AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

MANAGEMENT OF STATE-OWNED UNIVERSITIES AND ISSUES OF FUNDING IN SOUTH EAST, NIGERIA

Uguru Veronica Ngozika[1] and Prof. Sarah Oben Egwu[2]
Email address: drsarahegwu@gmail.com: Phone: 08037723431
Department Of Educational Foundations, Faculty of Education,
Ebonyi State University.

ABSTRACT

This study investigated management of state-owned universities and issues of funding in South East Nigeria. Two research questions and two null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of this study was 521 Senor Accounting officers and Senior Administrative Staff. The breakdown has 259 Senior Accounting Officers and 262 Senior Administrative Staff in State Owned Universities in South East. The entire population was used as the sample size. Hence the sampling technique was census. A structured questionnaire developed by the researcher titled; Management of state-owned universities and issues of funding Questionnaire (MSOUAIFQ) was used to elicit information from the respondents. The instrument was validated by three experts, two experts from Educational Administration and Planning in the Department of Educational Foundations and one expert from Measurement and Evaluation option of Science Education Department, both from Ebonyi State University, Abakaliki. The overall reliability coefficient yielded 0.99 using Cronbach Alpha method. Data collected were analyzed using mean and standard deviation, while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The results revealed that: Governing council adoption of strategic planning in the management of state owned Universities in South East, Nigeria was to a high extent, that Government appropriations, tuition fees, research grants and contract and partnership are alternative sources of funds in the management of state owned Universities in South East, Nigeria while the results of the hypotheses revealed that; there is no significant difference in the mean views of Senior accounting officers and senior administrative staff on the extent to which governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria. Based on the findings, the study recommended that: Government should organize workshops and training sessions for the University Management Council on effective strategic planning.

Keywords: Management, University, State-owned Universities, Funding, Resources

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Introduction

Universities provide individual with comprehensive education that combines theoretical knowledge with practical skills, preparing them for diverse careers and responsible citizenship. University as an institution of higher education and research that grants degrees in various fields of study. It serves as a vital hub for intellectual development, fostering critical thinking, innovation, and personal/societal growth (Chukwu, 2022).

State-owned universities are institutions that are primarily funded by state government (Chuka, 2022). These universities are established to provide accessible and affordable education to residents of the state often have mission that emphasizes public service, community engagement and research. State-owned universities typically offer wide range of undergraduate and graduate programs across various field of study. The significance of universities to the establishment of a knowledge-based society cannot be over-stressed. One of the main reasons for establishing universities is for carrying out research. Research is seen as a way to motivate economic expansion and inspire innovations and development. It is a main tool for human development. A lot of the new products and services that people enjoy presently in our society were the outcome of researches from universities. The Federal Republic of Nigeria (2013) in her National Policy on Education, noted that the aim of university education is to advance the intellectual ability of individuals to comprehend and appreciate the world around. Therefore, university teaching should strive to instill community spirit in the learners via project and actual research. The importance of university education in a developing country such as Nigeria cannot be relegated. This is because of the fact that the entire growth and development of the country is based upon the educational sector's success. The educational sector all over the globe plays a vital role in making available the required balance in form of skilled labour force, inculcation of acceptable societal norm, emerging techniques and methodologies that are needed for the nation to survive. However, it seems that the aims of university education have not been actualized as the educational sector encounters mirage of problems that ranged from infrastructural deterioration to inadequate manpower, inadequate funds and inconsistent educational policies leading to underdevelopment.

Flowing from the above assertions, it is believed that, Universities need ample financial provision from government for the successful execution of the education programmes (Federal Republic of Nigeria, 2014). There is no university that can thrive or adequately carry out its functions without adequate funding. Funds are required to pay staff salaries,

make provision for and maintain infrastructural facilities and to keep the university functioning. Adequate funding is very critical to the smooth running of university but poor funding and utilization of the available remain a great challenge in the management of State-owned universities. Fund allocation for the development of state-owned universities is sometime mismanaged by the universities management, as observations showing that fund meant for staff training or particular project are always diverted.

Funding problem in the universities has gone a long way to hindering performances in educational system, based on empowering university staff further training, conferences, seminars and workshops attendance and this to a large extent has affected the quality of the products in the system (Alabi, 2021). The system seems not to have the required financial capacity necessary to sustain educational quality amidst significant enrolment expansion. This may have hindered effective management of state own universities.

Management of universities strongly involves overseeing and coordinating all aspects of the institutions to ensure that they operate efficiently and effectively. According to Okafor (2022) university management is seen as the process of planning, organizing, directing, and controlling the various activities and resources of a university to achieve its educational and research objectives. This involves making decisions about curriculum development, faculty recruitment, budgeting, infrastructural development, and student services, among others. Effective university management requires strong leadership, collaboration with stakeholders, and a focus on continuous improvement (Egwu, 2019). This includes strategic planning, which involves setting goals and objectives for university and developing plans to achieve them. Effective leadership is also crucial, as university managers must motivate and guide staff towards these goals. The question now is “what is the situation in our state-owned Universities in Nigeria. Furthermore, stakeholder engagement is key in ensuring that the university meets the needs and expectations of its various stakeholders, including students, staff, government authorities, and the local communities. The issues of funding, sources of funding and utilization of funds remain a great problem facing Universities (Ekong, 2020). Funding is a very significant issue which plays a crucial role in university education.
One would like to ask, “are there state-owned universities in the South East Nigeria that are adequately funded?” If yes, “is the available fund properly managed?”.

The Federal and State governments are expected to play central role in funding

their own university education. Funding university education today is a crucial national issue. Funding is the act of providing resources mostly in form of money or other values for a project in any other private or public institution.

Fund utilization plays a vital role in improving both staff personnel and students' personnel in a university, hence, effective utilization of funds support the growth and advancement of their employees. It provides opportunities for professional development, training programs, and initiatives that enhance the skills and knowledge of staff members. Investing in the development of staff personnel contributes to the overall success and reputation of the institution (Okoro, 2022). This involves investing in professional development opportunities, training programs, and initiatives that enhance the skills and knowledge of employees. Utilization of funds towards the growth and development, and ultimately enhance the overall success and reputation of the institution. Effective fund utilization in staff personnel development is essential for creating a culture of excellence and continuous improvement within the university community, especially if fund is allocated appropriately. Universities all over the world have designed different means of generating fund for their operations since funds are required for effective running of the institutions and maintenance of existing structures (Akinyele, 2021). Therefore, investing to generate income is not only helpful, it is also vital. In addition, as it has become obvious that the government alone cannot fully fund university education, the role of IGR, therefore become more essential.

Government financial policies on education have been subjected to constant review with the intention of allocating more resources to university education. According to Oweh (2013), main constraints bedevilling the educational sector in Nigeria is the issue of inadequate funding. The challenge of funding education in Nigerian education system has exists for a long time. Unarguably, the incessant industrial action by the Academic Staff Union of Universities (ASUU) affirms articulately that insufficient funding is a key issue. In education system, poor financial management among management board members has been an issue across state universities in South East of Nigeria. Problems of inadequate teaching aids or instructional materials, poor classroom environment, non-maintenance of school plant among others have been subject of concern to the public. These have also created feelings of whether managers have an idea of school budget monitoring approach, resource allocation approach and at what level. More so, poor generation of funds within the school management over-dependence on

government allocation have brought in the availability of funds for the provision of instructional materials for use in the school. This has also created room for inefficient and ineffective teaching and learning which may directedly affect students' academic performance. Therefore, many people wonder if school administrators possess the required knowledge on utilization of fund for school administration. Furthermore, non-completion of school projects and general public outcry on the level of diversion of funds as well as fund misappropriation has left many shocked at the level of knowledge school management acquire when it comes to strategic planning, sources of funds, resources allocation, and utilization of funds for the development of the school system. Thus, the need to assess management of State-owned Universities and issues of funding in South East Nigeria.

Statement of the Problem

Mismanagement within state-owned universities might manifests in various forms, including poor financial oversight, lack of strategic planning, and ineffective allocation of resources which causes a lot of underdevelopments in the school system. One immediate consequence is the decline in academic standards. When funds are misappropriated or insufficiently mismanaged, essential services such as poor salaries, poor maintenance of facilities and inadequate learning materials, these affect students' academic performance in the universities. This demotivates faculty members, leading to reduced teaching quality and a decline in student engagement and academic performance. This appears to be the case of state -owned universities nowadays. Moreover, mismanagement can result in a tarnished reputation for institutions of higher learning. Poor governance practices lead to scandals, low enrollment, and difficulties in attracting qualified educators and researchers. Furthermore, students graduating without the necessary skills sought in exacerbating unemployment or underemployment rates among graduates. Ultimately, the credibility of the university system is undermined, making it difficult for graduates to compete internationally or even locally. Poor funding is one of the most significant challenges confronting state-owned universities. Insufficient financial resources lead to a myriad of issues, including overcrowded classrooms, outdated technology, and limited access to research opportunities. Students often find themselves in learning environments that lack basic amenities, which can hinder their educational experience and overall well-being.

Additionally, lack of adequate sources of funding affects the ability of universities to offer assistance and as well, limiting access for economically disadvantaged

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

students. This perpetuates cycles of inequality, denying bright individuals the opportunity to pursue higher education solely based on their financial circumstances. When access to education is inequitable, the nation's potential for innovation and economic growth diminishes. Furthermore, deteriorating infrastructure due to insufficient maintenance result in health and safety hazards for students and staff. Therefore, this study sought to answer the question: what are the issues associated with funding in the management of State-Owned Universities in South East, Nigeria?

Purpose of the Study

The main purpose of this study is on management of state-owned universities and issues of fundings in South East Nigeria. Specifically, the study sought to:

1. determine the extent to which governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria.
2. find out the extent alternative sources of funds are accessed in the management of State-owned Universities in South East, Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent does governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria?
2. What is the extent of accessibility of alternative sources of funds on the management of State-owned Universities in South East, Nigeria?

Hypotheses

The following hypotheses were formulated for the study and were tested at 0.05 level of significance.

HO_1 There is no significant difference in the mean views of Senior Accounting Officers and Senior Administrative Staff on the extent to which governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria

HO_2 There is no significant difference in the mean opinions of Senior Accounting Officers and Senior Administrative Staff on the extent alternative sources of funds accessed in the management of State-owned Universities in South East, Nigeria.

Methodology

The study adopted a descriptive survey design. Descriptive survey design is the plan of study which enables the researcher to collect data from a well-defined population and systematically selected segments of the population in order to determine the attributes of the population. Descriptive design helps to

homogenize the population and affords all respondents equal chance of being chosen where sample is called for. Descriptive survey design also helps to establish the opinion of respondents where it is highly needed.

The area of the study was South-East Nigeria. The zone comprises of five states namely Abia, Anambra, Ebonyi, Enugu and Imo. The region known as Igboland - a cultural region that invests a lot in education and values education as the higher industry for the society.
The South East region is bounded in the North by Kogi and Benue States, in the south by Rivers and Akwa Ibom States, in the east by Cross River State and in the West by Edo and Delta States. The population of this study comprised all the 521 Senior Accounting Officers and Senior Administrative Staff who are concerned with staff and student personnel services in State owned Universities in South East Nigeria. Statistical information obtained shows that there are five hundred and twenty-one (521) Senior Accounting Officers and Senior Administrative Staff in State owned Universities, who are concerned with staff and students' services. The sample size for this study was five hundred and twenty-one (521) Senior Accounting Officers and Senior Administrative Staff in State owned Universities in South East, Nigeria. This has 259 Senior Accounting Officers and 262 Senior Administrative Staff in the State-Owned Universities in South East. So, the entire population was used for the study since it is small and manageable. Hence the sampling technique was census. The instrument for data collection was structured questionnaire titled: Management of State-Owned Universities and Issues of Funding Questionnaire (AIMSOUAIFQ), constructed by the researcher. The questionnaire has two sections. Section A dealt on personal data of the respondents. Section B contains items structured on Management of State-Owned Universities and Issues of Fundings. The instrument is structured to enable universities personnel express their opinion on a four point- rating scale. The scale ranged from one to four (1 – 4) with four as the highest value and one as the lowest value. Clusters one to five had the rating scale of, Very High Extent = (VHE), High Extent =(HE), Low Extent= (LE) and Very Low Extent =(VLE). The instrument received face and content validation by three (3) validators: two validators in the Department of Educational Foundations (Educational Administration and Planning) and one validator in the Department of Science Education (Measurement and Evaluation); all from the Faculty of Education, Ebonyi State University, Abakaliki. Reliability coefficients for the clusters were as follows; cluster A**:** 0.966, and cluster B: 0.982. These gave an overall reliability score as 0.990. The result indicated that

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

the instrument is reliable and therefore considered appropriate for use. Five hundred and twenty-one copies of questionnaire were administered by the researcher with the help of four research assistants that were briefed on how to administered the research instruments. Out of Five hundred and twenty-one copies of questionnaire administered, five hundred and three copies of questionnaire were returned which was 97% return rate.

Research questions 1-2 were answered on individual item basis using mean and standard deviation. In taking decision, range values were adopted. That is 1.00-1.49 for Very Low Extent (VLE), 1.50 – 2.49 for Low Extent (LE), 2.50 – 3.49 for High Extent (HE) and 3.50 -4. 00 for Very High Extent (VHE). In testing the hypotheses, t-test was used to test the hypotheses at 0.05 level of significance. Decisions were that, when the t-calculated probability value is greater that the P-value (P>0.05), the null hypothesis is accepted; but when the probability value is lesser than or equal the 0.05 (P<0.05), the null hypothesis is not accepted and interpreted as that there is a significant difference.

Results

Research Question One: What extent do governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria?

Table 1: Mean and Standard Deviation on the extent to which governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria

S/N	Items Statement	N	$\bar{X}$	SD	Decision
1	Management has clear strategic plan that guides decision making	503	2.94	0.66	HE
2	State universities management develop a clear measurable objective in the management of the university	503	2.95	0.67	HE
3	State universities management allocate resources strategically for development of the institution	503	2.75	0.62	HE
4	State universities management from time to time evaluate staff performance	503	2.69	0.55	HE
5	State universities management has clear strategies on cost management of the institution	503	2.19	0.39	LE
6	State universities management engages stakeholders in fostering culture of innovation	503	2.08	0.82	LE
	Grand Mean		**2.6**		**HE**

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Table I showed that the respondents agreed on items 1, 2 ,3 4, 5 and 6 that Governing council adopt strategic planning in the management of State-Owned Universities in South East, Nigeria to a high extent. The respondents' ratings (high extent) indicated that, governing council management has clear strategic plan that guides decision making and clear measurable objectives in the management of the universities. With the strategic plan, they are able to allocate resources strategically for development of the institution and frequent evaluation of staff performance. The mean of means for the cluster is 2.50; this is between 2.50 and 3.49 and corresponds to High Extent (HE). Also, the SD ranged between 0.39 to 0.82, these were close to the central mean, thereby maintaining that governing councils adopt strategi planning to high extent for effective management of state-owned universities.

Research Question Two: What is the extent of accessibility of alternative sources of funds in the management of Universities in South East, Nigeria?

Table 2: Mean and Standard Deviation on the extent of accessibility Alternative sources of funds in the management of Universities in South East, Nigeria

S/No	Funds are Sources through:	N	$\overline{X}$	SD	Decision
7	State school access government appropriations for capital project	503	3.11	0.66	HE
8	Timely provision of Tuition fees for office management	503	3.20	0.49	HE
9	Government research grants are access at easy by school	503	2.66	0.50	HE
10	Endowments are made available for project development	503	2.11	0.33	LE
11	Contract and partnership are easily gotten for the development of a specific project	503	2.86	0.67	HE
12	Collaborations with private companies for infrastructure development are attained without much difficulty for enhancing research-oriented programmes	503	1.99	0.56	LE
	Grand Mean		**3.20**	**0.67**	**HE**

Table 2 result showed that the respondents to a high extent to universities, has access to: Government appropriations, tuition/timely provision of fees, research grants, contracts and partnership as mostly alternative sources of funds with a mean score of 3.11, 3.20, 2.66 and 2.86 while items 10 and 12 were to low extent being accessed. The average mean for the cluster is 3.20; this is between 2.50 and 3.49 and it corresponds to High Extent (HE), while the SD ranged between 0.33 to 0.67 which did not deviate much from the mean values. Hence, it was agreed that state-owned universities access

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

alternative sources of funding to a high extent.

Hypotheses

$H0_1$: There is no significant difference in the mean rating scores of Senior accounting officers and senior administrative staff on the extent to which governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria.

Table 3: t-test of difference in the mean responses of Senior accounting officers and senior administrative staff on the extent to which governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria

Items	Category of respondents	N	Mean	SD	df	T	P-Value	Decision
1.	Senior Account. Officers	249	2.89	0.66	501	1.756	0.080	Not Significant
	Senior Admin	254	2.99	0.66				
2.	Senior Account. Officers	249	3.01	0.60	501	2.051	0.041	Significant
	Senior Admin	254	2.88	0.72				
3.	Senior Account. Officers	249	2.81	0.56	501	2.352	0.019	Significant
	Senior Admin	254	2.68	0.67				
4.	Senior Account. Officers	249	2.74	0.61	501	1.964	0.050	Significant
	Senior Admin	254	2.64	0.48				
5.	Senior Account. Officers	249	2.28	0.45	501	4.669	0.000	Significant
	Senior Admin	254	2.11	0.32				
6.	Senior Account. Officers	249	2.36	0.67	501	8.150	0.000	Significant
	Senior Admin	254	1.80	0.85				

Result on Table 3 revealed that the mean rating of Senior accounting officers and senior administrative staff on the extent governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria was significant, as the P-value were less than the Alpha value of 0.05. only item 1 recorded not significant as the p-value is greater than alpha value of 0.05. Therefore, the hypothesis that there is no significant difference in the mean ratings of Senior accounting officers and senior administrative staff on the extent governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria, is thereby rejected.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

H0₂: There is no significant difference in the mean rating scores of Senior accounting officers and senior administrative staff on the extent of accessibility of alternative sources of funds in the management of Universities in South East, Nigeria.

Table 4: t-test of difference in the mean responses of Senior accounting officers and senior administrative staff and on the extent of accessibility alternative sources of funds in the management of Universities in South East, Nigeria

Items	Category of respondents	N	Mean	SD	df	t	P-Value	Decision
7	Senior Account. Officers	249	3.06	0.67	501	1.855	0.064	Not Sign
	Senior Admin	254	3.17	0.64				
8	Senior Account. Officers	249	3.03	0.40	501	7.898	0.000	Sign
	Senior Admin	254	3.36	0.51				
9	Senior Account. Officers	249	2.42	0.52	501	12.238	0.000	Significant
	Senior Admin	254	2.90	0.34				
10	Senior Account. Officers	249	2.11	0.31	501	0.073	0.942	Not Sign
	Senior Admin	254	2.11	0.36				
11	Senior Account. Officers	249	2.70	0.58	501	5.561	0.000	Significant
	Senior Admin	254	3.02	0.71				
12	Senior Account. Officers	249	1.92	0.71	501	2.618	0.009	Significant
	Senior Admin	254	2.05	0.35				

Result on Table 4 revealed that the mean ratings of Senior accounting officers and senior administrative staff on the extent of accessibility of alternative sources of funds in the management of Universities in South East, Nigeria was significant, as the P-value on items, 8,9,11 and 12 are lower than the alpha level 0.05. only items 7 and 10 recorded not significant, implying that HOD and Senior administrative staff are not agreeing in their opinions.

Discussion of Findings

Result of the study indicated that governing council management has clear strategic plan that guides decision making, developed a clear measurable objective in the management of the university, allocate resources strategically for development of the

institution, time to time evaluate staff performance, and that state universities management has clear strategies on cost management of the institution and also engages stakeholders in fostering culture of innovation. While the mean responses of the Senior accounting officers and senior administrative staff on the extent governing council adopt strategic planning in the management of State-owned Universities in South East, Nigeria was significant.

The result is in line with Adegbite, (2017) who opined that effective strategic planning ensures that resources are aligned with institutional priorities and that efforts are concentrated on initiatives that foster growth and sustainability.

The result of the study showed that university management have alternative sources of funds. The respondents agreed that Government appropriations, tuition fees, research grants and contract and partnership are alternative sources of funds in the management of Universities in South East, Nigeria. Equally, the mean ratings of the respondents Senior accounting officers and senior administrative staff on the alternative sources of funds in the management of Universities in South East, Nigeria was significant.

The results of the findings are in line with Asiimwe, (2019) who asserted that university, funding is essential for various aspects, including infrastructure development, faculty salaries, student scholarships, research initiatives, and operational costs. Funding in higher education as the financial sustenance required for delivering educational services and facilitating research.

Conclusion

In line with the findings of this study, the following conclusions were drawn: The findings indicate significant challenges in the governance and financial management of universities that can impede their ability to meet institutional goals effectively. The governing council's lack of effective strategic planning, limited funding sources, insufficient resource allocation, and inadequate utilization of fund for the school improvement. The focusing on capacity building in strategic planning, diversifying funding sources, optimizing resource use can enhance its operational efficiency and better position itself to achieve its strategic objectives continuous assessment and adaptation of these strategies will be vital for fostering a resilient and responsive educational institution.

Recommendations

Based on the findings, the following recommendations are made as the way forward;

1. Government should organize workshops and training sessions for the governing

council on effective strategic planning processes. This should include best practices in strategic management and frameworks that guide decision-making.

2. University Communities should establish a dedicated grant-writing team to identify and pursue external funding opportunities from government sources, private foundations, and international agencies.

REFERENCES

Ahmed, I. and Adepoju, R. (2013). Public and private higher education financing in Nigeria. *European Scientific Journal, 7,* (3), 92-109

Akinyele, A. (2021). Performance appraisal systems in private universities in Nigeria: A study of Crawford University. *Nigeria Global Journal of Management and Business Research.*2(3),32-49

Alabi, A. T. (2021). *Conflict in Nigeria universities: Causes and Management.* Retrieved from http://www.educationuniilorin.edu.ng/index.phd/educaiional management/136-drmrs-alabi-a-t.

Aruma, F. E. (2018). Strategies for effective resource management in Enugu State Schools. *Unpublished Ph.D Thesis*, Department of Educational Foundations, U.N.N.

Ary, D., Jacobs, L. C. & Sorensen, C. (2019). *Introduction to research in education: (8th ed)*. California: Wadswoth Lewgage Learning.

Asiimwe, S. (2012). Developing and sustaining effective governance of universities in Uganda, *An Unpublished Ph.D. Thesis*, University of South Africa.

Chuka, U. (2022). Statutory and legal responsibilities of university administrators in service delivery in Nigeria. *Being paper presented at 2008 annual conference/general meeting of association of Nigeria University professional administrators* (ANUPA) held at university of Ilorin. Ilorin.

Chukwu, J. O. (2022). Motivational factors needed by primary school teachers for a result-oriented UBE. *The Nigerian Universal Basic Education Journal* 2(1), 31-35.

Ekong, E. E. (2020). *Management styles in Nigeria universities under military rule and the challenges of democracy.* Project on African

University. Retrieved from http://www.ijbhtnet.con/journals/vol2 No5 August 20l5/2l.pdf.

Ekundayo, H. T. & Ajayi, I. A. (2009). *Towards effective management of university education in Nigeria.* Retrieved f rom, http://www.academicjourna ls.org.

Federal Republic of Nigeria (2003). *National Policy on Education (Revised).* Yaba, Lagos: NERDC Press.

Federal Republic of Nigeria (2013). *Natural Policy on Education.* Abuja: NERDC

Okafor, I. (2021). *Introduction to educational management in Nigeria.* Ibadan: Daily Graphics (Nig). Ltd.

Okoro, O. (2022). *Management issues in education*: Aboki Publishers Makurdi, Ibadan, Abuja.

Oweh, J. (2013). Current issues in the administration of university education in Nigeria. *Lecture delivered at the 15th convocation ceremony of university of Ado-Ekiti, Ado-Ekiti.*

Saint, U., Harnett, I. and Strassne, Y. (2019). *Politics of Higher Education Administrators*

Udoka, I. (2019). An-examination of the challenges of sustainable tertiary educational development in Africa in the 21st Century: *The Nigerian experience in Journal of Inter-African Studies. 5.*