



Stakeholders Interference in Students Admission and Staff Employment Process and the Administration of Tertiary Institutions in Rivers State

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Abstract

This study investigated stakeholders' interference in students' admission and staff employment process and the administration of tertiary institutions in Rivers State. Two specific objectives, two research questions and two hypotheses guided the study. The study adopted descriptive and a survey design. The target population for this study was 4,210 drawn from (3) three tertiary institutions in Rivers State, (comprising 509 teaching staff, 459 non-teaching staff and 3,242 final year students). The sample size of 1539 staff and students of the tertiary institutions in Rivers State was selected through stratified random sampling method. A self-designed instrument, titled "Stakeholders interference in students' admission and staff employment process and the administration of tertiary institutions in Rivers State Questionnaire (SISASEATIQ)" was used to elicit data for the study. The instrument for the study was validated by three lecturers from the Department of Educational Management of the Ignatius Ajuru University of Education. To test the internal consistency of the instrument, the researchers used Cronbach's alpha coefficient to determine its reliability of .910. Mean and standard deviation was used to answer the research questions while the t-test statistics was used to test the hypotheses of the study at 0.05 level of significance. The results clearly revealed collective responsibility of stakeholders' interference in students admission and staff employment in administration of tertiary institution in Rivers State. Based on the findings, the study concluded that stakeholders interfere in the admission and employment in the administration of the university system. It was recommended that stakeholders should partner appropriately in students admission and employment based on stipulated guidelines as a collective responsibility of the administration of tertiary institutions in Rivers State.

Keywords: Stakeholders, Interference, Students, Admission, Staff, Employment, Process, Administration, Tertiary Institutions, Rivers State.

Reference to this paper should be made as follows:

Mmom, C. P. C. (2022). Stakeholders interference in students admission and staff employment process and the administration of tertiary institutions in Rivers State. *International Journal of Scientific Research in Education*, 15(3), 489-509.

INTRODUCTION

Tertiary education is a public or private post-secondary or higher education. They exist to provide courses of study leading to the award of higher certificates and conducting research and publications. In general, tertiary institution is education beyond the secondary level, especially education at the college, university and vocational courses (Ololube 2017). Tertiary education is acquired by individuals in post-secondary school on a full-time, part-time or distance basis, provided it is recognized by the employer. They offer Degrees, Diplomas or Teacher Education courses that covers the training programmes.

Tertiary education stands to achieve the distinct goals of every nation. First, to educate the younger generation to becoming active and productive members of their society or nation. Secondly, seeks to meet and match institutional demand with a competent and globally competitive workforce. This also stands to provide the right kind of work ethos, professional expertise and leadership in all walks of life.

The concepts of stakeholder and stakeholding can be used to understand changes in influence in higher education as an effect of changing norms and structures. This is a different approach than that used in most of the management literature where planning stakeholders are part of strategic management. However, in order to explore how the concept has been applied this presentation will take management literature as a point of departure. This is also the kind of stakeholder theory most commonly referred to in the higher education literature. Finally, how stakeholders can be understood and categorised in the following analysis of higher educational policy and practice was discussed.

Many regard the well-known scholar of Business Administration R. Edward Freeman as the initiator of modern stakeholder theory (Marstein, 2003, Andriof et al., 2002). He defined stakeholders as groups and individuals who can affect or are affected by the institution's purpose (Freeman quoted in Andriof et al., 2002). Stakeholder theory is an important approach when it comes to business ethics in general and company ethics more specifically. It is, therefore, important to understand the norms and structures that govern the corporate world. The point is that leaders should not only take shareholders into account but also others who hold a "stake" in or are affected by their decision. Andriof et al. (2002) argued that companies meet two types of critique. Some critics claim that companies are driven solely by the quest for profits, undermining the values of community and solidarity. Others claim that companies do not contribute as large a portion of profits as they might have if the shareholders' interests and values had been the prime focus. Freeman claimed that management theory and practices are in need of an approach in which not only shareholders "win" but also in which the interests of stakeholders are taken into consideration.

Higher education institutions, like industries and businesses, face new and complex demands. They are, for example, expected to open up and interact with other actors than the state. Not only the state as owner of the institutions, but local authorities, local industries and businesses, employees and so on demand that their interests be heard by the institutions of higher education. Furthermore, as discussed earlier, public sector agencies are adopting steering mechanisms and ways of thinking from the private sector. This does for instance involve an emphasis on result-oriented planning and the use of performance indicators. The way that private enterprises organise their activities now serves as a model for the public sector in general and the higher education sector in particular.

Accordingly, interactions and transactions become more important than the interest, or stake, itself. There are different kinds of transactions: goods, services, information, status, power, etc. For higher education institutions, the transmission and development of knowledge are intrinsic. Consequently, stakeholders interacting and transacting with the higher education institutions on the development of knowledge are relevant for this study. Neave (2002) argued that the stakeholder society is something new and that higher education institutions are no longer autonomous collectivities but stakeholder organisations. This implies a change in power relations within and around universities and university colleges. The higher education institutions are now required to be more responsive to the needs of the stakeholders when it comes to doing research and educating students than they were before. But is this really a new phenomenon? If not, what kind of stakeholder influence was there before this more commonly accepted “stakeholder society”? In this study, I argue in favour of applying the term stakeholder in a broader sense than Neave and others. Assuming that the institutions have related to various actors or stakeholders through the years, the same concepts and definitions need to be applied to examine the potential changing nature of this relationship over a more extensive period of time. Accordingly, whether there are new stakeholders is not the only question, but also the relative importance of various groups of stakeholders and the foundation for their influence.

In their study of stakeholding in higher education, Amaral and Magalhães, scholars of higher education policy, take Freeman’s definition of the stakeholder as their point of departure and adjust it; a stakeholder is thus “a person or entity with legitimate interests in higher education and which, as such, acquires the right to intervene” (Amaral & Magalhães, 2002:2). This dissertation takes this rather broad definition as a starting point for the following discussion. This definition shows that stakeholders can have a formal and informal position. Furthermore, it implies that the influence of both internal and external stakeholders should be examined. The distinction between internal and external stakeholders in higher education literature is rather common (Neave, 2002, Maassen, 2000; Burrows, 1999; Amaral & Magalhães, 2002). The Canadian researcher in management and organisation studies, Mintzberg makes a corresponding distinction between internal and external influencers (Mintzberg, 1983). He characterises the internal influencers as the full-employees, who use voice, those people charged with making decision and taking the actions on a permanent, regular basis; it is those who determine the outcomes, which express the goals pursued by the organization.

The external influences are on the other hand non-employees who use their bases of influence to try to affect the behavior of the employees (Mintzberg, 1983). There are several reasons for applying this distinction also in this study. First, the democratisation process in the 1970s gave more employees and students here regarded as internal stakeholders’ access to decision-making bodies. Second, the non-universities have a long tradition of external representation on their boards. Finally, it is assumed that national authorities, at least as the public owner of the higher educational institutions wish to affect the way these institutions fulfil their mission. Employees both academics and technical-administrative personnel and students are internal stakeholders. The democratisation process in the 1970s may illustrate changing power relations given that more employees and students gained access to decision-making bodies. According to Burrows, a scholar of higher education administration, it is not, however, always easy to distinguish between internal and external stakeholders because the same stakeholder or group of stakeholders can be both external and internal, depending on the issue in question (Burrows, 1999). She cites the positions of students as an example; they may be considered external stakeholders on economic grounds but they are also internal stakeholders as

part of the knowledge community. Here, the expression “external stakeholders” refers to actors, who are normally not involved in the daily work of the institution in question.

For the higher education institutions which are publicly owned, the government is the main source of funding and thus, an important external stakeholder. Other examples of external stakeholders are regional authorities, local companies or other higher education institutions. Additionally, the external stakeholders take notice of the higher education institutions from the perspective of present and future employers. Some external stakeholders may even have direct access to decision-making bodies within the higher education institution as the non-universities have a long tradition of external representation on their boards. Moreover, the academic community in the fields of medicine, nursing, teacher training and engineering have long traditions for continuous dialogue with their professional associates. Consequently, such associates are hereby presumed to fill positions as external stakeholders.

Burrows (1999) and Neave (2002) took up two factors in addition to those discussed above. The first is whether cooperation with stakeholders represents an opportunity for or a threat to the institution’s ability to realise its goals and visions. The second factor is whether the nature of the stake is financial or scholarly. A financial stake involves some kind of economic dependence, authorities, competitors, employees or the local community. A scholarly stake refers to core academic values such as knowledge production and transmission, research and development. It refers broadly to different non-economic forms of support, motivated by institutional values.

In this article, I analyse how stakeholder influence is affected by changes in policy and by the higher education institutions’ interpretation and adaption of these policies. This requires a presentation of the different foundations for influence that internal and external stakeholders may exercise. First it has to be noted that this study does not make a distinction between influence and power. This is because one is often used to define the other although with a possible distinction between the potential and actual use of power. The definitions of power, or influence, are many. This study took Mintzberg’s definition of power as its starting point; the capacity to effect (or affect) institutional outcomes (Mintzberg, 1983).

According to Freeman, stakeholders have different foundations for their influence. These are voting, economic and political (Freeman, 1984). Voting influence refers to a relationship based on a formal foundation for influence, i.e. the granting of decision-making authority to specific categories of stakeholders. It not only refers to having voting rights in decision-making bodies but more broadly to wielding formal decision authority. Voting influence is formal because it gives certain categories of stakeholders a role to play and it is this formal role that is their foundation for influence. Parliamentary law regulates many aspects of institutional activity and management in higher education, even though what it regulates and to which extent varies over time.

Employees, students and other stakeholders may have voting influence by virtue of their role as voting members of boards at institutional or faculty level or other decision-making bodies. Whether they exercise actual influence is an empirical question. A stakeholder who can provide or retain resources has economic influence. Law formally regulates financial matters in the higher education sector, as do propositions to the Parliament related to the state budget. Non-governmental actors may enter into agreements with higher education institutions regarding study programmes, tailor-made courses, research assignments, etc. The stakeholders may wield both potential and actual influence in the sense that economic agreements may be withdrawn or under threat of withdrawal. Thus, their influence is economic as they may bring money into the

institution. Depending on the funding system, students can also be said to exercise economic influence, for example when the university receives reduced allocations when students switch to another university or “supplier”.

Political influence, the term given to the third form of influence used in stakeholder theory, allows actors to use their participation and position in negotiations to affect an institution’s decisions (Burrows, 1999). Political influence may on the one hand be formal; involved parties have the right to be consulted in policy discussions according to the Scandinavian cooperative tradition. On the other hand, it may take the form of more informal lobbying. When the universities and university colleges are state owned, as in Norway, the state may act as a prime partner and is thus to be regarded as a stakeholder. Government authority implies voting, economic and political influence. Through the passing of legislation and writing of new regulations the Government and the Parliament exercise voting influence. Governmental control of financial resources means that national authorities play a role that allows them to exercise economic influence. They may also participate in negotiations that affect the institutions’ decisions, i.e. political influence. This implies that a single actor, or stakeholder, may have more than one foundation for influence.

Parents are absolutely necessary in the planning and administration of tertiary institutions in Rivers state. They ensure that their children are provided with adequate materials needed for their academic activities. So, involving parents freely in the decision-making processes in a manner that will recognize their input as important stakeholders in the affairs of the institutions, and by extension the entire educational system. Generally, stakeholders are from within and outside the institutions, either ways, they are usually interested in running and development of the tertiary institutions. Nevertheless, stakeholders interference can have negative or positive influence on tertiary institutions base on their actions or activities. Therefore administration officers critically prioritize and focus their planning on only the most important stakeholders, those with power, proximity and urgency.

Finally, stakeholders should interfere in the issue of appointment of competent and well qualified academics through competitive interviews, assist in ensuring quality assurance through programme regulations, consider national norms to specify minimum standard and help in the protection of students from exploitation, unethical money extortions from the authorities. Stakeholders interference in planning and administration will ensure that our graduates are no longer half-bake graduates that poses a threat to national development. They also ensure that graduates acquire skills, knowledge needed to play important role in this 21st century, because the country needs the production of quality manpower for the nation’s economic growth and development.

Within stakeholder theory in general and as applied to the field of higher education in particular, it is common to maintain this distinction between voting and political influence. This distinction may, however, appear strange to a political scientist, who would argue that voting influence is also political in nature. Stakeholders interfere in many areas, however, this study focuses on the following areas:

- Stakeholders interference in students admission in the administration of tertiary institutions
- Stakeholders interference in staff employment in the administration of tertiary institutions.

Statement of the Problem

Tertiary institution is critical components of human development worldwide, Rivers state has realize the special importance of tertiary education in national development by its huge investment in the sector. However, there is a growing concern about the decline in tertiary educational standard in Nigeria today. Scholars have come up with many reasons for the continue decline in the educational standard, which include, negative political interference, inadequate funding, non-maintenance of facilities, lack of proper training for academic and non-academic staff, unwillingness of the students to learn among other factors.

The interference of stakeholders has not been adequately utilized to achieve the educational aim and objectives of the Rivers State as a Nigerian nation. Various stakeholders view themselves as antagonists in the planning and administration of tertiary institutions. In Nigeria especially in Rivers state, some stakeholders see other stakeholders as impediment to the full realization of the goals for which tertiary institutions are established. Lack of co-operation and collaboration among stakeholders characterize tertiary institutions in the country. There have been a lot of collision between tertiary institutions planners and government, administrators and host communities. There should be a symbiotic relationship existing between major stakeholders, such as government, students parents, academics, principal officers, the private sectors, non-governmental organizations (NGO) and the public.

Tertiary institutions in Rivers state are facing unprecedented challenges as a result of lack of effective and efficient collaboration among stakeholders. One of such areas is the current policy of free education by the state government which has led to the under-funding of schools, and has proved unrealizable. Tertiary institutions in the state are faced with extreme problems, especially in the area of quality education. Quality education is lacking in most of our institutions today. Ensuring quality education is a joint concern of all stakeholders in the educational system such as the parents, government, supervising agencies such as; National Universities Commission (NUC), etc. If all these stakeholders play the roles expected of them, quality to the education system will be achieved and this will be translated in the quality of the products of our institutions. It is very important to emphasis on quality education because, there should be a public accepted standard and most institutions have not meet acceptable standard needed to produce well trained manpower for our society.

According to Ekwevugbo (2014), the essential elements of quality education as curriculum responses to individual and societal needs teaching force that is adequately educated and professionally prepared and motivated, materials qualitatively adequate and user friendly stakeholders are highly encouraged to make sure that there is quality assurance in our educational system which is currently lacking.

Aim and Objectives of the Study

The aim and objectives of this work is to collect data and describe the activities of education stakeholder's interference in students admission and staff development processes and the administration of tertiary institutions in Rivers State. In specific terms, the study's objectives are to:

- Assess stakeholders interference in students admission process in the administration of tertiary institutions in Rivers State.

- Determine stakeholders interference in staff employment in the administration of tertiary institutions in Rivers State.

Research Questions

The following research questions guided this study:

- What are the perception of stakeholders in students' admission on the administration of tertiary institutions in Rivers State?
- What are the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State?

Hypotheses

The hypotheses further guided this study:

- There is no significant difference in the perception of stakeholders in student's admission in the administration of tertiary institutions in Rivers State.
- There is no significant difference in the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State.

CONCEPTUALIZATION

Strategic Management (R. Edward Freeman)

Freeman in his stakeholder approach, identifies and models stakeholder groups within the institution, describing and recommending different ways to admit and manage their interest and be decisive of who really counts from the perspective of the organization to improve the tertiary institutions in all aspects. It is important to note that stakeholders' theory have several interested parties that must include under the umbrella of stakeholder such as the government, trade union companies, communities, parents, private sectors (Non-governmental organizations (NGOs) banks, tertiary institution , political group, religious organization and students as the main reason for a tertiary institution bodies.

Nevertheless, the list through which the stakeholders are, is not universally agreed, therefore making the definition of stakeholder remain contested by some other philosophers, even the academic theories are in conflict. Any ways, Freeman remain the father and will always be cited because this theory stood on the giant of building institutional planning, system theory, organizational theory and corporate society responsibilities. Freeman argued that stakeholder theory has descriptive, instrumental, and normative aspects that are mutually supportive. Descriptive is used in this research to identify and define the characteristics, function and behaviours of tertiary institutions and how they are managed. Instrumental is used in this study to analyse the empirical data found connecting between administrative plans of stakeholders and outstretch tertiary institutions, and how it can morally carry out its processes, ensuring that planning, administration and management sticks to positive philosophical guidelines. Stakeholders theory posit that tertiary institutions are only successful when they delivers values to their stakeholders and those values can in many forms beyond financial benefits.

According to Thomas Donaldson, the impact of stakeholders theory on tertiary institutions' employee and students is the great and high levels of productivity across the institutions. If the employees who are considered stakeholders, are being valued, then they are going to put harder effort in their job and make more productivities. This equally means that the tertiary institutions will have greater retention of their employee and larger opportunities of incoming students to each of these institutions. If the productivity is high, then the products or services delivered to the students are improved. By such improvement comes more students loyalty and other positive developments, especially, as they one of the main stakeholders that the institution is considering when making any decisions.

This theory leads to more investment from financiers of which they are also stakeholders. Meanwhile, sometimes they are thought of as the only stakeholders or the most important to the tertiary institution as they hold their hands on the level of capital funding, really connected to other stakeholders. As other stakeholders are valued, such values of the institution grows, and more development and investments are more likely to be established and have additional money to the production to take-advantage of these increase in the tertiary institutions. By so doing, it's not only capital that is infused in such institution but talents and other valuable development. Stakeholder theory novitiates more than benefits and productivity. There are ethical profit when practicing stakeholder. The institutions finds that the mental health of the workforce is greatly improved as their job/learning satisfaction increases. It equally elevates the status of the tertiary institution socio-economically in the local community. Whence one tertiary institution practices stakeholders' theory, it creates healthy competition among other tertiary institutions where all can reach and help benefit their stakeholders.

Charles Blattberg, a political philosopher stated that stakeholders theory is problematic. He claimed that the interest of the various stakeholders cannot be balanced against each other. All because stakeholders represent such a large and different groups. Meaning that one or more stakeholders will have to seatback to other, more dominant ones, are likely to crate conflict. And this will throw confusion in the benefits associated with stakeholder theory.

Educational Administration

Education administration can be defined as a means of achieving the goals of education through effective and efficient manipulation of available inputs. Ololube (2017) defined educational administration as an essential service, activity or tool, through which the fundamental objectives of the educational process may be more fully and efficiently realized". Educational Administration is therefore concerned with the utilization of adequate resources and the harmonization of relationships and interactions in a suitable environment, in order to foster the attainment of the goals of teaching and learning. In addition, educational administration involves prudent management of resources and high degree of accountability on the part of organizational members. Finally, educational administration broadly means running of educational institutions, which involves guidance, leadership, and controlling of the efforts of individuals in the achievement of the goals of the institution. Educational administration also involves the management of resources: human, material, and evaluation or appraising the result of educational efforts. Educational administration is aimed at directing all activities towards the attainment of the goals of teaching and learning. All the people working in an educational institution will have to contribute towards the accomplishment of these goals. Teachers and other professional staff

are involved, such as parents and lay members of the community. Also involved are members of Schools Boards, Local Education Authorities, Inspectors, Ministries of Education and so forth.

Stakeholders Interference in Students Admission in the Administration of Tertiary Institutions

The deranged rush for tertiary education in Nigeria has led to lots of conflicts in the enrollment of students into our higher institutions of learning. Tertiary institutions should firmly cleave to the approved guidelines in the enrollment of students and this is where critical stakeholders have to oversee, and recommend more effective and efficient methods of student's enrollment. Nevertheless, the method of giving admission to students based on quota-system should also be reviewed by stakeholders. An empirical work carried out by scholars on quota-based admission shows that quality and standard are been highly compromised, only 40% of students were usually admitted on the basis of merit of their academic performance. Evaluating quota-system as an admission policy, Adeyemi (2017) found significant difference in academic performance between students admitted on merit and those admitted on other criteria. He also discovered that the drop-out and repetition rate for the latter group was three time higher than the merit based group. Thus, this method did not broaden the possibilities for academic success among the admitted.

Stakeholders should take a critical look at the state of enrollment or admission of students into out tertiary institutions especially in this era that are distinguished by vast rise in demand for tertiary education. Moti (2010) and Clark (2013) emphasized that the number of students at the tertiary level has grown from under 15,000 in 1970 to approximately 1.2million and more today. As a result of vast rise in demand for tertiary education, hundreds of thousands of aspiring tertiary students are annually missing out on places as there are simply not enough seats to meet the demand. The former minister of education, Professor Ruquayyatu Rufai lamented that the growing number of students who enroll for admission into tertiary institutions is alarming, as revealed by the number of students sitting for UTME examination in recent years. She says that there is space for only one-third of these applicants, the remaining candidates, who even pass the admission cut-off mark, may never get admitted.

In 2019, over 1.6 million students registered for Nigerians centralized tertiary admission examinations conducted by joint admission and matriculation board (JAMB), all competing for the half million places available, potentially leaving over a million qualified college-age Nigerians without a post-secondary places. The cure-all to this countless of admission problem should be a collaboration between relevant stakeholders, government and tertiary institutions in the establishment of more universities and partnership with private sectors. There should use be an improvement on the education budget to increase funding which will translate into more facilities for tertiary institutions in order to increase their carrying capacity. The resources require to transform Nigeria's education sector cannot be provided by government alone, the system should encourage private sectors' participation in provision of facilities. There should be serious synergy among relevant stakeholders in providing funds for the running of tertiary institutions and also allowing for the establishment of more private tertiary institutions that can compete favourably with public universities.

Analytic stakeholders should view the admission of persons into higher institutions of learning as a priority, the activities of JAMB in determining who is yet to be admit and when to admit runs contrary to the established academic freedom and institutional autonomy. The right to

admit students should be given to the internal stakeholders of the institutions especially the “planners” rather than government agencies.

Haastrup and Adedokun (2009) were of the opinion that enrollment of students into tertiary institutions should be the responsibility of institutions and should not be the responsibility of the Joint Admission and Matriculation Board (JAMB) because it wears down academic freedom and institutional autonomy. He further said that, autonomy should be granted to the tertiary institutions in certain areas such as recruitment, training, admission among others this will further reduce wrangling between government and the other stakeholders of tertiary institutions.

Stakeholders Interference in Staff Employment in Planning and Administration of Tertiary Institutions

The Federal Republic of Nigeria (2004) in its national policy on education as cited by Onyije et al. (2013) stated that the internal organization and administration of each institution shall be its own responsibility, the traditional areas of academic freedom for institutions are to:

- Appoint their staff;
- Determine the content of course;
- Select their students, except where the law prescribes otherwise;
- Teach, select areas of research.

The above show that the employment of staff of tertiary institutions is the sole responsibility of planners of the institutions. Furthermore, stakeholders should ensure that the right type of academic and non-academic staff are employed devoid of tribalism, godfatherism, political, sentiments, favouritism in order to have the best for the realization of the predetermined goal of tertiary institutions. For teaching and learning to be effectively and professionally carried out, there should be recruitment of well trained, vibrant, versatile and qualified lecturers, after a highly competitive interview that can continuously person their functions for the good of their clients. Asiyai (2015) stated that lecturers are frontline producers of tertiary education in Nigeria. The lecturer is a pacesetter who sets plans aimed at ensuring students effective learning by devising learning experiences which arouse student’s interest and aspire them to work diligently so as to become creative problem solvers.

Any institution that fails to plan the employment and appointment of staff without realizing its set goals and objectives is an invitation to institutional cacophony (discord) and administrative hullabaloo (commotion). Thus, quality academic staff in Nigeria tertiary institutions is a pre-requisite for the success of the institutions. Oluwuo et al. (2013) and Ololube (2019) were of the opinion that academic staff play important role in the teaching-learning situation than any other factor of production and that quality of education hinges upon the qualities of lecturers available. This means that care should be taken in the employment of staff especially academic staff. Quality should not be compromise in place of financial and pecuniary gains. Staff should be employed based on merit instead of connections or whom you know syndrome. Stakeholders should support tertiary institutions in recruiting world class staff that can stand in recruiting world class staff that can stand their ground among the peers or colleague globally. Stakeholders should also be interested in manpower development and lecturers productivity after their engagement as staff.

METHODS

The study adopted descriptive and a survey design. It was descriptive in the sense that it involved gathering, tabulating, describing, analyzing and interpreting data. Moreover, the study was interested in ascertaining and establishing the fact about stakeholders interferences in the planning and administration of tertiary institutions in Rivers State.

The target population for this study comprised the (3) three tertiary institutions (Ignatius Ajuru University of Education, Rivers State University and University of Port Harcourt) in Rivers State. As at the time of this study, the academic staff, administrative staff and, students of the above institutions constituted the population of the study with a total number of 4,210 (comprising 509 teaching staff, 459 non-teaching staff and 3,242 final year students).

The sample size of 1539 staff and students of the tertiary institutions in Rivers State was selected through stratified random sampling method. The sample reflects the entire characteristics of the target population for a fair and acceptable result (comprising 423 academic staff, 640 administrative staff, and 476 students) from the population 22,413 staff and students.

The instrument for this study was self-designed for the description of stakeholders' interference in student's admission and staff employment, and administration of tertiary institutions. The researcher developed measuring scale titled: "Stakeholders interference in students' admission and staff employment process and the administration of tertiary institutions in Rivers State Questionnaire (SISASEATIQ)". The instrument was divided into two sections: 'A' and 'B'. Section 'A' consisted of demographic variables (gender, age, level of education, office status, marital status), while section 'B' consisted of 10 items that were used to secure information's on the dependent variables. The 10 items questionnaire was rated on 4-point modified Likert scale of Strongly Agree (SA) = 4 points; Agree (A) = 3points; Disagree (DA) = 2 points; strongly disagree (SD) = 1 point.

To validate the research instrument, copies were presented to three (3) experts in educational planning and management to scrutinize and make corrections. The corrections were effected to enable the instrument capture the objective of the study.

Reliability of an instrument is the degree to which it consistently measure what it is intended to measure. Therefore, test re-test technique was adopted to establish the consistency of the instrument. The researcher administered 20 sets of the instrument to academic staff, administrative staff and students of tertiary institutions in Rivers State, and re-administered another sets after three weeks to the same respondents. Cronbach Alpha was used to obtain the reliability index of .910.

Between January and February 2020, copies of instrument were administered by the researcher and her assistants directly. The researcher and her assistants were present as they responded to the items in order to entertain any question from the respondents and for collection as soon as they finish. With the help of the assistants who were properly educated on their roles, 1563 sets of the instruments were administered, while 1550 sets of the same instruments was actually retrieved, representing 99.1% of the instruments administered. During coding eleven sets of the instruments were discarded because of errors in responses, leaving 1539 of the instruments which represented 99.2% of those sets of the instruments administered was used for the analysis.

The data collected from the respondents were properly organized in tables, coded and analysed using the statistical package for the social sciences (SPSS) version 26. Responses that were obtained from section B of the instrument weighed on a 4-point modified Likert scale were

analysed using mean, and standard deviation for the research questions, while the hypotheses were tested with t-test statistics at 0.05 level of significance.

RESULTS

Table 1: Showing demographic distribution for age of respondents

		Frequency (F)	Percent (%)	Valid Percent	Cumulative Percent
Age	< 25yrs	75	4.9	4.9	4.9
	25-35yrs	356	23.1	23.1	33.1
	35-45yrs	1029	66.9	66.9	100.0
	45 yrs >	79	5.1	5.1	10.0
	Total	1539	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	889	57.8	57.8	57.8
	Female	650	42.2	42.2	100.0
	Total	1539	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Qualification	Undergraduate	1047	68.0	68.0	68.0
	Master's	415	27.0	27.0	95.0
	Ph.D	77	5.0	5.0	100.0
	Total	1539	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Job function	Students	781	56.68	56.68	19.5
	Adm. Staff	77	5.0	5.0	14.7
	Lecturer II	184	9.1	9.1	16.8
	Lecturer I	171	10.72	10.72	28.1
	Senior lecturer	156	9.7	9.7	28.1
	Ass. Prof.	123	6.12	6.12	11.2
	Prof.	47	2.68	2.68	100.0
	Total	1539	100.0	100.0	

The demographic variable of respondents for age of respondents showed < 25 had F = 75 which provided for 4.9% of the total respondents, 25-35years had F = 356 showed 23.1% of the total respondents, 35-45years showed F = 1029 which provided for 66.9% of the total respondents and 45 years > showed F = 79 which provided for 5.1% of the total respondents see table 1.

The demographic variable of respondents for gender of the respondents showed that males had F = 889 which provided for 57.8% of the total respondents and females had F = 650 which provided for 42.2% of the total respondents.

The demographic variable of respondents level of education showed that Undergraduate had F = 1047 which provided for 68.0% of the total respondents, masters had F = 415 which provided for 27.0% of the total respondents and Ph.D. had F = 77 which provided for 5.0% of the total respondents (See table 1).

The demographic variable of respondents for job function of the respondents showed students had F = 781 which provided for 56.68% of the total respondents, Adm. Staff had F = 77 showed 5.0% of the total respondents, lecturer II showed F = 184 which provided for 9.1% of the total respondents, lecturer I showed F = 171 which provided for 10.72% of the total respondents, Senior lecturer showed F = 156 which provided for 9.7% of the total respondents, Ass. Prof. showed F = 123, which provided for 6.12% of the total respondents, Prof. showed F = 47, which provided for 2.68% (See table 1).

Answer to Research Questions

Research Questions One: What are the perception of stakeholders in students' admission on the administration of tertiary institutions in Rivers State?

Table 2: Showing descriptive statistics for research question five

S/N	Items	N	Mean	SD.	Remark
1	Government perhaps the politicians interrupts the guideline in student admission process in tertiary institution.	1539	3.4555	.96145	Agreed
2	Tribalism, favoritism, god-fathersim especially from the top staff officers, are rooted in the admission of students in tertiary institutions.	1539	3.5523	.95290	Agreed
3	Quota system of admission in tertiary institutions need to be reviewed	1539	3.3476	1.07490	Agreed
4	Evaluative stakeholders need to interfere in the admission process in tertiary institutions	1539	3.4789	.96022	Agreed
5	Student admission requires joint-effort with JAMB taking lead in sole responsibility of admission in tertiary institutions	1539	3.1475	1.02932	Agreed
Cumulative			3.3963	.99575	Agreed

The first research question states “What are the perception of stakeholders in students' admission on the administration of tertiary institutions in Rivers State”? The purpose of this research question is to assess stakeholders interference in admission process in the administration of tertiary institutions in Rivers State. To answer this question, the responses on item 21-25 of section “B” of the questionnaire were computed using mean and standard deviation in table 2. The result of the analysis revealed a cumulative mean of 3.3963 and a cumulative standard deviation of .99575. The descriptive statistics of responses to these items agree that stakeholders interference in admission process in the administration of tertiary institutions in Rivers State. This means that majority of the respondents agree that stakeholders interference in admission process in the administration of tertiary institutions in Rivers State.

Research Questions Two: What are the perceptions of stakeholders on staff employment in the administration of tertiary institutions in Rivers State?

Table 3: Showing descriptive statistics for research question two

S/N	Items	N	Mean	SD.	Remark
6	Staff employment is crucial to effective planning and administration in tertiary institutions	1539	3.4483	.90607	Agreed
7	During the employment of staff in tertiary institutions, favoritism, god-fatherism and tribalism will have to be put apart.	1539	3.4659	.93653	Agreed
8	The stakeholders need to support tertiary institutions in recruitment exercise as the employment is based on merit.	1539	3.7895	.64194	Agreed
9	The negative attitude in selection process is being interfered by stakeholder to guaranteed fare employment of staff in tertiary institutions.	1539	3.2742	1.12897	Agreed

10	Effective staff personnel promotes the tertiary institutions and the law governing the institutions making it upturned for the selfish interest.	1539	3.4919	.96379	Agreed
Cumulative			3.4939	.91546	Agreed

The second research question states “What are the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State”? The purpose of this research question is to determine stakeholders interference in staff employment in the administration of tertiary institutions in Rivers State. To answer this question, the responses on item 26-30 of section “B” of the questionnaire were computed using mean and standard deviation in table 3. The result of the analysis revealed a cumulative mean of 3.4939 and a cumulative standard deviation of .91546. The descriptive statistics of responses to these items agree that stakeholder’s interference in staff employment in the administration of tertiary institutions in Rivers State. This means that majority of the respondents agree that stakeholders interference in staff employment in the administration of tertiary institutions in Rivers State.

Hypotheses Testing (at < 0.05 significance level)

H₀₁: There is no significant difference in the perception of stakeholders in student’s admission in the administration of tertiary institutions in Rivers State.

Table 4: t-test analysis for perception of stakeholders in student’s admission in the administration of tertiary institutions in Rivers State

		One-Sample Test			
s/n		t	df	Test Value = 0 Sig. (2-tailed)	Mean Difference
1	Government perhaps, the politicians interrupts the guideline in student admission process in tertiary institution.	156.818	1538	.000	3.48083
2	Tribalism, favoritism, god-fathersim especially from the top staff officers, are rooted in the admission of students in tertiary institutions.	149.303	1538	.000	3.44834
3	Quota system of admission in tertiary institutions need to be reviewed	145.182	1538	.000	3.46589
4	Evaluative stakeholders need to interfere in the admission process in tertiary institutions	231.581	1538	.000	3.78947
5	Student admission requires joint-effort with JAMB taking lead in sole responsibility of admission in tertiary institutions	113.774	1538	.000	3.27420

Hypothesis one states, “There is no significant difference in the perception of stakeholders in student’s admission in the administration of tertiary institutions in Rivers State”. The essence of this hypothesis is to assess stakeholder’s interference in admission process in the administration of tertiary institutions in Rivers State. The results of analysis for hypothesis one stated above showed that there is significant difference in the perception of stakeholders in student’s admission in the administration of tertiary institutions in Rivers State. This hypothesis was tested using t-test at p-value 0.05 level of significance on the responses on items 1-5 on section “B” of the research questionnaire.

The result of the t-test analysis carried out (see table 4) showed significant difference in the perception of stakeholders in student's admission in the administration of tertiary institutions in Rivers State. The assessed t-test analysis carried out on government or politicians interrupting the guideline in student admission process in tertiary institution showed $t = 156.818$ with a significant value of .000 and a mean difference of 3.48083, on tribalism, favouritism, god-fatherism especially from the top staff officers, are rooted in the admission of students in tertiary institutions showed $t = 149.303$ with a significant value of .000 and a mean difference of 3.44834, on quota system of admission in tertiary institutions need to be reviewed showed $t = 145.182$ with a significant value of .000 and a mean difference of 3.46589, on evaluative stakeholders needing to interfere in the admission process in tertiary institutions showed $t = 231.581$ with a significant value of .000 and a mean difference of 3.8216, on student admission requirement of joint-effort with JAMB taking leading in sole responsibility of admission in tertiary institutions showed $t = 113.774$ with a significant value of .000 and a mean difference of 3.27420. The data revealed that there is significant difference in the perception of stakeholders in student's admission in the administration of tertiary institutions in Rivers State. Therefore, hypothesis one was rejected.

H₀₂: There is no significant difference in the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State.

Table 5: t-test analysis for perception of stakeholders on staff employment in the administration of tertiary institutions in Rivers State

One-Sample Test					
s/n		t	df	Test Value = 0 Sig. (2-tailed)	Mean Difference
6	Staff employment is crucial to effective planning and administration in tertiary institutions	142.133	1538	.000	3.49188
7	During the employment of staff in tertiary institutions, favoritism, god-fatherism and tribalism will have to be put apart.	137.447	1538	.000	3.45224
8	The stakeholders need to support tertiary institutions in recruitment exercise as the employment is based on merit.	134.722	1538	.000	3.35608
9	The negative attitude in selection process is being interfered by stakeholder to guaranteed fare employment of staff in tertiary institutions.	158.193	1538	.000	3.37232
10	Effective staff personnel promotes the tertiary institutions and the law governing the institutions making it upturned for the selfish interest.	131.770	1538	.000	3.36322

Hypothesis two states, "There is no significant difference in the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State". The essence of this hypothesis is to determine stakeholders interference in staff employment in the administration of tertiary institutions in Rivers State. The results of analysis for hypothesis two stated above showed that there is significant difference in the perception of stakeholders in staff

employment in the administration of tertiary institutions in Rivers State. This hypothesis was tested using t-test at p-value 0.05 level of significance on the responses on items 6-10 on section “B” of the research questionnaire.

The result of the t-test analysis carried out (see table 5) showed significant difference in the perception of stakeholders on staff employment in the administration of tertiary institutions in Rivers State. The assessed t-test analysis carried out on staff employment that is crucial to effective planning and administration in tertiary institutions $t = 142.133$ with a significant value of .000 and a mean difference of 3.49188, on employment of staff in tertiary institutions, favoritism, god-fatherism and tribalism will have to be put apart showed $t = 137.447$ with a significant value of .000 and a mean difference of 3.45224, on the stakeholders need to support tertiary institutions in recruitment exercise as the employment is based on merit. showed $t = 134.722$ with a significant value of .000 and a mean difference of 3.35608, on the negative attitude in selection process is being interfered by stakeholder to guarantee fair employment of staff in tertiary institutions showed $t = 158.193$ with a significant value of .000 and a mean difference of 3.37232, on effective staff personnel promotion of the tertiary institutions and the law governing the institutions making it upturned for the selfish interest showed $t = 131.770$ with a significant value of .000 and a mean difference of 3.36322. The data revealed that there is significant difference in the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State. Therefore, hypothesis two was rejected.

DISCUSSION

Student’s Admission and the Administration of Tertiary Institutions in Rivers State

Hypothesis one which states, “There is no significant difference in the perception of stakeholders in student’s admission in the administration of tertiary institutions in Rivers State” was rejected because there is significant difference in the perception of stakeholders in student’s admission in the administration of tertiary institutions in Rivers State. The results from the respondents revealed that government perhaps the politicians interrupts the guideline in student admission process in tertiary institution, tribalism, favoritism, god-fatherism especially from the top staff officers, are rooted in the admission of students in tertiary institutions, quota system of admission in tertiary institutions need to be reviewed, evaluative stakeholders need to interfere in the admission process in tertiary institutions, student admission requires joint-effort with JAMB taking lead as sole responsibility of admission in tertiary institutions are the reasons for the significant difference. This is made known in the significant p-value level of .000. This means that there is significant difference in the perception of stakeholders in student’s admission in the administration of tertiary institutions in Rivers State.

This result is in line with Isangedighi cited in Aigbomian (2012) and Asiyai (2015), who noted that institutions of higher learning do ensure that things like canteen, shopping centres are established within or near the school. The university admission board in Nigeria comprises the deputy Vice-Chancellor Academics as chairman, the university admission officer and deans of faculties and heads of departments. The UAB reports all issues concerning admission to the Vice-Chancellor. The UAB chairman of the university admission board must ensure that admission policies of good standards are put in place. The UAB perform the role of ensuring that only qualified candidates are admitted into the various departments. Members of UAB can influence improvement of quality university education by ensuring that they do not compromise

quality during admission process. This is because the inputs into university determine the quality of the outputs. Additionally, the UAB should ensure that learning environments are healthy, safe and protective and provide adequate resources, instructional and infrastructural facilities for effective teaching and learning including provision of information and communication technologies.

Such infrastructural facilities like lecture hall or auditorium, workshops, theatres, libraries, laboratories, staff offices as well as public utilities like water and electricity should be adequately provided. Haastrup and Adedokun (cf., 2009) saw stakeholders interference in the administration of tertiary institution to include appointment of vice chancellors, students admission on, process of eroding power of senate as the highest organ in academic matters, the issues of quota system that makes it mandatory for tertiary institutions to take candidates from certain area whether or not they qualify for admission, appointment of academic and non-academic staff, etc. There are stakeholders in the educational sector. Asiyai (2015) classified educational stakeholders into two groups namely; internal and external stakeholders; internal stakeholders include the government that established the institutions, the students who are majority stakeholders, academics, administrators and principal officers of the institution while external stakeholders are made up of the parents who provide learning materials for their children and wards, National Universities Commission (NUC), Labour Unions, the Private Sectors, Firms and Industries, Joint administration and Matriculation Board (JAMB), Development Agencies both local and international and host communities.

The deranged rush for tertiary education in Nigeria has led to lots of conflicts in the enrollment of students into our higher institutions of learning. Tertiary institutions should firmly cleave to the approved guidelines in the enrollment of students and this is where critical stakeholders have to oversee, and recommend more effective and efficient methods of student's enrollment. Nevertheless, the method of giving admission to students based on quota-system should also be reviewed by stakeholders. An empirical work carried out by scholars on quota-based admission shows that quality and standard are been highly compromised, only 40% of students were usually admitted on the basis of merit of their academic performance. Evaluating quota-system as an admission policy, Adeyemi (2017) found significant difference in academic performance between students admitted on merit and those admitted on other criteria. He also discovered that the drop-out and repetition rate for the latter group was three time higher than the merit based group. Thus, this method did not broaden the possibilities for academic success among the admitted.

Stakeholders should take a critical look at the state of enrollment or admission of students into out tertiary institutions especially in this era that are distinguished by vast rise in demand for tertiary education. Moti (cf., 2010) and Clark (cf., 2013) emphasized that the number of students at the tertiary level has grown from under 15,000 in 1970 to approximately 1.2million and more today. As a result of vast rise in demand for tertiary education, hundreds of thousands of aspiring tertiary students are annually missing out on places as there are simply not enough seats to meet the demand. The former minister of education, Professor Ruquayyatu Rufai laments that the growing number of students who enroll for admission into tertiary institutions is alarming, as revealed by the number of students sitting for UTME examination in recent years. She says that there is space for only one-third of these applicants, the remaining candidates, who even pass the admission cut-off mark, may never get admitted.

In 2019, over 1.6 million students registered for Nigerians centralized tertiary admission examinations conducted by joint admission and matriculation board (JAMB), all competing for

the half million places available, potentially leaving over a million qualified college-age Nigerians without a post-secondary places. The cure-all to this countless of admission problem should be a collaboration between relevant stakeholders, government and tertiary institutions in the establishment of more universities and partnership with private sectors. There should use be an improvement on the education budget to increase funding which will translate into more facilities for tertiary institutions in order to increase their carrying capacity. The resources require to transform Nigeria's education sector cannot be provided by government alone, the system should encourage private sectors' participation in provision of facilities. There should be serious synergy among relevant stakeholders in providing funds for the running of tertiary institutions and also allowing for the establishment of more private tertiary institutions that can compete favourably with public universities.

Analytic stakeholders should view the admission of persons into higher institutions of learning as a priority, the activities of JAMB in determining who yet admit and when to admit runs contrary to the established academic freedom and institutional autonomy. The right to admit students should be given to the internal stakeholders of the institutions especially the "planners" rather than government agencies.

Haastrup and Adedokum (cf., 2009) were of the opinion that enrollment of students into tertiary institutions should be the responsibility of institutions and should not be the responsibility of the Joint Admission and Matriculation Board (JAMB) because it wears down academic freedom and institutional autonomy. He further said that, autonomy should be granted to the tertiary institutions in certain areas such as recruitment, training, admission among others this will further reduce wrangling between government and the other stakeholders of tertiary institutions.

Staff Employment in the Administration of Tertiary Institutions in Rivers State

Hypothesis two was rejected because there is significant difference in the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State. The results from the respondents revealed that staff employment is crucial to effective planning and administration in tertiary institutions, stakeholders need to support tertiary institutions in recruitment exercise as the employment is based on merit, effective staff personnel promotes the tertiary institutions and the law governing the institutions making it upturned for the selfish interest are explanations for significant difference in the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State are the reasons for the significant difference. This is made known in the significant p-value level of .000. This means that there is significant difference in the perception of stakeholders in staff employment in the administration of tertiary institutions in Rivers State.

This result is in line with Oluwuo et al. (cf., 2013) and Ololube (cf., 2019) were of the opinion that academic staff play important role in the teaching learning situation that any other factor of production and that quality of education hinges upon the qualities of lecturers available. This means that care should be taken in the employment of staff especially academic staff. Quality should not be compromise in place of pecuniary gains. Staff should be employed based on merit instead of connections or whom you know syndrome. Stakeholders should support tertiary institutions in recruiting world class staff that can stand there in recruiting world class staff that can stand their ground among the peers or colleague globally. Stakeholders should also

be interested in manpower development and lecturers productivity after their engagement as staff.

According to Ramsden (1991), good teaching involves giving clear explanation through interesting lessons and providing useful and timely feedback. As rightly observed by Dembele (2005), unless teachers provide effective instruction and create classroom environment conducive to learning, students will not achieve at high levels even when essential material inputs are available and curriculum is relevant.

Lecturers are critical to quality improvement in universities and their sense of ownership is important in order to ensure quality teaching and learning. High quality staff, better teacher incentives, relevant curriculum and decentralized decision making involving lecturers would help to facilitate improvement in university education systems in Nigeria. Describing a holistic model for assuring quality in higher education, Srikanthan and Dalrymple (2003) upholds that learning is based on dynamic engagement between students and teachers especially about the nature, scope and styles of their learning and hence they recommended transformation by shifting attention from teaching to learning. According to Kettunen and Kantola (2007), the sense of responsibility and high level of engagement between students and teachers makes quality assurance effective. Lecturer commitment is one of the quality values in congruence among higher education stakeholders (Telford & Masson, 2005). The lecturer can also help in the improvement of university education through involvement in collaborative action research with employers of labour. Such research must have bearing with the needs of students and the society.

The Federal Republic of Nigeria (2004) in its national policy on education as cited by Onyije et al. (2013) state that the internal organization and administration of each institution shall be its own responsibility, the traditional areas of academic freedom for institutions are to:

- Appoint their staff;
- Determine the content of course;
- Select their students, except where the law prescribes otherwise;
- Teach, select areas of research. The above show that the employment of staff of tertiary institutions is the sole responsibility of planners of the institutions.

Furthermore, stakeholders should ensure that the right type of academic and non-academic staff are employed devoid of tribalism, god-fatherism, political, sentiments, favouritism in order to have the best for the realization of the predetermined goal of tertiary institutions. For teaching and learning to be effectively and professionally carried out, there should be recruitment of well trained, vibrant, versatile and qualified lecturers, after a highly competitive interview that can continuously person their functions for the good of their clients. Asiyai (2015) stated that lecturers are frontline producers of tertiary education in Nigeria. The lecturer is a pacesetter who sets plans aimed at ensuring students effective learning by devising learning experiences which arouse student's interest and aspire them to work diligently so as to become creative problem solvers.

CONCLUSION

- Stakeholders interfere in admission process in the administration of tertiary institutions students. Tribalism, favoritism, god-fathersim, politicians and government officials especially from the top staff officers, are rooted in the admission of students in tertiary institutions.
- Staff employment is crucial to effective planning and administration of tertiary institutions and stakeholder's interfere in staff employment process.

Recommendations

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

- Stakeholders should be consulted in admission process in the administration of tertiary institutions students as this will reduce tribalism, favoritism, god-fathersim, politicians and government officials especially from the top staff officers who are rooted in the admission of students in tertiary institutions from hijacking the process.
- For a stable economy, stake holders should be involved in the training of manpower. This will boost staff employment which is crucial to effective science and technologically based economy.

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