CHALLENGES FACING NON-ACADEMIC STAFF OF HIGHER INSTITUTIONS IN NIGERIA AND THE WAY FORWARDS

1 Ogunode Niyi Jacob, Ogunodejacob@gmail.com
University of Abuja,, Nigeria
Deborah Jegede, Post-graduate Students University of Abuja.
Jegededeborah30@gmail.com
2 Abubakar Musa, Abubakarmusa @ Federal University Wukari.
Sr Martina Umeora Ssh (M.ed)
Administrator : St. Mary Schools Lapai, Niger State., Sister49martina@gmail.com

Abstract:

The non-academic staff are professionals providing academic services in the Nigerian higher institutions. The place of the non-academic staff in the administration and management of higher institutions cannot be overstated. It is unfortunate that the non-academic staff in the Nigerian higher institutions are facing many challenges. This article discussed the challenges facing the non-academic staff of higher institutions in Nigeria. Secondary data were employed to support the points raised in the article. The secondary data were sourced from print material and online publication by recognized institutions and individual authors. The non-academic staff are the eyes and the engine room of the university system. This article identified the following: poor motivation, inadequate infrastructural facilities, inadequate working materials, poor staff capacity development programme, poor working environment, insecurity, poor ICT literacy and inadequate ICT facilities as the challenges facing the non-academic staff of higher institutions in Nigeria. In order to address this challenges, this article recommends the following: harmonization of union groups in the various higher institutions, higher institutions administrators should motivate non-academic staff, provide adequate infrastructural facilities like offices, office tables and chairs, provision of adequate working materials, provision of conducive working environment, provision of more slot for non-teaching staff capacity development programme and the government should improve the security of the country.

Key Words :

Challenges, Higher Institutions, Non-academic Staff

1. Introduction

The cardinal goal of higher education is to disseminate knowledge through teaching, research and community service. These triple mandates make the higher institutions unique institutions whose existence stands for purely academic purposes. The higher institutions are established for the sake of training high level manpower of which non-academic staff are part of the main constituents of providing supportive services towards the realization of the objectives of higher institutions. The non-academic staff are the people meant to provide the non-teaching and researching services. Without non-academic staff the objectives of the higher institutions cannot be realized. Higher institutions render many services one of which is academic service. Higher institutions are designed to function with the academic and non-academic staff. The realization of the objectives of higher institutions depends on both the teaching and non-teaching staff.

The services of the non-academic staff in the different higher institutions in the country include: security services, library services, administrative services, maintenance services, legal services, medical services, cleaning services, planning services, financial services etc. All higher institutions depend on these services to realize their goals. Iwuoha, (2018) Submitted that the non-academic departments in a university system consists of works, bursary, library, medical personnel, exams and records, confidential secretaries, cleaners/messengers, administrative staff, security personnel among others. Many of these departments are greatly inefficient at their capacity to function effectively and support the university system to

achieve its stated objectives and goals especially instate and federal universities in Nigeria.In order to improve the welfare of the non-academic staff working in the Nigerian higher institutions, the non-academic staff formed different union groups that fight for their right and welfares. In the Universities, we haveSenior Staff Association of Nigeria Universities, (SSANU), Non Academic Staff Union of Universities, (NASU), and National Association of Academic Technologist, (NAAT).

The realization of the higher education objectives depend on the quality and quantity of human resources available in the various higher institutions. The achievement of the universities goals partially depend on the level of the working environment and the working condition of the staff. The working environment and working conditions of many higher institutions in the country is not conducive and motivating. (Obeidat, Masa'deh and Abdallah, 2014) observed that the university system require the services of employees who are competent, motivated, well-trained and can successfully support the university academicians to carry out research in an effective manner in order to achieve the goal and objective of the university both in the local and global environment. Many academic and non-academic staff are not fulfilled and satisfied with their working conditions. Based on this, this article is aimed to discuss the challenges facing the non-academic staff of higher institutions in Nigeria.

2.0 Literature Review

2.1 Concept of Non-Academic Staff

Non-academic staff are those that do not have an academic employment function such as managers, non-academic professionals, student welfare workers, secretaries, caretakers and cleaners. Non-academic staff members are professional employees who work within the higher institutions and are contributing very significantly to the success of higher education. Non-academic staff bring to the university system an important repertoire of professional skills, possess a wealth of institutional knowledge, provide essential resources, and work alongside of faculty and administration in realizing the university's mission. The contribution of non-academic staff highly impacts the students experience in the University environment. The cardinal programme of the universities include to produce manpower, conduct research and undertake community service, the non-teaching staff assist with research, teaching and community development. The university system function because of the professionals who provide complementary roles other than teaching and researching.

The non-academic staff or administrative staff are senior non-academic or senior administrative staff who occupy different positions and play different roles in the university. Non-academic staff members are strong members of the higher institutions communities. Non-academic staff handles the day-to-day administration and operations of the university. The non-academic staff perform mainly administrative as well as technical duties. The non-academic staff occupies important offices in the university environment. The non-academic staff function in the following departments within the university: The Registry, Maintenance, Vice-Chancellor's Office, Deputy Vice- Chancellor's Office, Bursary, Student Affairs, Human Resource/Establishments, Cafeteria, Security, Venture, Bookshop among others (Madukoma & Opeke, 2013). The roles of the Non-academic staff in the administration and management of the universities cannot be overstated because they functioning in all the units, departments and faculties. Ezeigbo, (2016) observed that all colleges, faculties, departments and units have administrative staff members whose importance in the proper functioning of the university cannot be over- emphasized.

Non-academic staff are essential to the development of the higher institutions. The services of the Non-academic staff are crucial for the survival and the sustainability of the university system. No higher

institutions can function effectively and efficiently without the services of the academic and non-academic staff. The academic staff need the services of the non-academic staff to be able to carry out their cardinal functions of teaching and researching. The Non-academic staff are the engine room of the universities. The Non-academic staff make the universities to carry out their mandate effectively. The Non-academic staff are the life-wire of the university system. The non-academic staff are very important members of the higher institutions, their functions aids in the realization of the institutional objectives. The non-academic staff are providing essential services that support the delivering of academic services in the higher institutions. The place and roles of the non-academic staff are irreplaceable, the functions of the non-academic staff are crucial in the realization of the higher institutions goals.

Non-academic Staff members performs the following functions: guides the newly admitted students through admission and registration processes, issue scholarship and awards, orient them to the University, facilitate residence life programming, monitor their completion progress, deliver innumerable nonacademic learning opportunities and help prepare them for their next career stage. Non-academic staff serve in the academic departments, they also serve in the student service units. The non-academic staff are usually the provider of administrative services (Ogunode, 2020).

The non-teaching staff have their roles in university administration, which cannot be filled by just anyone. The non-teaching staff are specialists in their areas. The non-teaching staff provides essential services like power supply, water supply, library and health services. No staff in the university system is useless though government believes that university system is about students and academicians. Teaching, research and community service cannot be accomplished solely by academic staff (Guardian, 2018).The truth is that universities cannot function without non-teaching staffs; they complement Academic staff in delivering the mandate of teaching and research in the university system." The non-teaching staff have their roles in university administration while the academic staff have their roles in university administration; the non-teaching staffs have their cadre in the system. They provide complimentary services to the academic staff and cannot be dispensed with.Non-teaching staff are specialists in their areas, and nobody can take their place in the system.The relationship between teaching and non-teaching staff in a university system is complementary."The university is incomplete without the contribution of the non-teaching members of staff. University is a system; both the academic and non-academic work together to achieve success. It is just like a car, it cannot work without fuel or tyres. The university is system that has different component and the different part work together to sustain the whole system. If any of the system is not functioning, it affects other part of the whole system include the administration and management (Guardian, 2018).

3.0 Methodology

The objective of this article was to discuss the challenges facing non-academic staff of higher institutions in Nigeria. We used secondary data to analyze the issues raised in the article. The secondary data were sourced from online and print materials. We consulted the following site for the online materials that fell in the scope of the topic. CEON,Elsevier, Hindawi, IEEE,JSTOR,Nebraska, LearnTechlib,SAGE, and Springer.We adopted Content Analysis for the study. This method was chosen because it enables the researchers to select the relevant content of the various literatures related to this study; and the literature review enable the overall development of the study which ordinarily centered on theoretical and conceptual exploration.

4.0 Challenges facing the Non-Academic Staff of Higher Institutions in Nigeria

The roles of the non-academic staff in the administration and development of the universities cannot be underestimated. The non-academic staff are the eyes and the engine room of the university system. It is unfortunate that the non-academic staff in the Nigerian higher institutions are facing many challenges and some of these challenges include; poor motivation, inadequate infrastructural facilities, inadequate working materials, poor staff capacity development programme, unconducive working environment,lack of support, insecurity and poor ICT literacy and inadequate ICT facilities.

4.1 Poor Motivation

The Nigerian higher institutions non-academic staff are poorly motivated. The non-academic staff are not treated well with the level of their input to the development of higher education in Nigeria. The non-academic staff are been discriminated in terms of salaries, staff development and other benefits in the higher institutions where they work. Non-academic staff are generally dissatisfied with their basic conditions of employment and their working conditions. This has resulted in low moral and low esteem of the profession. Earned allowances are not paid regularly by the government and even when paid in arrears, non academic staff are given very insignificant percentage like 20% of the amount paid while the remaining 80% goes to academic staff. According to Amadi & Urho (2015), the underpayment of university staff vis-à-vis their counterparts in other economic sectors and the discriminating salary structure between the Academic Staff Union of Universities (ASUU) and the Non- Academic Staff Union of Universities (NASU) have been a major cause of their dissatisfaction. Ojo (2013) submitted that non-academic staff working in the universities across the country are poorly motivated and not treated fairly like their colleagues, the academic staff who are afforded with many benefits and opportunities.Abdul (2013) submitted that Non-academic staff of Nigerian universities are not well motivated. For example, academic staff enjoyed full TETFund scholarship, effective conference programme and earned academic allowances and receive extra payment for hazards in their jobs but such cannot be heard for the non-teaching staff who also face many hazards while discharging their responsibilities in the universities. Amadi and Urho (2015) identified the condition of service or employment to consist features like working conditions (i.e. working environment, hours of work, over time shift work, flexible working hours), fringe benefits, (i.e. sick pay, subsidized meals, pension scheme, company goods at a discount, company cars) and application of fair judicial procedures.

4.2 Inadequate Infrastructural Facilities

Another problem facing the non-academic staff of higher institutions in Nigeria is inadequate infrastructural facilities. Many non-academic staff of higher institutions in Nigeria do not have comfortable offices and if they have is not adequate for them to discharge their responsibilities. Infrastructural facilities according to Ogunode (2020) include to classrooms, offices, exam halls, laboratories, tables, chairs, desks, power supply, water, good roads network within the schools etc. Infrastructural facilities support the administration and management of education. The availability of various infrastructural facilities aids the development and sustainability of the higher institutions. The inadequacy of the facilities affects the implementation of teaching, learning, researching and delivering of other academic services. It has been observed that inadequate infrastructural facilities is one of the problem facing the entire higher institutions in the country. The infrastructural facilities remain inadequate for coping with a system that is growing at a rapid pace. The working environment is therefore generally not conducive for delivering of services due to the physical condition of most offices and lack of working resources. Ogunode (2020) cited Moja (2000) who observed that the existing buildings are

in a state of decay due to lack of maintenance and repair. The present conditions of buildings impact negatively on the quality of education offered. Such conditions have encouraged a brain drain of teaching and administrative personnel out of education to other sectors of the economy or out of the country. Dilapidated school environment contributes to the high dropout of learners from school. The amount of funding needed for new buildings is high and the estimated cost of the rehabilitation of the existing infrastructure is even higher.Abdul (2013) observed that in many higher institutions in the country, academic and non-adequate staff do not have offices. Some non-academic staff seat under the trees, move from office to office to while away time. Some academic staff share offices meant for two lecturers. Ogunode (2020) observed that inadequate funding is responsible for the challenges of inadequate infrastructural facilities facing the Nigerian higher institutions. According to him a break-down of Nigerian education budget for decade revealed the following:

Years	Education Budget	%	Naira
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	8.43 N4.749trillion
2013	N426.53billion	8.60	N4.987trillion
2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion
2018	N605.8billion	7.04	N8.3trillion
2019	N620.5bn	7.05	8.83 trillion-
2020	N652.94bn	6.9	N10.50 trillion.

The educational institutions especially the higher institutions gets their allocation from the Ministry of education through the National Universities Commission.

4.3 Inadequate Working Materials

Inadequate working materials is another challenge facing many non-academic staff of higher institutions in Nigeria. Non-academic staff need educational resources like computers, printers, etc to carry out their non-academic services in the various offices. It is unfortunate that many of these office equipment are not available for the non-academic staff to use for their functions. Ojo (2013) observed that many non-academic staff in many higher institutions in Nigeria do not have adequate working materials due to inadequate funding in the schools. Abdul (2013) submitted that majority of offices in the Nigerian universities do not have adequate working facilities to aid delivering of academic services. Musa (2016) observed that many offices in the higher institutions in Nigeria do not have steady power supply, stable internet network and adequate ICT facilities to boost service delivery. Ogunode (2020) submitted that many higher institutions do not have adequate office equipment and many non-academic staff do not have computer or laptop to work in the offices.

4.4 Poor Staff Capacity Development Programme

Poor capacity development is another challenge facing the non-academic staff of higher institutions in Nigeria. Majority of the non-academic staff working in different higher institutions in Nigeria have not been given the opportunity to attend development programme to develop their skills and improve their knowledge. Most institutions of higher learning in Nigeria lack comprehensive staff development programme for training and re-training of staff. Vibrant staff development programme on a continuous basis will help academics and non-academics to clarify and modify their behaviour, attitude, value, skills and competencies. In this way, they grow and develop in their knowledge and thus become more effective and efficient in the performance of tasks. Staff development is paramount because knowledge of today is only sufficient for today. In this era of knowledge

explosion and emergent knowledge based economy, staff development should be the priority of any nation. Bernadette& Ukaegbu, (2017) did study on impact of poor implementation of welfare policies on training and development on the performance of academic staff in selected federal Universities in South-South Nigeria was carried out to examine the extent to which poor implementation of welfare policies on training and development impacts on the performance of workers in the selected Federal universities in South-South Nigeria. The study discovered that, whereas there are good welfare policy statements in the study area, the level of implementation of these policies were poor. Furthermore, over 90% of the respondents insisted that full implementation of welfare policies would have positive impact on workers" performance to a very large extent. The results further indicated that there have been very few in-house and outside training programmes in the study area. A total of 87% of respondents agreed that poor level of implementation of welfare policies on training and development is a source of discouragement which have negatively affected academic performance of both teaching and non-teaching staff and have led to poor service delivery in our Universities. As part of this study, fifteen (15) laboratory technologists from the five selected federal Universities under study were interviewed and the following are the list of the basic issues that affected their performances as gathered from them: Lack of regular internal training and external training which are necessary to constantly and regularly updates their skills, knowledge and technology to enhance research; Lack of sponsorship for international conferences even when they sponsor themselves, the funds were not remitted thus, the interest in attending conferences are gradually reducing in some of the federal Universities under study whereas there is an available welfare package for conferences and research development domiciled in the federal University but not implemented appropriately (Bernadette& Ukaegbu, 2017). Adeogun, (2006) submitted that an employee who is not trained and exposed to continuous retraining in the modern methods and new discoveries in his or her field will soon become irrelevant to the organization. Due to lack of opportunity for retraining and non mentoring of junior lecturers by professors, the junior lecturers are not exposed to new ideas, facts, theories and research findings in higher education.

4.5 Unconducive Working Environment

Poor working environment is another pressing problem facing the non-academic staff of Nigerian higher institutions. Some non-academic staff working in the higher institutions in Nigeria are working in an unconducive working environment. Manu (2015) defined work environment as the place that one works which means the milieus around a person. The importance of work environment cannot be overemphasized. The work environment in most of the higher institutions in particularly developing economies like Nigeria is appalling and little has been done to mitigate the situation (Daniel, Oyekunle, Olusegun, Omotoso, Olusola2019). Most of the institutions in question have: poor educational facilities and equipment that are dilapidated, lecture rooms that are overcrowded; poorly designed lecture rooms, unsuitable furniture, inappropriate lighting, insufficient safety measures in fire emergencies and unconducive offices among others (Kasule, 2016). The working environment in many higher institutions across the country is not encouraging. Kasule (2016), discovered in is study that unfavorable work environment negatively impacts on academics' job performance. Daniel, Oyekunle, Olusegun, Omotoso, Olusola, (2019);, Ankeli, Dabara, Oyediran, Guyimu and Oladimeji, (2015); Adebowale, Asa, Omotehinse, Ankeli and Dabara, (2017) also submitted that working environment influence employee's productivity.

4.6 Lack of Support

The non-academic staff are regarded as rival in the higher institutions in Nigeria. They lack the support of the academic staff. According to

Sam Ugwoke, the national president of the Joint Action Committee of the three unions (2018) submitted thatMembers of our Unions in quite a number of universities were blackmailed, intimidated, harassed and coerced, all with a view to ensure that the strike is broken. For example, University of Nigeria Nsukka, Obafemi Awolowo University and University of Lagos, where our Executives and prominent individuals were arrested by the Nigeria Police and detained for hours, ostensibly on the directives of the Vice- Chancellors .This use of force, violent language and weapons by these so called academics, we find very unbecoming and objectionable. Our members at some other universities were harassed, threatened and even attacked either by the Nigeria Police, overzealous members of ASUU and in some cases, students, sometimes at the instigation of the Vice-Chancellors and Managements of the Universities. Vice-Chancellors should be fathers of all unions and not side one union against the other. When one union goes on strike, it is considered their right and Managements give them cooperation but when the non teaching staff unions go on strike, it is considered an anomaly and no effort is spared to break the strike (Premiumtimes2017). Ige (2014)observed that the Staff of tertiary institutions in Nigeria, under the umbrella of different associations are now rivals. Like children from different mothers who belong to the same father, anything given to or favour done for one has to be done for others to avoid crisis.Guardian (2018) submitted that non-teaching in the universities have identified dissatisfaction and disharmony that usually emerge and develop from unsatisfied demands or unchecked exhibitions of managerial prerogative between the academic and non-academic unions, resulting in conflict and disruption of academic activities.

4.7 Insecurity

Insecurity in the country is another problem facing the non-academic staff working in the Nigerian higher institutions. According to 1999 Nigeria constitution, 12 (14), the primary objective of any school leader as government representative in the school is to ensure security and welfare of the staff and students under his care. Unfortunately school leaders according to the Certified Board of Administration of Nigeria (CBAN) are incapable of guaranteeing the safety and security of those placed under them. It appears that there are always rumours of missing children in the schools. Teachers, students and school staff are often victims of unpredicted violence that generates insecurity in the school. Official report has it that terrorist sect attacks had sent over 900 innocent people to early grave, counting since 2009. Many non-academic staff have been killed. Scholars at Risk reported that on January 19, 2016, unidentified perpetrators kidnapped the director of the Centre for Continuing Education at Rivers State University of Science and Technology in Port Harcourt. His whereabouts remained unknown at the time of writing. On May 3, 2016, seven gunmen reportedly entered the campus of the University of Calabar, Cross River state, at night, firing shots to disperse security guards and bystanders. They kidnapped a lecturer and two students from their residential quarters, according to local news sources. Daniel, (2016) submitted that "University of Calabar Lecturer Kidnapped Along with 2 Other Students.

4.8 Poor ICT Literacy and Inadequate ICT facilities

Another problem the non-academic staff of the Nigerian universities are facing is the problem of inadequate ICT facilities. Adeyemi & Mary, (2013)observed that the information and Communications Technology (ICT) is the technology that has brought excitement to teaching, learning and research. It has become a major educational technology. In its simplest form, it can be used to prepare and reproduce handouts or make presentations of learning materials as slides in lecture rooms. At a higher level, ICT could be used in such instructional modes as e-learning. It is unfortunate that many lecturers in the Nigerian universities do not have adequate ICT facilities in their offices to be used for delivering of lecture or teaching. A research showed that access of staff to computers in a faculty of education. The study was aimed to find out the staff/computer ratio. A total of five departments were considered. The number of staff with computers in their offices in four out of these five departments is quite low, as low as 1:5,that is, one computer to five staff members. The ideal staff-computer ratio should be 1: 1 which will enable staff to use ICT as a tool for delivery of education. Sadly, no university in Nigeria, as at today, has this ideal ratio (Adeyemi & Mary, 2013).Another problem facing the non-academic staff in term of the application of ICT for providing academic services is poor ICT literacy rate among the non- academic staff. Computer literacy, according to Ughamadu (2008) is the knowledge and ability to use computer technology efficiently. Many non-academic staff are not computer literate in the Nigerian higher institutions and their responsibilities involve the use of ICT facilities daily. The inability of the some of the non-teaching to use computer effectively to execute office assignments is affecting the development of the universities. Livinus,(2013) observed in his study that50% of the respondents have tried to use computer while about 7.5% of them being non-academic counterparts do not. A percentage of 38.5 of academic staff and 33.5 of non-academic staff were not computer literate. Only 11.5% academic and 16.5% non-academic were literate in computer. 37.5% and 44.5% of academic and non-academic staff respectively have no computers of their own. 37% and 33.5% of academic and non-academic staff respectively cannot make use of computer. 13% academic and 20.5% non-academic staff respectively can surf the internet. On the whole the level of computer literacy among the staff of the college is unimpressive. It is worthy to note that more of non-academic than academic staff are computer semi-literate.

5.0 Ways Forwards

The achievement of the higher institutions objectives hinged on the commitment of the academic and non-academic staff of the respective institutions. It is imperative to ensure that both academic and non-academic staff are well catered for in term of the provision of conducive working environment. To achieve this, this article recommends the following: harmonization of union groups in the various higher institutions, higher institutions administrators should motivate non-academic staff, provide adequate infrastructural facilities,provision of adequate working materials, provide conducive working environment, provision of more slot for non-teaching staff capacity development programme andsolve security problems.

5.1 Harmonization of union groups in the various higher institutions

All union groups in each higher education in Nigeria should be harmonized to form one big umbrella body. The universities should have only one union group to fight for the welfare of all the staff in the universities. The colleges of education and polytechnics should also have one umbrella body as the union group. This will make the union stronger and their demand will be address all by the government or school authorities at once. The divisionalisation of union groups in the Nigerian higher institutions is not helping in the development of the system.

5.2 Improve Funding

Inadequate funding is a major concern in the federal Universities. This has brought about frequent strike

actions by Labour Unions in the Federal Universities in Nigeria. Most times the Federal government doesnot obey and maintain agreements and Memorandum of Understanding (MoUs) on the welfare of Academic Staff in the Federal Universities for the training and development of the members of Staff. It is therefore imperative that the federal government should increase the budget for the funding of federal Universities and other higher institutions in Country.

5.3 Motivation of Non-Academic Staff

To promote delivering of quality services in the higher institutions, the government and school administrators should develop policies that will motivate the non-academic staff to work more by ensuring regular promotion,overtime allowances, staff development programme, prompt payment of salaries and other allowances for non-academic staff. Government should also come up with policy that will permit the non academic staff to reach the peak of their career by occupying the highest positions in their cadres. This will help in the realization of the higher education goals and more funds should be allocated for in-house training to enable the workers get regularly updated with current methods of doing their work.

5.4 Provide Adequate Infrastructural Facilities

To enhance delivering of quality services in the Nigerian higher institutions by the non-academic staff, the infrastructural facilities of the institutions needs to be improved upon. The government should make available enough funds for the rehabilitation of existing facilities. Government should intensify efforts in providing more physical facilities. Corporate bodies, philanthropists and alumni associations should assist in the provision of these facilities to aid effective service delivering and teaching learning activities. There is need for a serious expansion of physical facilities and equipment to meet the increasing students' population.

5.5 Provision of Adequate Working Materials

Working equipment like Stapler, Eraser, Push-pin, Drawing pin (U.K)/Thumbtack (U.S), Paper clip, Rubber stamp, Highlighter, Fountain pen Pencil, Marker, Ballpoint, Bulldog clip, Tape dispenser, Pencil sharpener, Label, Calculator, Glue, Scissors, Sticky notes, 4A Paper, Notebook, Envelope, Clipboard, Monitor, Computer, Keyboard, Folder, Fax, Filing cabinet, Telephone, Swivel chair, Desk, Wastebasket, printer and calculators are important for the non-academic staff to carry out their functions. The school administrators should provide the working tools for all the non-academic staff working in the higher institutions to enable them discharge their responsibilities. Adequate ICT facilities should be provided for all the non-academic staff.

5.6 Provide Conducive Working Environment

General improvements in working conditions of Nigerian non-academics are crucial to boost their performance and productivities. Prompt payment of staff salaries and other entitlements would not only minimize systemic crisis in the education sector but also serve as motivation and incentive for diaspora academics to return home. Incentive packages to entice temporary or permanent home return may include enhanced salaries, transport facilities, accommodation or rent allowance, medical insurance and tax rebates.

5.7 Provision of More Slots for Non-teaching Staff for Capacity Development

Efforts should be made to improve non-academic staff satisfaction through further engagement; they have an expertise and knowledge that the university should use appropriate for informed policy decisions. (Bernadette & Ukaegbu, (2017) recommended that awards of welfare packages on training and development such as scholarship, study leave, payment of study leave, training and development allowances, research grants and promotion allowances should be given to those that are due and the trained should be promoted accordingly without tribalism and gender bias. More funds should be allocated for in-house training to enable the workers get regularly updated with current methods of doing their work. The reports from the interviews conducted with the directors in charge of training and development in the selected federal Universities under study shows that insufficient fund limits the capacity of the training departments. More so, sponsorship of internal and external training would also improve job ethics of workers and improve their work performances as

exemplified by the expectancy theory, that employee tend to work harder when they are assured that their efforts would be rewarded at the end for their commitment leading to quality service delivery.

5.8 Solve Security Problems

Political instability, insecurity, and threat to life and property do not promote an environment conductive to aid effective service delivering for the realization of higher institutions goals. Also, irregularity in academic calendars of educational institutions occasioned by workers' frequent industrial actions, make it extremely difficult for nonacademic staff to discharge their functions. The Government should tackle problems of insecurity and systemic crisis in the education sector to attract the intellectual Diaspora back to their home country.

6.0 Conclusion

The roles of the non-academic staff in the administration and development of the universities cannot be underestimated. The non-academic staff are the eyes and the engine room of the university system. It is unfortunate that the non-academic staff in the Nigerian higher institutions are facing many challenges. The paper identified the following: poor motivation, inadequate infrastructural facilities, inadequate working materials, poor staff capacity development programme, unconducive working environment, lack of support, insecurity, poor ICT literacy and inadequate ICT facilities as the challenges facing the non-academic of higher institutions. In order to address these challenges, this article recommends the following: harmonization of union groups in the various higher institutions, higher institutions administrators should motivate non-academic staff, provide adequate infrastructural facilities,provision of adequate working materials, provision of adequate working materials, provide conducive working environment, provision of more slot for non-teaching staff capacity development programme andsolve security problems.

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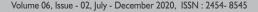
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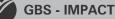
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