have shown that university lecturers from private institutions level of management is very low. The dimension that was taken to be at high level was learning from working experiences. The training and academic self-development dimensions were evaluated at relatively low level. The problematic dimension was on further education attainment, especially related to funding. A large number of lecturers spent their own funds to further their studies. Some obtained partial support from the university, while no private university lecturers received government scholarships. As a result, the university should have policy in budget allocation to support the lecturers to further their higher education. The comparison of the mean of lecturer development classified by sizes of the university found that the management of the lecturers in medium and large-sized private universities lower than those in public institutions with statistical significance at the confidence level of .05. However, the lecturers in private universities obtained no differences in the management level and support for further education attainment.

Furthermore, it has been shown that orientation provides employees with basic information needed to function effectively in the organization. Managers or supervisors plays a key role in the departmental orientation process. The supervisor is responsible for giving the new employee the tools and resources to be successful in the new position.

The testing of variances of individual personal factors including gender, age, number of years of working, hiring status, and faculties affiliation was conducted. Overall, female lecturers obtained higher level of management than male lecturers did. The lecturers with different number of years of working obtained different level of management, especially in further education attainment and learning from working experience dimensions. The lecturers with different hiring status obtained different level of development, especially in training, academic self-development, and learning from working experience dimensions. The dimension of further education attainment yielded no different results for the lecturers with different hiring status. It has been established that the lecturers belong to different faculties obtained different level of development. That is, the lecturers in science fields obtained higher levels of development. Lastly, the age of lecturers did not statistically impact the level of development.

## 6. RECOMMENDATIONS

The recommendations of this article were done following on the Management of University lecturers in private universities in Lusaka province of Zambia as follows: -

1. Private universities should establish a staff exchange program especially the non- teaching staff with already established universities especially public universities. This will reduce dependency on just a few members of staff and will enhance trust.
2. Management of the private universities should put in place modern financial management control systems especially adoption of computer related packages to make sure they are able to plan properly and avoid financial surprises. There is need to priorities expenditures such that most pressing issues are spent on while they leave behind some funds to cater for the unforeseen circumstances
3. Cooperation should be established amongst universities with financial institutions such as banks to make sure that whenever the university is in financial crisis, it can easily access funding from a bank which can be paid latter. Such funding can be arranged at an affordable interest rate.
4. Private universities should operate a student exchange program which will help students not to look at these universities as competing organizations but sources of knowledge. This can be achieved by having an arrangement that can help students access facilities of other universities which will enhance learning.
5. Since organizational communications also make a difference, it is imperative for the university to set a policy of continuous communication aimed at providing information to university lecturers on the chance of getting funding for further studies and training. In essence, the communication channels should be a two-way process, formally, informally, and easily accessible.
6. Top management support also plays a positive role in university lecturer development. Thus, it is suggested that university leaders show their strong determination for supporting the development of university lecturers.
7. University cooperation with other organizations is also found to enhance university lecturer development. Thus, establishing agreements, academic collaborations with other universities and resourceful institutions will guarantee the sustainability of successful university lecturer development.
8. Positive incentive factors also contributed to university lecturer development. Thus, universities should set out clear policies for rewarding some specific incentive for university lecturers that successfully complete further education. Promoting those successful graduates or appointing them to be permanent university members is probably a realistic positive incentive action.

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