

Impact Of Political Appointments On The Management Of Higher Education In Nigeria

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Abstract: The effective and efficient management of education in Nigeria has been hampered by many factors such as the issue of funding, inadequate infrastructure, policy gap, data gap, corruption, political instability and interference among others. Among those factors, the issue of political interference seems to border stakeholders in the education sector. They often complain especially in the area of appointment of education officers which is influenced by politicians thereby causing inefficiency and effectiveness in the management of education in Nigeria. The thrust of study is to investigate the impact of political appointments on the management of higher education in Nigeria. Two research questions and two research hypotheses guided the study. The related literature review which was done under conceptual frameworks identified the impact of political appointments on the management of higher education in Nigeria. The descriptive survey design was adopted for the study. The population of the study comprised 123,658 teaching and non-teaching staff from 151 universities, polytechnics/monotechnics and colleges of education in the six geo-political zones of Nigeria. A sample of 600 teaching and non-teaching staff was randomly selected from 12 higher institutions in the six geo-political zones of Nigeria. A 10-item structured questionnaire developed by the researcher titled "Impact of Political Appointment Questionnaire (CAMPQ)" was used for data collection. This was pilot tested for internal consistency and reliability using 20 teaching and non-teaching staff from two higher institutions that were not part of the sampled population. The data were analyzed using Cronbach Alpha correlation coefficient which yielded 0.89. Mean and standard deviations were used to answer research questions while t-test was used to test the research hypotheses at 0.05 level of significance. The findings revealed that political appointment has significant impact on efficiency and effectiveness in the management of higher education in Nigeria. It was recommended among others that politicians should be advised to stop interfering in the appointment of administrators and recruitment of lecturers so that the education system will be autonomous in selecting those who have the requisite qualification and skills to work and ensure efficiency in the education sector.

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Introduction

Education plays a vital role in human capital formation. It raises the productivity and efficiency of individuals and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development.

Higher education plays a key role in the economic and social development of any nation. This is particularly the case in today's globalized information and knowledge-based economy. No Country can expect to successfully integrate in, and benefit from the 21st century economy without a well-educated workforce. The stakes are particularly high for Sub-Saharan Africa, given the low level education attainment of most country's labour force and urgent need for sustained economic growth at a high level in order to reduce poverty (Ojelede, and Fadokun, 2006).

The educational system in Nigeria is faced with series of challenges ranging from policy inconsistency, unregulated proliferation of colleges

and universities. The teachers too are also poorly paid and motivated that they have no option but to become emergency businessmen and women. It is also on record that successive administrations have also played bad politics with various policies that have not really advanced the cause of education in the country (Kolma; Etebu; Charles; and John, 2011).

The term politics according to Okunamiri (2005) is defined as consisting of struggle among actors pursuing conflicting desires on public issues. Meyerson and Bonafield (1955) in Okwori and Ede (2012) regard politics as the activity by which an issue is agitated or settled. Education has been defined by Akpakwu (2012), as the process of bringing desirable changes into the behaviour of human beings. It is also the process of acquiring knowledge and habits through instruction or study in a formal educational setting.

Higher education according to the National Policy in Education (2004), is the education given after secondary education in universities, colleges of

education the polytechnics, mono-technics, including those institutions offering correspondence courses. The goal of higher education in Nigeria as specified in section 6 of the National Policy on Education (2004) include,

“The development of individuals through high level relevant manpower training, in collection of proper values for survival of individuals to understand their environment, acquisition of physical and intellectual skills for self reliance, to promote national and international understanding and interaction”

Educational management on the other hand is defined by Akpakwu (2008) as the ability of the educational manager to judiciously utilize the human, material, financial and time resources towards the efficient and effective achievement of the objectives of educational institutions. The importance of management in education cannot be overemphasized. It is with an efficient and effective management that educational managers can plan, formulate policies, identify programmes, organize staff, facilities and finance, control, coordinate and direct the activities and affairs to achieve the predetermined goals of education institutions (Akpakwu, 2012).

There has been allegation in recent times that higher educational institution in Nigeria are below standard as fresh graduates are no longer competent. The students, on one hand, are no longer willing to study hard to achieve excellence, especially as there seen to be quick avenues to graduation, while the teachers, on the other hand, are faced with job dissatisfaction (Okwevugbe and Omoraka, 2005). The influence of political appointments on the management of higher education in Nigeria cannot guarantee quality education in this kind of atmosphere. In order to improve the quality of higher education, there is the dire need to overhaul the educational system with the intent and purpose of achieving its purpose and objectives in order to ensure efficiency and effectiveness in the educational system. The failure of the higher education system to produce quality graduates that would be self-reliant has defeated the strategic position as an anchor of accelerated national development. It is on this background that this study is set to examine the impact of political appointments on the management of higher education in Nigeria.

Statement of the Problem

The essence of education is in the expected benefits (outcome) to the learner and the society in general. This is why an educated person is said to be creative, self sustaining, analytical and critical of issues, objective in reasoning and above all contributes meaningfully to developmental projects of the society. The task of maintaining an effective and efficient higher education as a machinery of a

functional school system in Nigeria today has become a mirage. This may be due to political sentiments, which seemed to influence in all facets of human endeavour in recent times. It is so disheartening to note that we are living in a country of individualists, sectionalists, tribalism, and religious demagogues in an underdeveloped and uncivilized society, because Nigeria has not exploited fully, its human resource potentials. Nigeria has also not fully developed fully as a society because it has not attained the creation of society when is said to be the exploitation of the individuals playing diverse but complementary roles, according to their natural endowment to the benefit of each other- this is the foundation on which democratic principles are anchored.

The influence of politics on the appointments in educational institutions of learning has made the higher education system degenerative so much that the potential and credibility in the system is completely eroded on the altar of politic. Vice-chancellors, Provosts, Rectors and other principal officers of the higher institutions are appointed mainly due to political affiliations, sectionalism, favouritism and so on to the point that square pegs are put in round holes thereby making the entire system ineffective and inefficient. The appointment of teaching and non-teaching staff is also not for from political considerations and affiliations.

The educational system as a whole is fast losing its relevance and value as its underlying goals and objectives within the overall National development objectives are being defeated principally due to the impact of politics on the management of the educational system in Nigeria. It is based on the above scenario that this study seeks to investigate the impact of political appointments on the management of higher education in Nigeria.

Purpose of the Study

The main purpose of this study is to investigate the impact of political appointments on the management of higher education in Nigeria. Specifically, the study seeks to

1. examine the impact of political appointments on efficiency in the management of higher education in Nigeria.
2. investigate the impact of political appointments on effectiveness in the management of higher education.

Research Questions

This study is guided by the following research questions;

1. What is the impact of political appointments on efficiency in the management of higher education in Nigeria?

2. To what extent do political appointments impact on effectiveness in the management of higher education?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance

H₀₁ There is no significant impact of political appointments on efficiency in the management of higher education in Nigeria

H₀₁. There is no significant impact of political appointments on effectiveness in the management of higher education in Nigeria

Significance of the Study

The finding of this study would send a message to government to know the negative implications of unnecessary appointment of school administrators and recruitment of lecturers who are lack the requisite qualification and competence to and handle educational matters. The findings of this study will also help to create in the minds of government on the need to grant the educational sector autonomy to appoint chief executives officers and also recruit teachers who have the competence and qualification to man education issues. Lastly, the study would also be relevant to students, teachers, school authorities and educational planners as well as those who may wish to carry out a study on a related topic and make recommendations for policy makers.

Review of Related Literature

The review of related literature is carried out under the following sub-headings:

Concept of Politics

The term politics according to Okunamiri (2005) is the consisting of struggle among actors pursuing conflicting desires on public issues. Most of the earliest definitions of politics concentrated on such social units as government bodies, the parliament, the ministries, the presidency, etc. However, the most recent approaches to the study and definition of politics emphasize units of behaviours, that is those events and acts that are political in nature whatever, the institutions in which they occur. Current definitions of politics tend to satisfy three essential ingredients namely; (I) the event of authority and control (II) the predominance of public interest and action, and (III) the element of institutionalized legitimations and accountability in the way activities are performed. Thus, politics is seen as the act of who gets what and when in the affairs of a group (Okwori and Ede, 2012).

Abernethy and Coombe (1965) in Okwonkwo (2014) defines politics in terms of three interrelated component;

(a) activities focused on the acquisition and use of power through control of institutions of government;

(b) activities in which public issues are discussed and demands upon governments expressed through political parties, interest groups, mobs or solidarity individuals; and

(c) activities of the formal institutions of government which make laws, interpret them, allocate resources and carry them out.

Concept of Management and Educational Management

The term management according to Nwankwo (1989) in Nwankwo (2014) is defined as the arrangement of resources (human, material and information) available for education and carefully using them systematically to achieve educational objectives. Drucker (1999), equally related his concept of management to the resources/result context as the process of reaching organizational goals by working with and through people and other organizational resources.

Management according to Okwori (2012) is a task of planning, coordinating, motivating and controlling the efforts of others towards predetermined objectives. Ogbonna (2003) on his part sees management as the process of decision making and control over the action of human, material and financial resources for the express purpose of attaining predetermined goals. Udoh and Akpa (2007) considers management as a set of activities which can be classified into various processes such as planning, organizing, controlling, directing and staffing with a view to achieving the goals and objectives of an organization. Educational management according to Ogbonnaya is concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals. Akpakwu (2012) viewed educational management as involving the planning, organizing, controlling coordinating, leading and evaluating the human, material and time resources towards the achievement of the goals or objectives of educational institutions. Agreeing with this view, Babalola (2006) noted that educational management is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. This is an attempt to use carefully (that is to manage or economize) available scarce resources through cooperative efforts when establishing institutions of learning, enrolling learners, attracting best staff, conducting teaching, learning and research, as well as graduating learners at all levels of educating in an efficient and effective manner.

Concept of Higher Education

Higher or tertiary education is referred to as the education given after secondary education in universities colleges of education, polytechnics as well as those institutions offering correspondence

courses. According to the Federal Republic of Nigeria (2004:36), the goals of tertiary education include to;

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

Tertiary or higher education according to Scott (2005) has two meanings first, it means the next academic level (without research component) after secondary education. Second, it signifies the system of institutions that provides post secondary school courses and also engages in research.

Impact of Political Appointment on Efficiency in the Management of Higher Institutions in Nigeria

The word efficiency appears to have originated from economics. The concept arose from the fact that every organized human activity start by defining objectives to be achieved or output expected. In order to achieve the objectives, certain inputs must be available. Efficiency, according to Arinze in Bosah and Eneasator (1996) is defined in terms of optimal relationship between inputs and out in an enterprise. We usually say an activity is performed efficiently if a given quantity of output is obtained with a minimum number of inputs or, alternatively if a given quantity of inputs yields maximum outputs. The authors further stated that in education, a number of inputs (teachers, students, contents, buildings, instructional materials etc) are combined in different ways to achieve educational ends. In other words, various inputs are transformed in order to achieve outputs. It is therefore obvious from all this that when people talk about improvement in the efficiency of educational system, they are generally referring to change in the way different inputs are combined to yield outputs.

Generally, efficiency in education has two dimensions. These are according to Arinze (1996) the flow of students through the system with a minimum of wastage and the quality of learning achieved in the system at given levels or periods. He further pointed out that wastage in the flow of students manifest quantitatively in the form of drop out and repetition. The quality of learning is determined by the inputs and outputs of the educational system. The second

aspect of efficiency is more controversial and uncertain. This is the quality of learning. It may have to deal with the extent to which the learning outcomes are in agreement with what the society or nation desires. According to Cordelia (1997) political appointees who are not core educational managers or career officers manage the affairs of education in a way that it does not allow for efficiency in terms of ensuring the quality of learning for the learners. Cordelia further stated that efficiency will require the improvement the quality of teaching such that the students are able to perform well in their various examinations. However, politicians often hijack most appointment of senior managers like in the higher institutions where the appointment of Vice Chancellors is strictly political. They do not care to know if the person been appointed has the requisite qualification to deliver.

Impact of Political Appointment on Effectiveness in the Management of Higher Institutions in Nigeria

Effectiveness is a concept that cuts across many disciplines. For instance, we talk about the effectiveness of an educational system, the effectiveness of an accounting system, the effectiveness of political programme, the effectiveness of a Bank or a financial institution and the effectiveness of a community organization.

Effectiveness is normally defined in terms of the achievement of objectives. For example, a senior secondary school is said to have achieved its objectives if its students perform well in the Senior Secondary School Certificate Examination. We usually say that an activity is performed effectively if the objective set out is achieved.

According to Adegun (2002) effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal. Adegun further observed political interference in the educational sector in terms of appointments of school administrators especially the ones who are not qualified to head the school has been a factor inhibiting attainment of goals in tertiary education. Singh (2006) school climate in terms of the quality of administrator and the teachers employed is assumed to have some effect upon the success of a school in accomplishing its objectives. He further observed that it is difficult to achieve educational objectives today because, favoritism and sectional interest are factors in the educational system recruitment exercise by politicians instead of meritocracy that would have ensure quality personnel that would in turn ensure quality education.

Methodology

Survey research design was adopted for the study. The population of the study comprised 123,658

teaching and non-teaching staff from 151 universities, polytechnics/monotechnics and colleges of education in the six geo-political zones of Nigeria. A sample of 600 teaching and non-teaching staff was randomly selected from 12 higher institutions in the six geo-political zones of Nigeria. Stratified random sampling technique was used to select the sample size because the population was heterogeneous. A 10-item structured questionnaire developed by the researchers titled "Impact of Political Appointment Questionnaire (CAMPQ)" was used for data collection. The questionnaire was validated by experts in Educational Management and Tests and Measurement from the Faculty of Education, Benue State University, Makurdi. The questionnaire was trial tested using 20 teaching and non-teaching staff from two higher education that were not part of the sampled population. The data collected was analyzed using Cronbach Alpha correlation co-efficient which yielded

0.89. The coefficient indicated high internal consistency which proved that the instrument was reliable to be used for field work. The data collected was analyzed using simple descriptive statistics of mean and standard deviation to answer research questions. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significant while any mean score below 2.50 was rejected as not been significant. The research hypotheses were tested using chi-square test of goodness of fit at 0.05 level of significance.

Results and Findings

Research Question One:

What is the impact of political appointments on efficiency in the management of higher education in Nigeria?

The data that provide answer to the research question one presented on table 1.

Table 1: Mean Ratings and Standard Deviations on the Impact of Political Appointments on Efficiency in the Management of Higher Education in Nigeria

Item No	Item Description	SA	A	D	SD	\bar{X}	STD	Decision
1	Most school administrators find it difficult to run an orderly school environment because they were politically appointed and not on merit	320	185	69	26	3.49	0.74	Accepted
2	Most teachers find it difficult to teach students well because they were pushed into the teaching profession by their political god fathers.	217	294	60	29	3.25	0.85	Accepted
3	As a result of favouritism in recruitment of lecturers by politicians, most of the lecturers find it difficult to assess and record their students' progress well	310	202	57	31	3.12	0.94	Accepted
4	Most students graduate from the university with very poor result because they were taught by those who were forced into teaching profession by politicians	266	288	34	12	3.30	0.78	Accepted
5	Political appointment of administrative officers and lecturers hinders achievement of education objectives in terms of producing quality graduate.	293	218	68	21	3.34	0.81	Accepted
Cluster Mean/Standard Deviation						3.30	0.8	Accepted

Data on Table 1 showed that the means rating for items 1-5 were 3.49, 3.25, 3.12, 3.30 and 3.34 respectively with their corresponding standard deviations of 0.74, 0.85, 0.94, 0.78 and 0.81. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that most school administrators find it difficult to run an orderly school environment because they were politically appointed and not on merit. Most teachers find it difficult to teach students well because they were pushed into the teaching profession by their political god fathers. They also agreed that as a result of favouritism in recruitment of lecturers by politicians, most of the lecturers find it difficult to assess and record their

students' progress well. More so, most students graduate from the university with very poor result because they were taught by those who were forced into teaching profession by politicians and that political appointment of administrative officers and lecturers hinders achievement of education objectives in terms of producing quality graduate. The cluster mean of 3.19 with the standard deviation of 0.89 was also found to be above the cut-off point of 2.50. This implies political appointments impact on efficiency in the management of higher education in Nigeria.

Research Question Two:
To what extent do political appointments impact on effectiveness in the management of higher education?

The data that provide answer to the research question are presented on table 2.

Table 2: Mean Ratings and Standard Deviations of Staff Management of Head Teachers of Public and Private Primary Schools on Staff Management.

Item No	Item Description	SA	A	D	SD	\bar{X}	STD	Decision
6	School administrators who are appointed by their qualifications and competence and not by political favouritism tends to achieved administrative goals using minimum resources.	39	86	290	185	2.43	0.03	Rejected
7	School administrators who are not appointed by their qualifications and competence but by political favouritism find it difficult to achieved administrative goals using minimum resources	320	211	51	18	3.27	0.87	Accepted
8	There is high improvement in the quality of teaching such that the students are able to perform well in their various examinations when appointment of chief administrative officers is not by political sentiment and favouritism.	284	299	92	75	3.34	0.87	Accepted
9	Political appointees who are not core educational managers or career officers manage the affairs of education in a way that it does not allow for efficiency in terms of ensuring the discipline and quality teaching	247	319	67	33	3.70	0.91	Accepted
10	Those who are politically appointed to man affairs of a school not by qualifications and competence fail in providing good climate for effective teaching and learning.	270	306	63	39	3.23	0.85	Accepted
	Cluster Mean/Standard Deviation					3.19	0.71	Accepted

From the analysis of data as shown on Table 2, the mean ratings for items 6-10 were 2.43, 3.27, 3.34, 3.70 and 3.23 respectively with their corresponding standard deviation of 0.03, 0.87, 0.87, 0.91 and 0.85. Based on the result of the analysis, it means that item 7, 8, 9 and 10 mean scores were rated well above the cut-off point of 2.50 while item 6 was mean scores was rated below the cut-off point. This means that the respondents had disagreed that school administrators who are appointed by their qualifications and competence and not by political favouritism do not tends to achieved administrative goals using minimum resources. The however agreed that school administrators who are not appointed by their qualifications and competence but by political favouritism find it difficult to achieved administrative goals using minimum resources. Also that there is high improvement in the quality of teaching such that the students are able to perform well in their various examinations when appointment of chief administrative officers is not by political sentiment and favouritism.

More so, political appointees who are not core educational managers or career officers manage the affairs of education in a way that it does not allow for efficiency in terms of ensuring the discipline and quality teaching and that those who are politically appointed to man affairs of a school not by qualifications and competence fail in providing good climate for effective teaching and learning. The cluster mean of 3.19 with the standard deviations of 0.71 was also found to be above the cut-off point of 2.50. This implies that political appointments impact on effectiveness in the management of higher education.

Testing Research Hypotheses

In testing the four hypotheses of this study, the t-testing statistical tool was used to test the hypotheses at 0.05 probability level of significance and the results are presented on table 4 to 6.

Hypotheses one:

There is no significant impact of political appointments on efficiency in the management of higher education in Nigeria.

Table 3: Chi-square test on the Impact of Political Appointments on Efficiency in the Management of Higher Education in Nigeria

Opinions	Observed Frequency	Expected Frequency	df	Level of sig	X ² -cal	X ² -tab	Decision
No Impact	97(16%)	300(50%)	1	0.05	109.94	3.84	
Impact	531(84%)	300(50%)					Significant

Values in parentheses are percentages ($X^2 = 109.94$, $df = 1$, $p = 0.05 > 0.00$)

Table 3, showed that, the descriptive statistics of percentages and the inferential statistics of chi-square were used to test if there is no significant impact of political appointments on efficiency in the management of higher education in Nigeria. The results showed that 84% of the respondents agreed that there is a significant impact of political appointments on efficiency in the management of higher education in Nigeria as against 16% students who disagreed.

Table 3 also showed that the chi-square calculated value of 109.94 was greater than the chi-square table

value of 3.84 checked at 0.05 level of significance and at 1degree of freedom. The null hypothesis was therefore rejected. This implies that there is a significant impact of political appointments on efficiency in the management of higher education in Nigeria.

Hypotheses Two:

There is no significant impact of political appointments on effectiveness in the management of higher education in Nigeria.

Table 4: Chi-square on the Impact of Political Appointments on Effectiveness in the Management of Higher Education in Nigeria Performance

Opinions	Observed Frequency	Expected Frequency	df	Level of sig	X ² -cal	X ² -tab	Decision
No Impact	162(27%)	300(50%)	1	0.05	134.79	3.84	
Impact	438(73%)	300(50%)					Significant

Values in parentheses are percentages ($X^2 = 134.79$, $df = 1$, $p = 0.05 > 0.00$)

Table 4, showed that, the descriptive statistics of percentages and the inferential statistics of chi-square were used to test if there is no significant impact of political appointments on effectiveness in the management of higher education in Nigeria. The results showed that 73% of the respondents agreed that there is a significant impact of political appointments on effectiveness in the management of higher education in Nigeria as against 27% students who disagreed.

Table 4 also showed that the chi-square calculated value of 134.79 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1degree of freedom. The null hypothesis was therefore rejected. This implies that there is a significant impact of political appointments on effectiveness in the management of higher education in Nigeria.

Discussion of Findings

The first finding of this study revealed that there is a significant impact of political appointments on efficiency in the management of higher education in Nigeria. This finding agrees with the views of Adegun (2002) who observes political interference in the educational sector in terms of appointments of school administrators especially the ones who are not qualified to head the school has been a factor inhibiting attainment of goals in tertiary education.

Also in consonance with the finding, Singh (2006) notes that school climate in terms of the quality of administrator and the teachers employed is assumed to have some effect upon the success of a school in accomplishing its objectives. He further observed that it is difficult to achieve educational objectives today because, favoritism and sectional interest are factors in the educational system recruitment exercise by politicians instead of meritocracy that would have ensure quality personnel that would in turn ensure quality education.

The second finding of this study revealed there is a significant impact of political appointments on effectiveness in the management of higher education in Nigeria. This finding is in agreement with the opinion of Cordelia (1997) who states that political appointees who are not core educational managers or career officers manage the affairs of education in a way that it does not allow for efficiency in terms of ensuring the quality of learning for the learners. Cordelia further stated that efficiency will require the improvement the quality of teaching such that the students are able to perform well in their various examinations. However, politicians often hijack most appointment of senior managers like in the higher institutions where the appointment of Vice Chancellors is strictly political. The do not care to know if the person been appointed has the requisite qualification to deliver.

Conclusion

Based on the results of this study, it was concluded that political appointment has significant impact on efficiency and effectiveness in the management of higher education in Nigeria.

Recommendations

Based on the findings of this study and conclusion, the following recommendations were made:

1. Politicians should be advised to stop interfering in the appointment of administrators and recruitment of lecturers so that the education system will be autonomous in selecting those who have the requisite qualification and skills to work and ensure efficiency in the education sector.

2. Government should enact a law that only professionals or career officers who have both theoretical and practical knowledge of educational management should be appointed or employed to manage or teach in higher education so as to ensure that the goals or objectives of this level of education is met which is what effectiveness stands for.

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