



## Staff Gender Perception on Vice Chancellors' Management of Resources in Public Universities, Bayelsa State, Nigeria

Jasper Abowei<sup>1</sup>, Florence Ebikienmo<sup>2\*</sup>, Diepreye Okodoko<sup>3</sup>

Niger Delta University

**Corresponding Author:** Florence Ebikienmo; [florencejasper23@gmail.com](mailto:florencejasper23@gmail.com)

### ARTICLE INFO

*Keywords:* Gender, Staff, Perception, Resources, Effective Management, Vice Chancellors

*Received :* 5 December

*Revised :* 23 January

*Accepted:* 23 February

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### ABSTRACT

The study examined staff gender perception on vice chancellors' management of resources in Bayelsa state public Universities. The analytic descriptive survey design was adopted. The target population was made up of 4606 staff. The sample size of 1382 staff (30%) was chosen using the technique of proportionate stratified random sampling. Fifteen (15) items questionnaire instrument developed and validated two experts, tagged SPRMVUQ was used for data collection. The male and female respondents were 822 (60%) and 560 (40%) respectively. Only the Vice-Chancellor use of democratic style of leadership promotes management of resources in the institution effectively was less than the cut-off mean score of 2.50. Alternatively, With the exception of the statement that having sufficient infrastructure improves the vice chancellor's effectiveness in the organization, the mean rating scores for all items were higher among female staff members more than the 2.50 cut-off mean score. All products' overall mean rating scores were higher than the 2.50 cut-off mean score, with the exception of the availability of adequate infrastructural facilities enhances Vice-Chancellor effectiveness in the institution. Male employees had a higher grand mean rating score (2.80) than female employees (2.74), and the overall grand rating mean score (2.77), which was higher than the cut-off mean score of 2.50, was higher. Vice-Chancellors of public universities gave male staff members a higher mean rating score than female staff members for resource management. Because the computed Z-test value of 2.413 is higher than the critical table Z-test value of 1.960 at 0.05 alpha level with 1380 degrees of freedom, the Z-test analysis is significant at the 0.05 alpha level. Hence the null hypothesis which states that, there is no significant difference between male and female staff mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria cannot be retained

## **INTRODUCTION**

According to Delany, (2017), good university education has become a right of every person and no longer the privilege of a few persons in the society. This is so because government has made it such that anybody can afford university education. Invariably, the fact that university education holds a pride of place in overall administration and development of Bayelsa State. It is also a fundamental truth that Bayelsa State can hardly maintain the even improve on the existing level of development if efficient and effective management of universities' resources is overlooked. This is because of the truism that "university education is the bedrock of development of any society". However, despite the untiring efforts of governments, in collaboration with philanthropic and/or non-governmental organization (NGO's) in a bid to enhance universities' resources, there have always been outcries of ineffective management of the scarce resources of universities. This may have informed Loasebikan, et. al; 2018 to observe that, this situation has been the root cause of students' unrests, indiscipline, examination malpractices, unemployment and laxity. The public therefore attributes the blame on the university vice chancellors for their ineffectiveness of the management of universities' scarce resources (Kentiriashi et al; 2018).

In addition to any other responsibilities granted to him by university legislation or otherwise, the vice chancellor is in charge of overseeing the institution's operations (Jenari and Santar, 2021). He serves as the Senate's chairman as well as the university's chief academic and executive officer. The Vice-Chancellor is specifically tasked with ensuring the smooth operation of the university and performs any duties that may be assigned to him or mandated by the university's statutes, regulations, and law. In addition, the Vice-Chancellor oversees all academic programs and keeps an eye on the effectiveness and orderliness of the university (Miclo et al., 2018).

Gender refers to the socially constructed characteristics of men, women, girls, and boys. This includes social interactions as well as the responsibilities, traditions, and behaviors associated with being a girl, boy, woman, or man. According to More (2019), gender is a social construct that varies from community to community and is subject to change throughout time. Gender-based inequality is hierarchical and intersects with other economic and social inequalities. Gender-based discrimination is entwined with other discriminatory traits, such as age, location, gender identity, sexual orientation, socioeconomic status, handicap, ethnicity, and sexual orientation. Henfield (2022). We refer to this as intersectionality. Sex, which refers to the various biological and physiological traits of males, females, and intersex individuals, including chromosomes, hormones, and reproductive organs, interacts with but is separate from gender. Although they are related, gender identity is different from gender and sex (Guth, 2021). Gender identity, as defined by Pi-Cheng et al. (2016), is an individual's deeply felt, internal, and distinct experience of gender, which may or may not correspond with their physiology or given sex at birth.

Gender affects people's access to and experiences with healthcare. The way health services are organized and provided can either limit or facilitate an individual's access to healthcare information, support, and services, as well as the outcomes of those encounters. Health care should be available, inexpensive, and acceptable to all, in addition to being provided with dignity, equity, and quality (Patrahau et al., 2020).

Gender inequality and discrimination pose a threat to the health and well-being of women and girls (Golinsha-Dawson, 2019). Women and girls often face greater barriers to accessing health information and services than do men and boys (Ambar and Abdul, 2018). According to Serhii et al. (2020), some of these barriers include limited mobility, a lack of decision-making authority, lower literacy rates, discriminatory attitudes of communities and healthcare providers, and a lack of education and awareness among health systems and healthcare providers regarding the particular health needs and challenges of women and girls.

As a result, among other hazards, women and girls are more likely to become pregnant against their will, contract HIV, develop cervical cancer, suffer from malnutrition, have lower vision, contract respiratory illnesses, and mistreat their elders (Felbus and Karen, 2022). Women and girls face unacceptable levels of violence that stem from gender inequality, and they are particularly vulnerable to destructive practices such as female genital mutilation and child, early, and forced marriage. According to WHO statistics, one in three women globally have at some point in their lives been victims of intimate relationship violence, which includes non-partner sexual assault or physical and sexual abuse (Spruch and Robert, 2022).

## **LITERATURE REVIEW**

Boys' and men's health and well-being can also be adversely impacted by harmful gender norms, particularly those associated with inflexible ideas of masculinity (Tomaszewska, 2020). For instance, certain ideas of masculinity may incite boys and men to smoke, engage in risky sexual behavior, abuse alcohol, and neglect to seek medical attention. In addition to becoming the target of violence themselves, these gender norms also encourage boys and men to commit acts of violence. Furthermore, they might negatively impact their emotional well-being (Indriasari and Setyorini, 2018). Rigid gender norms also negatively affect people with different gender identities, and they often face stigma, discrimination, and violence as a result, particularly in hospital settings (Anita et al., 2019). People are therefore more susceptible to HIV and mental health problems.

## METHODOLOGY

In this study, an analytical descriptive survey design was used. An analytical descriptive survey methodology helps an investigator evaluate various demographic facts of the population utilizing hypotheses, claim Tomlin and Irina (2022) (Ezeanvim and Ufoard, 2019). The demographic information of interest in this study includes staff members' gender, age, years of work experience, marital status, level of education, and teaching status. These details were used to compare their opinions on the topic being studied. The fact that this design prevents an investigator from influencing the study's independent variable is another important justification for using it.

4606 employees of three public universities in Bayelsa State during the 2021–2022 academic year comprised the study's target population (Office of the Establishment Officer of the three, 2023). The staff members from Niger Delta University (NDU), Federal University of Otuoke (FUO), and University of Africa, Toru-Orua (UAT) are 2223, 1994, and 389, respectively.

Using a proportionate stratified random sampling technique, 1382 staff members (about 30% of the total population) were chosen from three universities in Bayelsa State, Nigeria, for the 2021–2022 academic year. This was divided among 667, 598, and 117 employees of the University of Africa, Toru-Orua (UAT), Federal University of Otuoke (FUO), and Niger Delta University (NDU), respectively. The sample framing and sample distribution among the three (3) universities are shown in Table 1.

Table 1. Sample Frame and Distribution of Sample Into the Three (3) Universities

S/N	Name of University	Population of Staff	Sample of Staff
1	Niger Delta University	2223	667
2	Federal University, Otuoke	1994	598
3	University of Africa, Toru-Orua	389	117
4	Total	4606	1382

Staff Perception and Resources Management by Vice-Chancellors in Universities Questionnaire (SPRMVUQ) was constructed by the investigator of this study. The SPRMVUQ instrument has two basic segments A and B. The first segment A sought information on the demographic details of the respondents, on the other hand segment B seek for information on Vice-Chancellors management of resources in universities. In addition, the segment B was not re-categorized into further sectors; rather it contained a single variable with fifteen items on it. This simply implies that items 1-15 sought information on resources management by Vice-Chancellors in Universities. All the items were measured on a 4-point rating scale of:

- Strongly Agree (SA) 4-points.
- Agree (A) 3-points
- Disagree (D) 2-points and Strongly Disagree (SD) 1-point

Two experts and the investigator's supervisor implemented the validity of the instrument. The second expert was from the Department of Educational Foundations' measurement and evaluation unit at Niger Delta University on Wilberforce Island in Bayelsa State, while the first one was from educational administration and planning. Under the guidance of the instrument's face validity, the supervisor carried out the validity procedure. The educational management and planning expert worked on the instrument's usability and clarity in relation to the content. Alternatively, the expert from measurement and evaluation considered the validity of the instrument on the construct angle. All the constructive comments, corrections, suggestions and observations were adequately accommodated and applied properly in the final draft of the instrument. In alignment with the resultant outcome of the validity process as earlier indicated, out of the original 18 items drafted, a total of 15 items were finally approved in the instrument for utilization.

30 employees of Bayelsa State Medical University (BMU), Yenagoa, who were not included in the study's primary population, were given the instrument's reliability test, the Staff Perception and Management of Resources by Vice-Chancellors in Universities Questionnaire (SPMRVUQ). The staff was given the instrument once, and the results were used to determine the internal consistency of the instrument reliability coefficient value. Cronbach's Alpha analysis was then applied. In terms of internal consistency, the instrument's reliability coefficient value was found to be 0.82. The dependability coefficient value that was acquired had a major impact on the functionality of the instrument used to collect data for the investigation.

To actualize effective distribution and retrieval of copies of the instrument, the investigator personally deployed the utilization of three (3) research assistants that were trained or directed to support effectively on the process of distribution of copies of the questionnaire. The main objective of the utilization of research assistants was to ensure high rate of return of various copies of the questionnaire instrument distributed. A total of 1410 copies of the instrument were distributed, however, 1382 (98%) copies of the instrument were completely administered by the respondents, while 28 (2%) copies were not properly administered as a result were not utilized for the purpose of analysis in the study. The duration of period for distribution and retrieval of copies of the instrument for data collection lasted for ten (10) weeks.

The data collected in this study were analyzed with both descriptive and inferential statistical tools. The descriptive statistical tool of simple percentage analysis was utilized to analyze the demographic data in the study. In addition, mean and standard deviation descriptive statistical tools were also deployed to answer the research questions; The Z-test was the relevant inferential statistical method for the study's data analysis of the hypotheses. Every hypothesis was examined at the significance level of 0.05. Additionally, the main tool used for all of the studies was version 25 of the Statistical Package for Social Sciences (SPSS).

## RESULTS AND DISCUSSION

### *Analysis of Demographic Data*

Table 2. Simple Percentage Analysis of Respondents by Gender

S/N	Gender	Frequency	Percentage
1	Male	822	60
2	Female	560	40
3	Total	1382	100

822 (60%) of the total respondents were men, and 560 (40%) were women, according to the data in Table 2. This suggests that there were more male employees who responded than female employees.

Table 3. Summary of Mean and Standard Deviation Scores of the Difference Between Male and Female Staff Mean Rating of Resources Management by Vice-Chancellors in Public Universities

S/N	Resources management by Vice-Chancellors in Universities	Male Mean SD	Female Mean SD	Total Mean SD	Decision
1	Financial resources are properly managed by Vice-Chancellor in my institution	2.57 1.00	2.58 1.00	2.57 1.00	Accepted
2	Internally generated revenue is adequately managed by Vice chancellors in the institution	3.11 0.84	3.11 0.80	3.11 0.82	Accepted
3	Funds reached from government are utilized by Vice-Chancellor in the institution for all.	2.86 0.90	2.83 0.86	2.85 0.88	Accepted
4	The Vice-Chancellor ensures that funds provided by TETFUND are well managed in my institution	3.11 0.80	2.97 1.06	3.06 0.84	Accepted
5	Funds received from Philanthropies are adequately used by Vice-Chancellor in my institution	2.78 1.04	2.71 1.06	2.75 1.05	Accepted
6	Adequate provision of furniture is a priority	2.86 0.93	2.76 0.90	2.82 0.92	Accepted

	by the Vice-Chancellor in my institution.							
7	Inadequate classrooms affect effective management of students by the Vice-Chancellor in the institution.	3.04	0.88	2.98	0.87	3.01	0.88	Accepted
8	The Vice-Chancellor support effective provision of teaching facilities in my institution.	3.17	0.94	3.07	0.96	3.13	0.95	Accepted
9	Lack of well-equipped laboratories makes the management of facilities difficult for Vice-Chancellor in my institution.	2.76	0.98	2.55	0.99	2.68	0.99	Accepted
10	Availability of adequate infrastructural facilities enhances Vice-Chancellor effectiveness in the institution,	2.52	0.96	2.48	0.96	2.50	0.96	Accepted
11	The Vice-Chancellor relate cordially with staff in the institution.	2.70	0.95	2.59	0.96	2.65	0.96	Accepted
12	Lack of transparency in resources management by the Vice-Chancellor is a problem in my institution.	2.52	1.03	2.50	1.02	2.51	1.03	Accepted
13	Vice-Chancellor use of diplomatic ways of cautioning erring staff motivates growth in the institution.	2.79	0.95	2.80	0.96	2.79	0.95	Accepted
14	The Vice-Chancellor use of democratic style of leadership promotes management of resources in the institution effectively.	2.47	0.97	2.53	0.98	2.49	0.98	Rejected

15	Vice-Chancellor use of autocratic style of leadership is detrimental to the well-being of staff in my institution	2.68	1.01	2.66	1.02	2.68	1.02	Accepted
Grand mean		2.80	0.41	2.74	0.41	2.77	0.41	Accepted
Cut-off mean = 2.50; Male = 822; Female = 560 and Total = 1382								

According to the data in Table 3, male staff members' mean rating scores for every item were higher than the 2.50 cut-off mean score, with the exception of item 14, which had mean ratings of 2.57, 3.11, 2.86, 3.11, 2.78, 2.86, 3.04, 3.17, 2.76, 2.52, 2.70, 2.52, 2.47 and 2.68 respectively. This implies all items were accepted by the male staff except item 14. On the other hand, all items had mean rating scores for female staff members that were greater than the cut-off mean score of 2.50, with the exception of item 10, which had mean ratings of 2.58, 3.11, 2.83, 2.97, 2.71, 2.76, 2.98, 3.07, 2.55, 2.48, 2.59, 2.50, 2.80, 2.53 and 2.66 respectively.

This suggests that, with the exception of item 10, every item was approved by the female employees. Additionally, Table 3 shows that, with the exception of item 14, which had mean scores of 2.57, 3.11, 2.85, 3.06, 2.75, 2.82, 3.01, 3.13, 2.68, 2.50, 2.65, 2.51, 2.49, and 2.68, respectively, the overall mean rating scores for all items were similarly higher than the cut-off mean score of 2.50. This suggests that everything save item 14 was approved. Male employees had a higher grand mean rating score (2.80) than female employees (2.74), and the overall grand rating mean score (2.77), which was higher than the cut-off mean score of 2.50, was higher. This only indicates that the mean rating score for male employees was higher than that of female employees on

Table 4. Z-Test Analysis of the Difference Between Male and Female Staff Mean Rating of Resources Management by Vice-Chancellors of Public Universities

Variables	N	$\bar{X}$	SD	df	Z-cal.	Z-crit.	Sig.	Decision at P < 0.05
Male	822	2.80	0.41	1380	2.413	1.960	0.016	*
Female	560	2.74	0.41					

\* = Significant at 0.05 alpha level; N = 1382

Because the computed Z-test value of 2.413 is higher than the critical table Z-test value of 1.960 at 0.05 alpha level with 1380 degrees of freedom, the data shown in Table 4 indicates that the Z-test analysis is significant at the 0.05 alpha level. Therefore, the null hypothesis, according to which vice chancellors of public universities in Bayelsa State, Nigeria, do not significantly differ in their mean ratings of resource management between male and female staff, cannot be upheld. Thus, the alternative hypothesis, according to which vice chancellors of public universities in Bayelsa State, Nigeria, have a significantly different mean rating of resources management for male and female staff, is maintained.

### ***Summary of Findings***

The summary of the study is summarized as follows:

There is a significant difference between male and female staff mean rating of gender perception on resources management by Vice-Chancellors of public Universities in Bayelsa State.

### ***Discussion of Findings***

The result presented in Table 4 indicates that, the mean score of male staff (2.80) was greater than that of the female staff (2.74) on their mean rating of resources management by Vice-Chancellors of public Universities. Statistical analysis shows that, there is a significant difference between male and female staff mean rating of resources management by Vice-Chancellors of public Universities.

The result simply means that male staff rated the Vice-Chancellors management of resources in public universities is better than that of the female staff rating. The result that male staff rating is better than those of female staff is expected and not surprising, because male staff is more conscious of management issues than that of their female counterparts (Wilkinson, 2022).

The results of this investigation are consistent with those of Jasper-Abowei and Anderson (2021). They claimed that vice chancellors of public universities' mean ratings of resource management differed significantly between male and female employees. The results of this study contradict that of Young, 2022ab, who found no discernible difference between the mean ratings of resources management by vice-chancellors of public universities for male and female staff. The findings showed a substantial difference in the mean rating of resource management by vice-chancellors of public universities between male and female staff.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings of this study, the following conclusions were reached. Gender has significant influence on staff mean rating of resources management by Vice-Chancellors of public Universities.

## **FURTHER STUDY**

The following recommendations were formulated in the study. Staff in universities should endeavour to rely on their gender, because it has the potential to enhance on their ability to properly rate resources management of Vice-Chancellors in universities.

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