
A VERITABLE TOOL FOR MANAGING HIGHER EDUCATION: QUANTITATIVE TECHNIQUE APPROACH

GLADYS EJIMOLE ALERU, Ph.D
*Department of Educational Management,
University of Port Harcourt, Port Harcourt,
Rivers State.*

And

DANLADI A. SALIU, Ph.D
*Department of Curriculum Studies and Educational Technology
University of Port Harcourt, Port Harcourt,
Rivers State.*

Abstract

The study investigated a veritable tool for managing higher education: quantitative technique approach. The study employed three research questions and research hypotheses. The sample size consisted of 1211 respondents represents 98% of the population of 1,236 in two higher institutions in Rivers State; the participants were also selected using sample random sampling technique in the study. Instrument for data collection was a Veritable Tool for Managing Higher Education Questionnaire (VTMHEQ). To validate the research instrument, the researcher presented the questionnaire items to two experts in the Department of Educational Management, Faculty of Education in University of Port Harcourt for scrutiny. A reliability coefficient index of 0.90 was obtained using pearson product moment correlation coefficient. The mean (\bar{x}) and rank order level of significance for the Z-statistics at 0.05 level of significance for the hypothesis were used. The study revealed that managing higher education institutions is not a one-man's task rather a team work. Managing higher education in Nigeria, three dimensions are concerned such as management style of university, financing controls and accountability and quality of service. The study recommended that, Universities management should adopt a management strategies in managing conflicts in their institutions for higher administrative effectiveness. From study, it is discovered that the best weapon for handling and resolving conflict is dialogue strategy. The academic staff, students and university administrators

must continue to demonstrate spirit of tolerance in order to overcome and avoid conflict.

Keywords: Management style, financial control and accountability, quality of service

Globally, education is seen as a way of transforming and bringing enlightenment to society; it is established as a bedrock to a successful life. Investing in education has unique returns (financial and non-financial) to the investors (Yusuf, Zahyah, and Muhajir, 2017). The higher the level of educational attainment of citizenry, the more productive and progressive a nation. However, higher education remains an integral and important part of national development. Based on this, UNESCO (2005) defined higher education as programme of study or training for research at the post-secondary level provided by universities or other educational institutions that are approved as institutions of higher education by the competent authorities or through registered accreditation systems. The National Policy on Education (FRN: 2013:p36) defines tertiary education as ‘the education given after secondary education in universities, colleges of education, polytechnics, monotechnics including those institutions offering correspondence courses’. Higher education in Nigeria is designed to achieve the following set goals:

- *To contribute to national development through high-level relevant manpower training.*
- *To develop and inculcate proper values for the survival of the individual and society.*
- *To develop the intellectual capability of individual to understand and appreciate their local and external environment.*
- *To acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.*
- *To promote and encourage scholarship and community services.*
- *To forge and cement national unity; and*
- *To promote national and international understanding and interaction.*

Managing higher education institutions is not a one-man’s task. Managing higher education in Nigeria is done on the committee system where no one individual person, officer or department takes a decision and implements it alone. In the university system, the VC is the Chief Executive while the Registrar is in charge of general administration and records of staff and students. The Bursar handles all forms of financial matters; the Librarian handles all books, journals and publications whereas the Director of Works covers the areas of all forms of works and maintenance of facilities. The VC is the Chairman of the Senate and the Congregation with their numerous subcommittees. The former deals with students and teaching members of staff matters

while the later is for general staff matters and administration and both are answerable to the Governing Council through the Vice Chancellor; Students matters are all handled by the appropriate staff committees of the institutions. Thus the internal managing of Nigerian tertiary educational institutions is a team work of staff and students who are in these institutions on a day-to-day basis and are interactive with each other during different activities and functions approved by the statute establishing these institutions (Meenyinikor, Timi-Johnson and Chux-Nyeche, 2014). According to Ogbogu (2013) managing higher education is concerned with the determination of values inside universities, their systems of decision-making and resource allocation, their mission and purpose, the patterns of authority and hierarchies and the relationship of universities as institutions to the different academic world. Managing higher education in Nigeria, three dimensions to concern such as management style of university, financing controls and accountability and quality of service.

Management Style of University: Management style is simply construed as a way to manage an organization. Management style have a great impact on the university's operation. The management style of university can increase research productivity, reduces brain drain, bring about empowerment for both staff and students in entrepreneurship, boost up employees morale, motivation and contributes positively to achieving higher education core goals. According to Irtwange and Orsaah (2014) the 'management' of a university involves the achievement of intended outcomes through the allocation of responsibilities and resources, monitoring of their efficiency and effectiveness, and good 'administration' – that is the implementation of authorized procedures and the application of systems to achieve the agreed results. It also involves good 'leadership'– identifying opportunities, setting strategic directions, and investing in and drawing on people's capabilities to develop organizational purposes and values. However, university is an academic enterprise, a lot of academic effectiveness rests on administrative support machinery. Hence, the management competencies of university managers determine to a large extent, the severity of conflicts within the university, irrespective of the origin of the conflict (internal or external). Managers who have tendencies to authoritarianism and dogmatism are particularly conflict-prone. In university administration, eight spheres are identified for the goal of quality education to be attained. These spheres are finances, students, academic programme, committee system, personnel, welfare, reward system and physical facilities. Any significant lapse (s) in any of these areas might lead to a revolt. Role Ambiguity/Role Dissatisfaction, Conflicts occur when the role prescriptions are vague and uncertain (Ndum and Okey, 2013). The relationship between management styles and university achievement of set goals cannot be overemphasized. Management styles are one of the important factors that affect higher educational effectiveness. Management style influences the performance of individual employee and work groups, and thereby higher educational institution's performance.

Financing controls: Financial control is a very important type of control in managing higher education in Nigeria. Financial control is defined as the procedures designed to protect assets and ensure that all financial transactions are recorded to prevent and reduce errors and fraud. The aim of financial controls is to provide an overall guiding framework for a sound and efficient management of resources in all institutions. The goal of having a strong system of financial control is to promote the institution's ability to reach its objectives, providing reliable financial data, safeguarding assets and records, evaluating operational efficiency through budget, organizational control and encouraging adherence to prescribed policies and regulations (John, Solomon and Juma, 2014). This requires controlling costs, increasing productivity by creating alternative revenues and promoting financial accountability in the higher education institutions in Nigeria. Higher education requires adequate managing of funds to achieve the stated goals. Thus, the national budget has provided statutory revenue for university administration, universities management should develop alternative sources of revenue generating fund to supplement government allocations.

On the contrary, universities managements have lost their credibility in the eyes of the society due largely to corrupt practices. They are no longer accountable to the society and thus, compelling the society to stay aloof and unconcerned about the situation in the universities. The situations in Nigerian universities have compelled many academics to leave the country and seek employment in foreign countries in what is termed "brain-drain" (Ukpai and Ereh, 2016). However, Mgbekem (2004) cited in Ukpai and Ereh (2016) opined that the practice of accountability which is a result-oriented strategy will check any drop in the quality of education and enhances the attainment of educational goals of any given country. Again, improved accountability will further boost the confidence of the society in the provision of funds for university development, teaching and learning.

Quality of Service: Quality is now a universal practice as every individual and business is aware of the reasons for the need to improve their services in order to meet the demands of the competitive market in which they find themselves. Higher education is not in exception as universities also try to improve their services (Adeniyi, 2015). Quality of higher education is vital and great value for any nation and especially Nigeria. Macukoww and Witkowski (2005) cited in Olaleye (2017) asserted that each educational institution such as the University should introduce its own quality culture to improve the quality of teaching and learning, enhance the quality of research, improve general working environment and satisfy the aspirations of staff and students. The achievement of quality of service in managing higher education require teaching staff of adequate quantity and quality, quality of research of international standard, conducive environment for learning, adequate infrastructural facilities (research

laboratory and library), regular training and retraining for staff and student service such as admission and others.

Statement of Problem

Undoubtedly, higher education in Nigeria can achieve the 7 goals of tertiary education by Federal Republic of Nigeria (FRN) and core objectives of tertiary education. On the contrary, higher education is frequently thwarted by long-standing problems of management style, financial control and accountability and quality of services. These problems have linger for long and no proper suggestion to remedy it. The consequence of these stated problem are the result of brain drain, examination malpractice, unqualified graduate from higher institutions of learning to be employed by competitive firms and lot more. The study tends to address the stated problem in managing higher education in Rivers state using the quantitative technique approach.

Objectives of the Study

This study sought to investigate managing higher education in Rivers state, using quantitative technique approach. Specifically, the tried to:

1. Investigate management style in managing higher education
2. Examine financial control and accountability in managing higher education
3. Examine the quality of service for a successful managing of higher education

Research Questions

Based on the objectives of the study, the research questions are designed to guide this study.

1. How has management style affect the managing of higher education?
2. How does financial control and accountability contribute to managing higher education?
3. Does quality of service show the success of managing higher education?

Research Hypotheses

Based on the above stated research questions, the following hypotheses will be formulated to guide the investigation and was tested at .05 level of confidence.

H₁: There is no significant difference between academic staff of Uniport and Rsust on management style affect the managing of higher education in Rivers state.

H₂: There is no significant difference between academic staff of Uniport and RSUST on financial control and accountability to managing higher education in Rivers state.

H₃: There is no significant difference between academic staff of Uniport and Rsust on the quality of service to the success of managing higher education in Rivers state.

Methodology

Research design

The study adopted a descriptive survey design. The descriptive research involves collecting data from the existing situation without manipulating the study subject in order to answer the research questions and test the hypotheses concerning the current status of the subject of study or for the purpose of describing existing conclusion.

Population

The population consisted of all the academic staff in two higher institutions in Rivers state. The population of this study consisted of one thousand, four hundred and seventy-five (1,236) respondents obtained in two higher institutions in Rivers State. There were seven hundred and twenty-three (723) academic staff in University of Port Harcourt (Uniport); while in Rivers State University Science and Technology (RSUST), there were teaching staff of five hundred and thirteen (513).

Source: Pay roll unit of the Bursary Department of the Federal and State Universities, 2013.

Sample and Sampling Technique

The sample size of 1211 respondents represents 98% of the population of 1,236. The study employed stratified sampling technique for the selection of the respondents. The respondents were also selected using random sampling method of balloting without replacement. This gave all respondents equal chance of being selected for the study. The strata comprised are academic staff from the Uniport and RSUST respective. The academic staff from Uniport selected was 708 while the academic staff from RSUST was 503 for the study.

Instrumentation

The instrument was a well-structured questionnaire titled a Veritable Tool for Managing Higher Education Questionnaire (VTMHEQ). The questionnaire which contained 15 items was divided into sections A and B. Section A, elicited information on the demographic background while section B dealt with issues a Veritable Tool for Managing Higher Education. This section is structured on a modified likert four-point rating scale; that is:

Strongly Agree (SA) - 4 points

Agree (A) - 3 points

Disagree (D) - 2 points

Strongly Disagree (SD) - 1 point

To get the criterion mean for scoring the questionnaire, all the points of the alternative responses was added up and divided by 4, that is $(4+3+2+1)/4 = 10/4 = 2.50$. Thus, any mean value that is 2.50 and above was not rejected and anyone below it (2.50) was rejected.

Validity

To validate the research instrument, the researcher presented the questionnaire items to two experts in the Department of Educational Management and Measurement and Evaluation, Faculty of Education in University of Port Harcourt for scrutiny. The observations, views, opinions and comments were used to modify the instrument before administering to the respondents. All these processes were geared towards proper determination of validation. To ascertain whether the instrument actually set out to meet what it was expected to test. The study used construct validity.

Reliability

To ensure the reliability, the instrument was administered to 10 respondents outside the study area. After two weeks, the same instrument was administered to the same respondents. The scores obtained were collated and computed using the statistical method known as Pearson product moment correlation coefficient. The reliability coefficient index for the study was determined at .90.

Administration of Instrument

The researcher used two weeks to go round the schools. The researcher observed, administered and retrieved the instruments from the participants. The researcher administered one thousand two hundred and eleven (1211) instruments for the participants and was able to retrieve 1200 instruments. This showed 99 percent return of instrument from the field.

Method of Data Analysis

The data collected for the study was coded according to the response sets on the questionnaire schedule. The research questions were answered with mean (\bar{x}), standard deviation (SD) and rank order statistics, while the hypotheses of no significant difference were tested with z-test statistics at .05 level of significance.

Research question 1: How has management style affect the managing of higher education?

Table 1: Mean (\bar{x}), SD and Rank Order of Respondents' Scores on Management Style Affect the Managing of Higher Education

S/N	Items	Uniport (Academic staff) N= 700	RSUST (Academic staff) N= 500	Weighted mean	Rank Order	Decision
1.	Management style is democratic in achieving goals in your university.	3.18	2.63	2.91	2 nd	Agreed
2	Management style has improve students/staff morale.	3.15	2.64	2.89	4th	Agreed
3	Management style is autocratic, when it comes to achieving goals in your university.	2.84	2.80	2.82	5 th	Agreed
4	Many crisis ranging from conflict between academic staff and university administrators, students versus university authorities is traceable to university management style.	2.98	3.13	3.06	1 st	Agreed
5	Management style is responsible for the quality of graduate produced and the standard of education in higher education	2.78	3.02	2.90	3rd	Agreed

From table 1, the high mean scores ranging from 3.06 to 2.82 indicated that all the items identified were agreed as management style affect the managing of higher education in Rivers state. Hence, the mean scores were above the criterion mean. It is evident that, many crisis ranging from conflict between academic staff and university administrators, students versus university authorities is traceable to university management style had the higher weight mean score from the respondents. In summary, the items identify gear towards management style affect the managing of higher education in Rivers state.

Research question 2: How does financial control and accountability contribute to managing higher education?

Table 2: Mean (\bar{x}), SD and Rank Order of Respondents’ Scores on Financial Control and Accountability Contribute to Managing Higher Education

S/N	Items	Uniport (Academic staff) N= 700	Rsust (Academic staff) N= 500	Weighted Mean	Rank Order	Decision
6	The purpose of financial control is to avoid waste of fund, is it obtainable by the university management in your school	3.08	3.09	3.09	3 rd	Agreed
7	Fund allocated by government to the university are dully accountable for by university management.	3.19	3.18	3.19	1 st	Agreed
8	The accounting system adequately identifies receipts and expenditures	3.13	3.13	3.13	2 nd	Agreed
9	Fund generated from other alternative sources outside government are not accountable for by university management.	3.13	2.94	3.04	4 th	Agreed
10	There have been cases of defrauding and diversion of fund by university management.	2.72	2.64	2.68	5 th	Agreed

From table 2, the high mean scores ranging from 3.09 to 2.68 indicated that all the items identified were accepted as financial control and accountability contribute to managing higher education in Rivers state. Hence, the mean scores were above the criterion mean. It is evident that, fund allocated by government to the university are dully accountable for by university management and the accounting system adequately identifies receipts and expenditures is traceable to financial control and accountability to managing higher education. It had the higher weight mean scores from the respondents. In summary, the items identify gear towards financial control and accountability to managing higher education in Rivers state.

Research question 3: Does quality of service show the success of managing higher education?

Table 3:Mean (\bar{x}), SD and Rank Order of Respondents' Scores on Quality of Service show the Success of Managing Higher Education

S/N	Items	Uniport (Academic staff) N= 700	Rsust (Academic staff) N= 500	Weighted Mean	Rank Order	Decision
11	Managing a higher education entails hiring the best qualified candidates that were selected after test.	3.03	2.78	2.91	2 nd	Agreed
12	Managing a University entails a continue to rehabilitate the existing infrastructure, and complete many of the stalled projects for quality of service.	2.71	3.17	2.94	1 st	Agreed
13	Subsidize for research publication by management of higher institutions motivate academic staff and show quality of service	2.93	2.85	2.89	3 rd	Agreed
14	To ensure stability, university management are involve in conflict resolution in the university.	2.65	2.47	2.56	5 th	Agreed
15	University management improve general working environment and satisfy the aspirations of staff and students.	2.94	2.45	2.69	4 th	Agreed

From table 3, the high mean scores ranging from 2.94 to 2.56 indicated that all the items identified were accepted as quality of service show the success of managing higher education in Rivers state. Hence, the mean scores were above the criterion mean. It is evident that, managing a University entails a continue to rehabilitate the existing infrastructure, and complete many of the stalled projects for quality of service of managing higher education. It had the higher weight mean scores from the respondents. In summary, the items identify gear towards quality of service show the success of managing higher education in Rivers state.

Hypotheses

H₁: There is no significant difference between academic staff of Uniport and Rsust on management style affect the managing of higher education in Rivers state.

Table 4: Mean (\bar{x}), Standard Deviation, and Z-statistic on Management Style Affect the Managing of Higher Education in Rivers State

		N	\bar{x}	SD	DF	z-cal.	z-critical	Decision
Uniport (Academic staff)		700	2.96	0.72	1198	1.71	± 1.96	Ho was accepted
Rsust (Academic staff)		500	2.89	0.68				

Note: Level of significance = .05;

The data in table 4, showed that the z-calculated value of 1.71 is less than z-critical value of ± 1.96 at .05 level of significance with 1198 degree of freedom. The null hypothesis (H₀₁) is accepted. This means that there is no significant difference between academic staff of Uniport and Rsust on management style affect the managing of higher education in Rivers state.

H₂: There is no significant difference between academic staff of Uniport and Rsust on financial control and accountability to managing higher education in Rivers State.

Table 5: Mean (\bar{x}), Standard Deviation, and z-statistic on Financial Control and Accountability to Managing Higher Education

		N	\bar{x}	SD	DF	z-cal.	z-critical	Decision
Uniport (Academic staff)		700	2.96	0.69	1198	1.58	± 1.96	Ho was accepted
Rsust (Academic staff)		500	2.89	0.60				

Note: Level of significance = .05;

The data in table 5, showed that the z-calculated value of 1.58 is less than z-critical value of ± 1.96 at .05 level of significance with 1198 degree of freedom. The null hypothesis (H₀₂) was accepted. This means that there is no significant difference between academic staff of Uniport and Rsust on financial control and accountability to managing higher education in Rivers State.

H₀₃: There is no significant difference between academic staff of Uniport and Rsust on the quality of service to the success of managing higher education in Rivers State.

Table 6: Mean(\bar{x}), Standard Deviation, and Z-statistic on the Quality of Service to the Success of Managing Higher Education

	N	\bar{x}	SD.	DF	z-cal.	z-critical	Decision
Uniport (Academic staff)	700	2.82	0.64	1198	1.86	± 1.96	Ho was Accepted
Rsust (Academic staff)	500	2.74	0.79				

Note: Level of significance = .05;

The data in table 6, showed that the z-calculated value of 1.86 is less than z-critical value of ± 1.96 at .05 level of significance with 1198 degree of freedom. The null hypothesis (Ho) was accepted. This means that there is no significant difference between academic staff of Uniport and Rsust on the quality of service to the success of managing higher education in Rivers State.

Discussion of Findings

The study revealed that the items 1-5 identified were gear towards management style affect the managing of higher education in Rivers state. But, many crisis ranging from conflict between academic staff and university administrators, students versus university authorities is traceable to university management style. Thus, there is no administration in the universities that had not witnessed one form of conflict or the other, whether such conflict is internal or external. Universities in Rivers State had experienced conflict between academic staff and university administrators which later involve students. This was as a result of university administrators increment in tuition fees, late payment of tuition accrue twenty-five percent increment and not paying deny the students' access to their result. This led to student unrest on campus due to management style of handling the situation. The approach was an autocratic nature without room for negotiation (i.e, democratic way of resolving the issue). The conflict affected the school calendar and students were force to leave the campuses. Introduction of vice chancellor against the students and staff will. This led to conflict between academic staff and university administrators. It resulted to great division in university, which thwarted the smooth and day-to-day of the school. The approach in handling of the situation was autocratic. This study have hypothesis which stated that there is no significant difference between academic staff of Uniport and Rsust on management style affect the managing of higher education in Rivers state. This finding agreed with Olaley and Arogundade (2013) that role conflict occurred between academic staff and professional administrators in South-West Universities because of inadequate communication, denial of rights and privileges, power tussles, personality

clashes, and poor management strategies. It was also discovered that one of the moderately effective strategies for the avoidance and resolution of conflict was through dialogue, ascertaining the root cause of conflict and removing it through dialogue.

Secondly, the study revealed that the items 6-10 identified were gear towards financial control and accountability to managing higher education in Rivers state. Fund allocated by government to the university are dully accountable for by university management and the accounting system adequately identifies receipts and expenditures is traceable to financial control and accountability to managing higher education. The truth is that, the role of financial control and accountability cannot be over emphasized. Managing higher education to achieve set goals require financial control and accountability to avoid waste, reduce cost and strict to budgetary plan. Every expenditure with receipts establish transparency and trust in the management circuit. On the contrary, lack of accountability in the managing higher education institutions creates opportunities for corruption and embezzlement of university fund assigned for a particular project with negative consequences. Due to the poor culture of financial control and accountability in higher education institutions, many projects had been uncompleted. The consequence of this act is the stage of standard of higher education, brain drain, inadequate facilities for research, inadequate conducive learning environment and many other. The finding also have hypothesis which state that there is no significant difference between academic staff of Uniport and RSUST on financial control and accountability to managing higher education in Rivers state. This finding agreed with Owizy (2011) assessed the effectiveness of internal control in government ministries taking a case of Benue State ministry of finance. According to the study, it was established that Benue State ministry of finance prepare annual budget promptly and also have adequate expenditure tracking to prevent financial recklessness. Consequently, it was recommended that, the ministry of finance should strictly abide by the principles and procedures in order to ensure that slack are built into the budget.

Thirdly, the study revealed that the items 11-15 identified were gear towards quality of service show the success of managing higher education in Rivers state. Managing a University entails a continue to rehabilitate the existing infrastructure, and complete many of the stalled projects for quality of service of managing higher education. The achievement of quality of service in managing higher education require teaching staff of adequate quantity and quality, quality of research of international standard, conducive environment for learning, adequate infrastructural facilities (research laboratory and library), regular training and retraining for staff and student service such as admission and others. The study also have hypothesis which stated that there is no significant difference between academic staff of Uniport and Rsust on the quality of service to the success of managing higher education in Rivers state. This finding agreed with Olaleye (2017) effective university management and mobilization of the human and financial resources and time had a significant role to play in enhancing quality of teaching/training and research and services.

Conclusion

Managing higher education institutions is not a one-man's task rather a team work. Managing higher education in Nigeria, three dimensions are concerned such as management style of university, financing controls and accountability and quality of service. Management style in handling conflict among academic staff, university administrators and students is a function of conflict-free academic year or conflict erupt academic year. Financial control and accountability is to avoid waste, reduce cost and strict to budgetary plan. And above all establish transparency and trust in the management circuit in the university. The quality of service show the success of managing higher education.

Recommendations

1. University management should adopt civilize management styles that are students and staff oriented, goal-oriented and task-oriented; this will enhance motivate workforce, increase productivity and create a friendly environment for teaching and learning process. This management style that is generally accepted should be democratic in nature not dictatorship or autocratic management.
2. Universities management should adopt a management strategies in managing conflicts in their institutions for higher administrative effectiveness. From study, it is discovered that the best weapon for handling and resolving conflict is dialogue strategy. The academic staff, students and university administrators must continue to demonstrate spirit of tolerance in order to overcome and avoid conflict.
3. The university management should adopt and inculcate financial control and accountability on all financial matters. Every expenditures should be back up with receipt. This will ensure transparency and trust in the university management. One of the advantage of financial control and accountability, it defines direction of fund, reduces cost and avoid waste.
4. For quality of service, university management should improve general working environment and satisfy the aspirations of staff and students.

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APPENDIX B₁

Uniport = 700

S/N	ITEM	SA	A	D	SD	\bar{X}	STD
	How has management style affect the managing of higher education?						
1	Management style is democratic in achieving goals in your university.	196	438	60	6	3.18	0.61
2	Management style has improve students/staff morale.	170	481	39	10	3.15	0.58
3	Management style is autocratic, when it comes to achieving goals in your university.	79	439	152	30	2.84	0.68
4	Many crisis ranging from conflict between academic staff and university administrators, students versus university authorities is traceable to university management style.	160	398	101	41	2.96	0.78
5	Management style is responsible for the quality of graduate produced and the standard of education in higher education	79	430	130	61	2.75	0.77
	How does financial control and accountability contribute to managing higher education?						
6	The purpose of financial control is to avoid waste of fund, is it obtainable by the university management in your school	134	500	56	10	3.08	0.57
7	Fund allocated by government to the university are dully accountable for by university management.	189	471	30	10	3.19	0.58
8	The accounting system adequately identifies receipts and expenditures	150	496	50	4	3.13	0.54
9	Fund generated from other alternative sources outside government are not accountable for by university management.	150	496	50	4	3.13	0.54
10	There have been cases of defrauding and diversion of fund by university management.	68	396	200	36	2.72	0.71

Does quality of service show the success of managing higher education?							
11	Managing a higher education entails hiring the best qualified candidates that were selected after test.	129	471	89	11	3.03	0.61
12	Managing a University entails a continue to rehabilitate the existing infrastructure, and complete many of the stalled projects for quality of service.	68	396	200	36	2.71	0.71
13	Subsidize for research publication by management of higher institutions motivate academic staff and show quality of service	86	490	114	10	2.93	0.58
14	To ensure stability, university management are involve in conflict resolution in the university.	59	358	241	32	2.65	0.89
15	University management improve general working environment and satisfy the aspirations of staff and students.	86	499	100	15	2.94	0.59

APPENDIX B₂
RSUST = 500

S/N	ITEM	SA	A	D	SD	\bar{X}	STD
How has management style affect the managing of higher education?							
1	Management style is democratic in achieving goals in your university.	69	220	170	41	2.63	0.82
2	Management style has improve students/staff morale.	90	200	152	58	2.64	0.91
3	Management style is autocratic, when it comes to achieving goals in your university.	94	243	133	30	2.80	0.81
4	Many crisis ranging from conflict between academic staff and university administrators, students versus university authorities is traceable to university management style.	152	270	67	11	3.13	0.71
5	Management style is responsible for the quality of graduate produced and the standard of education in higher education	120	295	60	25	3.02	0.68
How does financial control and accountability contribute to managing higher education?							
6	The purpose of financial control is to avoid waste of fund, is it obtainable by the university management in your school	140	281	60	19	3.09	0.74
7	Fund allocated by government to the university are dully accountable for by university	150	296	50	4	3.18	0.63

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	management.							
8	The accounting system adequately identifies receipts and expenditures	152	270	67	11	3.13	0.71	
9	Fund generated from other alternative sources outside government are not accountable for by university management.	100	289	91	20	2.94	0.73	
10	There have been cases of defrauding and diversion of fund by university management.	90	220	152	58	2.64	0.91	
	Does quality of service show the success of managing higher education?							
11	Managing a higher education entails hiring the best qualified candidates that were selected after test.	68	296	95	41	2.78	0.78	
12	Managing a University entails a continue to rehabilitate the existing infrastructure, and complete many of the stalled projects for quality of service.	160	277	49	14	3.17	0.71	
13	Subsidize for research publication by management of higher institutions motivate academic staff and show quality of service	109	239	122	30	2.85	0.83	
14	To ensure stability, university management are involve in conflict resolution in the university.	59	160	240	41	2.47	0.81	
15	University management improve general working environment and satisfy the aspirations of staff and students.	40	200	204	56	2.45	0.80	