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## HIGHER EDUCATIONAL STUDENTS FRIENDLINESS AND EDUCATIONAL GOALS ACHIEVEMENT IN NIGERIA

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**ABSTRACT:** *This study identifies and ranks the individuals who should be higher educational students friendly in order to enhance effective educational goals achievement in Nigeria. Significantly, policy makers, administrators and staff would be equipped to efficiently use available resources. Research questions, hypothesis, literature review, document analysis and questionnaire were used. Of the 284 tertiary educational institutions, 10.56% was randomly selected covering the six geopolitical zones and Abuja. It discovered 16 individuals and no significant difference between students and staff rankings. It concludes that the identification and rankings is a panacea for consanguinity and educational goals achievement since all educational levels are symbiotically related. Hence, recommends appropriate involvement of the ranked individuals in the managerial affairs of Nigerian higher educational institutions.*

**KEYWORDS:** Higher Educational Students, Friendliness, Goal Achievements, Nigeria.

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### INTRODUCTION

That the world is becoming a global village is not only as a result of development and advancement in information and communication technology (ICT) and its associated facilities but also due to the arts of consanguinity as well. One very important means by which this globalization is enhanced is through the various levels of education being pursued in different countries and nations of the world. Here in Nigeria, particularly, the Federal Government, has accepted education as an instrument per excellent for effecting national development (Federal Republic of Nigeria, 2004). Specifically, it categorized the levels of education as primary, secondary and tertiary or higher. The higher educational level, which is the focus of this study is the highest level and where the highest form of human capital building takes place. The goals of education generally and the goals of higher education particularly cannot be effectively and efficiently achieved where there is rancor, chaos, anarchy and doom. Hence this study on higher educational students friendliness and educational goals achievement in Nigeria.

### Statement of the Problem

All over the world, education is generally regarded and accepted as the most important instrument of change, national development and advancement. Here in Nigeria, the national educational goals according to the National Policy on Education (NPE) include:

- (a) the inculcation of national consciousness and national unity;
- (b) The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- (c) The training of the mind in the understanding of the world around; and
- (d) The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society (Federal Republic of Nigeria –FRN, 2004:7).

And particularly, the higher educational goals include *ibid*:36

- (a) Contribute to national development through high level relevant manpower training;
- (b) Develop and inculcate proper values for the survival of the individual and society;
- (c) Develop the intellectual capability of individuals to understand and appreciate their local and external environment;
- (d) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (e) Promote and encourage scholarship and community service;
- (f) Forge and cement national unity; and
- (g) Promote national and international understanding and interaction.

The implication of the above is that with the over 280 higher educational institutions in Nigeria (JAMB 2013). The achievement of educational goals would be a very easy task individually, locally and nationally. However, on the other hand, it is not very uncommon to read in the papers, watch over the television and hear in the news about insecurity, crimes, canalization, kidnapping, killings, industrial actions, work stoppages, destruction of property, misappropriation of funds and lack of accountability and many more. It does appear, perhaps, that there are no higher educational institutions where all the other educational teachers, instructors and lecturers as well as the highest level of manpower of the nation are tutored, skillfully and professionally trained and properly schooled and educated. In other words, it cannot be rightly and correctly said that the goals of education are effectively and efficiently being achieved in Nigeria in a very friendly or conducive atmosphere where there is peace and security. The focus of this study, therefore, is to establish the friendliness to higher educational students by the stakeholders of the educational industry so as to enhance the effective and efficient achievement of educational goals, not only of the individuals or groups but also of the local, state and national governments.

### Purpose of the Study

The purpose of this study is to

- 1) Identify the individual or groups of individuals whether legal or human beings for higher educational students friendliness that will enhance educational goals achievement in Nigeria.

- 2) Determine how the higher educational students rank the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria.
- 3) Establish how the higher educational members of staff rank the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria.
- 4) Find out whether there is any relationship, positive or otherwise, between how the higher educational students and members of staff rank the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria.

### **Research Questions**

- 1) Who should be higher educational students friendly to enhance educational goals achievement in Nigeria?
- 2) How do higher educational students rank the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria?
- 3) How do the higher educational members of staff rank the individuals for higher educational student's friendliness that will enhance educational goals achievement in Nigeria?
- 4) What is the relationship if any between how the higher educational students and members of staff rank the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria?

### **Hypothesis**

There is only one null hypothesis for this study and it is that there is no significant relationship between the higher educational students and members of staff rankings of the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria.

### **Significance of the Study**

The tri-dimensional nature of the significance of this study need not be overemphasized. Firstly, the study stresses the importance of unity in diversity, strength in cooperation and power in collaboration through the categorization of all the individuals for higher educational students friendliness at a glance. Secondly, the rankings supplied, x-rays the leadership positions and points out those expected to be at the forefront in the role of preferential advancement for educational goals achievement in Nigeria. Thirdly, the effective and efficient utilization of available resources is an indicator for management evaluation. Thus the study is a pointer to areas of wastage avoidance, double or dual provision of scarce resources for the same objective(s) and duplication of efforts. On the whole, the study has added to the reading community a comprehensive list of stakeholders whose contributions are very essential in the achievement of educational goals locally, nationally and internationally.

### **RELATED LITERATURE REVIEW**

The Federal Republic of Nigeria-FRN, (2004:16) specifically recognizes education as a tool for achieving the overall philosophy of Nigeria which is to:

- (1) Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice;
- (2) Promote inter-African solidarity and world peace through understanding.

According to management experts (Sheldrake, 2000, Robbins and Coutler 2002, Nwachukwu 2006) and many other professionals in other fields of human endeavour (Sherr and Teeter 1991, Thompson and Strickland 2001, Brathon, 2003, Akindutire 2004), organizations are established with clearly defined goals and objectives. In Nigeria, the conditions and requirements for the establishments of all kinds of Organizations as well spelt out (FRN, 1999, Rivers State Government 1982, FRN, 2001, FRN 1979, FRN 1968). Particularly, the overall philosophy of Nigeria is translated into national education goals so that it could be achieved. Again, accepting education as an instrument per excellent for effecting national development, it has understandably specified the levels of education to include the primary, secondary and tertiary, each of which has their goals. The list of conditions for goals achievement is inexhaustible Lucas (1994), Oni (1999), Okebukole (2002).

However, this is because:

- (1) There are the organizational goals, Anieka-Okonji, (2001), Aliu (2001), Adepoju, (2003).
- (2) There are the individual goals Ingan (1974), World Bank (2001), Secada (2001).
- (3) There are the group(s) of individual goals Nwana (2000), Imhabekhai (2001), Oladipo and Adepoju (2007), but on the other hand, while Harris and Russ (1998), Olagboye (1999) and Omoike and Ogunny (2007) believe goals achievement is based upon the administrative effectiveness, Bostingle (1996) and Locke (1974), Aghenta (2001) believe it is quality management and politics and planning respectively. The desired goals can only be achieved where there is consanguinity and no rancour, bitterness, chaos, anarchy and doom. Agbo (2011), Umukoro (2011), Ibrahim (2011). Catholic Bishops conference of Nigeria 2011, Makwe, 2007 Francis (2014). According to Isuku 2014:7 “there should be a family:

### **Meaning of Family**

The family is simply construed as the smallest unit of society ... a natural relationship of persons ... depend on each other for their needs ... structure of hierarchical relations --- parents and children--- involves one of duty and another of responsibility ... extensions ... fragmentation ... is generic and includes everybody ... and things sharing similar objectives and goals and pursuing or protecting a common interest. It could be a political family, a religious family, an organization, an industry, a group or an association ... the family is indestructible ... what is Nigeria?”.

### **METHODOLOGY**

This study on higher educational students friendliness and educational goals achievement in Nigeria has all the 284 higher educational institutions in Nigeria (JAMB, 2012) as the target population. From this as sample 30 or 10.56% was randomly selected by stratification to cover the 6 geopolitical zones and the Federal Capital Territory (FCT), Abuja (table a). Related literature review, interview schedules including visits and analysis of documents were adopted in constructing the questionnaire used. The questionnaire was validated by professors who are very versed in research instrumentation and consequently tested using the test-retest reliability technique to score a coefficient of 87.69% or 0.8769 which was acceptably very high. Since the information required for elicitation were in existence and no further experiment was needed to extract them the descriptive survey research design was used for this study. Thus, a fortnight was used by colleagues, responsible members of staff and trained research assistants to retrieve 537

out of the 600 questionnaire copies from 261 and 276 staff and students respectively who have been evenly given 300 copies each. These represent 87% rate of returns for staff, 92% for students and 89.5% in total for the study (table b). These collected data were percentised calculatively and ranked for answering the research questions while the inferential statistics of spearman coefficient of correlation (Neave, 1979; Ali, 2006, Nwana, 2007) was applied at 5% significant level of confidence using the appropriate degree of freedom to test the postulated null hypothesis of the study.

**Table a. Target population and sample percentage**

Nigerian Geopolitical Zones	No of states	Target population of higher educational institutions	Stratified random sample
North – East	6	32	3
North – West	7	42	4
North – Central	6	49	5
South – East	5	36	4
South – West	6	77	8
South – South	6	40	4
FCT Abuja	FCT	8	2
<b>TOTAL</b>	<b>36</b> + <b>FCT</b>	<b>284</b>	<b>30(10.50%)</b>

(Source: Extracted from JAMB, 2012)

**Table b. Instrument Administration Reports**

Questionnaire particulars	Staff	Students	Total
Number of instrument administered	300	300	600
Number of instrument retrieved (return)			
Rate of returns (%) retrieved	261 87%	276 92%	537 89.5%

## PRESENTATION AND ANALYSIS OF RESULTS

### Research Question 1

Who should be higher educational students friendly to enhance educational goals achievement in Nigeria?

**Table c. Individuals for higher educational students friendliness**

S/N	Individual for higher educational friendliness	Frequency N = 600	% scores	Positional ranking	Remarks
1	Parents and guardians	504	84	3	Accepted
2	Spouse and in-laws	390	65	10	Accepted
3	Fellow students and Peers	451	75	6	Accepted
4	All tiers of government and civil servants	529	88	2	Accepted
5	Religious leaders and members	485	81	4	Accepted
6	Brothers and sisters of the same parents (siblings)	433	72	7	Accepted
7	Traditional leaders and subjects	472	79	5	Accepted
8	Lecturers and teachers	616	86	2	Accepted

9	Landlords and tenants	407	67	9	Accepted
10	Proprietors and private employees	360	60	12	Accepted
11	Philanthropists and well-meaning individuals	338	56	14	Accepted
12	Expatriates and foreign bodies	306	51	16	Accepted
13	Clubs, societies and NGOs	318	53	15	Accepted
14	Extended family and community members	427	71	8	Accepted
15	Political party members and aspirants	355	59	12	Accepted
16	Alumna, alumnus and alumni associations	390	65	10	Accepted

**N = 600 (Source: Field Study)**

Table c is about the individuals for higher education students friendliness that will enhance educational goals achievement in Nigeria. Specifically, it identifies 16 individuals giving their individual frequencies, % scores out of the 600 sampled, their positional ranking as well as the remarks for acceptability. Thus, the individual with the serial number 1: parents and guardians, has a frequency of 504, scoring 84%, positionally ranked as the 3<sup>rd</sup> and in accepted because of the high frequency and percentage scores. The last on the table is serial number 16, alumna, alumnus and alumni association with 390 frequency, 65% score, positionally ranked 10<sup>th</sup> and is accepted for ranking above 50% average.

### Research Question 2

How do higher educational students rank the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria?

**Table d: Higher Educational students ranking of individuals for friendliness**

S/N	Individual for higher educational friendliness	Frequency N = 600	% scores	Positional ranking	Remarks
1	Parents and guardians	271	90	1	Accepted
2	Spouse and in-laws	149	5	16	Accepted
3	Fellow students and Peers	234	78	7	Accepted
4	All tiers of government and civil servants	270	90	2	Accepted
5	Religious leaders and members	269	89	3	Accepted
6	Brothers and sisters of the same parents (siblings)	261	87	5	Accepted
7	Traditional leaders and subjects	222	74	8	Accepted
8	Lecturers and teachers	267	89	4	Accepted
9	Landlords and tenants	189	63	10	Accepted
10	Proprietors and private employees	192	64	9	Accepted
11	Philanthropists and well-meaning individuals	173	57	2	Accepted
12	Expatriates and foreign bodies	153	51	15	Accepted
13	Clubs, societies and NGOs	168	56	14	Accepted
14	Extended family and community members	255	85	5	Accepted
15	Political party members and aspirants	174	58	11	Accepted
16	Alumna, alumnus and alumni associations	173	57	12	Accepted

**N = 600(Source: Field study)**

Table d shows the higher educational students ranking of the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria. Specifically, it shows that serial number 1, parents and guardians has a frequency of 271 out of 300, scoring 90%, positionally rank the 1<sup>st</sup> and is remarkably accepted. This is concluded with serial number 16, alumna, alumnus and alumni association, with a frequency of 173, scoring 57%, ranked 12<sup>th</sup> and is accepted in the remarks column.

### Research Question 3

How do the higher educational members of staff rank the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria?

**Table e: Staff ranking of higher educational students friendliness individuals**

S/N	Individual for higher educational friendliness	Frequency N = 600	% scores	Positional ranking	Remarks
1	Parents and guardians	233	78	5	Accepted
2	Spouse and in-laws	241	80	4	Accepted
3	Fellow students and Peers	217	72	6	Accepted
4	All tiers of government and civil servants	259	86	1	Accepted
5	Religious leaders and members	216	72	8	Accepted
6	Brothers and sisters of the same parents (siblings)	172	57	11	Accepted
7	Traditional leaders and subjects	250	83	3	Accepted
8	Lecturers and teachers	252	84	2	Accepted
9	Landlords and tenants	213	71	9	Accepted
10	Proprietors and private employees	168	56	13	Accepted
11	Philanthropists and well-meaning individuals	165	55	14	Accepted
12	Expatriates and foreign bodies	153	51	15	Accepted
13	Clubs, societies and NGOs	150	50	16	Accepted
14	Extended family and community members	172	57	11	Accepted
15	Political party members and aspirants	181	60	10	Accepted
16	Alumna, alumnus and alumni associations	217	72		Accepted

**N = 600(Source: field study)**

Table e specifies 16 individuals who should be higher educational students friendly for educational goals achievement in Nigeria by the members of staff of higher educational institutions in Nigeria. It states that the item with serial number 1, parents and guardians, has a frequency of 233, scores 78%, positionally rank 5<sup>th</sup> and is remarkably accepted. Finally, it states that the item with serial number 16, alumna, alumnus and alumni association, has a frequency of 217, scores 72%, is ranked 6<sup>th</sup> and is accepted in the remarks column.

**Research Question 4**

What is the relationship if any between how the higher educational students and members of staff rank the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria?

**Table f: Students and staff ranking relationship**

S/N	Individuals for higher educational students friendliness	Positional ranking		
		Students	Staff	Relationship (difference)
1	Parents and guardians	1	5	-4
2	Spouse and in-laws	16	4	12
3	Fellow students and Peers	7	6	1
4	All tiers of government and civil servants	2	1	1
5	Religious leaders and members	3	8	-5
6	Brothers and sisters of the same parents (siblings)	5	11	-6
7	Traditional leaders and subjects	8	3	5
8	Lecturers and teachers	4	2	2
9	Landlords and tenants	10	9	1
10	Proprietors and private employees	9	13	-4
11	Philanthropists and well-meaning individuals	12	14	-2
12	Expatriates and foreign bodies	15	15	0
13	Clubs, societies and NGOs	14	16	-2
14	Extended family and community members	6	11	-5
15	Political party members and aspirants	11	10	1
16	Alumna, alumnus and alumni associations	12	6	6
	<b>Total</b>	<b>135</b>	<b>134</b>	<b>1</b>

Table f shows the relationship between the higher educational students and members of staff rankings of the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria. Summarily, it specifies that there is a relationship between them of plus 1 which is the total of differences irrespective of whether either in higher or lower in ranking. In this case, there is a positive relationship between their rankings.

**Hypothesis**

There is only one null hypothesis for this study and it is that there is no significant relationship between the higher educational students and members of staff rankings of the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria.



**Table g: Higher educational students and staff ranking significant relationship testing**

S/N	Individual for higher educational friendliness	Students positional ranking x	Staff positional ranking y	d Difference x-y	Square of different (x-y) (x-y) d(d)
1	Parents and guardians	1	5	-4	16
2	Spouse and in-laws	16	4	12	144
3	Fellow students and Peers	7	6	1	1
4	All tiers of government and civil servants	2	1	1	1
5	Religious leaders and members	3	8	-5	25
6	Brothers and sisters of the same parents (siblings)	5	11	-6	36
7	Traditional leaders and subjects	8	3	5	25
8	Lecturers and teachers	4	2	2	4
9	Landlords and tenants	10	9	1	1
10	Proprietors and private employees	9	13	-4	16
11	Philanthropists and well-meaning individuals	12	14	-2	4
12	Expatriates and foreign bodies	15	15	0	0
13	Clubs, societies and NGOs	14	16	-2	4
14	Extended family and community members	6	11	-5	25
15	Political party members and aspirants	11	10	1	1
16	Alumna, alumnus and alumni associations	12	6	6	36
	<b>Total</b>	<b>135</b>	<b>134</b>	<b>1</b>	<b>339</b>

**N = 16;  $\sum d^2 = 339$ ;  $\rho_{\text{ocal}} = 0.502$ ;  $\rho_{\text{otab}} = 0.506$ ;  $H_0$ : Accept  
**P < 0.05****

Table g supplies the particulars for testing the hypothesis of this study. Specifically, it shows that the spearman coefficient of correlation (rho) calculated as 0.502 is less than the table value of 0.506 of the 16 items at 5% significant level of confidence. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant relationship between the higher educational students and members of staff rankings of the individuals for higher educational students friendliness that will enhance educational goals achievement in Nigeria.

## DISCUSSION OF FINDINGS

This study found out 16 groups of individuals for higher educational students friendliness and goals achievement in Nigeria. They are according to the Federal Republic of Nigeria (2004), Akindutire (2004), Oladipo and Adepoju (2007), Omonike and Ogunny (2007), Catholic Bishop's conference of Nigeria (2011), Francis (2014) and Isuku (2014), the stakeholders, participants, customers, beneficiaries, sponsors brothers, sisters, parents friends and families or members of the entire education system and all that are associated with the education industry in the Federal Republic of Nigeria (FRN). Thus they provide and maintain the consanguinity, fraternity, friendliness, peace and security, required for the effective and efficient achievement of goals individually, collectively and nationally which agree with FRN (1986), Oni (1999), Nwana (2000), Ibrahim (2011). Secondly, the rankings of these individuals separately by the students

and the members of staff are indicatives of hierarchies, priorities and preferences in terms and times of needs, expectations, standards and goals settings which are all geared towards the effective and efficient utilization of available educational resources for goals achievement in Nigeria as pointed out by Nwachukwu (2006), Nwana (2000), FRN (1999), Sheldrake (2000), Robbins and Coutler (2002) and many others cited in the related literature review earlier.

Summarily, although there is an overall positive relationships between these two separate rankings according to the study, such is not significant. The premise is that, when these rankings were correlated as pointed out by Ali (2006) and Secada (2001), and the null hypothesis of the study tested at 5% significant or alpha level of confidence, the calculated spearman coefficient of correlation was less than the critical/table value, Neave (1979). Thus, the implication of acceptance of this null hypothesis is that the students and the members of staff of higher educational institutions in Nigeria are more or les the same when it comes to matters of friendliness and educational goals achievement in Nigeria. This is also a very big and direct pointer to all involved in educational policy formulation and implementation as well as translation or interpretation of plans including the administration of educational institutions in all the geo-political zones in Nigeria.

## **CONCLUSION**

No individual(s), organization(s) and nation(s) can effectively and efficiently achieve the desired goals and objectives in an atmosphere of rankcour, bitterness, chaos, anarchy and doom. The identification of the individuals for higher educational students friendliness as well as their ranking by both the members of staff and students of higher educational institutions in Nigeria is a panacea for educational goals achievement since all the other levels of education are symbiotically tied to this higher level in terms of man power and capacity building. Moreover, the establishment of the relationship between their rankings is indicative of the anticipated priority placement of forerunners and front burners in developmental efforts of supportive educational stakeholders in the Nigerian education industry.

## **Recommendations**

The following recommendations are hereby made:

- 1) The identified individuals for higher educational students friendliness should be regarded and recognized as the authentic stakeholders of the education industry with the concerned local government area, state, and geo-political zones of the nation if the desired goals of education are to be effectively and efficiently achieved in Nigeria.
- 2) Higher educational policy formulators and plans designers as well as objective translators should endeavour to involve the identified individuals for higher educational students friendliness in accordance with the overall ranking order of the study.
- 3) Consultations on students related matters and pertinent issues have to be approached in the order specified by the higher educational students ranking of the study to ensure students involvement and participation.
- 4) To curb the frequent staff industrial actions or strikes in the higher education system in Nigeria, policy makers and plans implementors have to take cognizance of the staff ranking order of this study.

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