

Staff Years Of Working Experience Perceptions On Vice Chancellors' Management Of Resources In Public Universities, Bayelsa State, Nigeria

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ABSTRACT: *The study examined staff years of working experience 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 selected through proportionate stratified random sampling technique. Fifteen (15) items questionnaire instrument developed and validated two experts, tagged SPRMVUQ was used for data collection. To establish the order of effectiveness of staff years of working experience and direction of significance, the mean rating scores were subjected to Scheffe's multiple comparison tests for a post hoc analysis. Respondents within 1-11 years of working experience were more in number than their counterparts in the study. All items were accepted by the staff within 1-11 years of working experience. Staff within 1-11 is the most effective, followed by 12-22, then 23-33 and the least are the staff within 34-44 in their mean rating of resources management by Vice-Chancellors in public Universities. There is a significant difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State. Years of working experience has significant influence staff on their mean rating of resources management by Vice-Chancellors of public Universities. University staff should consider their years of working experience as a variable of influence on their mean rating of resources management by Vice-Chancellors in Universities.*

KEY WORDS: Years of working experience, staff, perceptions, resources, effective management, Vice chancellors.

INTRODUCTION

Years of working experience is a period of time during which a young person, usually a student, works for a company or organization in order to get experience of a particular type of work: Networking, work experience, and shadowing are now usual steps on the path to employment. On its development, shipping companies in Indonesia always face several obstacles along with factors which affect the survival problem of company, including human factors. As one of determining factors, human always be the main role for both aspects of direct, indirect in production process and management practices (Young, 2022a). Furthermore, globalization which affects all aspects of modern life of human demands the companies always be ready to compete, at national and even international levels. When employees are dissatisfied with the nature of the work they do, their level of commitment can be intentionally reduced because employees are the engine room of an organization, employee dissatisfaction with the nature of the work they do can also be a threat to the overall performance of the company/organization (Ezeanyim & Ufoaroh, 2019). Company that wants to be developed must be able to improve the efficiency and productivity of their entire resources and able to compete with other similar companies.

One of example on competition is how to get a workforce (human resources) that is reliable and agile, thus it can serve and satisfy all consumers. Human resources are important indicators to achieve organizational goals effectively and efficiently and performance is the answer to all the successes or failures of the stated organizational goals. Performance can be seen from the achievement of targets from employees in an organization (Kertiriasih, *et. al*., 2018). The importance of understanding human resources as a supporting factor for the success of the company which will have an impact on the importance of the competencies and expertise of employees. Establishing employee competencies and expertise makes it possible by building work permits (Indriasari & Setyorini, 2018). Furthermore, for shipping companies, the dissemination of knowledge on human resource management has become a common need, because shipping companies can absorb significant amount of labor. By the development of time, problems faced by organizations regarding human resource management are increasingly diverse.

Organization is a place of gathering and working together to achieve certain goals. One of the success standards of an organization depends on individual behavior. Organization should be able to achieve any goals effectively and efficiently, an organization should treat each individual as human being by provided a work that can fulfil human needs for food, place to stay

(provides the need of facility). Organizational commitment which consists of trust in the values and goals of the organization must be improved so that the skills, efforts and nature of working conditions will be better. Job performance can also be influenced by variables such as maintaining good interpersonal relationships, absenteeism, withdrawal behavior and other behaviors that increase danger in the workplace. Based on this description, it can be assumed that organizational justice can directly affect job performance (Suharto, *et al*; 2019). The organization must guarantee any protection, security check and avoid heavy pressure at work given the opportunity to interact for employees on making decisions, giving awards and opportunities to develop their potential. Organizations must therefore try to invest resources into programs to improve job satisfaction and employee performance.

Where there is job satisfaction from employees, the tendency is to have low turnover, commitment and loyalty from employees (Laosebikan, *et al*; 2018). Because all the important point, "the level of motivation and commitment of workers and the desires of organization will be reflected on their satisfaction of work, and the obligation they really need to do." It is well known, the high commitment is one of the four things studied in terms of human resource management, in addition to maintain high quality, flexibility and strategic integration (Young, 2022b). In line with this opinion, some organizations have been amazingly successful in modern world to have recognized that motivation and commitment of workers are the most competitive and powerful (Yunas, 2014). Some studies demonstrated the level of organizational commitment of an individual stated that they do not work as hard as they can. The workers who involve themselves, to benefit the organization, worker is also will benefit from what the worker did.

Within the adequate of work experiences, employees can add the ability to complete the quantity and quality of work. Errors made by employees can be suspected due to dissatisfaction in work and loss of motivation so that the work done by employees is less than the maximum that will damage employee performance (Yusuf, 2014). Meanwhile, opening of the opportunities to innovate and become creative thinking will encourage the workers to deny and shows their personal potential. In line with this description, industries that have a high level of competition such as shipping industry. The workforce needed for this industry is specialist workforce, therefore it is not uncommon for middle and upper-level workers to move from one company to another company. This phenomenon is allegedly related to the commitment of the workforce towards the company. Commitment itself is shaped through individual characteristics and job characteristics.

The high commitment will improve the employee's work performance, thus individual characteristics and job characteristics should logically be related to the work performance. Based on this, this study tried explains the relationship between individual characteristics and job characteristics toward work performance. (Guth, 2022).

Guangdong research entitled Role Stress, Job Burnout, and Job Performance in Construction Project Managers: The Moderating Role of Career Calling, the research shows to exploring the role stress effect (role ambiguity and role conflict) on job burnout and job performance in the Chinese construction industrial of project managers. Guangdong was provided stress management and job burnout management of the significant theoretical and practical insights. The research using JD-R model is a mainstream conceptual framework, it describes the influence of job characteristics on job burnout and how to enhance CPMs' job performance to achieve project success.

Inuwa, (2016) stated that dissatisfaction is one of the main factors that decreases motivation and decreases employee morale in the workplace which can result in lower productivity that causes employees to influence the overall performance of the organization. The results of the analysis illustrate that there is a positive and significant relationship between job satisfaction and staff performance. These 290 studies will serve as a policy guide in areas relating to improving employee performance through job satisfaction and will also create impetus in the area of organizational behavior and human resource management. Wu *et al*; 2019 used 191 owners of work used of contractors, subcontractors, and supervisors in the Chinese construction industry. It obtained there are;

- On job burnout and job performance, the role of ambiguity has a negative and significant effect.
- There is no significant influenced on job performance, on job burnout of role conflict has a negative and significant effect.
- On job performance of job burnout has a negative impact.
- The relationship between the role conflict and job performance is positively moderated, the relationship between role ambiguity and job burnout career is negatively moderated.

Job satisfaction is important because it acts as a source of intrinsic motivation that encourages workers to be diligent and efficient. Job satisfaction among worker is who tend to contribute to happiness, welfare, and employee retention. On the other hand, job dissatisfaction often leads to a high likelihood of risk reducing staff morale, increasing resignation or employee turnover, and decreasing productivity. Male employees are more satisfied than female friends. However, employees with children and low education tend to be satisfied with the achievements related to their work compared to colleagues who are highly educated and those who do not have children (Mundia, 2019).

In the research of Serhii *et al*; 2020; entitled Realities and prospects of distance learning at higher education institutions of Ukraine was to identify the realities of distance learning in Ukraine consisting in provision students and the access to distance learning at most higher education institutions. Serhii is represented the analysis of the survey results of student answers of four classical, pedagogical, maritime and agro-technological higher education institutions. Student is uncomfortable to work remotely theoretical of training materials and practical tasks, student is preferring the automated remote testing. The aspect that most preferable is reading the theoretical material and viewing the video of the lectures remotely and student is prefer to sending completed

assignments over the internet. The opinion of the students, the ability to combine work and study and self-determination of the study time and place is the great advantage of distance learning. Student can indicate that it is required of self-motivating learners, based on the most significant disadvantage of distance learning. Placement and workload cannot increase employee work motivation, but can improve performance through work motivation. There are areas/work units that always seem to be filled with work, but there are also other areas where employees are often seen sitting relaxed rather than working (Jarju et. al; 2019).

Work performance is achieved even without work experience and job characteristics. Work experience is increase; it will be able to influence the variable work performance. Job characteristics is increase; it will influence the variable of work performance. Based on the result, it is obtained that the effect of work experience and job characteristic on employee’s work performance which has a significance value below 0.05 is a work experience variable. Thus, the work experience variable has an influence on work performance, while job characteristics do not have any influen;2ce on work performance. It can be known that work experience and job characteristics simultaneously influence 300 on work performance. This can be proved by the significance value in F test that smaller than 0.05 And from the results of hypothesis testing (t test), it is known that the significant effect on work performance is work experience, because the significance value of work experience less than 0.05 (Jasper-Abowei & Sele, 2021))

Based on the result, it is obtained that the effect of work experience and job characteristic on employee’s work performance which has a significance value below 0.05 is a work experience variable. Thus, the work experience variable has an influence on work performance, while job characteristics do not have any influence on work performance. The result of this analysis indicated that work experience variable has an influence on work performance, while job characteristics did not have an influence on work performance. Based on the result, it can be concluded that Work experience has a positive effect on work performance, while Job characteristics do not affect work performance. However, work experience and job characteristics simultaneously influence work performance (Patrahau, et al; 2020).

Studies on the staff years of working experience perceptions on vice chancellors’ management of resources in public universities in Bayelsa state, contributes baseline/information academically to support the literature base of scholars in the field of educational management and other allied and closely related fields of studies in our university system.

Objective of the Study

To determine the difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria.

Research Question

What difference exist among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria?

Null hypothesis

There is no significant difference among staff within 1-11, 12-22, 23-33, and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria.

METHODOLOGY

Analytical descriptive survey design was adopted in this study. According to Tomlin and Irina (2022), an analytical descriptive survey design supports an investigator to compare different demographic details of the population using hypotheses (Ezeanvim and Ufoard, 2019). In this study, the demographic details of interest are that marital status which were utilized to compare their opinion on the subject matter under investigation. Another significant reason to utilize this design is that it does not allow an investigator to manipulate the independent variable in the study (Guth,2021).

The target population of this study was made up of 4606 staff from three public Universities Bayelsa State during the 2021/2022 academic session (Office of the Establishment Officer of the three, 2023). This is distributed as 2223, 1994 and 389 staff from Niger Delta University (NDU), Federal University of Otuoke (FUO) and University of Africa, Toru-Orua (UAT) respectively.

A sample size of 1382 staff (representing 30%) of the total population was selected through proportionate stratified random sampling technique from three Universities in Bayelsa State, Nigeria during the 2021/2022 academic session. This was distributed as 667, 598 and 117 staff from Niger Delta University (NDU), Federal University of Otuoke (FUO) and University of Africa, Toru-Orua (UAT) respectively. Table 1 indicates the sample frame and distribution of sample into the three (3) Universities.

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

The validity of the instrument was implemented by the investigator’s supervisor and two experts. One of the experts is from educational management and planning, while the other expert came from measurement and evaluation unit of the Department of Educational Foundations in Niger Delta University, Wilberforce Island of Bayelsa State. The supervisor executed the validity process on the direction of the instrument face validity. The expert from educational management and planning worked on the clarity and usability of the instrument on the content aspect. 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.

The reliability of the instrument staff perception and management of resources by Vice-Chancellors in universities questionnaire (SPMRVUQ) was administered to 30 staff of Bayelsa State Medical University (BMU), Yenagoa that were not part of the main population of the study. The instrument was administered to the staff once and the scores obtained from the administration of the instrument were used to establish the internal consistency of the instrument reliability coefficient value in which Cronbach’s Alpha analysis strategy was utilized. The internal consistency of the reliability coefficient value was derived for the instrument, which stood at 0.82. The derived reliability coefficient value was highly contributed to the functionality of the instrument utilization for data collection in the study.

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 inferential statistical tool of interest applicable in the study for data analysis was Z-test, for the hypotheses. All hypotheses were tested at 0.05 level of significance. In addition, the Statistical Package for Social Sciences (SPSS) version 25 was the focal point utilization of all the analyses.

RESULTS AND DATA ANALYSIS

Table 2: Simple Percentage Analysis of Respondents by Years of Working Experience

S/N	Years of Working Experience	Frequency	Percentage
1	1-11 years	622	45
2	12-22 years	444	32
3	23-33 years	205	15
4	34-44 years	111	8
5	Total	1382	100

The data presented in Table 2 reveals that 622 (45%) of the total respondents were within 1-12 years, 444 (32%) were within 12-22 years, 205 (15%) were of 23-33 years and 111 (8%) were of 34-44 years. This simply means that, respondents within 1-11 years of working experience were more in number than their counterparts in the study.

Research Question

What difference exist among staff within 1-11, 12-22, 23-33, and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria?

Table 3. Summary of mean and standard deviation scores of the difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities

S/N	Resources management by Vice- Chancellors in Universities	1-11 Mean	12-22 Mean	23-33 Mean	34-44 Mean	Total Mean	Decision
1	Financial resources are properly managed by Vice-Chancellor in my institution	2.71	2.65	2.40	1.86	2.57	Accepted
2	Internally generated revenue is adequately managed by Vice chancellors in the institution	3.16	3.09	3.09	2.96	3.11	Accepted
3	Funds reached from government are utilized by Vice-Chancellor in the institution for all.	2.90	2.96	2.62	2.59	2.85	Accepted
4	The Vice-Chancellor ensures that funds provided by TETFUND are well managed in my institution	3.11	2.99	3.18	2.79	3.06	Accepted
5	Funds received from Philanthropies are adequately used by Vice-Chancellor in my institution	2.68	2.74	2.48	2.73	2.75	Accepted
6	Adequate provision of furniture is a priority by the Vice-Chancellor in my institution.	2.91	2.75	2.80	2.62	2.82	Accepted
7	Inadequate classrooms affect effective management of students by the Vice-Chancellor in the institution.	2.92	3.16	3.07	2.83	3.01	Accepted
8	The Vice-Chancellor support effective provision of teaching facilities in my institution.	3.27	3.07	2.98	2.91	3.13	Accepted
9	Lack of well-equipped laboratories makes the management of facilities difficult for Vice-Chancellor in my institution.	2.93	2.60	2.45	2.56	2.68	Accepted
10	Availability of adequate infrastructural facilities enhances Vice-Chancellor effectiveness in the institution,	2.50	2.47	2.54	2.54	2.50	Accepted
11	The Vice-Chancellor relate cordially with staff in the institution.	2.78	2.66	2.60	1.99	2.65	Accepted
12	Lack of transparency in resources management by the Vice-Chancellor is a problem in my institution.	2.79	2.48	2.08	1.87	2.51	Accepted
13	Vice-Chancellor use of diplomatic ways of cautioning erring staff motivates growth in the institution.	2.74	2.84	2.91	2.68	2.79	Accepted
14	The Vice-Chancellor use of democratic style of leadership promotes management of resources in the institution effectively.	2.66	2.52	2.33	1.81	2.49	Rejected
15	Vice-Chancellor use of autocratic style of leadership is detrimental to the well being of staff in my institution	2.79	2.72	2.32	2.51	2.68	Accepted
	Grand mean	2.86	2.78	2.66	2.48	2.77	Accepted

Cut-off mean = 2.50; 1-11 years = 622; 12-22 years = 444; 23-33 years = 205; 34-44 years = 111 and Total = 1381

The data represented in Table 3 reveals that, the mean rating scores of staff within 1-11 years of working experience in all items were greater than the cut-off mean score of 2.50 with mean rating scores of 2.71, 3.16, 2.90, 3.11, 2.68, 2.91, 2.92, 3.27, 2.83, 2.50, 2.78, 2.79, 2.74, 2.66 and 2.79 respectively. This implies that all items were accepted by the staff within 1-11 years of working experience. The mean rating scores of staff within 12-22 years in all items were greater than the cut-off mean score of 2.50 except items 10 and 12 with mean rating scores of 2.65, 3.09, 2.96, 2.99, 2.74, 2.75, 3.16, 3.07, 2.60, 2.47, 2.66, 2.48, 2.84, 2.52, and 2.72 respectively. This simply means that all items were accepted except that of items 10 and 12. In similar form, the mean rating scores of staff within 23-33 years in all items were greater than the cut-off mean rating score of 2.50 excepts items 1, 5, 9, 12, 14 and 15 with mean rating scores of 2.40, 3.09, 2.62, 3.18, 2.48, 2.80, 3.07, 2.98, 2.45, 2.54, 2.60, 2.08, 2.91, 2.33 and 2.32 respectively. This shows that not all items were accepted. From Table 3 one can further observed that, the mean rating scores of staff within 34-44 years in all items were greater than the cut-off mean score of 2.50 except items 1, 11, 12 and 14 with mean rating scores of 1.86, 2.96, 2.59, 2.79, 2.73, 2.62, 2.83, 2.91, 2.56, 2.54, 1.99, 1.87, 2.68, 1.81 and 2.51 respectively. This implies only 11 of the items were accepted and 4 items were rejected.

Table 3 still reveals that, on the whole the total mean rating scores for all items were equally greater than the cut-off mean score of 2.50 except item 14 with mean rating 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. This implies that all items were accepted except that of item 14. The grand mean rating score of staff within 1-11 years of working experience (2.86) was greater than that of the staff within 12-22 years (2.78) which is greater than those within 23-33 years (2.66) with those of 34-44 years (2.48) with a total grand mean rating score of (2.77) being greater than the cut-off mean score of 2.50 except that of staff within 34-44 years of working experience category. This implies further that, staff within 1-11 years of working experience mean rating score of resources management by Vice-Chancellors of public Universities is better than their other colleagues in the study. Consequently, the observed difference in the mean rating scores was subjected to one-way analysis of variance (ANOVA) in order to establish if the difference is significant or not.

Hypothesis

There is no significant difference among staff within 1-11, 12-22, 23-33, and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria.

Table 4: One-way analysis of variance (ANOVA) difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision at P < 0.05
Between groups	17.001	3	5.667	36.399	0.000	*
Within groups	214.538	1378	0.156			
Total	231.539	1381				

* = Significant at 0.05 alpha Level; Critical F 3, 1378 = 2.60: N = 1382.

The data presented in Table 4 revealed that the one-way analysis of variance is significant at $p < 0.05$ alpha level because, the calculated F- value of 36.399 is greater than the critical F-value of 2.60 at 0.05 alpha level with 3 and 1378 degrees of freedom. Hence, the null hypothesis cannot be accepted. Therefore, the alternative hypothesis which states that, there is a significant difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria is upheld. To ascertain the order of effectiveness of staff years of working experience and direction of significance, the mean rating scores were subjected to Scheffe’s multiple comparison tests for a post hoc analysis.

Table 5: Summary of Scheffe’s post hoc analysis of staff mean rating of resources management by Vice-Chancellors in public universities based on years of working experience

Years of working experience	Years of working experience	Mean difference	Sig.
1-11	12-22	0.083	0.009
	23-33	0.206	0.000
	34-44	0.378	0.000
12-22	1-11	-0.083	0.009
	23-33	0.122	0.004
	34-44	0.295	0.000
23-33	1-11	-0.206	0.000
	12-22	-0.122	0.004
	34-44	0.173	0.003
34-44	1-11	-0.378	0.000
	12-22	-0.295	0.000
	23-33	-0.173	0.003

The data presented in Table 5 shows scheffe’s post hoc test analysis of staff mean rating of resources management by Vice-Chancellors of public Universities based on years of working experience. Table 5 also indicated that the mean difference between staff within 1-11 and 12-22 years of working experience is 0.083; between 1-11 and 23-33 is 0.206; between 1-11 and 34-44 is 0.378; between 12-22 and 23-33 is 0.122; between 12-22 and 34-44 is 0.295 and lastly between 23-33 and 34-44 is 0.173. This implies that staff within 1-11 is the most effective, followed by 12-22, then 23-33 and the least are the staff within 34-44 in their mean rating of resources management by Vice-Chancellors in public Universities.

SUMMARY of FINDINGS

There is a significant difference among staff within 1-11, 12-22, 23-33, and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria.

DISCUSSION OF FINDINGS

The result presented indicated that, the mean score of staff within 1-11 years working experience (2.86) was greater than that of staff within 12-22 years (2.78) which was in turn greater than staff within 23-33 years (2.66) and which is further greater than staff within 34-44 years (2.48) on their mean rating of resources management by Vice-Chancellors of public Universities. Statistical analysis shows that, there is a significant difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities.

The result implies that, years of working experience motivates staff mean rating of resources management by Vice-Chancellors of public Universities. The result also indicates that staff within 1-11 years of working experience rated higher the resources management by Vice-Chancellors of public Universities than that of their other colleagues in the study. The finding of this study is in agreement with the findings of Guth (2021) that, there is a significant difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities. On the other hand, the findings of this study are not in agreement with the findings of Tomlin and Inna, 2022 that, there is no significant difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities.

SUMMARY

The result still indicates a significant difference among staff within 1-11, 12-22, 23-33 and 34-44 years of working experience mean rating of resources management by Vice-Chancellors of public Universities

CONCLUSION AND RECOMMENDATION

Years of working experience has significant influence staff on their mean rating of resources management by Vice-Chancellors of public Universities. The recommended that, University staff should consider their years of working experience as a variable of influence on their mean rating of resources management by Vice-Chancellors in Universities.

Limitations of the Study

The study was exposed to various forms of constraints, which to some extent may have influence the outcome of the study positively or negatively. These include:

1. the concentration of the study to Universities in Bayelsa State makes it difficult for generalization of the study findings outside the universities in the State; and
2. the investigator also encounters other logistical problems such as inability to cover all existing universities in the State.

Contribution to Knowledge

The study contribution to knowledge is that six of the variables under investigation were influential on the staff ability of rating the resources management by Vice-Chancellors in Universities. These variable of influence years of working experience and institutions. In the view of the highlighted observations, University staff are hereby strongly encouraged to depend on the available demographic details studied in their rating of resources management by Vice-Chancellors in Universities. In addition, the study will also contribute vigorously and academically to support the literature base of scholars in the field of educational management and other allied and closely related fields of studies in our university system.

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