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## Influence Of Age In The Assessment Of Managerial Effectiveness Of Vice-Chancellors Of Universities In Nigeria

**Dr. Clement D. Aigboje**

Department Of Educational Foundations And Management  
Faculty Of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria

### **Abstract:**

*This study appraised the influence of age in the assessment of managerial effectiveness of Vice-Chancellors of Universities in Nigeria and to ascertain if there was significant difference between the managerial effectiveness of Vice-Chancellors in terms of age of Universities in Nigeria. In order to give focus to this study, three research questions and one hypothesis were raised/formulated and answered/tested. Out of the six Geo-political zones in Nigeria, the researcher used one Geo-political zone which is South-South Geo-political Zone. All the Universities' Vice-Chancellors comprising of fifteen were used. Eight thousand two hundred and ninety seven (8297) members of academic staff were in the zone. Out of the 8297 academic staff available, a sample amounting to 830 academic staff were sampled as respondents from the zone. The instrument used was Vice-Chancellors Managerial Effectiveness Questionnaire (VCMEQ). The instrument was pilot tested to ascertain the reliability. The reliability coefficient was 0.85. Three research questions and one hypothesis were raised and formulated and answered with percentages, mean and standard deviation. While the hypothesis was tested at 0.05 level of significant. The data was analyzed using t-test statistics. The results of investigation revealed that Vice-Chancellors were generally very effective in their managerial functions. However, specifically, Vice-Chancellors were most effective in curriculum/instructional management functions, and least effective in communication management function. It was also revealed that there was no significant difference with regard to age of universities but the managerial effectiveness was found to be higher in percentages in new universities than in old universities. Based on the findings, some recommendations were put forward by the researcher, which are physical facilities to be maintained especially in old universities and enough funds to be provided in universities.*

**Key words:** Influence of Age, Assessment, Managerial Effectiveness, Vice-Chancellor, Universities

### **1.Introduction**

A university is an educational organization. It is an organization because it operates a hierarchical structure like other business organizations. It operates under the division of labour and skill specialization and evaluation pattern. Nigerian universities were established initially to solve the problem of high-level manpower demand and to enhance rapid development of the nation before and immediately after independence. Thereafter more universities began to spring up at the inspiration of political leaders in Nigeria. This gave rise to what is today called first, second, third and fourth generation universities in Nigeria. Due to this development the state of management of university education has been a source of concern to the stakeholders. The universities had firm control of the activities of staff and students then. This was to the extent of the existence of the normal academic calendar of nine months. Stakeholders, especially parents and employers of labour had assurance as to the precise year of graduation and the calibre of graduates from universities in Nigeria at that time.

The current mandate of university as specified in section 8 of the National Policy on Education (FRN 2004 edition) is to teach, conduct research and provide community service. This makes university education the apex of teaching and learning. These organizational goals of the university seem no longer realizable due to obstacles that include alleged poor performance of Vice-Chancellors of universities who are no longer performing their functions effectively (Okecha 2008). As the chief executive of the university, the Vice-Chancellor is supposed to perform functions that could help to achieve goals of university education in Nigeria. Mgbekem (2004), description of managerial functions of the Vice-Chancellor include: planning and organization of school curriculum and instructional programmes, staff personnel and students services managements, financial and school facilities resources managements, public relations and communication management, leading, coordinating and evaluating activities in the university, so that the objectives of the university education could be achieved and national goals for the university education attained. The Vice-Chancellors can only achieve the mandate of the university through the effective performance of their functions.

## 2.Statement Of The Problem

The National Universities Commission (NUC) in its 2002 reports on the state of education in Nigeria alleged that universities in Nigeria perform below expectation (Okebukola 2002). Some stakeholders, especially parents and employers of labour also alleged poor performance of graduates from universities in Nigeria. The problem of poor performance according to Bolarin (2006) and Babalola (2008) ranged from examination malpractice among students and staff of higher institutions of learning and universities over population of mostly average to less average than ability students with many of the more intellectual achievers left out. The end results are escalating incidence of cultism and indecent acquisition of results. The situation calls for the assessment of the managerial effectiveness of Vice-Chancellors in the university system whose roles are to manage available human, material and financial resources in order to achieve the goals of the government, the university system and the public. The problem may be anchored on the hostile administration of the system by the Vice-Chancellors. Since the university is an institution of higher education that teaches the most advanced learning of its time and place and usually also fosters researches, it could be that the Vice-Chancellor are not performing their managerial roles effectively.

Based on this, it has become necessary to investigate the extent to which these Vice-Chancellors are actively performing their managerial tasks in universities in Nigeria. It is therefore imperative to ascertain the managerial effectiveness of Vice-Chancellors who are given specified roles to perform in the university management team.

To guide this study the following research questions/hypothesis were raised/formulated.

## 3.Research Question

- What is the level of managerial effectiveness of Vice-Chancellors in Nigeria as assessed by academic staff in the universities?
- Is there any difference in managerial effectiveness of Vice-Chancellors between old and new universities in Nigeria?
- How effective are the Vice-Chancellors in the seven functional areas identified in the universities management as assessed by academic staff?

## 4.Hypothesis

There is no significant difference between the managerial effectiveness of Vice-Chancellors in old and new universities in Nigeria.

## 5.Concept Of Leadership Effectiveness

The major function of a Vice-Chancellor in a university is to lead. He is the leader of the university. It is therefore incumbent upon him to lead, to influence, to induce and inspire other people in the university. The researcher considered in summary, the leadership theory as ingredients to effectiveness on the part of the Vice-Chancellors. This is because effective leader as opined by Daft (2003) is the characteristics of the leader, the style of leadership, the characteristics of the subordinates and the situation surrounding the leadership environment. Chike-Okoli (2009) also opined that effectiveness of a leader, who is also an executive, depends on how his leadership personality style interacts with the situation in which he operates. Effective leadership therefore gives direction to the effort of staff in their desire to accomplish the goals of the organization in which he belongs.

It is a well known fact that some people must lead and others must follow. So in every social organization, there must be leaders and there must be followers. In a university system there may be one thousand professors, but only one person is appointed a leader of the university who is the Vice-Chancellor. Once he is appointed, he becomes a leader of the university first among equals and he carries with him certain attributes. A Vice-Chancellor, who therefore recognizes leadership as influential in university management will adjust his leadership behaviour accordingly so as to be more effective in his role of motivation, decision making, communication, supervision and control. Mgbekem (2004) concluded that a good Vice-Chancellor must not be authoritative, realistic, fearful, vindictive and selfish in his dealings. He must learn how to delegate authority and back it up with power and then seek the cooperation of his staff, students and the public in his administration.

## 6.Age Of University And Managerial Effectiveness

The effectiveness of management of Vice-Chancellors is determined by the level, rate or extent of performance of their activities or functions carried out in the university. These functions are relatively similar in all universities irrespective of age. However the effectiveness of these Vice-Chancellors may be different.

The age of the university may directly have impact on its governance and effectiveness. This is true especially in the growth of academics. The older universities do possess a large retinue of senior academics especially in the professional cadre. This is why predisposition of majority of Vice-Chancellors in older universities to be older professors exists. The professoriate constitutes a source of strength upon which the continued vitality of the university system will depend (Shiper and White 1999). The inadequate deployment of these resources in university leadership or weakening of its constitution would have serious detrimental effects in the university education. An examination of the academic profiles of some universities in Nigeria would show that a typical older university might possess academics in professorial cadre than the entire academic staff in a new university. The capabilities expected of university older professors and the responsibilities undertaken by them as necessary for Vice-Chancellorship and university effectiveness is not in doubt. It is a fact that the principal responsibilities of the older professors are common to all universities.

The disposition of newer professorial appointments as Vice-Chancellors in some universities may be unsatisfactory, particularly in some newer universities. This is why some newer universities in Nigeria sometime look outwards in the appointment of older

professors as Vice-Chancellors. Some Vice-Chancellors have recognized that in order to succeed as a Vice-Chancellor, he has to know what he is getting into. According to Onokerhoraye (2006), few universities in Nigeria have created programmes that prepare newly appointed Vice-Chancellors. This emphasized just how crucial their positions are to the institutions' overall success. More important here is the fact that because the programme are usually backed with sufficient financial powers to embark on these programmes execution. Omoike (2006) in his study of administrative effectiveness of heads of academic departments in Nigerian universities believe that older universities have better financial standing to embark on such laudable ventures of creating programmes that prepare newly appointed Vice-Chancellors. Training in the acquisition of such knowledge is to provide the Vice-Chancellor with extensive managerial skills to achieve effectiveness in the management of universities (Mgbkem 2004).

The Vice-Chancellor is seen to be effective if he keeps good records of the personnel activities, organizes systematically materials and resources for ready accessibility to staff. If he is involved in good organization of time, prioritizes and committed to tasks, established detailed curriculum and academic calendar for the university, commensurate with available resources and time. These activities can be effectively carried out when a standard has already been previously set as may be the case in older universities than in newer universities. Incidentally, the older universities in Nigeria generally are mostly federal universities with very few coming from states. Shipper, Pearson and Singer (1998) in their study of effective and ineffective leadership skills, had found that it is easier for leaders in long established organizations with a string of organizational effectiveness to be more effective in management and leadership of such organization. This is because a long standing tradition of standard maintenance is already in existence. Such Vice-Chancellors of universities can effectively systematically monitor the activities of the various committees set up to perform. This is because a culture of excellence is already firmly in place (Hamlin 2002).

### **7. Functional Task Areas Of The University Vice-Chancellors**

There is no consensus by the educationists as to what constitutes the exact management task areas of university Vice-Chancellors. The Vice-Chancellor is a leader of a formal organization, which the university is the focal point of the university management. He is the pivot around which all activities and affairs of university take place. Sawyerr (2002) observed that although the Vice-Chancellorship is a well established role in the field of university education. There are still some disagreements concerning the nature of boundaries of the major functional categories of the Vice-Chancellors role as well as over the relative importance of role categories. The reason for the divergent views is not farfetched. Onokerhoraye (2006) noted that the Vice-Chancellors' role has been changing continually. This is not surprising as every social evaluation responds to the changing demands of the society and indeed the Nigerian university system have shared fully in the substantial changes which the world of higher education was subjected to during the late 1980s. The changes lay in the dramatic transformations in the political economy at the global levels, including changes in the world of knowledge generation and application as well as in specific economic and social demand of the world in which the universities are situated.

Also Pearson (2000) noted the changes that occurred soon after the Second World War in education and the contemporary utilitarian perception of education. While Nwabueze (1995), emphasized the dynamic nature of the society, its growth and the changing demands of the educational system, change and development of the educational system to fulfil its role in the changing society. Such changes in higher educational system affect the kind of functions the Vice-Chancellors perform in universities. The factors may not all exist in the same magnitude at all times and in all places. The degree of influence would differ in societies and from place to place. The Vice-Chancellor as a social organ therefore serves and responds to societal demand from place to place and dependent upon time. Law or norms therefore cannot universally and uniformly prescribe the functions of the Vice-Chancellor. But according to Mgbkem (2004), there are certain managerial tasks in which much of the time of the Vice-Chancellor is spent and towards which advanced preparatory studies in educational management are geared. Such functional according to him include;

- Curriculum/instructional management.
- Staff personnel management.
- Management of students' welfare service.
- Financial resource management.
- Public relations management.
- Management of physical facilities.
- Communication effectiveness management.

This study focused on these functional tasks areas associated with Vice-Chancellors.

### **8. Method Of Study**

This study was a descriptive research based on ex-post-facto design.

#### *8.1. Participants*

The population of the study comprise of all the academic staff of the 16 universities in South-South Geo Political zone of Nigeria. At the time of this study, there were 8,297 members of academic staff in 2011/2012 academic session. A simple random sampling technique was used to select 10% of the academic staff from the population of 8,297 and this gave a total sample of 830 academic staff which was used for the study. Fifteen out of the sixteen universities comprised of five federal, five state and five private universities in which five were old universities and ten were new universities used for this study. One of the universities that were not used had no academic staff on ground as at the time of this study.

### 8.2. Measurements

The main instrument for data collection was a questionnaire developed by the researcher titled Vice-Chancellors Managerial Effectiveness Questionnaire (VCMEQ). The purpose of the questionnaire was to request the respondents to rate their Vice-Chancellors managerial effectiveness so as to assess their effectiveness. The questionnaire comprised of two main sections, A and B. Section A contained background information (age, ownership and curriculum) of university and (sex and discipline) of the Vice-Chancellors. Section B contained 30 managerial functions of the Vice-Chancellors on which academic staffs were asked to assess the performance of their Vice-Chancellors on a four points Likert type scale of very effective, effective, ineffective and very ineffective. The items were grouped into seven functional areas that include Vice-Chancellors management of curriculum/instructional programmes, staff, students, finance, physical facilities, public relations and communication managements. Five of these groups had four items per group whose responses were to determine the managerial effectiveness of Vice-Chancellors. The other two groups had five items each.

To ensure face and content validity, the instrument (Vice-Chancellors Managerial Effectiveness Questionnaire) was carefully designed to reflect the problem and hypothesis of the study. The test-retest method was used to test the reliability of the instrument. The data obtained was statistically analyzed with Pearson product moment correlation coefficient to obtain the reliability coefficient. The Pearson's 'r' was 0.85 which indicates a very high reliability of the instrument. The questionnaire was administered by the researcher with the help of some research assistants in the sampled universities that were trained on the procedure of questionnaire administration. Out of the 830 copies of the questionnaires administered, a total of 776 were recovered which represent 93.49% of the sample were used for the study. The data collected to answer the research questions raised for the study were analyzed with the use of mean, percentages and standard deviation. The data collected to test the hypothesis formulated for the study was analysed using the t-test statistics.

## 9. Results

### 9.1. Research Question 1

What is the level of managerial effectiveness of Vice-Chancellors in Nigeria as assessed by academic staff in the universities?

The question was to establish the level of managerial effectiveness of the Vice-Chancellors in general.

The effectiveness range and percentages levels are as shown below in table 1:

Range	Percentage	Level
30-45	25-37.5%	Very ineffective
45.5-60	37.92-50%	Ineffective
60.5-90	50.42-75%	Effective
90.5-120	75.42-100%	Very effective

Table 1

Effectiveness Rating	No of Vice-Chancellors	N	$\bar{X}$	SD	%	Remark
	15	776	97.13	17.15	88.7	Very effective

Table 2: Managerial Effectiveness Rating By Vice-Chancellors

The question was to establish the level of managerial effectiveness in general. As revealed in table 2 there were a total of 776 respondents who rated the 15 Vice-Chancellors. With a mean of 97.13 and standard deviation of 17.15 and 88.7% rating on managerial effectiveness, it can be concluded that the Vice-Chancellors have a very high level of managerial effectiveness rating

### 9.2. Research Question 2

Is there any difference in managerial effectiveness of Vice-Chancellors between old and new universities in Nigeria?

The rating of managerial effectiveness of Vice-Chancellors in old and new universities was answered using mean, standard deviation and percentage as shown in table 3

Effective rating	Variables	No of universities	N	$\bar{X}$	SD	%	Remark
	Old	5	379	93.84	7.2	87.3	Very effective
	New	10	397	94.42	10.2	89.9	Very effective
	Total	15	776				

Table 3: Rating Of Managerial Effectiveness Of Vice-Chancellors In Old And New Universities

Based on the age of university, the result presented in table 2 showed that Vice-Chancellors in new universities were more effective with a mean of 94.42 and standard deviation of 10.2 and percentage of 89.9% than Vice-Chancellors in old universities with a mean of 93.84, standard deviation of 7.2 and percentage of 87.3. This relatively meant that the Vice-Chancellors in new universities performed their functions better than those in old universities, although both of them were found to be very effective.

### 9.3. Research Question 3

How effective are the Vice-Chancellors in the seven functional tasks areas as identified in university management as assessed by academic staff.

This question was answered using mean, standard deviation, percentages and ranking. The results are presented in table 4.

S/NO	Functional Areas	No of Respondents	$\bar{X}$	SD	%	Rank	Remark
1	Management of curriculum/instruction	776	16.13	2.94	91.4	1 <sup>st</sup>	Very effective
2	Management of staff	776	15.13	2.79	87.6	2 <sup>nd</sup>	Very effective
3	Management of students	776	12.18	2.35	78.9	4 <sup>th</sup>	Very effective
4	Financial Management	776	12.55	2.23	77.6	5 <sup>th</sup>	Very effective
5	Physical Facilities Management	776	12.71	2.14	85.8	3 <sup>rd</sup>	Very effective
6	Management of Public Relations	776	12.48	2.84	74.6	6 <sup>th</sup>	Very effective
7	Communication Management	776	12.45	2.22	72.7	7 <sup>th</sup>	Very effective

Table 4: Rating Of Vice-Chancellors In The Functional Areas

The question was to establish the level of managerial effectiveness of Vice-Chancellors in the seven functional areas. As revealed in table 4, a high level of managerial effectiveness rating was revealed for the Vice-Chancellors in the seven functional areas. Management of curriculum/instruction had the highest managerial effectiveness percentage of 91.4% and management of communication had the relatively lowest effectiveness rating of 12.45 mean and 72.7 percent. The Vice-Chancellors had standard deviation of between 2.14 and 2.94 in all the functional areas. However, all the Vice-Chancellors were found to be managerially very effective in all the seven identified functional areas. This was reflected in all mean rating and percentages of the seven functional areas.

### 9.4. Hypothesis

There is no significant difference between the managerial effectiveness of Vice-Chancellors in old and new universities in Nigeria.

This hypothesis was tested using the t-test statistics for independent sample means for old and new universities in Nigeria. The results obtained are presented in table 5

Variables	No of universities	N	$\bar{X}$	SD	Df	t-cal	t-crit	Remark
Old	5	379	93.84	7.2	774	0.92	1.96	NS p>0.05 (0.357)
New	10	397	94.42	10.0				
Total	15	776						

Table 5: T-Test Managerial Effectiveness Between Vice-Chancellors In Old And New Universities

NS= not significant  
Hypothesis is retained

The result in table 5 shows that t-calculated is 0.92 while the critical value is 1.96. The null hypothesis (Ho2) which states that there is no significant difference at 0.05 probability level in academic staff assessment of Vice-Chancellors in old and new universities in Nigeria was retained. Therefore there was no significant difference in Vice-Chancellors managerial effectiveness in old and new universities in Nigeria.

## 10. Discussion Of Findings

- The findings showed an overall effectiveness rating of 88.7%. Vice-Chancellors were found to be very effective in all the seven functional areas even though there were slight variations in effectiveness rating. This portrayed a very high level of effectiveness generally by Vice-Chancellors in Nigeria. The Vice-Chancellors can therefore be conveniently regarded as very effective in university management. It is possible that the Vice-Chancellors and their staff had established an effective relationship among themselves hence the positive rating. It could also be as a result of the fact that respondents that gave answers to the questionnaire were familiar with the management task in university administration. The findings corroborate the work of Hamlin (2002) that the heads of organizations often involve their staff in the continuous improvement of the organization. The very high rating signifies that majority of heads of organizations share a common concern with their staff for quality improvement. It equally underscores the finding of Nelson and Campbell (1999) which state that leadership effectiveness is a function of the interaction between them and their subordinates. This finding is in line with the previous findings of Omoike (2007) and Aigboje (2012) who state that there was a high predictive validity of subordinates' evaluation of their heads. It is also probable that the Vice-Chancellors were credible and trustworthy as earlier found by Harris and Hogan (1994) that the high rating also reflected on the Vice-Chancellors actual performance in leadership roles. The findings also imply that even when disruption and other activities that tend to retard universities are witnessed, these may not be traced to Vice-Chancellors' performance of managerial duties. Vice-Chancellors must therefore be seen to have carried out their onerous tasks effectively. This finding is in support with Harris, Jameson and Rus (2001) who indicated in their study that heads of schools effectiveness are reflected in their emphasis on learners' importance in teaching, a caring environment established by the head, week by week, raised staff expectations, motivation of staff and staff and students active participation in running the institution.
- The findings of this study with respect to age of universities showed that new universities' Vice-Chancellors were assessed to be generally more effective in their managerial task than old universities Vice-Chancellors. It was discovered that new universities Vice-Chancellors recorded percentage of 89.9% effectiveness as against 87.3% of old universities' Vice-Chancellors. But the hypothesis did not show any significant differences in this respect. The mean of new universities was a bit higher than the mean of old universities, but did not show any significant difference in their effectiveness.
- The probable reasons for this slight change against the popular belief that old universities have better financial standing and better physical facilities could be attributed to the fact that new universities may have fewer members of staff and students to cater for financially in terms of running cost and so could be a little bit more effective in their management. As for the management of finances and physical facilities, the Vice-Chancellors in old universities are probably getting more disturbed on how to cope with the large population of both staff and students and thereby giving Vice-Chancellors in new university the upper hand in becoming a little bit more effective in the management of their functional areas because the new universities may be more funded and have better new facilities than the old universities that have more population and dilapidated facilities to maintain. This finding tends to support the observation of Olaboye and Fadipe (1998) that monitoring and evaluating resources represent a dynamic demanding aspect of an administrator. Moreover, this finding seems not to have agreed with Coleman and Court (1993) opinion that adequate provision of resources matter a lot in determining the success of any administration. It has been noted that funds allocated must be judiciously spent and that great care must be exercised to avoid mismanagement. The problem of insufficient funding cannot be ruled out as some of the causes that could affect the maintenance of the school buildings, equipment and facilities for higher managerial effectiveness in old universities.
- The no significant difference in the analysis of management of tasks areas may also be a clear indication that age of a university may not be necessary in establishing effective communication with subordinates. The result of this study showed that there was no significant difference between old and new universities' Vice-Chancellors in the management process. This showed that age of universities does not influence the management process used by the Vice-Chancellors and for their managerial effectiveness. Though it might be assumed that age of university may affect the management but the above result of the study revealed that it might not always be so.
- Gbemudu (1991) agreed that the size of an organization affects communication. This finding underscore the views of Gbemudu (1991) who stated that the population of a school, be it small or large affects the communication process used in the school. The result of this work showed no significant difference on the style of management on managerial effectiveness of Vice-Chancellors in old and new universities. It is generally believed that old universities can affect Vice-Chancellors' management styles since the older the university; the more effective the Vice-Chancellors will be able to manage the university better. This finding is also against the view of Gbemudu that experience affects communication.
- This finding is however in agreement with Ebomah's (1989) view that there was no significant difference between old and new teachers in their perception as regards the impact of communication pattern of principals on alienation of teachers. This finding shows that the new universities' academic staff agreed that their Vice-Chancellors were more effective in administration, but there was no significant difference in their effectiveness. This means that the way and manner a Vice-Chancellor administers may make him get attached to his staff or detached from them. This finding is very surprising when many earlier findings had indicated otherwise (Walvoored, Carey, Smith, Soled, Way and Zorn 2000, Nakpodia 1992, and Yahaya 1991). It is true that old universities are generally believed to be more effective in their management than the new universities. The general consensus is that old universities are better managed than the new ones. The finding of this study

does not seem to totally agree with the assertion of Yahaya (1991) that old universities are better managed than the new universities administrators. This finding is also at variance with that of Sawyerr (2002) that old universities have the distinctive wealth of academic expertise and experience including older professors to provide the best stock for university management. This finding underscores the fact that old universities are not made on the basis of managerial experience. However one cannot take away the fact that old universities' Vice-Chancellors may have acquired some managerial experience while rising to the position. There are also some Vice-Chancellors, who all their lives before becoming Vice-Chancellors mostly pursued excellence in academic because they had a responsibility to undertake research and to direct and stimulate others to do same, and so that university management may thus not be their primary preoccupation. Thus, the belief that only old universities Vice-Chancellors can be managerially effective managers of universities might therefore not be tenable.

### 11. Conclusion, Implications And Recommendations

In line with the findings from this study, it was concluded that Vice-Chancellors were generally effective in their management of universities. Age of universities was found not to influence managerial effectiveness of Vice-Chancellors in universities. Vice-Chancellors in new universities were found to be more dedicated in the management of universities in Nigeria' although there was no significant difference in this area of management between old and new universities. It is concluded that universities in Nigeria are effectively managed by their Vice-Chancellors.

The implication of this is that it would appear that the problems that emanates and usually lead to crisis within the universities in Nigeria may not be traced to the management of universities by Vice-Chancellors. Ineffectiveness of Vice-Chancellors in their management of universities could not be established. The fact that there was no significant difference in the managerial effectiveness of Vice-Chancellors in new and old universities also had implications for educational management in university education. This is so because the findings are particularly helpful not only to universities Vice-Chancellors but also to those involved in the research on administration, policy makers, educational planners and those who work in higher educational programmes.

Finally the result of this investigation will provide the government and educational managers with the necessary information that will assist them in managing the educational system effectively.

Based on the finding and conclusion of this study, the following recommendations were hereby suggested:

- Management of universities agencies in charge of universities and monitoring should endeavour to undertake periodic routine on the spot assessment of universities and try to regulate their programmes for higher effectiveness.
- More efforts should be put into the maintenance of the physical structure and other facilities in the universities especially old universities. Government and proprietors should not allow the schools to deteriorate.
- Enough funds should be provided and regular checks be ensured to ascertain the judicious use of such funds for higher managerial effectiveness especially in old universities so that they will be as very effective as new universities' Vice-Chancellors.
- Governments both at the federal and states should provide more funds to the old universities to maintain their physical facilities and procure more equipments for their programmes for higher effectiveness.
- Vice-Chancellors who are incapable of implementing universities policies should not be appointed. What is required of a Vice-Chancellor is adequate and accurate statistical data, adequate funding from the government and appropriate agencies and its drastic reduction in the mode and methods of embezzlement as well as adequate personnel management.

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