

The Level of Management of Lecturers in Private Universities of Lusaka Province, Zambia

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Abstract: University lecturers are high in human capital value for the development of a nation. In Zambia, there has been inadequate and no-direct empirical evidence of the degree of university lecturer management. The study assessed the level of management of university lecturers in private institutions of Lusaka province, Zambia. A quasi-experimental design which followed a quantitative approach was employed. A mixed methods research strategy was employed, which includes quantitative and qualitative data. Questionnaires were used to collect data by using a sample of 120 from five selected private institutions. Inferential statistics were utilized to test hypotheses using Statistical Package for Social Sciences version 26. The results of the study showed that the level of management of university lecturers in private universities is very low ($\bar{x} = 2.21$) due to; lack of training ($\bar{x} = 2.8$), lack academic self-development ($\bar{x} = 2.48$); lack of further education attainment ($\bar{x} = 1.4$), lack of promotion, lack of human resource, poor communications within the university, lack of support from the top management, lack of support for publication and undertaking research ($\bar{x} = 2.65$), lack of support to participate in national conferences, seminars and academic article presentation ($\bar{x} = 2.30$), and poor conditions of service. In view of the findings, the study recommends that top management should put in place guidelines concerning recruitment, promotion and staff welfare to avoid unnecessary dissatisfaction caused to staff members due to lack of systems. The study also recommends that top management should establish agreements, academic collaborations with other universities and resourceful institutions to enhance and guarantee the sustainability of successful university lecturmanagement. Further, top management in private institutions should have policy on budget allocation to support the lecturers to further their higher education.

Key words: Lecturer, Management, factors, private institution

1. Introduction

The present environment is changing all the time. Thus, various organizations need to have the capacity to adapt in order to be competitive. Organizations face three competing challenges, which are: 1) The challenge of sustainability or the survival of the organization in the environment, where there is a great deal of dynamic competition 2) Organizations must be prepared to deal with challenges at a global level, and 3). The importance of modern technology helps improve the efficiency and quality of work. (Noe, 2010). The external environment is changing and it will change in the near future. Thus, organizations must adjust their strategies and the directions of human resource development in order to meet the challenges of vigorous competition in the region's international context and for gaining the competitive edge in the process (Leardchai, 2011).

Lecturers at every institution are considered valuable resources and are important components in various work operations. Hence, human resource development has been designated as an important policy and is considered a crucial strategy for national development. All these can be witnessed in the Zambia National Curriculum Framework, which emphasize lecturers as the center of development. The Zambia National

Curriculum Framework have indicated that human resource development is a kind of government investment (MESVTEE, 2013).

In addition, The Zambia Seventh National Development Plan 2017-2021 (ZSNDP) has designated a strategy for human development within the learning society which provides lifelong, sustainable learning. The purpose was to provide development for the Zambian people of all ages by providing skills in public services in five areas, which included learning throughout one's lifetime, being able to think, to act, and to synthesize the accumulated knowledge and be able to extend one's self toward innovative endeavors (ZSNDP, 2017)

The fact that human resource is important for the organization's ability to compete has stimulated human capital investment in the learning process, in training, and in health care for personnel has been initiated in order to raise human capacity levels. The reason is that humans help improve the value and capacity of organizational competition (Kim, 2006). The tertiary or the college level education is expected to be the important mechanism that will enhance the nation's competitive edge. However, such responsibility cannot be realized if lecturers' management is not promoted, particularly, training of personnel in academia (OHEC, 2007).

The Zambian educational system is heading toward changes in order to meet the demands of global educational management (MESVTEE, 2013). Therefore, education is deemed as an important means in which to contribute to Zambia's national development.

Education is the foundation for national development and can also create cooperation, which increases the capacity to compete with other countries. Thus, education can help nations to achieve sustainable economic development.

Private institutions have important roles in educating people and are the most important institutions, which produce educated graduates who can contribute to the development of Zambian society. It is crucial that these private institutions must be able to adapt in order to handle changes that take place in the world. The creation of a good educational system can aid the sustainable development of a nation. Therefore, educational institutions need to promote the overall educational development through the training and development of university lecturers (Kim, 2006).

Lecturers are the most valuable resources to the university. If the university wants to achieve academic excellence, lecturers are the most important components, which may lead to either success or failure in achieving academic excellence. The management process must result in instructor's increasing their productivity by performing their jobs in private universities and in taking responsibility for their own self-development. It is crucial that the potential of lecturers' must be cultivated and promoted in order to achieve this goal (Leathbarrow, Fletcher, Currie, 2010).

The responsibility of the higher educational system is to produce educated graduates in order for them serve the society and the country efficiently. Thus, the ability to take on such responsibility requires high efficiency in educational achievement and how lecturers are managed in private institutions. Lecturers should be well-trained, competent, skillful, attentive, well intended, devoted and should have positive attitudes toward teaching. All these qualities will eventually contribute to the creation of quality universities in private institutions in Zambia and only if lecturers are managed well (Higher Education Authority Act No 13, 2014).

The main agencies that control the standards of the institutions of higher education are composed of two organizations, The Ministry of Education (MoE) and Higher Education Authority (HEA). However, how lecturers in private institutions are managed is not yet known. Thus, the need to assess the level of management of university lecturers in private institutions of Lusaka province, Zambia.

2. Methodology

The quasi-experimental study design on assessing the level of management of university lecturers in private institutions of Lusaka province, Zambia was accomplished through a quantitative approach. Hundred and twenty (n=120) respondents participated in this study from five selected private institutions namely: institution A, institution B, institution C, institution D, and institution E in Lusaka Province of Zambia. Data was gathered using semi-structured questionnaire. The semi-structured questionnaire was used primarily for its ability to elicit and generate data on assessing the level of management of university lecturers in private institutions.

Researchers employed the semi-structured questionnaire because it has an advantage over the interview in that it allows one to sample more units, at lower or no cost (Cohen, Manion, and Morrison, 2008). It helps to simultaneously solicit for opinions and experiences of participants in the natural settings (Creswell, 2014; Zulu, Nachiyunde, Nalube, Mwansa, 2022).

3. Research findings

The level of management of university lecturers

In order to establish the level of management of university lecturers in private institutions, questions on university lecturer management asking about training, further education attainment, academic self-development, and learning from working experience were asked, and the study has revealed that the overall level for university lecturer management was relatively low. The ranking of level of management from high to low were university lecturers' learning from experiences, training, academic self-development, and further education attainment, respectively as shown in Table 1.

Table 1: Mean and Standard Deviation of Lecturers Management Levels

University lecturer management	Mean	S.D	S ²	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

As shown in Table 1, the overall management level of private university lecturers in Lusaka province areas was relatively low (\bar{x} = 2.21). When the dimensions were considered, it was found that the lowest level of the university lecturer management was on further education attainment dimension (\bar{x} = 1.40). It was at low level. Training (\bar{x} = 2.28) and academic self-development (\bar{x} = 2.48) were at relatively low level. The management dimension that the university lecturers obtained most was learning from working experiences (\bar{x} = 2.69). The dimension of the university lecturer management in the lowest level was further education attainment (\bar{x} = 1.40).

Training

Regarding training, the private university lecturers were asked about the quantity of training each year, planning and hour specification of training, benefits gained from training for teaching, researching, and academic services. It could be concluded that the lecturers obtained training at a relatively low level and were especially unclear about yearly planning and hour specification of training as shown in Table 2.

Table 2: Mean and Standard Deviation of Human Resource management Levels

	Mean	S.D	S ²	Level of Evaluation
To what extent do you obtain training	2.18	0.75	0.56	Relatively low
Your institution has a clear yearly planning and specification of hours for training	2.13	0.80	0.64	Relatively low
The overall result from the previous training gave you various knowledge and skills beneficial directly for teaching, researching, and academic services	2.58	0.80	0.64	Relatively high
Apart from Items 1-3, to what extent do you obtain training overall	2.23	0.82	0.67	Relatively low
Total	2.28	0.66	0.44	Relatively low

Source: Field data, 2021

According to the data shown in Table 2, it was found that the overall management of private university lecturers in Lusaka province, in regards to the training dimension, was relatively low ($\bar{x}= 2.28$). When examining each facet, it was shown that one facet was at relatively high level, while the other three facets were at relatively low level. The ranking of the facets from the highest mean to the lowest are as follows. The overall result from the previous training gave you various knowledge and skills beneficial directly for teaching, researching, and academic services ($\bar{x}=2.58$), to what extent do you obtain training overall ($\bar{x}=2.23$), to what extent do you obtain training each year ($\bar{x}=2.18$), and your institution has a clear yearly planning and specification of hours for training ($\bar{x}=2.13$). therefore, results shows that the level of private university lecturers is very low.

Further Education Attainment

From three questions asking about whether the respondents were pursuing their further studies, types of scholarship received, and level of scholarship support from the university, it could be stated that private university lecturers did not receive scholarship support to further their education at a low level. The details are elaborated on in Table 3.

Table 3: Further Education Attainment

Type of scholarship	%	No.
Full scholarship from the university	15.83	19
Partial scholarship from the university	22.50	27
Scholarship from external agencies i.e., Office of the Ministry of Higher Education	19.60	23
Self-support	30.00	40
No comments (for those who have not further their education attainment or who have already completed their doctoral degrees)	9.6	11
Total	100.00	120

Source: Field data, 2021

Table 3 above however shows types of scholarship to further education. The results gained from the research samples showed that the lecturers supported themselves most with the percentage of 30.00. The second highest was 22.50 percent of the lecturers, who received partial scholarships from the university 15.83 percent received full scholarships from the university and 19.6 percent received scholarships from external agencies, i.e., Office of the Ministry of Higher Education. Finally, 9.6 percent of the lecturers who had not furthered their educational attainment or who had already completed their doctoral degrees did not give any comments. The researchers also wanted to know types of scholarships attained by private university lecturers and the results were summarized in Table 4 below:

Table 4: Percentage of Scholarship Types for Further Studies

Further Education Attainment	Percentage	Number
Have not pursued doctoral degree	85.6	115
Pursing master's degree	1.1	2
Pursuing doctoral degree	1.1	2
Already completed doctoral degree	13.0	4
	100	120

Source: Field data, 2021

It is shown in Table 4 that 45.1 percent of the lecturers had not pursued their studies for doctoral degrees, while 40.8 percent of them were undertaking their studies for doctoral degrees. 13.0 is the percentage of the lecturers who had already completed their doctoral studies and only 1.1 percent of them were undertaking their studies for master's degrees, although this might reflect in the fact many staff have at least a Master's degree. Additionally, the researchers wanted to know the level of scholarship support from the university and the results were summarized in Table 5 below:

Table 5: Percentage of Comments on Scholarship Support from the University

Scholarship supports from the university	Percentage	Number
High	3.9	5
Relatively high	13.7	16
Relatively low	14.1	17
Low	52.1	63
No comments	16.2	19
Total	100	120

Source: Field data, 2021

As shown in Table 5, the percentage of the lecturers who agreed that the university supported scholarship at high level was 13.7 and 3.9 percent for those who agreed that the university supported scholarship at low level. 52.1 percent, of the lecturers who had not furthered their education attainment or who had already completed their doctoral degrees did not give any comments. Therefore, it could be stated that the problem in education was that the lecturers received low levels of scholarship support from the university show that the level of management of the lecturers in private institution is very low.

Academic Self-Development

There were five questions on ability in doing research, ability in writing textbooks, encouragement from the university to obtain an academic position, participation in national level conferences, seminar, and academic article presentation. It could be concluded that the lecturers received academic self-development at relatively low level. The results are shown in Table 6 below.

Table 6: Academic Self-Development

Academic Self-development	Mean	S.D	S ²	Level of Evaluation
Your ability in undertaking research Increases	2.65	0.69	0.48	Relatively low
Your ability in writing textbooks Increases	2.52	0.77	0.59	Relatively low
Your university encourages you to obtain an academic position	2.46	0.89	0.79	Relatively low
You participate in national level conferences, seminars, and academic	2.30	0.92	0.85	Relatively low

article presentation

Apart from Items 1-4, to what extent do you have self-development overall	2.48	0.86	0.74	Relatively low
Total	2.48	0.62	0.38	Relatively low

Source: Field data, 2021

The results shown in Table 6 indicated that the overall development level of the university lecturers in the dimension of academic self-development was relatively low (\bar{x} = 2.48). When each facet was considered, it was found that two facets were at high level and the other three facets were at relatively low level. The ability of lecturers to undertake research (\bar{x} =2.65) and write textbooks (\bar{x} = 2.52) were two facets at high level. Overall, the lecturers had self-development at low level (\bar{x} = 2.48). The other two facets at low level were the support of the university for the lecturers to obtain academic positions (\bar{x} =2.46) and the lecturers' participation in national level conferences, seminars, and academic article presentation/production (\bar{x} =2.30).

Learning from working Experiences

According to the six questions on receiving chances to exchange experiences or to learn new tasks in the

organization, gaining experiences in working, and receiving supports for management from the university, it could be stated that the lecturers obtained development in the dimension of learning from working experiences at a relatively high level. The results are shown in Table 7.

Table7: Mean and Standard Deviation of Learning from Working Experience for private University Lecturers

Learning from Working Experiences	Mean	S.D	S ²	Level of Evaluation
You are supported to learn from working experiences in the institution through the mentoring system	2.66	0.90	0.67	Relatively high
You gain more experience from working at this university	2.34	0.75	0.81	Relatively high
Apart from items 1-3, to what extent do you gain learning from working experiences overall	2.97	0.76	0.56	Relatively low
What level of scores from 0-10 do you give for your self-development?	2.81	0.87	0.58	Relatively low
What scores from 0-10 do you give to the university for supporting the lecturer development?	3.00	0.93	0.76	Relatively low
Total	2.69	0.62	0.38	Relatively low

Source: Field data, 2021

According to Table 7, it was found that private university lecturer development level within the private universities in the dimension of learning from working experiences was relatively high as a whole (\bar{x} = 2.69). When each facet was examined, it showed that four facets were at relatively high level and the other two facets were at relatively low level. Ranking from the highest to the lowest mean were getting chances to exchange experiences or learn new tasks in the institution (\bar{x} = 2.66), level of self-development from scores 0-10 (\bar{x} = 3.00), gaining more experiences from working at this university (\bar{x} = 2.97), learning from working experiences overall (\bar{x} = 2.81), level of support for lecturer development from the university (\bar{x} = 2.40), and supports to learn from working experiences in the institution through the mentoring system, respectively. Consequently, assigning leadership and role model lecturers to be mentors for new lecturers could help the university lecturers improve their learning from working experiences.

4. Discussions

Levels of university lecturers' management

Research findings shows that the level of university lecturer management in private institutions is relatively low. The study further established that the level of university lecturer's management in private institutions is very low due to; low academic self-development, low training levels, lack of full scholarship from the university, lack of partial scholarship from the university, lack of scholarship from external agencies i.e., office of the Ministry of Higher Education, poor conditions of service, poor communication strategies, and lack of support to learn from working experiences in the institution through the mentoring system training. Therefore, the findings of the study suggests that 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. The findings of the study are in harmony with the study done by Pensri (2007) who found that lectures in private institutions are not managed well due lack of proper channels of communication and poor conditions of services.

It has also been established that the lowest level in the dimension of academic self- development among the private university lecturers is the participation of the lecturers in national level conferences, seminars, and academic article presentation. In his study, Arokiasamy (2011) found that very few lecturers both in public and private universities were supported by their management to participate in international and local conferences.

Therefore, the research suggests that private universities in Lusaka should help and pay for lecturers to take part in more national level conferences, seminars, and academic article presentation and provide lecturers with the training and resources to do so.

In view of the above findings, it can be argued that low management of university lecturer in private universities further education attainment, low on training, low academic self-development, and poor conditions of service seriously affects their management. Furthermore, the majority of those who are studying use their own funds. Some receive partial university support and very few get full support from the Office of Higher Education or other governmental agencies. The findings of the current study are supported by Blackwell and Blackmore (2003) who in his study found that majority of the lecturers who were studying used their own funds.

Additionally, results of the study shows that university lecturers in private institutions are not funded for scholarships for further education both in domestic institution and abroad. In his study, Khasawneh (2011) found that on average, university lecturers should be funded for further educations. Thus, it can be argued that various sizes of private universities in Lusaka district should reflect different level of university lecturer management and development. The hypothesis has been confirmed in all four dimensions of university lecturer development and management. University lecturers in the larger size of university receive more development and management because of their access to more resources and a higher budget than the small university.

5. Conclusion

The study sought to assess the level of management of university lecturers in private institutions of Lusaka province, Zambia. 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. 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.

The study findings show that lecturers influence the management of private institutions by advocating for good conditions of service. The status of private university lecturers and the status of education are closely related. Additionally, low salary and poor working conditions affect the management of university lecturers in private institutions.

6. Recommendations

1. The management of private universities should put much more focus on human resource management to avoid any surprises. They should put in place guidelines concerning recruitment, promotion and staff welfare to avoid unnecessary dissatisfaction caused to staff members due to lack of systems.
2. The management of private institution should set up 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.
3. The management of private institutions should set out clear policies for rewarding some specific incentive for university lecturers that successfully complete further education.
4. Management from private institutions should cooperate with other organizations to enhance university lecturer development and management. Thus, establishing agreements, academic collaborations with other universities and resourceful institutions will guarantee the sustainability of successful university lecturer development.

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