

Influence of Educational Management on the Achievement of Global Competitiveness for Sustainable Development in Tertiary Institutions in Benue State

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Abstract

This paper examined the influence educational management on the achievement of Global Competitiveness for Sustainable Development in tertiary institutions in Benue State, Nigeria. Descriptive survey design was used for the study. Three tertiary institutions in Benue State were purposively selected for the study. The population of the study was 2500 with sample size of 250 Academic Staff as respondents which were randomly sampled. The instrument for data collection was a self-structured 23-item questionnaire titled “Influence of Educational Management on the achievement of global competitiveness Questionnaire (IEMAGCQ). Three research questions and one null hypothesis were formulated to guide the study. Data collected were analyzed using Mean and Standard Deviation to answer the research questions while chi-square was used to test the hypothesis at 0.05 level of significance. The findings revealed that boosting staff morale, training of staff and embracing of information Communication Technology influences the achievement of global competitiveness for sustainable development in tertiary institutions in Benue State. The study therefore, recommended that government should adequately fund tertiary institutions so that human and material resources could be adequately managed and staff morale boosted.

Keywords: Educational management, Global competitiveness, Sustainable development.

Introduction

Education plays a key role in sustainable development in terms of growing openness and integration of the world which has led to comparing individuals, organisations, countries and regions. Education is the engine of growth and development, hence, higher education all over the world is driven by such factors as organizational, economic and financial mechanisms (Kuzminov, Semyonov and Froumin 2013 & McClure, 2016). The system that wants its educational system to be competitive, to meet needs of national economic development and meet the international quality standards, attract international students, has to put good educational management in place. The notion of competitiveness as an economic category is used today to describe all types and fields of activities (Bhawsar and Chattopadhyay 2015).

Competitiveness is a set of properties, characteristics of some entity that determine its ability (willingness) to best satisfy a particular need of the individual, groups and society as a whole. According to Porter (1998), the main factors of the formation of competitive advantage

are resources factors (human resources, material and financial resources, infrastructure, and intangible capital) and demand factors (its structure, size, and degree of internationalization; the characteristics and preferences of the target audience). The abilities of graduates to compete in the labour market (Konoplyanskij 2016).

Globalization is a phenomenon where the borders separating countries are disappearing. This however allows the flow of science, technology, engineering, economy, knowledge, people, values and ideas to cross borders (Infeakor, Obiadazie and Anujeonye. 2014). Globalization affects countries in different ways due to nation's history, traditions, culture, resources and priorities. Its determinants include competition over funding, superior educational infrastructure, quality teachers across the world, top international students, academic contents, entrepreneurial education and the influence of Information Communication Technology (ICT). Global competitiveness is in the form of efficiency level encompassing all of the institutions that will ensure growth in a country, policies and factors of production. Competitiveness in an institution depends on the factors of annexing human and material resources for the achievement of globalization, these factors include boosting of staff morale, training and the use of ICT.

Educational management according to Akpakwu (2008) is defined as the ability of the educational manager to judiciously utilize the human, material, financial and time resources towards the efficient and effective achievement of the objectives of educational institutions. Ogbonnaya (2009) on the other hand sees educational management as being concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals. Ogbonnaya further stated that, it is the application of the process of planning, organizing, coordinating, controlling and evaluating human and material resources. Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategise and implement structures to execute an education system. The overall purpose of educational management is to effectively and efficiently create and maintain environments within educational institutions that promote, support and sustain effective management. It concerns the planning and formulation of educational policies and programmes that will enhance the achievement of global competitiveness. In order for educational management to be able to enhance global competitiveness, boosting of staff morale, training and moving with the trend via Information and Communication Technology are inevitable (ICT). Boosting of staff moral involves those fundamental drives, needs and desires that motivate staff to putting in the necessary efforts towards the achievement of the institutional goals. Generally, people who are satisfied on the job are more highly motivated (Zatzick and Iverson, 2006). Educational management has to realize that a motivated staff can contribute powerfully to the achievement of global competitiveness for sustainable development. This is also applicable to training.

Training according to Jones and George (2006), is the teaching on how to perform effectively and efficiently on the job. Training is considered to help increase productivity. Training is positively related to motivation and is of growing importance to organizations

seeking to gain advantage among competitors (Abtahi, 2009). To be globally competitive today requires developing global competence. Equipping staff with skills to compete is imperative. The world is more interconnected and interdependent and stakeholders (Staff and students) need to be globally competent to succeed. This means that everyone needs the awareness, skills and knowledge to understand, navigate and flourish in this increasing global economy.

Academic staff are teachers, have the primary duties of ensuring effective classroom management. Global competitiveness could be sustained by a trained and satisfied staff on whose achievement of expected goals is believed to hinge on (Brewer 2005). In education, global competitiveness can be characterized as set of skills and factors that support individuals' personal and professional productivity in the communities and in the world. Competitiveness is connected with higher productivity of the institution which could be achieved and sustained through boosting of staff morale, training and Information communication technology. Akintoye and Opeyemi (2014) define sustainable development as a process of responding to global issues in terms of development that meets current needs. Development is a process that affects virtually all aspects of life in the society. Tardoo (2012), conceptualized development as a general transformation which include the tertiary institutions. Akpakwu (2013), defined development as a process of building the skills and knowledge of the members of an organization so that they can be adequately prepared to take up new responsibilities and challenges on the job. Sustainable development therefore, is a process whereby the living conditions and resources be it human, material among others are continuously explored to meet the needs and aspirations of the nation. In the context of the paper, the concept of sustainable development implies the process of continually meeting the needs of the institutions in the face of future pandemic and possibly lock-down. To be able to compete and sustain global competitiveness, educational managers have to put in place means.

Statement of the problem

This study, Influence of Educational management on the achievement of global competitiveness for sustainable development was carried out on how tertiary institutions in Benue State have strived after the global pandemic and the lock-down. Tertiary education is the third level education after secondary school. These include the universities, polytechnics, colleges of education and monotechnics. It is a place for human and capital development. It is the engine of growth and development. These institutions are expected to globally compete. The recent ranking, out of the 19788 universities and institutions ranked, 2000 were considered for global ranking, the top five universities were from Europe while 68 were from Indian and only four from Nigeria; these were the first-generation universities (Centre of World Universities Ranking, 2021). The criteria used were research output, high quality publications, influence, citations, quality of faculties/academic staff, alumni employment and quality of education. Sometime in 2022, all the Unions on Nigerian campuses (Academic Staff Union of Universities (ASUU),

Senior Staff Association of Nigerian universities (SSANU), Nigerian Association of Staff of Universities (NASU) and Association of Staff union of Technologists (ASUTON)) were on strike for absence of funding for revitalization of public universities. The researchers have observed with dismay that there is a paradigm shift, priorities are given to children school feeding, politics and other less important issues. The neglect could result into less commitment; and non-challant attitude among the stakeholders. The researchers have observed gaps in the tertiary institution in the area of boosting of staff morale, training and Information Communication Technology (ICT). This study is carried out to be able to annex the influence of educational management on the achievement of globally competitiveness for sustainable development.

Purpose of the Study

The purpose of the study is to examine influence of educational management on the achievement of global competitiveness for sustainable development in tertiary institution in Benue state. Specifically, the study seeks to:

1. Examine the influence of boosting of staff morale on the achievement of global competitiveness for sustainable development.
2. Establish the influence of staff training on the achievement of global competitiveness for sustainable development.
3. Find out the influence of Information Communication Technology on the achievement of global competitiveness for sustainable development.

Research Questions

This study was guided by the following research questions:

1. What influence does boost of staff morale have on the achievement of global competitiveness for sustainable development?
2. What are the types of training given that would influence the achievement of global competitiveness for sustainable development?
3. What influence does Information Communication Technology have on the achievement of global competitiveness for sustainable development?

Research Hypothesis

The following hypothesis was formulated and tested:

1. There is no significance influence of educational management on the achievement of global competitiveness for sustainable development.

Methodology

This study adopts descriptive survey design aimed at finding out the influence of educational management on the achievement of global competitiveness for sustainable development. Three tertiary institutions in Benue State were purposively selected for the study. The population of the study was 2500 which comprise of Academic Staff. The sample size of 250 respondents was randomly selected. The instrument for data collection was a self-structured 23-item questionnaire titled “Influence Educational Management on the achievement of global competitiveness Questionnaire (IEMAGCQ). The instrument comprised of three Clusters A, B and C. The responses are Strongly Agree (SA), Agree (A), Disagree(D) and Strongly Disagree (SD). Cluster A sought information of influence of boosting staff morale on the achievement of global competitiveness for sustainable development, B on the type of training that would enhance achievement of global competitiveness for sustainable development and C on the influence ICT has on the achievement of global competitiveness for sustainable development. The instrument was face validated by one expert in Test and Measurement and one in Educational Management. The instrument was trial tested and a coefficient reliability of 0.77 was obtained and this was considered adequate for the study. The 250 Academic Staff from the three tertiary institutions completed the instrument administered. Data collected were analyzed using mean and standard Deviation to answer the research questions while chi-square was used to test the hypothesis. The level of significance was set at 0.05.

Results

Research Question 1: Influence of Boosting Staff Morale on the achievement of global competitiveness.

Table 1: Mean and Standard Deviation Score Boosting Staff Morale on the achievement of global competitiveness for sustainable development

S/N	Item	\bar{x}	SD	Decision
1	Participation in decision making boost staff morale towards achievement of global competitiveness for sustainable development	2.63	1.04	Agree
2	Promotion as at when due boost staff morale towards achievement of global competitiveness for sustainable development	2.57	.95	Agree
3	Job security boost staff morale towards achievement of global competitiveness for sustainable development	3.03	.91	Agree
4	Effective communication boost staff morale towards achievement of global competitiveness for sustainable development	3.08	.08	Agree
5	Team work boost staff morale towards achievement of global competitiveness for sustainable development	3.19	.69	Strongly Agree
6	Reward for efficiency and effectiveness boost staff morale towards achievement of global competitiveness	3.22	.64	Strongly Agree
7	Prompt payment of salary and emoluments boost staff morale towards achievement of global competitiveness	3.19	.76	Strongly Agree
	Grand Mean	2.98	0.72	Agree

Table 1: reveals that all the 7 items have mean ranges from 2.57-3.22 and S.D 0.08-1.04 with a grand mean of 2.98 and S.D 0.72, the result shows the Boosting Staff Morale on the achievement of global competitiveness.

Research Question 2: Staff Training that would enhance the achievement of global competitiveness for sustainable development?

Table 2: Mean and Standard Deviation Score of Staff Training that would enhance the achievement of global competitiveness for sustainable development

S/N	Item	\bar{x}	SD	Decision
8	Opportunity for advancement enhances the achievement of global competitiveness for sustainable development	3.20	.68	Strongly Agree
9	Regular training enhances the achievement of global competitiveness for sustainable development	2.81	.86	Agree
10	Nomination for training helps in the achievement of global competitiveness for sustainable development	3.30	.67	Strongly Agree
11	Organization of seminars helps in the achievement of global competitiveness for sustainable development	3.13	.65	Strongly Agree
12	In-house training helps in the achievement of global competitiveness for sustainable development	3.35	.63	Strongly Agree
13	Academic sponsorship helps in the achievement of global competitiveness for sustainable development	3.38	.57	Strongly Agree
14	Staff Orientation helps in the achievement of global competitiveness for sustainable development	3.33	.60	Strongly Agree
Grand Mean		3.21	0.66	Strongly Agree

Table 5 reveals that the Staff Training that would enhance the achievement of global competitiveness for sustainable development had a cluster means of 3.21 and SD of 0.66. The entire item that answered the research questions has a mean that range from 2.81 to 3.38 and SD of 0.57 to 0.86. The result shows Staff Training that would enhance the achievement of global competitiveness for sustainable development.

Research Question 3: influence of information communication Technology (ICT) on the Achievement of Global Competitiveness

Table 3: Mean and Standard Deviation Score of Information Communication Technology (ICT) on the Achievement of Global Competitiveness for sustainable development

S/N	Item	\bar{x}	SD	Decision
15	Influence of Information Communication Technology enhances easy conduct of meetings	3.28	.54	Agree
16	ICT enhance higher-order of thinking	3.26	.63	Agree
17	ICT encourages collaboration among staff	3.19	.76	Agree
18	ICT enhances improvement of staff knowledge	3.17	.64	Agree
19	ICT enhance efficiency and effectiveness	3.16	.54	Agree
20	ICT help minimize cost of processing	3.24	.68	Agree
21	ICT assist in the elimination of paper work	2.87	.88	Agree
22	ICT assist in monitoring of activities	3.23	.65	Agree
23	ICT help eliminate bureaucratic processes of mails	3.12	0.76	Agree
Cluster Mean		3.16	0.67	Strongly Agreed

Table 3: reveals that all the 9 items have mean ranges from 2.87-3.28 and S.D 0.54-0.88with a grand mean of 3.16 and S.D 0.67, the result shows the information communication Technology (ICT) on the Achievement of Global Competitiveness for sustainable development.

Test of Research Hypothesis

Hypothesis 1

There is no significance influence of educational management on the achievement of global competitiveness for sustainable development

Table 4: chi-square table of educational management on the achievement of global competitiveness for sustainable development

	Df	P	Sig level	Decision
Chi-square	10	0.00	0.05	Rejected
No valid Cases	250			

(P<0.05)

Table 4 shows that the P-(sig), 0.00 is less than alpha-value of 0.05 (P<0.05) at df 10. Therefore, the null hypothesis that states that influence of educational management on the achievement of global competitiveness for sustainable development is rejected.

Discussion of findings

The study investigated the Influence of Educational management on the achievement of global competitiveness for sustainable development in tertiary institutions in Benue State. The result of the hypothesis revealed that influence of educational management on the achievement of global competitiveness is rejected. This implies that if all the variables of boosting staff morale, training and Information Communication Technology are annexed, achievement of global competitiveness would be an easy task to achieve. This finding agrees with Kuzminov, Semyonov and Froumin (2013) and McClure, (2016). In their views, Higher education all over the world is driven by such factors as organizational, economic and financial mechanisms. This is further supported by Abtahi, (2009). In his view, Training is positively related to motivation and is of growing importance to organizations seeking to gain advantage among competitors.

Conclusion

Educational management is crucial to global competitiveness. The borders separating countries are gradually disappearing, which has allowed the flow of science, technology, engineering, knowledge, people, values and ideas. Globalization affects countries in different ways due to our ideologies, history, traditions, human and material resources, quality of teachers, academic content and great impact on information and communication technology. From this study therefore, it could be concluded that staff participation in decision making, earning of promotions as at when due, with security on the job could positively help institutions to compete favourably. Aside the above, opportunity for advancement either through regular conference attendance would spur staff to compete globally with high knowledge and competence in Information, Communication and Technology. There is no doubt that educational management has influence on the sustainability of the achievement of global competitiveness in tertiary institutions in Benue State.

Recommendations

1. Government should adequately fund tertiary institutions so that human and material resources could be adequately managed and staff morale boosted.
2. Educational management should make regular human resources development a priority because it would help staff compete globally.

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