

MANAGEMENT FACTORS INFLUENCING ACADEMIC PERFORMANCE OF STUDENTS IN TERTIARY INSTITUTIONS IN SOUTH EAST GEO-POLITICAL ZONE OF NIGERIA

By

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Abstract

The paper ascertained the management factors that influence academic performance of students in tertiary institutions in South East geo-political zone of Nigeria. Three research questions and three hypotheses guided the study. A cross-sectional survey research design was used. The sample of the study comprised 650 respondents who were selected through random sampling from a population of 5882 students and staff from five tertiary institutions in South East geo-political zone of Nigeria. A structured questionnaire was used as the instrument for data collection. The data were analysed using mean score method which was performed on the Statistical Package for Social Sciences (SPSS) platform. The parametric statistics of one-way Analysis of Variance (ANOVA) and LSP post hoc were used to test the hypotheses at 0.05 level of significance. The study found among others that there are types of resources needed in management of tertiary institutions and some of the resources include financial, human and physical resources. Based on the findings, it was recommended among others that adequate financial resources should be provided by the government and efficient utilization of such resources as they will help to develop and maintain all other resources required in the institutions as they are necessities for the achievement of results in education.

Keywords: Education, Management, Academic Performance, Students, Tertiary Institutions

Introduction

All over the world, tertiary institutions are regarded as centre of learning, training and research. Universities are also regarded as institutes of higher education. The demand for tertiary education in Nigeria today has increased (Aluede, Idogho & Imonike, 2012). Education, basically, involves transfer and acquisition of knowledge and skills in certain competences through the process of teaching and learning. Okojie (2013) is of the view that education is a process for manpower development which is necessary for the achievement of

rapid growth and development in any country. Every secondary school graduate struggles to gain admission to tertiary institution to study. This portrays that people have come to realize the importance of university and tertiary education in one's life as a means for social mobility, self-actualization and self-development (Francis, 2015). According to Ehiametalor (2005), there seems to be a general perception among Nigerian people that only university degree can promise a good future. He further says that the demand for university education has reached an unprecedented high level that more than double the current number of universities in the country will be required to fill this need.

The development and expansion of the country's university system have led to a tremendous increase in the government expenditure in this level of education. This expansion and increase in students' enrolment have actually affected the management of universities in the 1980s to date (Okoye, 2017). The resources available are poor and have not been able to integrate the increase in students' enrolment and as such, the inadequate funding of the universities has, in no doubts, had catastrophic effect on teaching, research and community services. Ade-Ajayi (2003) is of the view that funding has a crucial role to play on quality of academic programmes. In the same vein, Igboeri (2017) emphasizes the significance of different categories of physical facilities on the quality of academic programmes. According to him, inadequacy of any category of these physical facilities could lead to overcrowding, stress, unruly behaviour, distractions and gradual decay of symbolic things that help shape human behaviours.

Education as an activity is as old as man across cultures. It embraces not only school experiences but also indirect or incidental influences which help us to learn, such influences and activities affect our character, behaviours and perceptions. Education as the key to development has the capacity to upgrade teaching effectiveness as well as learning efficiency among learners. According to Ugwuanyi (2015), education is the acquisition of knowledge that tends to train and develop the individual. It is regarded as the singular most important instrument for holistic human development and the empowerment of citizens of any nation. The author's view is that any experience that has a formative effect on the way one thinks, acts or feels may be considered educational. The importance of education as an eye opener for people in all facets of life, especially on how the resources meant for livelihood could be thoroughly managed and to be useful to the fullest, made some governments to recognise education as a right to every individual (Adekunle, Tayo & Orugbenro, 2012). The global perception agrees that for economic and social development to be derived effectively there is need for advancement in and application of knowledge.

It is apparent that illiteracy or lack of formal education, frequently restraints the logical process of human development in any nation. Given the importance of human capital and its attachment for economic growth and sustainable development, widespread or free education is often a desirable idea. Human beings have unlimited capability to learn but however be limited by the behaviour patterns and the resources that the immediate environment offers. In his submission, Onuma (2013) states that nature only provides the raw materials in form of potentials but the environment that determines the extent of development. He further says that the menace of low academic performance which had been on the high side in the Nigerian academic system, had eaten deep into the quality of students and eventual leaders produced into the Nigerian economy. It could be deduced that there exists a vacuum in the quality of students produced and the required quality of students and individuals produced for various institutional needs of the country. The issue of poor academic performance of students in Nigerian tertiary institutions has been of great concern to the government, parents, teachers and even students themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of school resources (Ikediugwu, 2016).

Management is an important activity with education as with all other public services. Management is therefore, in principle a rational activity in that it is concerned with funding the most effective and efficient ways possible of deploying resources in order to achieve the purposes of the organisation (Adekunle, Tayo & Orugbenro, 2012). Zwalchir (2008) defines management as the process of getting things done through

people. In the view of Anebi (2016), management involves the process of harnessing human and material resources in order to achieve educational objectives. The main focus of management in this field is the achievement of effective teaching and learning. According to Carnoy (2014), management in education is the process involving the initiation and adoption of policies and programmes, the recruitment, the retention and promotion of personnel and control of other factor resources for achievement of educational objectives. He further notes that management in education primarily entails the design and implementation of educational programmes, school business management and plant maintenance, school leadership and personnel administration.

In the school system, it is the responsibility of the school administrator, Rector, Provost, and Vice-chancellor to put the basic activities together to ensure the achievement of the educational objectives. It is a variable that relates all activities of the organisation. Management therefore is an important activity within education as with all other public services Ikegbusi (2016). School managers has to reconcile the diverse interests to people involved in the education of students, distributing limited funds, allocating time and staff resources, and sorting out problems which individuals may not be able to handle as major disciplinary issues, health and safety concerns. This is because according to Attah (2016) most education takes place within organisations, which have to acquire resources and deploy them in order to achieve results. If a tertiary institution exists to bring about education, then decisions have to be made which will allow that to happen as successful as possible.

Educational resources are those things which can be used to achieve educational objectives. They are educational inputs that enhance both academic and administrative work in educational institutions. It can be viewed as sum total of the input which goes into the educational system. Educational resources are all the things that are used directly or indirectly for the purpose of supporting, facilitating, influencing or encouraging the transmission or acquisition of knowledge, skills, competence and know-how. Educational resources are essential components of educational system that have to be provided and effectively managed and utilized for the achievement of educational goals and objectives. They are necessary for the survival and continuity of the school system which result in the successful teaching-learning outcomes. Educational resources according to Igwebuike (2016) refer to all human, material and non-material, audio-visual, school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching-learning process. Management of resources seeks to achieve desired results through their efficient utilization. All material and non-material factors which are necessary and contributory to the attainment of goals of any institution are regarded as resources. Effective management of resources in tertiary institutions involved a careful planning of infrastructure, coordination of human, physical, material and financial resources and the development of an effective and relevant instructional plan for learning. Ugwuanyi (2015) states that to ensure high job involvement and productivity of teachers depend on the ability of the administrator to manage the three components namely: human, financial and material resources of an organisation properly.

All over the world, tertiary institutions are recognised as centres for excellence where knowledge is attained and dispersed to those who need it. Tertiary institutions are engine for economic growth, committed to building a skilled work force. They teach, conduct research to advance knowledge and promote creativity and innovations. Nigeria higher education was established to pursue the goals of developing skilled and cultured citizens who could function as leaders in the society and also inherit the mantle after independence.

The goals of tertiary education as specified in the National Policy on Education (2004) are:

- to contribute to national development through high level relevant manpower training;
- to develop and inculcate proper values for the survival of society;
- to develop the intellectual capability of individuals to understand and appreciate their local and external environments;

- to promote and encourage scholarship and community services;
- to forge and strengthen national unity and promote national and international understanding.

In Nigeria, tertiary education is available in four main types of institutions which are:

- The universities, of which their total number is 152 in the year 2017.
- Polytechnics, originally intended for middle and high level technical/professional education, of which there are approved polytechnics and mono-technics.
- Colleges of education intended for high level non graduate teacher education.
- Higher institutions that offer courses in specific professional areas, innovative enterprise institutions such as Nursing, Agriculture, Veterinary studies etc are approved institutions.

These institutions are under the supervision and monitoring of the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) and are vital parastatals of the Federal Ministry of Education for guaranteeing effective administration and control of higher education in Nigeria. They plan, organise, manage, fund, supervise and monitor provision and development of tertiary institutions.

The administration of tertiary educational institutions refers to the means by which tertiary educational institutions are operated, organised and managed. Yusuf & Afolabi (2014) assert that the administration of higher educational institutions deals with how higher education steer themselves as well as the process used to manage them in such a way as to lead to effective performance in achieving desired outcomes, goals and satisfaction of stakeholders. Francis (2015) posits that the administration of higher educational institutions 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 different academic worlds. The administration and management of Nigerian tertiary educational institutions according to Okebukola (2006) is legally provided for, in the Acts and Statutes, and the government is expected to provide the enabling policy and legal frameworks for them to function.

Management of tertiary institutions for instance revolves around the Vice-chancellors, Provosts or Rectors who are both the academic and administrative head of the institutions. He is being supported by one or sometimes two deputies and a number of senior academic staff such as Deans of colleges, faculties/schools and Heads of Departments (Ekundayo & Ajayi, 2009). In addition to this, the Registrar, the Bursar, the Librarian as well as a collection of other administrative staff who assist the institutional heads in managing the affairs of tertiary educational institutions.

Policies are not only essential for effective management of institutions, but also for ensuring sustainability of all the systems and institutional transformation. According to Adekunle, Tayo and Orugbenro (2012) and Attah, (2016) policy issues and administration of tertiary institutions in Nigeria are embedded in the National Policy on Education. The policies are geared towards ensuring that the goals of higher educational institutions are achieved (Okoye, 2017). Furthermore, policies in higher educational institutions define roles and responsibilities of individuals in management, and define targets for units, departments and faculties in order to improve teaching and learning. They also define effective and transparent criteria and processes for the appointment, promotion and reward of staff.

In any tertiary institution, students are the key assets according to Okojie (2013). The students' performance plays an important role in producing best quality of graduates for the country's economic and social development. The poor performance of students which have been a challenging problem for the academic commitment has wide ranging implication for national development. Students perform poorly because the institution has failed to create an environment that is accommodating and conducive to their learning and educational needs Zapeda (2004) and Zhang & Aasheim (2011). Facilities available in most

Nigerian tertiary institutions do not serve in enhancing students learning performance. Students therefore find it difficult to cope with the workload. Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in students' learning (Zulu, 2008). Quite remarkable are the regular poor academic performance by majority of students which is fundamentally linked to the application of ineffective teaching methods by teaching staff to impart knowledge to learners. Academic success has a great influence on students' self-esteem, motivation and perseverance in higher education.

However, what is clear is that educational management in tertiary institution involves the application of management principles in designing, developing and affecting resources towards achievement of educational goals (Kagaari (2010). The recent findings on the state of higher education in Nigeria as conducted by Okojie (2013) and Yusuf and Afolabi (2014) had confirmed the degradation of the Nigeria education system. Nigeria in the past was a country that produced World-class higher education graduates that compete with their counterparts around the world and hard work was their watchword. The study of tertiary education in Nigeria today has largely been a story of mixed fortune. These institutions initially laid claims in making respectable impact on the socio-political and economic advancement of Nigeria.

Today, there are doubts whether or not Nigerian tertiary educational institutions under the present condition will be able to continue to lay claims on being central to National capacity building to connect with their new international knowledge system, and further develop the new technologies needed in the wider society. The tertiary institutional management according to Okumbe (2001) and Osagiede (2013) finds it difficult to work where factors like inadequate financial resources, inadequate human resources and inadequate physical resources exist.

Statement of the Problem

Academic performance which is measured by the examination results is one of the major goals of tertiary institutions (Fraser & Killen, 2005). Tertiary institutions are established with the aim of imparting knowledge and behind all these is the idea of enhancing good academic performance. Effective learning takes place only when the environment is conducive. Actually, if there is availability of financial, human and physical resources and if all these are well managed and proper conduct observed in schools, it will enhance academic performance of students in tertiary institutions. Therefore, the problem of this study is to survey the management factors influencing academic performance of students in tertiary institutions in South East geopolitical zones of Nigeria

Research Questions

To guide the study, the following research questions were asked.

- i. What are the types of resources needed in management of tertiary institutions?
- ii. What are the causes of poor management factors among tertiary institutions?
- iii. To what extent do inadequate resources affect academic performance of tertiary institutions students?

Research Hypotheses

H₀₁: There is no significant difference between the opinion of respondents on the types of resources needed in management of tertiary institutions and academic performance of students in tertiary institutions.

H₀₂: There is no significant difference between the opinion of respondents on the causes of poor management factors among tertiary institutions and academic performance of students in tertiary institutions.

H₀₃: There is no significant difference between the opinion of respondents on the effect of inadequate resources and academic performance of students in tertiary institutions.

Method

The study employed a cross sectional survey research design. This type of design was used because it is aimed at collecting data on a particular problem from a sample in order to gain an estimated dimension of the problem in the larger population (Onwe, 2014). The study was conducted in 5 federal tertiary institutions in the South East geopolitical zone of Nigeria. The states in the South East geopolitical zone include Abia, Anambra, Ebonyi, Enugu and Imo. Five federal institutions with a population of 5882 students and staff, which was made up of males and females were used. Five federal institutions were randomly selected as samples from the five states. From the five federal institutions, one hundred and twenty five staff and students from each of the five randomly selected federal institutions were respectively selected by stratified random sampling technique. This ensured that sub-groups in the population participated in the study in the same proportion as they exist in the parent population (Nworgu, 2006). They were placed according to strata. A total of 650 respondents (both males and females) participated in the study.

The instrument for data collection was a structured questionnaire developed by the researchers from the literature reviewed. According to Rao (2010), Nwankwo (2013) and Onwe (2014), the questionnaire is used when factual information is preferred. The items were also structured and allocated the Likert rating scale as follows:

Strongly Agree (SA)	----- 4 points
Agree (A)	----- 3 points
Disagree (D)	----- 2 points
Strongly Disagree (SD)	----- 1 point

To ensure content and face validity of the instrument, draft copies of the questionnaire were given to 2 senior lecturers and a professor in the department of Educational Foundations and 2 measurement and evaluation experts in the Faculty of Education, University of Uyo, Akwa Ibom State. They made useful suggestions that led to some modifications in the questionnaire which were effected before the final copies were produced. The reliability of the instrument using test retest method was found to be 0.80 which was considered adequate for the study. The reliability coefficient according to Howitt (2016) and Okonkwo (2016) coefficient alpha ranging from 0.8 to 1.0 is very high and shows that the instrument is reliable. The researchers collected data with the help of five research assistants. In each institution visited, copies of the questionnaire were administered on the respondents. They were allowed to respond to the items before retrieving the filled questionnaires. These strategies were meant to minimize chances of loss of questionnaire copies and to explain any point the respondents may not understand very well.

The data obtained from the questionnaire were analysed using mean score method which was performed on the Statistical Package for Social Sciences (SPSS) platform. To test the hypotheses, the parametric statistics of one-way analysis of variance (ANOVA) LSD post hoc test were used to test the significant of difference at 0.05 level of significance.

Results Presentation and Data Analysis

Research Question 1: What are the types of resources needed in management of tertiary institutions?

Table 1: Respondents responses on types of resources needed in management of tertiary institutions in South East geo-political zone of Nigeria.

<i>I t e m</i>	<i>N</i>	\bar{X}	<i>S</i>	<i>D</i>
Financial resources would enable the institution provide for high quality staff, building and teaching materials	650	3.90	.427	
Physical resources facilitate teaching and learning in schools	650	3.86	.488	
Human resources help to achieve institutional goals and objectives	650	3.86	.466	

The results in table 1 showed that there are types of resources needed in management of tertiary institutions in South East geo-political zone of Nigeria, judging from the 4 point likertscale of SA⁴, A³, D², and SD¹.Some of the resources include financial, human and physical resources. The assertion is supported by the calculated mean scores of 3.90, 3.86 and 3.86 respectively.

Research Question 2: What are the causes of poor management factors among tertiary institutions in South East geo-political zone of Nigeria?

Table 2: Respondents responses on the causes of poor management factors among tertiary institutions in South East geo-political zone of Nigeria.

<i>I</i>	<i>t</i>	<i>e</i>	<i>m</i>	<i>N</i>	\bar{X}	<i>S</i>	<i>D</i>
Cultism is the cause of poor management among tertiary institutions				6 5 0	3.21	.93	0
Lack of accountability is the cause of poor management among tertiary institutions				6 5 0	3.51	.69	6
Constant changes in politics and government cause poor management among tertiary institutions				6 5 0	3.73	.53	5
Depressing economy contributes to poor management among tertiary institutions				6 5 0	3.32	.89	6
Ineffective governance affects the management of tertiary institutions				6 5 0	3.61	.66	3

The results in table 2 indicated that there are various causes of poor management factors among tertiary institutions in South East geo-political zone of Nigeria, judging from the 4 point likert scale of SA⁴, A³, D², and SD¹.Some of these causes include: cultism, lack of accountability, constant changes in politics and government, depressing economy and ineffective government. The assertion is supported by the calculated mean scores of 3.21, 3.51, 3.73, 3.32 and 3.61 respectively.

Research Question 3: To what extent do inadequate resources affect academic performance of tertiary institutions students in South East geo-political zone of Nigeria?

Table 3: Respondents responses on the extent to which inadequate resources affect academic performance of tertiary institutions students in South East geo-political zone of Nigeria?

<i>I t e m s</i>	<i>N</i>	\bar{X}	<i>S</i>	<i>D</i>
Inadequate financial resources lead to poor academic performance among students in tertiary institutions	6 5 0	3 . 4 7	. 7 5	6
Inadequate equipment and facilities affect students' performance	6 5 0	3 . 4 7	. 8 1	2
Inappropriate staffing is responsible for poor academic performance	6 5 0	3 . 7 0	. 5 0	9

The results in table 3 indicated that there are various effects of inadequate resources on the academic performance of students in tertiary institutions in South East geo-political zone of Nigeria, judging from the 4 point likert scale of SA⁴, A³, D², and SD¹.Some of which include: inadequate financial resources, inadequate equipment and facilities and inadequacy of human resources both in quantity and quality. The assertion is supported by the calculated mean scores of 3.47, 3.47 and 3.70 respectively.

Hypotheses

H₀₁: There is no significant difference between the opinion of respondents on the types of resources needed in management of tertiary institutions and academic performance of students in tertiary institutions.

Table 4: The Summary of One Way Analysis of Variance for Testing Hypothesis One.

<i>S c o r e</i>	<i>Sum of Squares</i>	<i>d f</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between groups	110236.333	3	36745.444	2979.360	.000
Within groups	98.667	8	12.333		
T o t a l	110335.000	11			

The results in table 4 indicated that the null hypothesis was rejected. Since the significance value was .000 ($p=.000$) which was below, i.e. $p<0.05$ level. Therefore, there was a significant difference between the opinion of respondents on the types of resources needed in management of tertiary institutions and academic performance of students in tertiary institutions.

Ho₂: There is no significant difference between the opinion of respondents on the causes of poor management factors among tertiary institutions and academic performance of students in tertiary institutions.

Table 5: The Summary of One Way Analysis of Variance for Testing Hypothesis Two.

<i>S c o r e</i>	<i>Sum of Squares</i>	<i>d f</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between groups	66868.200	3	22289.400	79.948	.000
Within groups	4460.800	16	278.800		
T o t a l	71329.000	19			

From the above results in table 5, it is clear that the null hypothesis two was rejected. This is because the significant value of .000 is less than 0.05 ($p<0.05$) level. This indicated that there was a significant difference between the opinion of respondents on the causes of poor management factors among tertiary institutions and academic performance of students in tertiary institutions.

Ho₃: There is no significant difference between the opinion of respondents on the effect of inadequate resources and academic performance of students in tertiary institutions.

Table 6: The summary of One Way Analysis of Variance for Testing Hypothesis Three.

<i>Mean Square</i>	<i>Sum of Squares</i>	<i>d f</i>	<i>F</i>	<i>Sig.</i>	
Between groups	47087.000	3	15695.667	152.756	.000
Within groups	822.000	8	102.750		
T o t a l	47909.000	11			

The results in table 6 revealed that the null hypothesis was rejected. This was because the significance value ($p=.000$) is less than 0.005 ($p<0.05$) level. Therefore, there is a significant difference between the opinion of respondents on the effect of inadequate resources and academic performance of students in tertiary institutions.

Summary of Findings

This study was carried out to survey the management factors influencing academic performance of students in tertiary institutions in South East geo-political zone of Nigeria. The research study involved five tertiary institutions which were randomly selected. The hypotheses were drawn and tested using the parametric of one way Analysis of Variance (ANOVA) LSD post Hoc test and a critical level of 0.05 level of significant and all the null hypotheses were rejected. The result therefore showed that there was a significant difference between the opinion of respondents on the types of resources needed in management of tertiary institutions and academic performance of students in tertiary institutions, there was a significant difference between the opinion of respondents on the causes of poor management factors among tertiary institutions and academic performance of students in tertiary institutions and a significant difference also exists between the opinion of respondents on inadequate resources and academic performance at 0.05 level of significance. Generally, these results suggest that management factors have a significant influence on academic performance of students in tertiary institutions, especially when they are adequately provided and utilized.

Discussion of Results

The findings of this study showed that there are types of resources needed in management of tertiary institutions and some of the resources include financial, human and physical resources. The study was in line with Adegbemile (2011) and Ali (2013) who stated that financial, physical and human resources are some of the contributory factors in the promotion of students' academic performance in schools. Yusuf and Afolabi supported the findings by stating that human, financial and physical resources are very essential for effective management of tertiary education in Nigeria (Zapeda, 2004)

The result also showed that there are various causes of poor management factors among tertiary institutions, some of these causes include: cultism, lack of accountability, constant changes in politics and government, depressing economy and ineffective government. Ekundayo and Ajayi (2009) supported the finding by stating that poor management can lead to poor academic performance of students in universities. Waweru (2013) states that poor management most often leads to students' poor academic performance in schools as well as negatively affects their academic performance. The result further indicated that there are various effects of inadequate resources on the academic performance of students in tertiary institutions, some of which include: inadequate financial resources, inadequate equipment and facilities and inadequacy of human resources both in quantity and quality. The findings are in line with Mlambo (2011) who found out that students performed poorly in Chemistry due to inadequate equipment and facilities in the school laboratory.

Conclusion

The conclusion drawn from this study is that management factors, namely: human, physical and financial resources affect students' academic performance in tertiary institutions. In other words, there are significant positive relationship between management factors and students' academic performance. This indicates that academic performance of students in tertiary institutions is a function of effective management of resources at the institutional level. Proper management of human, physical and financial resources and proper discipline in institutions are pre-requisite for students' performance. The provision of resources, adequate quantity and quality and efficient management of them motivate lecturers towards high job involvement and performance which leads to students' high academic performance. However, it is quite interesting to note that effective learning takes place only when the environment is conducive. Therefore, in order to succeed in the pursuit of educational goals and achieve performance, adequate resources, transparency and discipline will continue to be because the quality of every society is largely predicted on the quality of its educational system.

Recommendations

Based on the findings of this study, the following recommendations are made

- i. Adequate financial resources should be provided by the government and efficient utilization such resources as they will help to develop and maintain all other resources required in the institutions as they are a necessities for the achievement of results in education.
- ii. Institutional managements should realise that they have the responsibility to preserve and prolong the useful life of the stock of facilities in schools. They should use wisely the resources available to them to maintain the items, buildings, furniture and equipment as far as possible in their original condition; and ensure that the issue of accountability and transparency is allowed to guide our educational system, where students are represented in some management committee.
- iii. The government should ensure that all tertiary institutions are adequately staffed so that lecturers have manageable credit loads that would enable them provide quality education to students, which will enhance academic performance.
- iv. The institutional management should earmark some percentage budget to maintain and service all facilities and equipment, knowing fully well that it is far more better to maintain and repair than to buy new ones. This will go a long way to curtail out the way damaged furniture are littered in some universities.

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