STAKEHOLDERS' PERCEPTIONS ON THE MANAGEMENT OF ACADEMIC STAFF IN TERTIARY INSTITUTIONS IN YOBE STATE, NIGERIA.

BY

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A THESIS SUBMITTED TO THE FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM AHMADU BELLO UNIVERSITY, ZARIA.

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NOBEMBER, 2012.

DECLARATION

I declare that ***Stakeholders' Perceptions on the Management of Academic Staff in Tertiary Institutions in Yobe State*** is my work that it has not been submitted before for any degree or examination in any University, and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

UMAR GARBA November 2012

CERTIFICATION

This thesis titled Stakeholders' Perceptions on the Management of Academic Staff in Tertiary Institutions in Yobe State meets the regulations governing the award of the degree of Master's in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my parents, my late Father Alhaji Garba Umar, my mother Hajiya Amina, my family and the entire seekers and promoters of knowledge.

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ABSTRACT

This study investigated the stakeholders' perceptions on the management of academic staff in tertiary institutions in Yobe state. In order to have a solid understanding of the topic, several books and other people's work on the topic were reviewed. The target population for the study comprised of 659 academic staff from six tertiary institutions in Yobe state. A total of 234 academic staff were used as representative sample. The survey study method was adopted for the study. The instrument used in the study was developed by the researcher after validation by the researcher's supervisor. A pilot study was conducted using the instrument. Six (6) null hypotheses were formulated and tested at 0. 05 significance level. Statistical tools used were cross tabulation and percentages, frequency distribution and one way analysis of variance (ANOVA) all the hypotheses were rejected. The study revealed that academic staff in tertiary institutions in Yobe were motivated with the availability of instructional materials for teaching and learning. It was found out that academic staff were motivated with staff development and training and the encouragement given to them to go for in – service training. Also the result of the study showed that academic staff of tertiary institutions in Yobe state were leaving the institutions to more lucrative organizations perhaps due to inadequate salary packages. It was therefore recommended that tertiary institutions in Yobe state should open more training programmes which would equally be accessible to all academic staff. The heads of tertiary institutions should involved academic staff in decision-making process in their institutions. Based on the findings of the study appropriate recommendations were made.

OPERATIONAL DEFINITIONS OF TERMS

Management: Is the control and organizing of an institution or other organizations.

Decision-Making Process: Is the process of reaching decisions, especially in an organization or institutions

Staff Development and Training: are the means the institution or employers use to improve the knowledge and skills of the personnel. These could be through in-service education, seminars, workshops, conferences, re – training, e.t.c.

Salary: Money that you receive as payment from the organization you work for, usually paid to you every month.

Instructional Materials: This embraces all the materials that facilitate communication with the learner via one or more of the senses and these include the following; pictures; overhead and underhead projectors, books, journals, laboratory apparatus, e.t.c.

Academic Staff: These are people teaching students in tertiary institutions of learning.

Stakeholders: Involved the Provost/Rector, Registrar, Librarian, Deans, Directors, HODs, Government and Alumini.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is used all over the world as an instrument for the achievement of national interest and objectives. Education is an instrument par excellence for effecting national development (National Policy on Education, 2004). It was reported in Mu'azu (2008) that teachers' motivation and morale have continued to be important features of teaching and learning and we cannot ignore the importance of teachers to the success of educational organization. This was elaborated by Oriahi (2009) when he noted that because of poor motivation due to inadequate remuneration, poor teaching environment as a result of inadequate basic teaching materials, and unmotivated learners in the classroom, among others, therefore, the teachers have become the obstacles in their profession. As a result of this, teachers no longer teach effectively and the students in turn no longer learn properly.

Yobe state is among the educationally disadvantaged states in Nigeria. Therefore, the problems of educational sector in the state are enormous The researcher observed that the state tertiary institutions do not have enough manpower, inadequate remuneration, poor teaching environments, lack of

staff development, inadequate teaching and learning facilities, are among the problems militating against the state tertiary institutions in Yobe state.

However, the inability of the government to provide good salary packages to staff, provision of loans such as housing loan, furniture loan, car loan, etc. made the lecturers to feel demoralized.

When lecturers are motivated not only in terms of psychological rewards, but also in the provision of teaching and learning facilities, salary and fringe benefits, good medical care, maintenance of discipline of staff and students, staff development, involvement of lecturers in decision-making process, etc., productivity will be enhanced.

According to the researcher's investigation, it was observed that there were serious problems of lecturers' turnover as a result of lack of motivation. Therefore, tertiary institutions in Yobe state are seriously suffering from the problems of lecturers' turnover, stress, frustration and workload. This means that lecturers working conditions are not favourable, which resulted in a high turnover rate, absenteeism and frustration. And this is equally a mark of poor motivation.

The exodus of lecturers from tertiary institutions in Yobe state seems to be in conformity with what Professor Babatunde Fafunwa said in weekend

Vanguard, June 29, 1996, that the brain drain in our tertiary institutions has reached an alarming proportion.

In addition, the study seeks to discover that poor conditions of service could be one of the several reasons why lecturers often used teaching as stepping stone to advance for better jobs at the slightest opportunity.

From the researcher's point of view, lecturers are generally not happy with their job due to low status attached to teaching job by the society and government which has direct influence on teaching and learning in tertiary institutions in Yobe state. Even the present salary structure earned by lecturers in state tertiary institutions that is Consolidated Tertiary Institutions Salary Structure (CONTISS) is not adequate enough compared with other counterparts in Federal tertiary institutions earned.

Therefore, it is against this background that the study seeks to examine Stakeholders' Perceptions on the Management of Academic Staff in Tertiary Institutions in Yobe state.

1.2 Statement of the Problem

The success of any organization is heavily dependent on the inputs of its work force and that such inputs are determined to a large extent by

personal characteristics and by people's work environment that motivate them to invest more physical and mental energy on their work. This research work examined the perceptions on the management of academic staff in tertiary institutions in Yobe state. Motivation is seen as the driving force to pursue and satisfy one's needs.

It has been observed that lecturers in Yobe state tertiary institutions are not motivated with their job due to various factors. Some of these factors are poor salary, insufficient instructional materials, staff development and training, non-involvement in decision-making process, insufficient Information and Communication Technology (ICT), poor reward and incentives, etc. Lecturers have also said that they are not getting commensurate reward for their job compared with other lecturers in federal institutions. Qualified lecturers, students and material resources are the bedrock for effective institutional administration.

However, investigation has revealed that the tertiary institutions in the state are performing sub-optimally and their poor performance indeed threatens the development of tertiary education in the state as a result of exodus of lecturers from the state to more lucrative organizations both at the federal and organized private sectors. This is due to poor salaries and other quality services that have eluded this sector in the state. Another problem is inadequate staff motivation such as housing loan, office accommodation, car

loan, in-service training and ICT facilities. As noted by Nwabueze (1995), the issues and problems in tertiary sector border on instructional autonomy, payment of salaries, academic allowances and general fringe benefits, government funding of tertiary institutions, students discipline, provision of quality and sufficient teaching staff and the adequacy of teaching and experimental facilities. Obviously, this must raise a lot of questions in the minds of analysts as to what extent could the lecturers' motivation enhance teaching and learning?

The thrust of this research therefore is to examine the perceptions of the management of academic staff in tertiary institutions in Yobe state.

1.3 Objectives of the Study

The main objectives of this study is to examine the Stakeholders' perceptions on the management of academic staff in tertiary institutions in Yobe state, therefore the study focuses on the following specific objectives:

i) to find out the opinions of academic staff on the management of available instructional materials in tertiary institutions in Yobe state.

ii) to find out the opinions of academic staff on the management democratization of decision-making process in tertiary institutions in Yobe state.

iii) to determine the impact of staff development on teaching and learning in tertiary institutions in Yobe state.

iv) to identify the influence of students population explosion on teaching and learning in tertiary institutions in Yobe state.

v) to find out the opinions of academic staff on salary and allowances in tertiary institutions in Yobe state.

vi) to find out the opinions of academic staff on staff promotion in tertiary institutions in Yobe state.

1.4 Research Questions

The following questions were raised to address the problems of the study.

i) Does insufficient instructional materials affect academic staff in tertiary institutions in Yobe state?

ii) How does democratization of decision-making process affect the management of academic staff in the tertiary institutions in Yobe state?

iii) Does staff development and training affect the management of academic staff in tertiary institutions in Yobe state?

iv) How does students' population explosion affect the management of academic staff in tertiary institutions in Yobe state?

v) Do salaries and allowances of academic staff affect teaching and learning in tertiary institutions in Yobe state?

vi) Does staff promotion affect the management of academic staff in tertiary institutions in Yobe state?

1.5 Research Hypotheses

i) There is no significant difference in the opinions of academic staff on the availability of instructional materials in tertiary institutions in Yobe state.

ii) There is no significant difference among the average opinions of academic staff in decision-making process in tertiary institutions in Yobe state.

iii) There is no significant difference between the opinions of the academic staff on staff development and training in tertiary institutions in Yobe state.

iv) There is no significant difference in the opinions of academic staff with regards to student population explosion in tertiary institutions in Yobe state.

v) There is no significant difference in the opinions of academic staff on salary and allowances in tertiary institutions in Yobe state.

vi) There is no significant difference in the opinions of academic staff on staff promotion in tertiary institutions in Yobe state.

1.6 Basic Assumptions

i) Most academic staff in tertiary institutions in Yobe state are not contented with the decision-making process in their institutions.

ii) Academic staff in tertiary institutions in Yobe state are not motivated not only in terms of psychological rewards but in the provision of teaching and learning facilities.

iii) There are serious problems of lecturers' attrition as a result of poor salary packages.

1.7 Significance of the study

Education has been viewed as one of the greatest assets any nation could bestow on its citizens. Education being the strongest pillar for the development of any country needs to be taken care of. The teacher is the most important element in the entire education process. It will therefore, not be ideal to leave education in the hands of demotivated lecturers. The benefits of this study, therefore, are that it will provide the educational administrators information on the general level of lecturers' motivation and effective teaching and learning. It is also significant in that the Yobe state government can correct the bad situation existing in the state tertiary institutions so as to improve the teaching and learning which will consequently have relatively positive effects on students' academic performance.

The outcome of the study will also pave way for increase in lecturers' productivity through various theories of motivation. It will make institutions to know their areas of weaknesses which may be poor leadership style and inadequate facilities and adjust in order to provide what is expected of them.

This study is generally important for it will enhance lecturers' task performance which will subsequently promote effective teaching and learning process and assist the students greatly to benefit from tertiary education.

1.8 Scope of the Study

The study examined the stakeholders' perceptions on the management of academic staff in tertiary institutions in Yobe state.

For the purpose of this study, the researcher has identified the following factors that may affect academic staff in tertiary institutions in Yobe state. These factors were used as bases to find out their effects on academic staff management. Thus;

Availability of Instructional Materials

Democratization of Decision-Making Process

Staff Development and Training

Promotion

Students' Population Explosion

Salary and other allowances.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature review covers the following issues:

2.1 The Conceptual Framework of the Study

2.2 Schools of Management Thought

2.3 Principles of School Management

2.4 Scope of Educational Management

2.5 Empirical Studies

2.6 Summary

2.1 Conceptual Framework of the Study

It is pertinent to note that, management and administration are different. Management involves planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources. It is therefore a policy making control and monitoring whereas administration involves implementation of the policies, procedures, rules and regulations as set by the management.

The concept of management has been defined by various scholars. Peretomode, (1991) defined management as a set of activities which can be classified as concerned with planning, organization or controlling. Thus, management is the job of 'getting' things done through people. This definition suggests that management is a process, that is, a sequence of coordinated events.

Furthermore, Peretomode (1991) stated that management is the guidance, leadership and control of the efforts of a group of people toward some common objectives. It is a social or interactional and economic process involving a sequence of coordinated events - planning, organizing, coordinating and controlling or leading -- in order to use available resources to achieve a desired outcome in the fastest and most efficient way.

UNESCO (1979) as cited in Yabo (2007) defined management as a social process, which is designed to ensure the co-operation, participation and intervention of others in the effective achievement of a given predetermined objective.

Okumbe (1998) defined management as the process of designing and effecting organizational objectives and resources so as to achieve the predetermined organizational goals.

Olum (2004) refers to management as the development of bureaucracy that derives its importance from the need for strategic planning, co-ordination, directing and controlling of large and complex decision-making process. Essentially, therefore, management entails the acquisition of managerial competence, and effectiveness in the following key areas: problem solving, administration, human resource management, and organizational leadership.

Udey, Ebuara and Edet, (2009) referred to management as the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the function of planning, organizing, staffing, directing and controlling.

Akubue (1991) described the concept of management as a method where a group of people at the highest level of organization plan, organize, communicate, coordinate, control and direct the action and activities of people who work for the organization towards the achievement of the organizational objectives. Hinjari (1999) defined management as the harnessing of the human and material resources by an innovation, initiating dynamic leader; teacher; for the attainment of the desired stipulated organizational goals.

Management can be classified into three broad divisions. These are the people, the activity and the body of the knowledge. Management refers to those people involved in authority to achieve organizational goal. It is made up of managers and employees or workers. Management is classified into three categories i.e. top management, middle management and low level management (Sanda, 2007).

2.2 Schools of Management Thought

Contemporary theories of management tend to account for and help interpret the rapidly changing nature of today's organizational environments. This research would deal with several important management theories which are broadly classified as follows: The Scientific Management School comprising the works of Frederick W. Taylor and Lillian Gilbreth's motion study, among others; The Classical Organization Theory School comprising of the works of Henri Fayol's views on administration, and Max Weber's idealized bureaucracy, among others; Behavioral School comprising the work of Elton Mayo and his associates.

Thus it is pertinent to note that educational administrators need to have in-depth technical- know- how of management theories for effective management of our tertiary institutions for goal attainment.

2.2.1 Scientific Management School

The first management theory is what is popularly referred to as Frederick Taylor's Scientific Management. He started the era of modern management in late nineteenth and early twentieth centuries, he was decrying the"awkward, inefficient, or ill-directed movements of men" as national loss. Taylor consistently sought to overthrow management "by rule of thumb" and replace it with actual timed observations leading to "the one best" practice. He also advocated the systematic training of workers in "the one best practice" rather than allowing them personal discretion in their tasks. He further believed that the workload would be evenly shared between the workers and management with management performing the science and instruction and the workers performing the labour, each group doing "the work for which it was best suited".

Nevertheless, Taylor's postulates were strongly influenced by his social/historical period (1856 – 1917) during the Industrial Revolution; it was a period of autocratic management that saw Taylor turning to "science" (hence, his principles of scientific management) as a solution to the inefficiencies and injustices of the period. It has to be stated that scientific management met with significant success including: the science of cutting metal, coal shovel design that he produced at Bethlehem Steel Works (reducing the workers needed to shovel from 500 to 140), worker incentive

schemes, a piece rate system for shop management, and organizational influences in the development of the fields of industrial engineering, personnel, and quality control.

Peretomode (1991) stated Taylor's four principles of Scientific Management. Thus:

i. The development of a true science to replace the initiative method of doing the work of the organization. He felt that for every task, one best way should be determined.

ii. The scientific selection of workmen - that is, scientifically selecting the best person for the job and training him thoroughly in the tasks and procedures to be followed and given him jobs for which he is best suited physically as well as intellectually.

iii. The scientific education and development of workmen.

iv. Intimate friendly cooperation between management (the planners) and the workmen (doers) to ensure that the work is being done accordingly to established standards and procedures (principles).

Alongside Taylor's postulate is Gilbreth's motion study, the ultimate result of this research is to the centrality of efficiency in tertiary institutions. Gilbreth was particularly interested in how he could reduce the unnecessary

motions resulting from bricklaying at a construction site; he succeeded in reducing the motions from 18 to 4 (Olum, 2004). He then proposed that each worker should be involved in doing his or her own work, prepare for the next higher level, and training their successors.

2.2.1.1. Contributions of Scientific Management Theory

- The modern assembly line pours out finished products faster than Taylor could ever imagined.
- This production **"Miracle"** is just one legacy of scientific management.
- In addition its efficiency techniques have been applied to many tasks in non industrial organizations ranging from fat food service to the training of surgeons.

2.2.1.2 Limitations of Scientific Management Theory

- Although Taylor's method led to dramatic increase in productivity and higher pay in number of instances.
- Workers and unions began to oppose his approach because they feared that working harder or faster would exhaust whatever work was available causing layoffs.

2.2.2 Classical Organizational Theory School

The classical theory of organization has withheld the test of many upheavals in the changes that have accrued in the management of

organization. The modern organizations in the private as well as in the public sector enterprises are facing an environment which does not seem to be conducive to their structure that is based on the principles of classical theory of organization.

The era of classical theory of organization covers the period from 1900's to mid 1930. During this period the classical theories of organization began to emerge. Important pioneers among them are F.W. Taylor, Henri Fayol, Max Weber, and Mary Parker Follett.

The classical theory is based on the following three assumptions: As reported in Alajloni *et al*, (2010).

1. The relationship between employees and management is defined by means of formal structured communication process, defined tasks, defined accountability, and formalized procedures and practices to avoid any conflict in their relationship.

2. Workers have been treated as economic man who can be motivated by means of money only.

3. The third assumption is that the workers have been considered as a product of means of production or as a cog in the wheel.

Henry Fayol, a French engineer-cum-manager in Europe is generally considered as the founder and father of the classical school of organization who initiated the administrative theory of management. He analyzed the process of management in terms of technical ability that is more dominating on the lower level and middle level of management whereas managerial ability is more important for higher level management. Henry Fayol considered that sound management practice is a cohesive doctrine of management, one that retains its utility even in the present theoretical frameworks of organization. Fayol insisted that management should be considered as a skill like any other one that could be taught once its underlying principles were understood. In 1916, Fayol in his world renowned book "General and Industrial Management" described a number of management/organization principles which can be analyzed in terms of (i) human relations, (ii) production efficiency, and (iii) administration. These three principles again can be divided into fourteen principles of organization. Henry Fayol constructed fourteen principles of organizations that would be applicable universally and would make the organizations most effective and efficient.

The fourteen principles of organization can be enumerated as follows: (Alajloni *et al*, 2010) .

(i) Division of Work: Is one of important principles advocated by Fayol. In the management process, it results in better and more work with minimum effort. Factory system of production and our machinery of distribution are based on division of work. In order to improve performance, work must be divided to obtain effective specialization. The more realistic division of labour, the more efficient the worker will become.

(ii) Authority and Responsibility: Authority and responsibility are concerned with giving orders to various functionaries in the organization. This implies that the manager should have the right to give orders and to expect obedience. As such, Fayol prescribes for clear and fair agreement on the procedures and policies to be followed authority and responsibility exist together. An individual, who is willing to exercise authority, must also bear responsibility as the holder of formal authority.

(iii) Discipline: Discipline in terms of rules and regulations, policies and procedures, are applicable to all the members of the organization for the smooth running of the organization maintenance of discipline defends upon the nature of leadership, application of policies and procedures. The means of maintaining discipline are:

a) Good performance at good levels,

b) clear and fair agreements and

c) judicious application of penalties.

(iv) Unity of command: Unity of command means that a person in the organization should receive orders from one person only so as to avoid any kind of confusion and conflict. Multiple bosses will lead to the divided responsibility. According to Fayol, the principle of unity of command, if violated, will lead to jeopardize of discipline, undermining of authority, and may also result in instability.

(v) Unity of Direction: All members of the organization must work together to accomplish the goals of the organization. It alone can produce a sense of loyalty and devotion among the employees.

(vi) Subordination of Individual interest to General Interest: This principle calls for reconciliation of objective of individuals with those of the organization. Organizational interests are more important than those of the individuals. When the individuals and organizational interests are in conflict with one another, the organizational interests must prevail.

(vii) Remuneration of Personnel: Remuneration to the employees must be fair and should provide maximum satisfaction to both the individuals and the employees.

(viii) Centralization of Authority: According to Fayol a good balance between centralization and decentralization of authority and power should be

accorded. The degree of centralization may differ according to the needs of the organization.

(ix) Scalar Chain: The unity of command brings about a chain or hierarchy of command linking all members of the organization from top to bottom. Scalar chain determines superior-subordinate relationship in the organization setup. It is essential to ensure unity of command and effective communication in the organization.

(x) Order: This principle is concerned in arrangement of things and people. Fayol asserted that there is a place for everything and everyone which must be occupied. Order of system alone can provide a sound and efficient organization.

(xi) Equity is concerned with equality of treatment to people in similar position. This principle implies that managers should use their authority impartially and judiciously while dealing with their subordinates.

(xii) Stability of Tenure: This principle is concerned with the minimum of turnover among the employees for the good of the organization. The management should try to win loyalty of its employees so as to maintain stability in the organization.

(xiii) Initiative is concerned with creative thinking and capacity to take initiative that can give sound managerial planning and execution of predetermined objectives and goals.

(xiv) Esprit de Corps: It is the foundation of team spirit. Unity is strength. It is to be noted that when all the personnel pull their efforts together, only then the goals and objectives can be achieved in the most efficient manner.

2.2.3 Bureaucratic Theory of Management

Max Weber developed a structural model of organization that was most efficient means by which organizations could achieve organization's goals and objectives. Max Weber, a German sociologist, defines bureaucracy in terms of certain features of organizational design. Weber viewed bureaucracy as the most efficient organizational design which it has the following characteristics: (Alajloni, 2010).

(i) A continuous organization of official functions bound by rules.

(ii) A special sphere of competence. This involves

a) sphere of obligations to perform functions which have been marked of as part of a systematic division of labour;

b) the provision of incumbent with necessary authority to carry out these functions;

c) that the necessary means of compulsion are clearly defined and their use is subject to definite conditions.

A unit exercise authority which is organized in this way will be called an "administrative organ". There are administrative organ in this sense in large scale private organizations, in parties and armies, as well as in the state and church.

(iii) The organization of office follows the principle of hierarchy.

(iv) The rules which regulate the conduct of an office may be technical rules or norms. In both cases, if their application is to be fully rational, specialized training is necessary. It is thus normally true that only a person who has demonstrated an adequate technical training is qualified to be a member of the administrative of such an organized group, and hence only such persons are eligible for appointment to official positions. The administrative staff of a rational corporate group thus typically consists of officials; whether the organization be devoted to political, religious economics-in particular capitalist-or other ends.

(v) In the rational type it is matter of principle that the members of administrative staff should be completely separated from ownership of the means of production or administration. There exists, furthermore, in principle

complete separation of the property belonging to the organization, which is controlled within the sphere of the official, which is available for his own private uses.

(vi) In the rational type cases, there is also a complete absence of appropriation of his official position by the incumbent.

(vii) Administrative acts, decisions, and rules are formulated and recorded in writing, even in cases where oral discussion is the rule or is even mandatory.

(viii) Legal authority can be exercised in a wide variety of different forms.

(ix) They are remunerated by fix salaries in money, for the most part with the right to pension.

(x) It constitutes a career.

Bureaucracy, as an organizational concept, has contributed to a better understanding of the working mechanism of organization. For Weber bureaucracy was a blueprint for dividing responsibility, authority, and accountability.

2.2.3.1 The School and Bureaucratic Elements

Schools are formal organizations. As such they exhibit some bureaucratic tendencies. This is why Abbot (1965) as reported in Peretomode (1991) pointed out that the school as we know it today ' … can accurately be

described as a highly developed bureaucracy'. He added that 'The bureaucratic model is the one that most school administrators adopt'.

2.2.3.2 Professional Elements in Schools

Although the school displays a number of the features of bureaucracy, it also reflects some characteristics common to professional organizations - in terms of authority and power systems. There is 'a pluralistic power structure which is:

1. dispersed throughout the organization on the basis of ability and competence;
2. dynamic, in the sense that it shifts from person to person and from time to time on the basis of task…..' (Sergiovanni and Starratt 1979, cited in Peretomode, 1991).

2.3 Principles of School Management

Principles of school management or administration are descriptive guides, which help the educational administrator to make sound and useful decisions. They are not necessarily laws but they reveal to the administrator some of the common ways of viewing matters and taking action. The wise and modern administrator is one who can identify and use the principles if and when relevant to particular situations. In view of this, Nwankwo et al,

(1999) has identified four major principles with not less than three essential elements attached to every outlined principle for effective school management viz. fundamental principles humanitarian principles, prudential principles and the principles of change.

2.4 Fundamental principles

These are indispensable elements of management found in any social organization educational or otherwise. It is believed that they represent the core of organizational management or administration. These are responsibility, delegation of authority and communication.

(a) Responsibility

This refers to the ability of each person to dutifully and responsibly discharge his schedules. The attainment of this element defends largely on the recognition by the administrator, his scope of authority and acting accordingly. It is a sign of responsible attitude of an administrator to relate positively with all his subordinates and super ordinates.

(b) Delegation of Authority

By the principle of delegation, departmental or sectional functions are entrusted to a person or group of persons on the basis of geographical location, expertise, position or roles. This implies that no one individual can

perform all organizational duties at a time or all the time. Therefore the spirit of efficiency and effectiveness in management requires the active involvement, participation, support and co-operation of all members for the achievement of the organizational goals. Consequently, duties need to be assigned to competent members to perform. This will provide a feeling of belonging and promote competition in output performance.

(c) Communication.

By communication, reference is being made to the nature of flow of information in an organizational setting either vertically or horizontally. This is usually in the form of circulars, notices, and announcements during meetings, briefings, discussions or conferences.

Communication has also been earmarked as the most vital tool for ensuring proper monitoring system for public effectiveness. Thus, it is evident that, when public managers fail to communicate with the workers and board members, problems arise. This in turn implies that better public relation is required for effective communication. For this simple reason, communication has therefore become an integral part of the process of management (Dare, 2009).

2.4.1 Humanitarian principles

The humanitarian principles are central to the human relations theorist's viewpoint that workers must be seen as workers. Thus, an advocacy of interpersonal relationship among members and respect for each individual as a contributor to the attainment of the organizational goals are emphasized. The principles here are democracy, justice and human relations (Yabo, 2007).

2.4.2 Prudential principles

This is based on the requirements of the administrator to anticipate, calculate, regulate, utilize and control functional services and resources cautiously and expeditiously. These principles include economy, authority, loyalty and employment of staff.

(a) Economy

This implies the judicious utilization of educational resources available to maximize output. It also involves or demands provision for checks and balances, accurate accounting system, proper planning and optimal utilization.

(b) Authority

This involves the power to discharge duties that go along with responsibilities. Therefore, all duties assigned to members must be accompanied with authority to enable them perform.

(c) Loyalty

This principle requires that all organizational members must be loyal to the organizational leadership, tasks and functions to support the attainment of the goals of the organizations.

(d) Employment of Staff

This involves the selection, appointment, placement, job description, training or development of staff without bias, 'godfatherism' or favouritism.

2.4.3 Principles of change

These principles recognize that there are many forces that demand change in education. Therefore necessary measures need to be put in place to determine and implement necessary changes without up-setting the stability of educational system. According to Yabo, (2007) the principles of change are categorized into three, viz. adaptability, flexibility and stability.

2.5 Scope of Educational Management

Educational management could be seen as an educational service, activity or process through which all goals and objectives are achieved or realized. It is a programme of operations, events or actions aimed at realizing positive changes or developments geared towards the attainment of the goals of teaching.

Azare (2000) described the scope of educational management as the wide range, encompassing specific areas of functional operations and concerns, such as school management, classroom management, pupils' management, personnel management, fiscal management, resources management and the management of instructional materials.

In the management of education, the chief executive of the institution should understand the institution as an organization which has a mission and objectives to accomplish.

2.5.1 Provision of Staff Development and Training

As a result of increasing knowledge about how learning occurs, new teaching techniques are constantly emerging of which the classroom teacher must be aware. His methods will remain static if he is not exposed to new ideas through on-the-job learning. The school manager has a challenging task in providing adequate in-service programmes aimed at improving both the

collective performance of his staff, and the personal performance of individual members.

In-service at the school level for teachers includes workshops, teachers' meetings and conferences, interest study groups, exchange visits, classroom visits and supervision by the school heads (Edem, 1982).

Every organization is expected to create an equitable developmental and motivating working environment which values and empowers people at all levels. Adesina, (1980) postulates the ways and means by which staff performance needs are recognized and extent to which leaders ensure that these needs are met.

Effective performance on the part of employees is vital for the achievement of the organizational goals. Such performance will virtually depend on their knowledge, skills and confidence in originating ideas as to how best to carry out the tasks of the job. Hence, staff development programmes is aimed at improving the effectiveness of individuals at work and for greater responsibilities. (Alabi, 2005).

The conditions requiring staff development is low productivity (Nwachuku, 1988). One of the factors that require staff development is the lack of adequate skills and knowledge which are acquired through training and education.

Osborne, (1996) as cited in Alabi (2005) opined that when training is provided in a supportive climate, it can among others, increase productivity; enhance group work at all levels; create greater employee versatility; improve communication, morale and cooperation; and improve employee motivation.

In a research conducted by Alabi (2005) postulated that the main purpose of staff development in schools therefore is to enable staff to achieve their potential as employees and to effectively contribute to the achievement of the schools' objectives.

Another research conducted by Monyatsi (2006) posited that staff development is a sine quo non for any organization, including schools, to be successful in achieving its aims and objectives.

Therefore, based on the above findings, it is important for our head of tertiary institutions in Yobe state to consider staff development as a pre-requisite for better performance, resulting ultimately in high personal and professional productivity which can enhance teaching and learning in our tertiary institutions in the state.

2.5.2 Decision-Making Process

Decision-making is a central responsibility of educational administrators. It therefore the processes by which decisions are made and implemented. Musaazi, (1982) defined decision-making as sequential process

that culminates in a single decision or a series of choices that stimulate moves or actions.

Researches have been conducted in decision-making process among administrators prominent among them for example, Nwaobasi (1990) investigated the kinds of critical problems that confront school principals, the sources of problem stimuli the principals' initial reactions when confronted with critical problems, and the sources of knowledge that guide principals in taking whatever decision or actions on critical problems. His findings revealed that secondary school principals relied heavily on information fed to them by others. In addition, there is stated procedure for decision-making. This finding implies that most principals in Nigerian Secondary Schools are poor decision-makers.

Therefore, decision-making is very important in operation of schools. In the school system, decision-making affects all the personnel hence effective participation of all members is very vital.

2.5.3 Provision of Instructional Materials

Provision of instructional materials is indispensable in school system for proper teaching and learning to be effective and efficient.

Ezeocha, (1990) posited that instructional materials as "identifying, evaluating, selecting, securing and utilization of materials for instruction that makes for efficient and effective teaching".

Minor and Frye (1977) in Otubelu (1997) described instructional materials as "covering a wide range of visual media from simple chalkboard drawings to complex overhead transparencies". Otubelu (1997) concluded that instructional materials "embrace all those materials that facilitate communication with the learner via one or more of the senses organs".

Instructional materials could then be said to include the following; pictures, overhead and underhead projectors, film strip, laboratory apparatus, charts, real objects, computers and other audio and visual aids.

From the above explanations, instructional materials are very vital for effective teaching and learning process in our tertiary institutions. Some tertiary institutions in Yobe state are lacking instructional materials. This plague is not only in Yobe state but in Nigeria as a whole. Kurya (1995) supported this view by saying that "another major problem facing the teachers and teaching profession in Nigeria is the inadequacy of equipment, facilities and services in schools".

Tanimu, (1992) observed that the critical shortage of textbooks and library materials at all levels of our educational system and outside constitute

a threat to the attainment of the educational objectives. Jega, (1991) also predicted that lack of adequate infrastructure and teaching facilities will lead to non-utilization of the brain power and productivity of higher institutions, inability to carry out minimal academic programmes, persistent student crises leading to disruption of universality degrees and certificates from higher institutions and demoralization of academics. The above comments point out that new books and relevant journals must be available in libraries for students and to supplement the lectures of the teachers. Where these are not available, students and teachers cannot learn new things.

For teaching-learning to effectively take place, Igunnu, (1997) stated that both human and material resources need to be provided adequately.

However, Salisu, (2001) in her study of influence of school physical resources on students' academic performance concluded that, there is significant difference in academic performance of students in tertiary institutions with adequate facilities and those with inadequate facilities. Thus, proper teaching and learning cannot be effective and efficient in the system.

2.5.4 Salary and other Allowances

According to Longman Dictionary of Contemporary English, (1995) 3rd edition defined salary as "money that you received as payment from the organization you work for, usually paid to you every month. According to

Luthans, (1998) as cited in Bull, (2005) "Salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher basic needs of people". Previous research (Voydanoff, 1980) as cited in bull, (2005) has shown that salary is one of the most significant variables in explaining motivation. In a research conducted by Ibrahim, (2001) on salary administration and staff motivation in Yobe state tertiary institutions, the findings have shown that there was a high level of motivation by the staff of Atiku Abubakar College of Legal and Islamic Studies, Nguru as a result of implementation of Harmonized Tertiary Institutions Salary Structure (HATISS iv).

2.5.5 Staff Promotion

Promotion is one of the ways used to increase academic staff motivation. Normally, promotion means increase responsibilities, more prestige or status, and increase in pay. It is a way of rewarding people for their efforts and services. According to Musaazi, (1982) promotion helps to boost the morale of staff and motivate them to work harder in their job. It is obvious that lack of promotion leads to low morale and may result in frustration, resignation and at times premature retirement from the job.

2.6 Empirical Studies

Ofoegbu (2004) conducted research title "Teacher Motivation is an Essential Factor for Classroom Effectiveness and School Improvement". The purpose of this study is to contribute to knowledge and to find out if teacher motivation would subsequently translate to classroom effectiveness and school improvement. All the teachers in the secondary and primary schools located in the South Eastern part of Nigeria formed the population of the study. Data were collected using a survey instrument designed by the researcher. The data analysis revealed that the participating teachers almost agreed that teacher motivation is a vital factor for classroom effectiveness and school improvement. This study recognizes the role of teacher motivation in ensuring classroom effectiveness and school improvement. Motivating teachers would ensure that there is effective instruction in the classroom and more collaboration in school management. Therefore, a teacher needs not only adjustment and regular payment of salary and allowance but the right technology and instructional materials for effective classroom management.

Ibrahim, (2001) conducted a research on the topic "Salary Administration and Staff Motivation in Yobe State Tertiary Institutions: A Case Study of Atiku Abubakar College of Legal and Islamic Studies, Nguru. The study was a survey research design. The data presented in a tabular form

and used not too much sophisticated statistics, but rather descriptive statistical methods of analysis such as percentages.

The findings of the research have shown that there was a high level of motivation by the staff of Atiku Abubakar College of Legal and Islamic College, Nguru in particular and selected other tertiary institutions in Yobe state in general as a result of the implementation of HATISS iv salary structure. One of the major findings in the research and relevant to the present study is that increased salary serves as the major and strongest motivational factor which leads to workers putting in their best in the various unit of work. It was the contention of the research that increases in salary is a determinant factor of motivation.

Oriahi (2009) conducted a research titled "Influence of Motivation on Students' Academic Performance". The purpose of this study was to investigate the Influence of Motivation on Students' Academic Performance. The study employed the survey design. The sample comprised of 720 respondents comprising of 640 students and 80 teachers randomly drawn from 16 secondary schools and 15 people from different works of life. Self-developed motivational questionnaire (IMOAP) was designed. Data collected were analyzed using the simple percentage. The results of data analysis showed that: Motivation of students' has high positive correlation in their

academic performance. There is significant relationship between school environment and structure and students' motivation.

Uniqueness of the study is ensured, from the above empirical studies and their findings, which revealed that this is not the first study to be carried out in the field under study.

2.7 Summary

The review of the related literature discussed the concept of management, theories of management, the principles of school management and the scope of educational management. The concept of management could be seen as an educational service, activity or process through which all objectives or goals are achieved. The researcher has been able to establish and review other factors or scope that could be responsible for good management in tertiary institutions in Yobe state.

CHAPTER THREE

Methodology

3.0 Introduction

This chapter described the method and procedure that were used for this study. It dealt with research design, population, sample and sampling techniques, data collection instruments and procedures for data analysis.

3.1 Research Design

Descriptive survey was adopted for this study. According to Yabo, (2007) "Descriptive survey is concerned with collection of data for the purpose of describing and interpreting existing conditions, prevailing circumstances, beliefs, attitudes or on-going process". The study investigated the stakeholders' perception in the management of academic staff in tertiary institutions in Yobe state.

3.2 Population

The target population for the study consisted of all academic staff from state and federal tertiary institutions in Yobe state. Owusu and Manager (1996) as in Akpan (2003) stated that those maintaining a good teaching – learning climate within the school are predominantly teachers that is why it is expected that the academic staff as part of the stakeholders would give

adequate assessment of the management of academic staff in tertiary institutions in Yobe state.

The parent population for this study consisted of 1231 academic staff from the eight state and federal tertiary institutions.

1) Umar Suleiman College of Education, Gashu'a

2) Atiku Abubakar College of Legal and Islamic Studies, Nguru

3) College of Administrative and Business Studies, Potiskum

4) Idris Aloma Polytechnic, Geidam

5) College of Agriculture, Gujba

6) Bukar Abba Ibrahim University, Damaturu

7) Federal College of Education (Technical), Potiskum

8) Federal Polytechnic, Damaturu

Table 3.1: Break down of Academic staff from the Federal and State Tertiary Institutions in Yobe State

S/No	Institutions	Number of Lecturers
1	Umar Suleiman College of Education Gashu'a	226
2	Atiku Abubakar College of Legal and Islamic Studies, Nguru.	74
3	College of Agriculture, Gujba	56
4	Bukar Abba Ibrahim University, Damaturu	75
5	Federal College of Education (Technical) Potiskum	153
6	Federal Polytechnic, Damaturu	75
	Total	659

(Source: Establishment Divisions of the various Institutions)

3.3 Sample and Sampling Technique

The sample specifically included 659 academic staff from state and federal tertiary institutions in Yobe state. The institutions were first sampled using the cluster sampling procedure. Therefore six institutions were selected two federal institutions, four state tertiary institutions including the state University. To determine the sample size for the academic staff, Research Advisors (2006) formula was adopted. Out of 659 populations 234 was used as the sample size.

3.4 Instrumentation

The research instrument used for this study is the questionnaire. The questionnaire was structured for the respondents in relation to the objectives, research questions and hypotheses of the study. It was closed ended questionnaire. The questionnaire consisted of six sections A – G.

Section A – consisted of with the demographic aspect of the respondents this includes gender and rank.

Section B – G consisted of the following:

B – Academic staff perceptions on the management of instruction Materials in Tertiary Institutions in Yobe State.

C – Academic staff perception on the Management of Staff development in Tertiary Institutions in Yobe State.

D – Academic Staff Perceptions on the Management of Salary and other Allowances in Tertiary Institutions in Yobe State.

E – Academic Staff Perceptions on the Management of Student Population Explosion in Tertiary Institutions in Yobe State.

F - Academic Staff Perceptions on the Management of Staff Promotion in Tertiary Institutions in Yobe State.

G - Academic Staff Perceptions on the Management of Decision-Making Process in Tertiary Institutions in Yobe State.

Sections B-G was designed on a Likert type five points scale and this was used to score the responses from the respondents as follows:

Strongly Agree	**--------**	**SA**	**=**	**5 points**
Agree	**----------**	**A**	**=**	**4 points**
Undecided	**----------**	**U**	**=**	**3 points**
Disagree	**----------**	**D**	**=**	**2 points**
Strongly Disagree	**----------**	**SD**	**=**	**1 point**

3.5 Validation of research Instrument

The essential characteristic of the research methods instruments and data to measure what is intended to be measured is known as validity. In education administration and planning and in psychology, on whether the items are well structured in line with the hypotheses and whether they will elicit the required information.

3.6 Pilot Study

A pilot study was conducted by administering 30 copies of the designed questionnaire to lecturers at Atiku Abubakar College of Legal and Islamic Studies, Nguru and Federal Polytechnic, Damaturu, respectively to the respondents. The result of the pilot test was subjected to a statistical test to determine the reliability coefficient of the instrument. The Statistical Package for the Social Science (SPSS) was used in this test. The result showed a reliability coefficient of 0.94 as against 0.05 which according to Akuezuilo, (1993) is a high correlation which has made the instrument suitable for the research work.

3.7 Procedure for Data Collection

The researcher administered the copies of questionnaire to the respondents with the help of his research assistants. He collected letter of introduction from the Department of Education, Ahmadu Bello University, Zaria.

3.8 Method of Data Analysis

The responses obtained from the respondents were converted using descriptive and inferential statistics. In the descriptive statistics, frequency counts, percentages and tabulations were done to facilitate the issues raised.

The inferential statistics of one-way analysis of variance (ANOVA) was used to test the hypothesis at 0.05 level of significance to decide either to accept or reject the null hypothesis. One-way Analysis of Variance is useful in determining whether the groups under study differ significantly amongst themselves or not. In addition, the researcher made specific comparison in an effort to ascertain the extent to which the categories of respondents agreed or disagreed on a given item(s). Therefore, ANOVA was used to accomplish the task.

CHAPTER FOUR

PRESENTATIONS AND ANALYSIS OF DATA

4.0 Introduction

This chapter dealt with presentations and analysis of data on the stakeholders' perceptions on management of academic staff in tertiary institutions in Yobe state. Close ended questionnaire designed in a Likert scale format was used with alternatives (Strongly Agree; Agree; Undecided; Disagree and Strongly Disagree).

The questionnaire which consisted of relevant items to the research work was administered to the respondents. The respondents are basically the academic staff of the six sampled tertiary institutions in Yobe state.

Responses were analyzed using frequency distribution to give general description of the data and one way Analysis of Variance (ANOVA) was employed to test the six (6) hypotheses.

Table 4.1: Academic staff responses on the management of instructional materials for teaching and learning in tertiary institutions in Yobe state.

S/N	**Opinions of the Academic Staff on management of Instructional Materials in Tertiary Institutions in Yobe State.**	SA		A		U		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	The Institutions has sufficient facilities for teaching and learning institutions in Yobe State.	19	8.5	109	48.9	24	10.8	59	26.5	12	5.4	100. 0
2	Adequate instructional materials can enhance teaching and learning in tertiary institutions in Yobe State.	146	65.5	64	28.7	6	2.7	7	3.1	-	-	100. 0
3	The institutions has a library that is well stocked with relevant books, journals e.t.c.	22	9.9	96	43.0	44	19.7	51	22.9	10	4.5	100. 0
4	Instructional materials are grossly inadequate in the institution.	26	11.7	78	35.0	45	20.2	52	23.3	22	9.9	100. 0
5	Availability and adequacy of instructional materials promote effective teaching and learning activities in the institution.	114	51.1	89	39.9	13	5.8	4	1.8	3	1.3	100. 0
6	Availability of teaching and learning classroom equipment and materials are strong determinant of staff motivation.	80	35.9	115	51.6	17	7.6	8	3.6	3	1.3	100. 0
7	Availability of instructional materials can enhance the productivity of the lecturers in the institutions.	112	50.2	86	38.6	15	6.7	10	4.5	-	-	100. 0
8	Instructional materials serve as a factor of lecturer's motivation in the institution.	59	26.5	123	55.2	20	9.0	20	9.0	1	0.4	100. 0
9	The negative attitude of lecturers in the institution towards teaching and learning is generated by lack of sufficient instructional materials of all kinds.	27	12.1	92	41.3	37	16.6	44	19.7	23	10.3	100. 0
10	Insufficient instructional materials demotivate teachers in the institution.	60	26.9	112	50.2	23	10.3	20	9.0	8	3.6	100. 0

4.1 Respondent's responses on the perceptions of academic staff on the management of instructional materials in tertiary institutions in Yobe state.

This section reflects the responses of academic staff on their perceptions on the management of instructional materials on management of academic staff in tertiary institutions in Yobe state.

The section dealt with items 1 – 10 in the questionnaire. Item 1 solicited the opinions of academic staff on whether the tertiary institutions in Yobe state have sufficient facilities for teaching and learning while item 2 was an attempt to find out whether adequate instructional materials could enhance teaching and learning in tertiary institutions in Yobe state. Item three (3) try to find out if institutions in Yobe state have libraries that are well – stocked with relevant books, journals e.t.c.

Items 4 – 5 and 6 investigated if instructional materials were grossly inadequate, available and adequacy of instructional materials could promote effective on teaching and learning and availability of teaching and learning classroom are strong determinant of staff motivation, respectively.

Items 7 and 8 looked at the availability of instructional materials as how they enhanced productivity of academic staff and how instructional materials could serve as factors of teachers' motivation in different institutions, respectively.

Item 9 found out the negative attitude of academic staff in different institutions toward teaching and learning as generated by lack of sufficient instructional materials of all kinds.

The last item dwelled on whether insufficient instructional materials demotivated teachers' in different tertiary institutions in Yobe state.

Table 4.2: Academic staff responses on the management of staff development in tertiary institutions in Yobe state.

S/N	Opinions of the Academic Staff on the management of staff development in tertiary institutions in Yobe State.	SA		A		U		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	The institution sponsors conferences, seminars and workshops regularly.	25	11.2	87	39.0	27	12.1	55	24.7	29	13.0	100. 0
2	The school administrator supports professional development for academic staff in the institution.	48	21.5	107	48.0	35	15.7	26	11.7	7	3.1	100. 0
3	The head of the institution demonstrates commitment towards professional growth.	43	19.3	107	48.0	46	20.6	16	7.2	11	4.9	100. 0
4	Staff development and training can enhance lecturers' productivity in the institutions.	116	52.0	93	41.7	6	2.7	6	2.7	2	0.9	100. 0
5	Staff development enables the lecturers to achieve their potential as employees and to effectively contribute to the achievement of the institution's objectives.	114	51.1	91	40.8	14	6.3	3	1.3	1	0.4	100. 0
6	The institutions provides training programmes which is equally accessible to all lecturers.	24	10.8	73	32.7	56	25.1	50	22.4	20	9.0	100. 0
7	The school administrator considers staff development and training as an integral part of the institutional development strategy.	49	22.0	111	49.8	42	18.8	18	8.1	3	1.3	100. 0
8	Staff development and training can help the lecturers to improve in their teaching and learning in the institution.	120	53.8	86	38.6	8	3.6	7	3.1	2	0.9	100. 0
9	Academic staff in the institution are given opportunity to go for in – service training for self development.	66	29.6	112	50.2	25	11.2	17	7.6	3	1.3	100. 0
10	Insufficient provision for staff development and training of academic staff constitute one of the major sources of the poor quality of teaching.	67	30.0	96	43.0	23	10.3	24	10.8	13	5.8	100. 0

4.2 Respondents' Responses on the Management of Staff Development in Tertiary Institutions in Yobe State.

This section carries the responses of academic staff on their perceptions on the management staff development in tertiary institutions in Yobe state.

The section dealt with items 1 - 10 in the questionnaire. Item 1 was an attempt to seek the opinions of academic staff on whether their institutions sponsor conferences, seminars and workshops regularly. While item 2 and 3 were attempted to find out whether the school administrative were in support of professional development for academic staff in the different tertiary institutions in Yobe state and whether they demonstrate total commitment towards professional growth, respectively.

Items 4 and 5 were to find out whether staff development and training could enhance academic staff productivity in tertiary institutions in Yobe state and how staff development could enable the lecturers to achieve the potential so as to contribute to the achievement of their institutions' objectives, respectively. Item 6 solicit the opinions of the academic staff whether; their institutions provided training programmes which could be equally accessible to all academic staff.

Item 7 found out if the school administrators of the tertiary institutions in Yobe state considered staff development and training as an integral part of their institutional development strategy. While item 8 was to find out whether staff development and training could help the academic staff to improve their teaching and learning in their institutions.

Item 9 found out from the academic staff whether their institutions were given opportunity to go for in – service training.

Item 10 dwelled on whether insufficient provision for staff development and training constitute one of the major sources of poor quality of teaching in different tertiary institutions in Yobe state.

Table 4.3: Academic staff responses on the management of staff and other allowances in tertiary institutions in Yobe state.

S/N	**Opinions of the Academic staff on the management of salary and other allowances in tertiary institutions in Yobe State.**	SA		A		U		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	Academic staffs in your institution are leaving the institution to more lucrative organizations due to poor salary and allowances.	53	23.8	71	31.8	31	13.9	53	23.8	15	6.7	100. 0
2	The attrition rate in the institution is growing at alarming rate due to poor salary.	17	7.6	80	35.9	67	30.0	42	18.8	17	7.6	100. 0
3	Academic staff pay is promptly paid without unnecessary cuts in the institution.	35	15.7	113	50.7	48	21.5	23	10.3	4	1.8	100. 0
4	Academic staff salary is quite commensurable with their job in your institution.	49	22.0	126	56.5	31	13.9	13	5.8	4	1.8	100. 0
5	Low salaries have contributed to poor management of academic staff.	72	32.3	117	52.5	23	10.3	11	4.9	-	-	100. 0
6	Disparity in salary is one of the major causes of academic staff turnover in tertiary institutions in Yobe state.	68	30.5	100	44.8	33	14.8	18	8.1	4	1.8	100. 0
7	Lecturers in my institution leave the profession whenever the opportunities for more prestigious and better paying jobs arise.	84	37.7	107	48.0	21	9.4	10	4.5	1	0.4	100. 0
8	Low salaries and poor working conditions have contributed to eroding status of teaching profession.	48	21.5	90	40.4	56	25.1	26	11.7	3	1.3	100. 0
9	The rate of academic staff's turnover in tertiary institutions in Yobe state is due to inadequate motivation.	43	19.3	126	56.5	34	15.2	18	8.1	2	0.9	100. 0
10	The eroding status of the teaching profession leads to academic staff's turnover.	37	16.6	98	43.9	59	26.5	24	10.8	5	2.2	100. 0

4.3 Academic staff responses on the management of salary and other allowances in tertiary institutions in Yobe state.

The section carried with items 1 – 10 in the questionnaire item 1 has to find out whether academic staff in the tertiary institutions were leaving to more lucrative organizations as a result of poor salary and allowances. Item 2 was attempted to find out whether the attrition rate in the tertiary institutions in Yobe state were growing at alarming rate due to poor salary.

Items 3, 4 and 5 were attempt to solicited the opinions of academic staff on whether pay is promptly paid without unnecessary cuts could lead to staff turnover in their institutions, if academic staff's salary is quite commensurable with their job which could reduce the rate of de-motivation and low salaries could contributed to poor management of academic staff, respectively.

Item 6 sough the opinions of academic staff whether disparity in salary was the major causes of academic staff turnover in the tertiary institutions in Yobe state. Item 7 attempted to find out if academic staff were leaving the job for more prestigious and better paying jobs.

Item 8 found out low salaries and poor working conditions have contributed to the eroding status of teaching profession in tertiary institutions in Yobe state were among the cause of staff mismanagement. Item 9 and 10 were found out the rate of academic staff turnover in tertiary institutions in Yobe state was due to

inadequate motivation and the eroding status of the teaching profession could lead to academic staff turnover, respectively.

Table 4.4: Academic staff responses on the management of students' population explosion in tertiary institutions in Yobe state.

S/N	**Opinions of the Academic staff on the management of students' population tertiary institutions in Yobe State.**	SA		A		U		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	The class control is difficult due to the large class size.	50	22.4	80	35.9	33	14.8	33	14.8	27	12.1	100. 0
2	The class size in the institution often helps in catering for individual differences.	27	12.1	99	44.4	54	24.2	26	11.7	17	7.6	100. 0
3	Teacher – student relationship is very commendable in my institution.	41	18.4	130	58.3	27	12.1	21	9.4	4	1.8	100. 0
4	Class participation in the institution often motivates the lecturer to be very industrious.	49	22.0	133	59.6	23	10.3	15	6.7	3	1.3	100. 0
5	Classroom congestion and low utilization rate of classrooms are common features in tertiary institutions in Yobe state.	25	11.2	91	40.8	52	23.3	38	17.0	17	7.6	100. 0
6	The institution has manageable class sizes, adequate student classroom space and appropriate class utilization rates.	28	12.6	98	43.9	28	12.6	57	25.6	12	5.4	100. 0
7	The population of the class is never a threat to give student adequate attention when he/she looks for it.	18	8.1	91	40.8	46	20.6	46	20.6	22	9.9	100. 0
8	The lower teacher – student ratio allows for more effective communication between the learner and the teacher.	46	20.6	115	51.6	40	17.9	15	6.7	7	3.1	100. 0
9	Enthusiasm is greatly portrayed by the students in my teaching.	27	12.1	130	58.3	37	16.6	24	10.8	5	2.2	100. 0
10	In my institution, enrolment exceeds provision for tertiary education in terms of adequate furnished classrooms.	37	16.6	92	41.3	40	17.9	37	16.6	17	7.6	100. 0

4.4 Academic staff responses on the management of students' population explosion on teaching and learning in tertiary institutions in Yobe state.

The section reflected the responses of academic staff on their perceptions on the impact of students' population explosion on teaching and learning in tertiary institutions in Yobe state.

This section dealt with items 1 – 10 in the questionnaire items 1 and 2 were found out if class control in tertiary institutions in Yobe state was difficult due to large class size and whether the class size often helps in catering for individual differences, respectively.

Items 3, 4 and 5 attempted to find out whether teacher student relationship was very commendable in the different tertiary institutions in Yobe state, if class participation motivates academic staff to be very industrious and if classroom congestion and low utilization rate were common features in different tertiary institutions in Yobe state, respectively.

Item 6 found out if the institutions have manageable class sizes, adequate student classroom space and appropriate class utilization rates. Item 7 and 8 were to seek the opinions of academic staff if the population of the class was never a threat to give students adequate attention and if lower teacher – student rates could allow for more effective communication between the learner and the teacher, respectively.

Item 9 attempted to find out from the academic staff whether enthusiasm was greatly portrayed by students in their teaching. Item 10 was to find out from the different tertiary institutions whether enrolment exceeds provision for tertiary education in terms of adequate furnished classrooms.

Table 4.5: Academic staff responses on the management of staff promotion in tertiary institutions in Yobe state.

S/N	**Opinions of the Academic staff on the management of staff promotion tertiary institutions in Yobe State.**	SA		A		U		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	Promotion is one of the ways of increasing academic staff job satisfaction.	32	14.3	69	30.9	45	20.2	48	21.5	29	13.0	100. 0
2	Promotion helps to boost the morale of academic staff and motivate them to work harder in your job.	33	14.8	103	46.2	37	16.6	34	15.2	16	7.2	100. 0
3	Promotion of academic staff is done promptly.	21	9.4	95	42.6	38	17.0	47	21.1	22	9.9	100. 0
4	Promotion is based on merit rather than on personal prejudices of the school head.	37	16.6	103	46.2	42	18.8	30	13.5	11	4.9	100. 0
5	The head of the tertiary institution is interested in promoting the academic staff in your institutions.	42	18.8	117	52.5	33	14.8	24	10.8	7	3.1	100. 0
6	Lack of promotion opportunities are the strongest reason for staff attrition in your institution	65	29.1	96	43.0	29	13.0	22	9.9	11	4.9	100. 0
7	There are effective promotional opportunities in your institution.	25	11.2	66	29.6	43	19.3	57	25.6	32	14.3	100. 0
8	Academic staff in your institution are contented with the level of promotion in your institution.	37	16.6	138	61.9	21	9.4	20	9.0	7	3.1	100. 0
9	There is excessive control on staff promotion by the school administrator.	16	7.2	82	36.8	70	31.4	45	20.2	10	4.5	100. 0
10	The institution attaches more importance on competence as a criterion for promotion rather than seniority.	19	8.5	90	40.4	57	25.6	38	17.0	19	8.5	100. 0

4.5 Respondents' responses on the impact of conditions of service on teaching and learning in tertiary institutions in Yobe state.

This section reflected the responses of academic staff on their perceptions on the impact of conditions of staff on teaching and learning in tertiary institutions in Yobe state.

The section dealt with items 1- 10 in the questionnaire. Items 1 and 2 were found out if promotion can lead to increase of academic staff job satisfaction and if academic staff's promotion helps to boost their morale and motivate them to work harder. in tertiary institutions in Yobe state, respectively.

Items 3 and 4 were sought out the opinions of academic staff whether promotion was done promptly and the promotion was based on merit rather than on personal prejudices of the school heads of the different tertiary institutions in Yobe state, respectively. Item 5 was to seek the opinion of academic staff whether the head of the institution is interested in the promotion of academic staff.

Item 6 solicited the opinions of academic staff whether there are effective promotional opportunities. Item 7 was to find out if lack of promotion is the strongest reason for staff attrition in tertiary institutions in Yobe state.

Items 8 – 9 and 10 were attempted to investigate if promotion is a tool for enhancing academic staff performance in tertiary institutions, there was excessive control on staff promotion by the school administrators and if the institutions attached more importance on competence as criterion for promotion rather than seniority, respectively.

Table 4.6: Academic staff responses on the management of decision-making process in tertiary institutions in Yobe state.

S/N	Opinions of the Academic staff on the management of decision-making process in tertiary institutions in Yobe State.	SA		A		U		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	Your school head involves academic staff in decision-making process in the institution.	21	9.4	52	23.3	66	29.6	59	26.5	25	11.2	100. 0
2	The institution's head decision – making style is democratic.	19	8.5	85	38.1	56	25.1	41	18.4	22	9.9	100. 0
3	Academic staff who participates in decision-making feel motivated with teaching compared with those who are denied participation. .	13	5.8	104	46.6	54	24.2	39	17.5	13	5.8	100. 0
4	Academic staff participation in decision-making is positively related to the individual staff's satisfaction with the profession of teaching. .	13	5.8	87	39.0	68	30.4	41	18.4	14	6.3	100. 0
5	The opportunity to share information policies is important factors in the morale of academic staff their enthusiasm for the institutions' goals.	18	8.1	92	41.3	39	17.5	57	25.6	17	7.6	100. 0
6	A successful and effective school management requires a meaningful participation of the academic staff in decision-making process.	10	4.5	125	56.1	47	21.1	30	13.5	11	4.9	100. 0
7	The scope of decision-making in the institution is narrowed down to each individual in the institution based on expertise and level in the administrative hierarchy.	14	6.3	107	48.0	54	24.2	34	15.2	14	6.3	100. 0
8	Your school administrator is fair in the decision-making process in the institution.	12	5.4	116	52.0	51	22.9	31	13.9	13	5.8	100. 0
9	An excessive involvement of academic staff in institution's decision-making might develop in them some negative effects.	37	16.6	125	56.1	33	14.8	23	10.3	5	2.2	100. 0
10	The involvement of academic staff in decision-making process can lead to the achievement of the organizational goals and objectives.	17	7.6	81	36.3	67	30.0	46	20.6	12	5.4	100. 0

4.6 Academic staff responses on the management of decision-making process in tertiary institutions in Yobe state.

This section reflected the responses of academic staff on their perceptions on the management of decision-making process in tertiary institutions in Yobe state.

The section dealt with items 1 – 10 in the questionnaire. Items 1 and 2 investigated if the institution's head involves academic staff in decision-making process in your institution and if the head decision – making style was democratic, respectively.

Items 3 and 4 sought the opinions of academic staff whether the participation in decision-making process motivated them compared with those who were denied participation and if academic staff participation in decision-making is positively related to the individual satisfaction with the profession of teaching, respectively.

Item 5 found out from the academic staff if delegation of responsibility was based on merit and rank rather than on sentiment. Item 6 found out if involvement and participation of academic staff were quite encouraged by leaders' inspiration to motivate them.

Items 7 and 8 sought the opinions of academic staff on the scope of decision-making in the institution was narrowed down to each individual in

the institution and if institutions administrator is fair in the decision-making process in the institution, respectively.

Items 9 and 10 attempted if the excessive involvement of academic staff in institution's decision-making might develop in the some negative effects and how the involvement of academic staff in decision-making process can lead to the achievement of organizational goals and objectives, respectively.

Table 4.1 Opinions of the academic staff on the management of instructional materials in tertiary institutions in Yobe state.

In response to item 1 majority of the academic staff believed that there were sufficient facilities for teaching and learning in tertiary institutions in Yobe state. This is evident from the responses of the academic staff represented by 57. 4% who answered in affirmative terms to the item. With this revelation, one could rightly say that academic staff in tertiary institutions in Yobe state is motivated towards teaching and learning. Therefore, one expects good performance from the academic staff.

In item 2, the responses of the majority of the academic staff showed that adequate instructional materials could enhance teaching and learning in tertiary institutions in Yobe state. This is evident from the responses of the academic staff represented by 94.2% who answered in affirmative terms to the item. With this section, one could definitely say that adequate instructional materials could greatly improve teaching and learning in tertiary institutions in Yobe state. In item 3, the responses of the academic staff are in majority. This can be confirmed from the research that their institutions have libraries that are well stocked with relevant books, journals e.t.c. This can be seen from their response represented by 52. 9% who answered in affirmative mood to the item. With this positive result, one could rightly say that the academic staff in tertiary institutions in Yobe state have no cause for alarm

when it comes to availability of books and journals. With this, the academic staffs are motivated towards teaching and learning.

In the response to item 4, majority of the academic staff disagreed that there were grossly inadequate instructional materials in their institutions. This is evident from the responses of the academic staff represented by 53. 4% who answered in negative forms to the item. With this evidence one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning. Thus, one expects good performance from the academic staff.

Item 5, the response of the majority of the academic staff claimed that availability and adequacy of instructional materials promote effective teaching and learning activities in tertiary institutions in Yobe state. This is evident from the responses of academic staff represented by 91. 0% who answered in affirmative terms to the item. With this assertion one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning. Therefore, one expects good performance from the academic staff.

In item 6, in the response, majority of the academic staff believed that availability of teaching and learning classroom equipment and materials are strong determinant of staff motivation. This can be seen from the responses

of the academic staff represented by 87. 5%. Who answered in affirmative terms to the item. With this, one could rightly say that academic staff in tertiary institutions in Yobe state are expected to improve in their performance for better teaching and learning.

In the response to item 7 by the academic staff majority were in support of the assertion that availability of instructional materials could enhance the productivity of the academic staff in tertiary institutions in Yobe state. The responses showed that 88. 8% answered in affirmative terms to the item. With this revelation one could deduced that academic staff in tertiary institutions in Yobe state are expected to enhance their productivity for better teaching and learning.

The result to item 8, where majority of the academic staff expressed their feelings that instructional materials serve as a factor of lecturers' motivation in the tertiary institutions in Yobe state. This is evident from their responses represented by 81. 7% who answered in affirmative terms to the item. With this result one could say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning. Therefore, one expects good performance from the academic staff.

The responses of the academic staff to item 9 showed that high number of academic staff expressed their feelings that the negative attitude of

academic staff in the institutions towards teaching and learning is generated by lack of sufficient instructional materials of all kinds. This shows from the responses of the academic staff represented by 53. 4% who answered in affirmative terms to the item. This revealed that academic staff attitude towards teaching and learning could be improved if sufficient instructional materials of all kinds are provided in tertiary institutions in Yobe state.

In the response to item 10, majority of the academic staff revealed that insufficient instructional materials demotivated academic staff in tertiary institutions in Yobe state. This can be seen from the responses of the academic staff represented by 77. 1% who agreed to the assertion. With this revelation one could say that academic staff performance could be based on the sufficiency of instructional materials for better teaching and learning in tertiary institutions in Yobe state.

Table 4.2 Opinions of the academic staff on the management of staff development and training in tertiary institutions in Yobe state.

In response to item 1, large number of the academic staff revealed that their institutions sponsor conferences, seminars and workshops regularly. This can be seen from the responses of the academic staff represented by 50. 2% who answered in affirmative terms to the item. This is clearly indicated that academic staff in tertiary institutions in Yobe state are sponsored conference e.t.c. in order to motivate them toward teaching and learning.

In response to item 2, majority of the academic staff believed that schools administrators in tertiary institutions in Yobe state support professional development for academic staff. This is evident from the responses of academic staff represented by 69. 5% who answered in affirmative terms to the item. With these findings, one could rightly say that encouragements are given to academic staff in form of professional development so as to enhance teaching and learning.

In item 3, the majority of the academic staff revealed that the heads of the tertiary institutions demonstrate commitment towards professional growth. This can be discovered from the responses of the academic staff represented by 67. 3% who answered in affirmative terms to the item. With this finding, one could believe that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning. Therefore, one expects better performance and high personal and professional productivity from the academic staff in tertiary institutions in Yobe state.

The result to item 4, showed that majority of the academic staff expressed their feelings that staff development and training could enhance academic staff productivity in their institutions in Yobe state. This is evident from the responses by the academic staff represented by 93. 7% who answered in affirmative terms to the item. With this confirmation, one could

say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning.

The report in item 5 revealed that majority of the academic staff believed that staff development enable the academic staff to achieve their potential as employees and to effectively contribute to the achievement of the institutions' objectives. This can be seen from the responses of academic staff represented by 91. 9% who answered in affirmative forms to the item. This shows that academic staff in tertiary institutions are contented with staff development in their institutions.

In the response to item 6, high number of academic staff expressed their dissatisfaction on the provision of teaching programmes which are equally accessible to all academic staff in different tertiary institutions in Yobe state. This is clearly indicated from the responses of the academic staff represented by 43. 5% who answered in negative forms with the above assertion. Therefore, based on this finding, it would be importance to head of tertiary institutions to provide training programmes which could equally be accessible to all academic staff so as to boast their morale towards teaching and learning in tertiary institutions in Yobe state.

Item 7, majority of the academic staff believed that their schools administrators consider staff development and training as an integral part of

the institutional development strategy. This is evident from the responses of academic staff represented by 71. 8% who answered in affirmative terms to the item. With this revelation one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards improving their potentials so as to enhance teaching and learning.

In the response to item 8, majority of the academic staff expressed their views that staff development and training can help the academic staff to improve in their teaching and learning in tertiary institutions in Yobe state. This can be seen from the responses of the academic staff represented by 92. 4% who answered in affirmative terms to the item. Thus, when academic staff of tertiary institutions in Yobe state are sponsored with training definitely their productivity would be increased as well as improvement in teaching and learning.

In response to item 9, majority of the academic staff expressed their satisfaction that their institutions are given opportunity to go for in-service training for self development. This can be seen from the responses of the academic staff represented by 79. 8% who answered in affirmative terms to the item. Thus, academic staff in tertiary institutions in Yobe state are motivated based on the opportunity given to them to go for in-service training which would enhance their teaching and learning in their institutions.

From the results obtained on item 10, it is evident that majority of the academic staff believed that insufficient provision for staff development and training of academic staff constitute one of the major sources of the poor quality of teaching. The following are responses of the academic staff represented by 73. 0% who answered in affirmative terms to the item.

Table 4.3 Opinions of the academic staff on the management of salary and other allowances in tertiary institutions in Yobe state.

In the response to item 1, high number of the academic staff agreed that academic staff in tertiary institutions in Yobe state is leaving the institutions to more lucrative organizations due to poor salary packages. This is evident from the responses of academic staff represented by 55. 6% who answered in affirmative terms to the item. With this assertion academic staff in tertiary institutions in Yobe state are not satisfied with the job this may attributed to some reasons that is the job itself does not satisfy their needs or the motivation received by the academic staff are not adequate.

In item 2, majority of the academic staff disagreed that the rate attrition in the institutions in Yobe state is growing at alarming rate due to insufficient salary. This was represented by 43. 4% who answered in negative terms to the item. As such 30% of the academic staff were neutral to the item. Therefore, this shows that some academic staff are contented with their job while others are not.

In the response to item 3, majority of the academic staff believed that their salary is promptly paid without unnecessary cuts in tertiary institutions in Yobe state. The result from the responses of the academic staff represented by 66. 4% who answered in affirmative terms to the item. Thus when academic staff in tertiary institutions in Yobe state have heavy workload it could lead to low productivity and it can result to demotivation.

In the response to item 4, majority of the academic staff maintained that academic staff salary is quite commensurable with their job as such the rate of academic staff turnover in tertiary institutions in Yobe state would be reduced. This is clearly shows from the responses of the academic staff represented by 78. 5% who answered in affirmative terms to the item.

In the response to item 5, majority of the academic staff believed that low salaries have contributed to poor management of academic staff academic staff in tertiary institutions in Yobe state. This shows from the responses of the academic staff represented by 84. 8% who answered in affirmative terms to the item. Thus, if academic staff in tertiary institutions in Yobe state are not utilize effectively there is tendency that this would lead to low productivity on the part of the academic staff.

Item 6, majority of the academic staff expressed their views that staff turnover in tertiary institutions in Yobe state is disparity in salary. This can

be clearly seen from the responses of the academic staff represented by 75. 3% who answered in affirmative terms to the item. Therefore, disparity in salary can lead to demotivation to academic staff in tertiary institutions in Yobe state.

On the item 7, majority of the academic staff in tertiary institutions in Yobe state maintained that academic staff in tertiary institutions in Yobe state leave the profession whenever the opportunities for more prestigious and better paying jobs arise. This is evident from the responses of the academic staff represented by 85. 7% who answered in affirmative terms to the item. With this assertion, therefore, if academic staff of tertiary institutions are not well motivated there is likelihood they might leave to other better paying jobs.

In the response to item 8, majority of the academic staff were of the opinions that low salaries and poor working conditions have contributed to the eroding status of teaching profession in tertiary institutions in Yobe state are among the causes of staff turnover. This is evident from the responses of the academic staff represented by 61. 9% who answered if affirmative terms to the item. Thus, if academic staff of tertiary institutions in Yobe state are well motivated in terms of good conditions the rate of staff turnover would be minimized.

In the response to item 9, majority of the academic staff believed that the rate of academic staff turnover in tertiary institutions in Yobe state is due to inadequate motivation. This can be clearly seen from the responses of the academic staff represented by 75. 8% who answered in affirmative terms to the item. Thus, when academic staff of tertiary institutions in Yobe state are adequately motivated the rate of staff turnover would be reduced to a minimum level.

On item 10, majority of the academic staff supported the view that the eroding status of the teaching profession leads to academic staff turnover. This is evident from the responses of the academic staff represented by 60. 5% who answered in affirmative mood to the item. Thus, the eroding status of the teaching profession was as a result of inadequate motivation given to the academic staff. Therefore, when adequate motivations are given to academic staff effective teaching and learning would be maintained in our tertiary institutions in Yobe state.

Table 4.4 Opinions of the academic staff on the management of students' population explosion in tertiary institutions in Yobe state.

In the response to item 1, majority of the academic staff believed that the class control is difficult due to the large class size in tertiary institutions in Yobe state. This can be seen from the responses of the academic staff represented by 58. 3% who answered in affirmative terms to the item. With

this assertion, one could rightly say that academic staff in tertiary institutions in Yobe state are demotivated towards teaching and learning.

In the response to item 2, majority of the academic staff maintained that the class size in the tertiary institutions in Yobe state often helps in catering for individual differences. This can be clearly seen from the responses of the academic staff represented by 56. 5% who answered in affirmative terms to the item. Since the academic staff responses as regard to the item is positive, therefore, one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning.

The result of the response to item 3 shows that majority of the academic staff were of the opinions that teacher – student relationship is very commendable in the tertiary institutions in Yobe state. This is evident from the responses of the academic staff represented by 76. 7% who answered in affirmative moods to the item. Based on the assertion, one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning.

The result of the response to item 4 indicates that majority of the academic staff believed that class participation in the tertiary institutions in Yobe state often motivates the academic staff to be very industrious. This can

be clearly seen from the responses of the academic staff represented by 81. 6% who answered in affirmative terms to the item. This is based on the assertion; one can rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning.

Item 5 indicated that majority of the academic staff maintained that classroom congestion and low utilization rate of classroom are common features in tertiary institutions in Yobe state. This is evident from the responses of the academic staff represented by 52. 0% who answered in affirmative terms to the item. Thus, based on the assertion, one can rightly say that academic staff in tertiary institutions in Yobe state demotivated towards teaching and learning.

The result of the response to item 6 shows that majority of the academic staff were of the opinion that the tertiary institutions in Yobe state have manageable class sizes, adequate student classroom space and appropriate class utilization rates. This can be clearly seen from the responses of the academic staff represented by 56. 5% who answered in affirmative terms to the item. This shows that there is a contradictory statement by the academic staff based on the item 2. Where they said class size in the tertiary institutions often helps in catering for individual differences.

Item 7 indicated that majority of the academic staff maintained that the population of the class in never a threat to give student adequate attention when he/she looks for it. This is evident from the responses of academic staff represented by 51. 1% who answered in negative forms to the item. With this revelation one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning.

The result of the response to item 8 showed that majority of the academic staff agreed that the lower teacher – student and the teacher. This can be clearly seen from the responses answered in affirmative terms to the item. With this assertion, therefore academic staff are motivated towards teaching and learning.

Item 9 indicated that majority of the academic staff maintained that enthusiasm is greatly portrayed by the students in their teaching. This is evident from the responses of the academic staff represented by 70. 4% who answered in affirmative terms to the item. Thus, the above assertion shows that academic staff are motivated towards effective teaching and learning.

In the response to item 10, majority of the academic staff were of the opinions that enrolment exceeds provision for tertiary education in terms of adequate furnished classrooms in tertiary institutions in Yobe state. This can be seen from the responses of the academic staff represented by 57. 9% who

answered in affirmative terms to the item. With this revelation one could rightly say that since enrolment exceeds the provision of adequate furnished classrooms in tertiary institutions therefore, this would makes teaching and learning ineffective in tertiary institutions in Yobe state.

Table 4.5 Opinions of the academic staff on the management of staff promotion in tertiary institutions in Yobe state.

The result of the response to item 1 shows that majority of the academic staff were of the opinions that promotion is one of the ways of increasing academic staff job satisfaction in tertiary institutions in Yobe state. This is evident from the responses of the academic staff represented by 54. 7% who answered in negative moods, to the item. With this assertion one could rightly say that academic staff in tertiary institutions in Yobe state are demotivated towards teaching and learning.

In the response to item 2, majority of the academic staff believed that promotion helps to boost the morale of academic staff and motivate them to work harder. This can be seen from the responses of the academic staff represented by 61. 0% who answered in affirmative terms to the item. Therefore, one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning.

Item 3 indicated that majority of the academic staff agreed that promotion of academic staff is done promptly. This is evident from the

responses of the academic staff represented by 52. 0% who answered in affirmative terms to the item. Based on the assertion, one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning. Thus, the performance of the academic should be enhance for better productivity.

The result of the responses to item 4 showed that there was positive responses from the academic staff that promotion is based on merit rather than on personal prejudices of the institutions' heads. This can be seen from the responses of the academic staff represented by 62. 8% who answered in affirmative terms to the item. With this assertion, one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning. Therefore, one expects good performance from the academic staff.

Item 5 showed the views of the academic staff that the heads of the institutions are interested in the promotion of academic staff in tertiary institutions in Yobe state. Majority of the academic staff indicated their responses represented by 71. 3% who answered in affirmative terms to the item. With this assertion one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning. Therefore, good performance is expected from the academic staff.

In the response to item 6, majority of the academic staff believed that lack of promotion opportunities are the strongest reason for staff attrition in institutions in Yobe state. This is evident from the responses of the academic staff represented by 72. 1% who answered in affirmative terms to the item.

The result of the responses to item 7 showed that there was a negative response from the academic staff that there are effective promotional opportunities in tertiary institutions in Yobe state. This can be seen from the responses of the academic staff represented by 59. 2% who answered in negative terms to the item. With this assertion one could rightly say that academic staff are motivated towards teaching and learning. Thus, one expects good performance from the academic staff.

Item 8 showed the views of the academic staff that they were contented with the promotional level in tertiary institutions in Yobe state. Majority of the academic staff indicated their responses represented by 78. 5% who answered in affirmative terms to the item. With this assertion, one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning.

In the response to item 9, majority of the academic staff believed that there was excessive control on staff promotion by the schools administrators. This is evident from the responses of the academic staff represented by 44.

0% who answered in negative terms to the item. With this revelation one could rightly say that academic staff performed their work diligently.

On item 10, majority of the academic staff disagreed that their institutions attach more importance on competence as a criterion for promotion rather than seniority. This is evident from the responses of the academic staff represented by 51. 1% who answered in negative terms to the item. Thus, 25. 6% of those who answered in negative terms were neutral. This may be as a result of ignorance of the criterion of promotion attached by the institutions that was why they remained neutral.

Table 4.6 Opinions of the academic staff on the management of decision-making process in tertiary institutions in Yobe state.

The result of the respondents to item 1 where majority of the academic staff disagreed that the tertiary institutions' school heads involves academic staff in decision-making process. This is evident from the responses of the academic staff represented by 67. 3% who answered in negative terms to the item. Thus, 29. 6% of the responses stood for neutral to the item.

Item 2, the response of the majority of the academic staff disagreed that the institutions' heads decision – making is democratic. This is clearly seen from the responses of the academic staff represented by 53. 4% who

answered in negative terms to the item. Thus, this shows that academic staff are not involved in the schools' decision making.

Item 3, the response of the majority of the academic staff indicated that academic staff who participated in decision-making feel motivated with teaching compared with those who are denied participation. This can be realized from the responses of the academic staff represented by 52. 4% who answered in affirmative terms to the item.

In the response to item 4, majority of the academic staff disagreed that academic staff participation in decision-making is positively related to the individual staff's satisfaction with profession of teaching. This can be seen from the responses of the academic staff represented by 55. 1% who answered in negative terms to the item. Contrary to the above assertion to item 3, the proper channel of communication is not maintained as a result of grapevine.

The result to item 5 indicated that majority of the academic staff disagreed that delegation of responsibility is based on merit and rank rather than on sentiment. This is evident from the responses of academic staff represented by 50. 7% who answered in affirmative terms to the item.

In the response to item 6, majority of the academic staff believed that a successful and effective school management requires a meaningful

participation of academic staff in decision-making process. This is evident from the responses of the academic staff represented by 60. 6% who answered in affirmative terms to the item. With this revelation one could rightly say that academic staff in tertiary institutions in Yobe state are motivated towards teaching and learning. Therefore, one expects good performance from the academic staff.

In the response to item 7, majority of the academic staff indicated that the scope of decision-making in tertiary institutions in Yobe state is narrowed down to each individual in the institutions based on the expertise and level in administrative hierarchy. This is clearly seen from the responses of the academic staff represented by 57. 4% who answered in affirmative terms to the item.

Item 9 showed that majority of the academic staff believed that the excessive involvement of academic staff in the tertiary institutions' decision-making might develop in them some negative effects. This is evident from the responses of the academic staff represented by 72. 7% who answered in affirmative terms to the item.

The result to item 10 indicated that majority of the academic staff disagreed with the assertion that the involvement of academic staff in decision-making process can lead to the achievement of the goals and

objectives of the institutions represented by 56. 0% who answered in negative terms to the item. Thus, this can easily demotivate academic staff and would demoralize the performance of the academic staff in tertiary institutions in Yobe state.

4.7 Testing of Hypotheses

This section dealt with hypotheses testing. The six (6) hypotheses were formulated and tested using one way ANOVA at 0. 05 level of significance. The hypotheses are reflecting the six (6) different issues that were raised in the objectives of the study.

Hypothesis I: There is no significant difference in the opinions of academic staff on the management of the availability of instructional materials on teaching and learning in tertiary institutions in Yobe state.

To test the hypotheses, the scores of the groups were subjected to Analysis of Variance. Responses of all respondents were collected analysed and presented.

Table 4.7: Summary of responses of all respondents on the opinions of academic staff on the availability of instructional materials in tertiary institutions in Yobe state.

	Sum of Squares	DF	Mean Square	F	F Critical	Remarks
Between groups	95. 600	7	13. 657			
Within groups	3884. 795	2. 15	18. 069	. 756	. 625	Retained
Total	3980. 395	222				

From the table, the f – ratio (. 756) at 0. 05 level of significance is less the tabulated f – critical (. 625). This implies that there is no significant difference in the opinions of academic staff on the availability of instructional materials in tertiary institutions in Yobe state. Therefore, the null hypothesis is accepted.

Hypothesis II: There is no significant difference among the average opinions of academic staff on the management staff development in tertiary institutions in Yobe state.

The opinions of the academic staff were used in the test of this hypothesis. The one way analysis of variance was applied as the statistical tool.

Table 4.8: Summary of one way analysis of variance on the opinions of academic staff on the management of staff development in tertiary institutions in Yobe state.

	Sum of Squares	DF	Mean Square	F	F Critical	Remarks
Between groups	660. 004	7	94. 286	3. 538	523. 000	Retained
Within groups	5730. 041	215	26. 651			
Total	6390. 045	222				

From the table above, the f – ratio (3. 538) at 0. 05 level of significance is less than the tabulated f – critical (523. 000). This implies that there is no significant difference on the management of staff development in tertiary institutions in Yobe state. Therefore, the null hypothesis is retained.

Hypothesis III: There is no significant difference in the opinions of academic staff on the management of salary and other allowances in tertiary institutions in Yobe state.

The opinions of the academic staff were used in the test of this hypothesis. The one way analysis of variance was applied as the statistical tool.

Table 4.9: Summary of one way analysis of variance on the opinions of academic staff on the management of salary and other allowances in tertiary institutions in Yobe state.

	Sum of Squares	DF	Mean Square	F	F Critical	Remarks
Between groups	70. 385	7	10. 055			
Within groups	6702. 100	215	31. 173	. 323	. 943	Retained
Total	6772. 484	222				

From the table above, the f – ratio (. 323) at 0. 05 level of significance is less than the tabulated f – critical (. 943). This implies that there is no significant difference on the management of salary and other allowances in tertiary institutions in Yobe state. Therefore, the null hypothesis is retained.

Hypothesis IV: There is no significant difference in opinions of academic staff on the impact of students' population explosion on teaching and learning in tertiary institutions in Yobe state.

Table 4.10: Summary of one way analysis of variance on the opinions of academic staff on the management of students' populations explosion in tertiary institutions in Yobe state.

	Sum of Squares	DF	Mean Square	F	F Critical	Remarks
Between groups	294. 985	7	42. 141	2. 183	67. 000	Retained
Within groups	4149. 481	215	19. 300			
Total	4444. 466	222				

From the table above, the f – ratio (2. 183) at 0. 05 level of significance is less than the tabulated f – critical (67. 000). This implies that there is no significant difference on the management of students populations' explosion in tertiary institutions in Yobe state.

Hypothesis V : There is no significant difference in the opinions of academic staff on the management of staff promotion in tertiary institutions in Yobe state.

Table 4.11: Summary of one way analysis of variance used on the opinions of academic staff on the management of staff promotion in tertiary institutions in Yobe state.

	Sum of Squares	DF	Mean Square	F	F Critical	Remarks
Between groups	154. 135	7	22. 019			
Within groups	7130. 690	215	33. 166	. 664		Retained
Total	7284. 825	222				

From the table above, the f – ratio calculated (. 664) at 0. 05 level of significance is lower than the tabulated f – critical ( ). This implies that there is no significant difference in the opinions of academic staff on the management of staff promotion in tertiary institutions in Yobe state. Therefore, the null hypothesis is retained.

Hypothesis VI : There is no significant difference in the opinions of academic staff on the management of decision-making process in tertiary institutions in Yobe state.

Table 4.12: Summary of one way analysis of variance was used on the opinions of academic staff on the management of decision-making learning in tertiary institutions in Yobe state.

	Sum of Squares	DF	Mean Square	F	F Critical	Remarks
Between groups	390. 459	7	55. 780	2. 024		Retained
Within groups	5925. 038	215	27. 558			
Total	6315. 498	222				

From the table above, the f – ratio (2. 024) is less than the table vale of f – critical. Thus, it implies that there is no significant difference among the average opinions of the academic staff on the management of decision-making process in tertiary institutions in Yobe state.

4.8 Summary of Hypotheses Testing

This section presents summary of the hypothesis testing. Six hypothesis were tested using Analysis of variance ANOVA at 0.05 level of significance. The results reveal that the entire six hypotheses were retained. This means there is no significant difference in the perceptions of stakeholders on the issues that were raised.

Table 4.13: shows a detail of the result.

Table 4.13: Summary of Hypotheses Testing

S/N	Statement of the hypothesis	Level of significance	Statistics used	Result retained/Accepted	Discussion
1	There is no significant difference in the perceptions of academic staff on the availability of instructional materials in Tertiary institutions in Yobe state.	0.05	Analysis of variance ANOVA	Retained	There is no no significant difference in perception of academic staff on the availability of instructional materials in tertiary institutions in Yobe state.
2	There is no significant difference among the average opinions of academic staff in decision – making process in tertiary institutions in Yobe state.	0.05	Analysis of variance ANOVA	Retained	There is no significant difference among the average opinions of academic staff in decision-making process in tertiary institutions in Yobe state.
3	There is no significant difference between the opinions of the academic staff on staff development and training in tertiary institutions in Yobe state.	0.05	Analysis of variance ANOVA	Retained	There is no significant difference between the opinions of academic staff on staff development and training in tertiary institutions in Yobe state.
4	There is no significant difference in the opinions of academic staff with regards to students' population explosion in tertiary institutions in Yobe state.	0.05	Analysis of variance ANOVA	Retained	There is no significant difference in the opinions of academic staff with regards to students' population in tertiary institutions in Yobe state.
5	There is no significant difference in the opinions of academic staff on salary and allowances in tertiary institutions in Yobe state.	0.05	Analysis of variance ANOVA	Retained	There is no significant difference in the opinions of academic staff on salary and allowances in tertiary institutions in Yobe state.
6	There is no significant difference in the opinions of academic staff on staff promotion in tertiary institutions in Yobe state.	0.05	Analysis of variance ANOVA	Retained	There is no significant difference in the opinions of academic staff on staff promotion in tertiary institutions in Yobe state.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter summarised the four last chapters, summary of the major findings, conclusions, recommendations and suggestions for further studies.

5.1 Summary

The research examined the stakeholders' perceptions on the management of tertiary institutions in Yobe state. The chapter one of the work formed the introductory aspect of the study that dealt with the background to the study, statement of the problem, objectives of the study, research questions, hypotheses and scope of the study.

A detailed review of literature on management was undertaken under literature review. The concept of management and theories were discussed.

Descriptive survey design was adopted. The target population of the study was academic staff. Cluster sampling was used to obtain subjects of the study. The instrument of obtaining data that was used was questionnaire on stakeholders' perceptions. Six hypotheses were tested using Analysis of Variance at 0.05 level of significance. The result reveals that all the six

hypotheses were retained. This means there is no significant difference in the perceptions of stakeholders on the issues that were raised.

5.2 Summary of the major findings

i) The findings of this research work revealed that academic staff were satisfied with the availability of instructional materials in tertiary institutions in Yobe state.

ii) The study revealed that academic staff in tertiary institutions in Yobe state were sponsored for conferences, seminars and workshops regularly to enhance academic staff productivity.

iii) It was found out that academic staff in tertiary institutions in Yobe state were leaving the institutions to more lucrative organizations due to inadequate salary package.

iv) The academic staff were encouraged with the institutions manageable class sizes and utilization of available resources.

v) It was discovered that the promotion of academic staff was done promptly.

vi) It was discovered that the involvement of academic staff in decision-making process leads to the achievement of goals and objectives of the institutions.

5.3 Conclusions

This research examined the stakeholders' perceptions on the management of academic staff in tertiary institutions in Yobe state. From the findings of the study, it can be concluded that majority of the academic staff were contented with the kind of instructional materials in their respective tertiary institutions. This revelation was against the study's earlier assumption that most of the tertiary institutions in Yobe state do not have adequate instructional materials. However, there were areas where some academic staff expressed their non-involvement of academic staff in decision-making process in their institutions. It has been found out that academic staff in tertiary institutions in Yobe state were leaving the institutions to "greener posture" due to inadequate salary package.

5.4 Recommendations

i) In order to raise the standard of performance of academic staff, tertiary institutions should provide more and relevant instructional materials so as to enhance teaching and learning.

ii) The tertiary institutions in Yobe state should open more training programmes which would equally be accessible to all academic staff.

iii) Heads of tertiary institutions in Yobe state should consider staff development and training as integral part of the institutional development strategy.

iv) Tertiary institutions in Yobe state should provide adequate furnished classrooms so as to enhance teaching and learning.

v) The tertiary institutions in Yobe state should attach more importance on competence as a criterion for promotion of academic staff rather than seniority.

vi) The heads' of tertiary institutions should involve academic staff in democratization of decision-making process in their institutions.

vii) The tertiary institutions in Yobe state should help in protecting academic staff from the problem of staff turnover by providing adequate salary packages.

5.5 Suggestions for Further Studies

Further studies should be carried out on the following areas:

i) Impact of staff motivation and students' academic achievement in tertiary institutions in Yobe state.

ii) Effects of academic staff motivation on the students' performance in tertiary institutions in Yobe state.

iii) Stakeholders' perception on the management and administration of students in tertiary institutions in Yobe state.

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QUESTIONNAIRE ON THE STAKEHOLDERS' PERCEPTIONS ON THE MANAGEMENT OF ACADEMIC STAFF IN TERTIARY INSTITUTIONS IN YOBE STATE.

Ahmadu Bello University, Zaria

School of Postgraduate Studies

Faculty of Education

Dear Sir/Madam,

The researcher is a master's degree student of the above named institution currently conducting a research work on the topic ***"Stakeholders' Perceptions on the Management of Academic Staff in Tertiary Institutions in Yobe State".*** Your institution is among those selected for the purpose of this research. The research is purely for academic purpose.

You are kindly requested to assist in completing the attached questionnaire by writing briefly in the space provided and tick **(**√**)** as appropriate. Please note that all the information given will be treated with confidentiality.

Your co-operation is highly solicited in this regard, please.

Yours faithfully

Umar Garba

QUESTIONNAIRE ON THE STAKEHOLDERS' PERCEPTIONS ON THE MANAGEMENT OF ACADEMIC STAFF IN TERTIARY INSTITUTIONS IN YOBE STATE

SECTION (A)

1. Gender

(1) Male ( ) (2) Female ( )

2. Rank

1) Chief Lecturer

2) Senior Lecturer

3) Lecturer II

4) Assistant Lecturer

5) Principal Lecturer

6) Lecturer I

7) Lecturer III

8) Others

Instructions:

For each of the following statement, indicate your answer or option by ticking in the appropriate column provided against the items:

SA _____	**Strongly Agree** _____	**5**
A_____	**Agree**_____	**4**
U_____	**Undecided**_____	**3**
D_____	**Disagree**_____	**2**
SD_____	**Strongly Disagree**_____	**1**

SECTION B: ACADEMIC STAFF PERCEPTIONS ON THE MANAGEMENT OF INSRUCTIONAL MATERIALS IN TERTIARY INSTITUTIONS IN YOBE STATE

ITEM	RESPONSE				
1. The institution has sufficient facilities for teaching an learning	**SA**	**A**	**U**	**D**	**SD**
2. Adequate instructional materials can enhance teaching and learning in institution.					
3. The institution has a library that is well stocked with relevant books, journals etc.					
4. Instructional materials are grossly inadequate in the institution					
5. Availability and adequacy of instructional materials promote effective teaching and learning activities in the intuition					
6. Availability of teaching and learning classroom equipment and materials are strong determinant of staff motivation					
7. Availability of instructional materials can enhance the productivity of the lecturers in the institution.					
8. Instructional materials serve as a factor of lecturers' motivation in the institution					
9. The negative attitude of lecturers in the institution towards teaching an learning is generate by lack of sufficient instructional materials of all kinds.					
10. Insufficient instructional materials demotivate teachers in the institution.					

SECTION C: ACADEMIC STAFF PERCEPTION ON THE MANAGEMENT OF STAFF DEVELOPMENT IN TERTIARY INSTITUTIONS IN YOBE STATE

ITEM	RESPONSE				
1. The institution sponsors conferences, seminars an workshops regularly.	**SA**	**A**	**U**	**D**	**SD**
2. The school administrator supports professional development for academic staff in the institution					
3. The head of the institution demonstrates commitment towards professional growth					
4. Staff development an training can enhance lecturers' productivity in the institution					
5. Staff development enables the lecturers to achieve their potential as employees and to effectively contribute to the achievement of the institution's objectives					
6. The institution provides training programmes which is equally accessible to all lecturers					
7. The school administrator considers staff development and training as an integral part of the institutional development strategy					
8. Staff development and training can help the lecturers to improve in their teaching an learning in the institution					
9. Lecturers in the institution are given opportunity to go for in-service training for self development					
10. Insufficient provision for staff development an training of lecturers constitute one of the major sources of the poor quality of teaching					

SECTION D: ACADEMIC STAFF PERCEPTIONS ON THE MANAGEMENT OF SALARY AN OTHER ALLOWANCES IN TERTIARY INSTITUTIONS IN YOBE STATE

ITEM	RESPONSE				
1. Academic staff in your institutions are leaving your school to more lucrative organizations due to poor salary and allowances	**SA**	**A**	**U**	**D**	**SD**
2. The attention rate in your school is growing at alarming rate due to poor salary					
3. Academic staff's pay is promptly paid without unnecessary cuts.					
4. Academic staff's salary is quite commensurable with their job in your institution					
5. Low salaries have contribute to poor management of academic staff					
6. Disparity in salary is one of the major causes of lecturers turnover in tertiary institutions in Yobe State					
7. Academic staff in your institution leave the profession whenever the opportunity for more prestigious an better paying jobs arise					
8. Low salaries and poor working conditions have contributed to the eroding status of teaching profession.					
9. The rate of lecturer's turnovers in tertiary institutions in Yobe State is due to inadequate salary					
10. Academic staff salarIies are paid on time in your institutions.					

SECTION E: ACADEMIC PERCEPTIONS ON THE MANAGEMENT OF STUDENTS' POPULATION EXPLOSION IN TERTIARY INSTITUTIONS IN YOBE STATE.

ITEM	RESPONSE				
1. The class control is difficult due to the large class size	**SA**	**A**	**U**	**D**	**SD**
2. The class size in the institution often helps in catering for individual differences					
3. Teacher – student relationship is very commendable in my institution					
4. Class participation in the institution often motivates the lecturer to be very industrious					
5. Classroom congestion and low utilization rate of classrooms are common features in tertiary institutions in Yobe State					
6. The institution has manageable class sizes, adequate student classroom space and appropriate class utilization rates.					
7. The population of the class is never a threat to give student adequate attention when he/she looks for it.					
8. The lower teacher – student ratio allows for more effective communication between the learner and the teacher					
9. Enthusiasm is greatly portrayed by the students in my teaching					
10. In my institution, enrolment exceeds provision for tertiary education in terms adequate furnished classrooms.					

SECTION F: ACADEMIC STAFF PERCEPTIONS ON MANAGEMENT OF SALARY AND OTHER ALLOWANCES IN TERTIARY INSTITUTIONS IN YOBE STATE

ITEM	RESPONSE				
1. Promotion is one of the ways of increasing academic staff job satisfaction.	**SA**	**A**	**U**	**D**	**SD**
2. Promotion helps to boost the morale of academic staff and motivate them to work harder in your institution.					
3. Promotion of academic staff is done promptly in your institution.					
4. Promotion is based on merit rather than on personal prejudices of the school head.					
5. The head of your institution is interested in the promotion of academic staff in your institution.					
6. Lack of promotion opportunities are the strongest reason for staff attrition in your institution.					
7. There is effective promotional opportunities in your institution.					
8. Academic staff in your institution are contented with promotion procedures in your institution.					
9. There is excessive control on staff promotion the school administrator in your institution.					
10. Your institution attaches more importance on competence as a criterion for promotion rather than seniority.					

SECTION G: ACADEMIC STAFF PERCEPTIONS ON MANAGEMENT OF DECISION-MAKING PROCESS IN TERTIARY INSTITUTIONS IN YOBE STATE

ITEM	RESPONSE				
1. Your school head involves academic staff in decision-making process in your institution.	**SA**	**A**	**U**	**D**	**SD**
2. Your school head decision-making style is democratic.					
3. Academic staff who participate in decision-making feel motivated with teaching compared with those who are denied participation.					
4. Academic staff participation in decision-making is positively related to the individual staff's satisfaction with the profession of teaching.					
5. Delegation in decision-making is based on merit and rank rather than on sentiment.					
6. Involvement and participation in decision-making are quite encouraged by the leader's aspiration to motivate the academic staff.					
7. The scope of decision-making in your institution is narrowed down to each individual based on expertise and level in the administrative hierarchy.					
8. Your school administrator is fair in the decision-making process in your institution.					
9. An excessive involvement of academic staff in the institution's decision-making might develop in the some negative effects.					
10. The involvement of academic staff in decision-making process can lead to the achievement of the institution's goals and objectives.					