

Vice-Chancellors' Managerial Effectiveness in Edo and Kwara State Universities, Nigeria

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Received: 6 December 2018 Accepted: 3 January 2019 Published: 15 January 2019

Abstract

The quest for effective management of educational institutions in Nigeria required a concerted effort of all stakeholders in education system. Sequel to this, the paper examines the vice-chancellors managerial effectiveness of universities in Edo and Kwara states, Nigeria. The target population comprised all vice-chancellors in eleven (II) Universities in Edo and Kwara states (7 universities in Edo and 4 in Kwara states). Four universities were selected through a stratified random sampling technique in two states. Proportional sampling technique was used to select 2000 respondents comprising 1000 students and 1000 staff from four universities. Descriptive research design was adopted for the study. Two researchers design the questionnaires that were used to elicit information from the respondents. The first one tagged ?Students? Perception of Level of Vice-chancellors? Managerial Effectiveness?? Questionnaire (SPLVMEQ) was design to obtain the view of students on the subject matter. The second one entitled? Perception of members of Staff on Vice-chancellors? Managerial Effectiveness Questionnaire (PSLVMEQ) was designed to obtain the opinion of academics and non-academic staff of universities on their vicechancellors. The major finding of the study is that there was no significant different between vice-chancellors? managerial effectiveness in Edo and Kwara states, Nigeria. The paper recommends that vice-chancellors should improve on staff motivation and better welfare packages for students and members of staff in Nigeria Universities.

Index terms—

igeria educational system is undergoing various reforms in recent times. These reforms include the changing from 6-3-3-4 system to 9-3-4 system of education and the inclusion of information technology in the school curriculum at both primary and secondary school levels. The successful take off of these reforms depend on a new set of action by education planners and administrators. It is obvious that successful transformation of education sector depends on the roles and decisions by the school leaders. Visionary leadership is needed to achieve quality teaching and learning in the school. It has been observed that student learning culture has slowed down in the school. Students are not motivated to read due to the effects of home video. Some anti-social behavior N such as cultism, examination malpractice and negative leadership behaviors of some school heads. It is therefore necessary to reexamine the system and evaluate the leadership behavior and managerial effectiveness of Vice-Chancellors in Nigeria Universities. The importance of the study cannot be over emphasized since the vice-chancellors' managerial effectiveness play a significant role at improving the teaching and learning process in this apex institution which definitely results to progress and improvement of university education. The management of universities education is an onerous task of the vice-chancellors. The vicechancellors are the pivots around which all major and important school activities revolve. This means that, the managerial qualities that vice-chancellors bring to their work have far-reaching impact on how the overall enterprise of the institution is done. For instance, a successful vice-chancellors, should be honest, objectives. Self-control, adaptable and self

confident in his day to day activities. A school-leader who wants to inspire honesty in his teachers or spirit of hard work must himself show these traits. The tone the schoolhead sets in his school, administratively, dictates the level of cooperation in the school, level of respect or disrespect of staff by students and parents, the nature and scope of seriousness toward their work. Effectiveness of the vice-chancellors administration is often determined by the extent to which teachers do their work well and the extent to which students achieve the goals of instructions in school and how they perform in curricular and other extracurricular activities.

1 II. Concept of Managerial Effectiveness

Management has been described in a variety of ways. The term management is the process or method whereby a group of people at the top level of an organization plan, organize, communicate, coordinate, control and direct the actions and the activities of those who work in an organization. Management goes beyond this definition as stated by Johansen and page in Onwuchekwa (1998) defined management as the effective utilization and co-ordination of resources such as plant, land, materials, finance and labour to achieve defined objectives with maximum efficiency. However, management is the utilization of physical and human resource through co-operative efforts which is accomplished by performing the functions of planning, organizing, staffing, directing and controlling.

Managerial effectiveness conveys a sense of quality and competence or efficiency in the process of management. It is a question of value addition, of quality of leadership. Effectiveness is increased by taking rational management decisions. In assessing the effectiveness of management, input of time, money and other resources must be compared to the output. In the educational system, the output is measured in term of the entire functional aspects namely; teaching, research and public service (Griffin, 2002). Thus, management is perceived as the ability of the administrator to coordinate all the management processes for the achievement of desired goals. In this study management is the ability to apply building trust, visionary leadership, effective communication and self improvement in the role modeling university education III.

2 Measurement of Effectiveness

Wider attention has been placed on the concept of effectiveness and its measurement in management literature. Ogunsaju (1990), Ajayi (1992), paraded an impressive array of literature on the concept of effectiveness. Effectiveness refer to intended result produced by educational institutions Sofoluwe (1999), defined affections as system oriented which has to do with the achievement of cooperative and organizational goals. It indicates how productive an organization. An effective organization must have clearly defined goals and purpose, which bind the members together. Effectiveness, according to Oyedeki (1998) is an end product in term of result and productivity. In an organization behavior literature, Musazi (1984) view effectiveness as involving an output to the society. It implies awareness and successful to the environment constituent. An effective organization is the one that satisfies the demand of the constituencies in its environment from which it needs support for its continued existence. Oyesola (2000) defined effectiveness as appropriateness of the managerial means and the satisfaction created during and after innovation interaction. The concept of effectiveness can be associated with the following: i. Effectiveness can be equated with getting results. ii. It is the managers concern for accomplishing the objective of his organization unit. iii. Effectiveness is a product of many variables rather than the single factor Tijani (2011) itemized the elements for an effective measurement of effectiveness as:

? Efficiency of the system and procedure.

? Creation of an enabling environment in which willingly an effective worker will work. ? The success of their training and development.

? Incidence of sickness, absenteeism and accident at work. ? Level of staff turnover. Tijani (2013) highlighted four approaches to the study of effectiveness. These are goal attainment, system approach, strategies approach, and competing values. Workers are therefore judges on their ability to acquire inputs, process these inputs to the output and maintain stability. Tolorunleke, (2015) Ogunsaju (1990) emphasized principal's role and quality control roles of supervision in quality control, physical plant, school community relation, school self evaluation, professional accountability and in-service training as the strategies for effectiveness in Nigeria schools. Ornar (2002) Conceptualized effectiveness in term of organizational performance. In the context of the school, it can be view in terms of the effect of the school performance and teachers' effectiveness and consequently on students' learning and positive results Ogungbemi (2012) opined that administrative effectiveness can be measure in term of group performance on the groups' primary task. Therefore administrative effectiveness can be measured in term of the major tasks performance in school administration.

According to Ogunsaju (1990), effectiveness involves the interdependence relationship between purposes, effort and accomplishment. In the light of this, effectiveness has to do with assessing the student's performance against it educational objectives, intent in this context refers to the positive and product. Therefore administrative effectiveness is viewed as the entire school effectiveness over a period of time.

3 IV.

4 Statement of the Problem

In recent times, poor student academic performance and social vices which is responsible for examination malpractice, cultism and other acts of indiscipline in tertiary institutions could be associated to poor managerial effectiveness of the administrators most especially the vice-chancellors in the case of Nigeria universities. In an effort to distinguish between effective and ineffective leaders, past studies have focused on the characteristics, skills and managerial abilities of the school heads. Peretomode (1998) for example asserted that principal as the chief executive in basic schools should possess the necessary skills for making right decision that will be of benefit to the students and staff. Omar (2002) considered decision making as a mental exercise and display of intellectual ability of the educational plans made for national development had failed due to lack of adequate information involved which resulted to wrong decision by the agents such as principal. The past researches available to the authors on managerial effectiveness focused on secondary school administration. For instance, Olawepo (2014) V.

5 Research Methodology

Descriptive research design was adopted for this study. This design was considered appropriate because it provides information about the characteristics within a particular field of study with the purpose of providing a picture of situation as they actually exist. The choice of descriptive design was based on the fact that it enables the researchers to find out the existing relationship between the variables and compare the current event from the scope of the study. Vice-chancellor Managerial effectiveness was measured in terms of decision making process, staff motivation strategies and general administrative competence that lead to university goal achievements. The population for the study comprised all members of staff and students of the entire Universities in Edo and Kwara States, Nigeria. The target population consisted of all vicechancellors in universities of the two states. However, a sample of 2000 respondents was chosen from four universities in the two states using a stratified random sampling technique. Two universities each were selected from two states.

Two researchers designed questionnaires were used to collect relevant data from the respondents. The questionnaire entitled "Perception of Students on the Level of Vice-chancellors (VC) Management Effectiveness Questionnaire (PSLVMEQ)" was designed for students in the two states to assess and determine the level of their vice-chancellors Managerial Effectiveness. The second one titled "Staff Perception on the Level of VC Managerial Effectiveness Questionnaire (SPLVMEQ)" was structured for both academic and non academic staff in the two states to show case their view on level of their vice-chancellors' Managerial effectiveness. A reliability co-efficient of 0.72 and 0.70 were respectively obtained for (PSLVMEQ and SPLVMEQ).

Descriptive statistical method of the table and percentages were used to answer all research questions while the inferential method of t-test was used to analyze the generated hypotheses at 0.05 level of significance.

6 VI.

7 Research Questions

The following research questions were raised to guide the study

8 Research Hypotheses

The following hypotheses were generated for the study.

H 1 : There is no significant difference between the vicechancellors' managerial effectiveness of universities in Edo and Kwara states, Nigeria.

H 2 : There is no significant difference between the vicechancellors' decision making processes of universities in Edo and Kwara states, Nigeria.

9 VIII. Discussion of Result and Findings

Research Question 1: What is the student perception on the level of vice-chancellors Managerial Effectiveness in Universities in Kwara state? Table 3 indicates responses of academic and non academic staff of Universities in Kwara State. 110 (44%) and 120 (48%) of the respondents rated the vicechancellors managerial effectiveness high and moderate respectively in Universities in kwara state, Nigeria. However, 20 of them representing 08% were of the opinion that university management was low. The high and moderate ratings of the vice-chancellors administrative effectiveness might be as a result of the value judgment of academic and non-academic staff as reflected in their opinion.

Research Question 4: What is the level of vicechancellors managerial effectiveness as perceived by academic and non-academic staff of universities in Edo state, Nigeria? .8% each were of the opinion that vice-chancellors' administrative performance were both moderate and high. The reason that could be adduced for this result might be stemmed from the combination of all categories of staff in the sampled respondents. However, 16 staff representing 6.4% considered effectiveness of vice-chancellors to be low.

Comparing the results in table 3 and table 4, in Kwara state and Edo state, it could therefore be concluded that there was a similarity in the opinion of the respondents in the two state. However, the vicechancellors managerial effectiveness in both states could be judged to be relatively high with rooms for improvements on staff welfare.

Research Question 5: What is the overall assessment variables of level of vice-chancellors managerial effectiveness of universities of Edo and Kwara state Nigeria? Table 5 revealed the overview of the managerial effectiveness in the two states when all assessment variables were put together. The finding shows that the level of vice-chancellors effectiveness in the two states were generally high with 508.9 and 510 level of average high performances respectively in Edo and Kwara states. The average moderate level of performance were closely followed with 386.7 and 405.4 respectively in Edo and Kwara states. This implies that there is room for improvement by the vice-chancellors on the area of staff motivation staff and students welfare.

10 Research Hypothesis 1(H 1):

There is no significant difference between the vice-chancellors' management effectiveness of universities in Edo and Kwara states. t: t-test analysis of significant difference between managerial effectiveness of vice-chancellors in Universities of Edo and Kwara states, Nigeria.

Table 6 indicated that the calculated t-value of 1.6 is less than the critical value of 1.96 at 0.05 level of significance. Therefore, the null-hypothesis which states that there is no significant difference between the vicechancellors' managerial effectiveness of universities in Edo and Kwara states is there by accepted. This however revealed that there is similarity in the administrative competence of vice-chancellors in Edo and Kwara states, Nigeria.

11 Research hypothesis 2 (H 2):

There is no significant difference between vice-chancellor' decision making process in Universities in Edo and Kwara states, Nigeria. As indicated in table 7, the calculated t-value of 1.04 is less than the table value of 1.66 at 0.05 level of significance. This implies that the null hypothesis which states that there is no significant difference between the vice-chancellors, decision-making process in Universities of Edo and kwara states is hereby accepted.

This revealed that there is a significant similarity in the processes of taking decision of by the vicechancellors of the two states in Nigeria.

12 IX.

13 Findings

From the results and findings of this study, the following summary were made -Vice-chancellors' managerial effectiveness was rated high by students of Universities in Edo and kwara states, Nigeria. -Vice-chancellors' managerial effectiveness was rated moderate by academic and non-academic staff of universities in kwara state.

-Staff of Universities in Edo states have equal preference of high and moderate level of effectiveness for their Vice-Chancellors. -There is no significant difference between the Vice-Chancellors' managerial effectiveness in Edo and kwara states, Nigeria. -There is no significant difference between the Vice-Chancellors' decision making processes of Universities in Edo and kwara states, Nigeria.

X.

14 Conclusion

It was concluded by this paper, that there was similarity in the perception of students in both states on the level of vice-chancellors' managerial effectiveness as these university managers were rated high by their students. There was no significant difference by staff in their rating as well. Over all analysis using specific indicators of effectiveness of Vice-Chancellors in the study areas indicated a high performance in supervision, communication, delegation of duties,

15 Recommendations

Based on conclusion of the study, the following recommendations were made i. There is need for improvement in the areas of staff motivation and students and staff welfare packages in the universities covered by this study for the performance of the Vice-Chancellors to be muchmore effective ii. More attention is expected to be paid to staff. They should be well remunerated for excess work load and special assignments or duties carried out by them. iii. Adequate hostel accommodation should be provided and more effective and affordable transportation for students to curb late coming to lectures. iv. On the general outlook, Vice-Chancellors' need to work extra mile to be more effective in the university administration.

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Figure 1:

1

Level of Managerial Effectiveness	Response	Percentage(%)
Very low		
Low	25	10
Moderate	80	32
High	140	56
Very High	5	02
Total	250	100

Table 1 revealed that majority of students (140) represent 56% rated the vice-chancellors managerial effectiveness high in universities in Kwara State. None of the respondent rated the vice-chancellors very low in their administrative effectiveness, while only 5 of them representing 02% scored the vice-chancellors very high

on their effectiveness. 80 of the respondents judged that vice-

Research Question 2: What is the level of vice-chancellors managerial effectiveness as perceived by students in Universities in Edo State, Nigeria?

Figure 2: Table 1 :

2

Level of Managerial effectiveness	Response	Percentage (%)
Very low		
Low	23	9.2
Moderate	89	35.6
High	138	55.2
Very High	0	
Total	250	100

Table 2 shows that respondent neither voted the vice-chancellors in Universities in Edo state very low nor very high in their management effectiveness. 138 representing 55.2% of the students opined a high performance of managerial duties for vice-chancellors in universities in Edo state. 35.6% of the respondents said that vice-chancellors are moderately effectiveness in university administration in Edo state.

When the results in table 1 and 2 are compared, it could be deduced that there is similarity in the level of vice-chancellors managerial effectiveness as perceived by students in Edo and Kwara States, Nigeria.

Research Question 3: What is the level of vice-chancellors managerial effectiveness as perceived by academic and non-academic staff of universities in kwara state?

Figure 3: Table 2 :

3

VC managerial effectiveness	Response	Percentages(%)
High	110	44
Moderate	120	48
Low	20	08
Total	250	100

Figure 4: Table 3 :

4

Vice-Chancellors' Managerial Effectiveness in Edo and Kwara State Universities, Nigeria

	0	0
Year 2019	0	0
		0
() A		
VC managerial effectiveness	Response	Percentages(%)
High	117	46.8
Moderate	117	46.8
Low	16	6.4
Total	250	100

Figure 5: Table 4 :

5

Variables	State	N	High	%	Moderate	%	Low	%
Supervision	Edo	1000	500,	50	400	40	100	10
	Kwara	1000	520,	52	420	42	60	06
Staff Motivation	Edo	1000	440, 390,	40.4	516 552	51.6	80 58	08 5.8
	Kwara	1000		39		55.2		
Communication	Edo	1000	502, 490,	50.2	401 416	40.1	93 94	9.3
and interaction	Kwara	1000		49		41.6		9.4
Delegation of duty	Edo	1000	450, 420,	45 42	420 460	42 46	130	13 12
	Kwara	1000					120	
Discipline	Edo	1000	650, 700,	65 70	270 260	27 26	80 40	08 04
	Kwara	1000						
Effective leadership	Edo	1000	560, 560,	56 56	300 340	30 34	140	14 10
	Kwara	1000					100	
Staff and students	Edo	1000	460, 490,	46 49	400 390	40 39	140	14 12
welfare	Kwara	1000					120	
Average	Edo	1000	508.9 510		386.7			109
	Kwara	1000			405.4			84.5

Figure 6: Table 5 :

7

Figure 7: Table 7 :

	Variables	N	X	SD	df	t-calculated	t-table	Decision
Year 2019 22 Volume XIX Is- sue XIV Version I () Global Journal of Management and Business Research	Vice-Chancellor effectiveness Edo State	2000	46.5	.62	202	1.60	1.96	Accepted
	Vice-chancellors Kwara state effectiveness in	2000	47.1	.68				
	Variables Vice-Chancellor effective- ness in Edo State	N 2000	X 60	SD 40.5	df 202	t- calculated 1.04	t- table 1.66	Decision H2 Ac- cepted
	Vice-chancellors Kwara state effectiveness in	2000	60.2	45.2				
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Figure 8: A

6

XI.

Figure 9: Table 6

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