Perceived Indicators of Managerial Effectiveness of Management Staff in Tertiary Institutions in Cross River State, Nigeria

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Abstract

The hunch of this study was to examine perceived Indicators of Managerial Effectiveness of Management Staff in Tertiary Institutions in Cross River State, Nigeria. In an attempt to accomplish this research undertaking, three objectives and research questions were formulated to give direction to the research. The accessible population of the study consisted of 943 and stratified and purposive sampling techniques were used to draw the required respondents for the study. The sample of the study consisted of 715 management staff purposively selected from all the tertiary institutions in Cross River State, Nigeria. The instrument for data collection was a researcher's developed questionnaire, entitled "Managerial Effectiveness of Academic Staff Questionnaire (MEASQ)" which has two sections (A and B) with 39 items in all. Section A of the instrument was on demographic data (gender, institution and management staff category). Section B was a structured 18 items comprising six each of implementation of curriculum programme, staff appraisal and human relations management effectiveness questionnaire. The items were measured on a four-point scale ranging from very effective, effective, ineffective and very ineffective. The face and construct validity of the instrument were ascertained after due consultation with three experts in Measurement and Evaluation and Educational Management respectively. The questionnaire was administered to the 40 respondents and scores obtained were analysed using the Cronbach Alpha reliability method to determine the internal consistency of the research instrument. The results of the analysis formed the reliability estimates for the instrument which ranges from .71 and .80. The descriptive and inferential statistical analysis was employed to answer and test the research questions and null hypotheses. The mean and standard deviation were used to answer the research questions, and the findings revealed that the curriculum is ineffective in achieving the state goals. Also, the level of staff appraisal practices among management staff of tertiary institutions is highly accepted and encouraging and finally, the level of effectiveness of management staff in terms of maintaining good public relations among the staff of tertiary institutions is highly accepted and encouraging. It was recommended that school administrators should ensure that the curriculum should be effectively implemented to achieve the desired goals of tertiary education.

Keywords: Perceived, Indicators, Managerial and Effectiveness.

INTRODUCTION

In any tertiary institution, managerial effectiveness is the responsibility of all the staff, particularly the management staff. This is because management staff are seen as the major decision makers of the institution as such their capacity to manage the affairs of the institutions can help to shape the organization in human and material capacity development. The basic functions of tertiary education are to produce "a culture of the intellect" and train the leaders of society to have 'the force, the steadiness, the comprehensiveness, the versatility of intellect and the command over powers'. Knowledge has become the most important factor for economic development in the 21st century and it constitutes the foundation of a country's competitive advantage because of its capacity to augment productivity. The National Policy on Education (2014:24) sees tertiary education as "Education given after secondary

education in Universities, Polytechnics, and Colleges of Education, including institutions offering corresponding courses". As the apex of the nation's educational system, Nigeria like any other nation places high expectations on tertiary education especially as it concerns human resource and research development

Tertiary institutions are therefore instruments for advancing such knowledge by developing high-level technical capacity that underpins economic growth and development. The administration of higher educational institutions refers to how higher education institutions are operated, organized and managed. Bleiklie (2017) asserted that the administration of higher educational institutions deals with how higher educational institutions steer themselves as well as the process used to manage them in such a way as to lead to effective performance in achieving desired outcomes, goals and satisfaction of stakeholders. This implies that the management of higher educational institutions is concerned with the determination of values, their systems of decision-making and resource allocation, their mission and purpose, the patterns of authority and hierarchies and the relationship of universities as institutions to the different academic worlds. The administration of Nigerian higher educational institutions is legally provided for in their Acts and Statutes; and the government is expected to provide the enabling policy and legal frameworks for them to function (Okebukola, 2016). University administration for instance revolves around the Vice-Chancellor who is both the academic and administrative head of the institution. He is supported by one or sometimes two deputy Vice-Chancellors and several senior academic staff such as Provosts/Deans of Colleges, Faculties/Schools and Heads of Departments. In addition to this, the Registrar, the Bursar, the Librarian as well as an array of other administrative staff assist the Vice-Chancellor in managing the affairs of the University. Academic and administrative activities are carried out through committees of the Council and Senate. Universities are particularly complex institutions and the decisions and choices that they make also become more complex as the requirements of students, staff, employers and society change. All of these place a premium on good policies (Adamolekun, 2017).

The numerous benefits of tertiary education can only be achieved through managerial effectiveness by management staff and other stakeholders in the academic environment. The term managerial effectiveness implies the extent to which an employee achieves the output requirements of the organization by using and implementing the required managerial skills and strategies through his workforce, peer groups and subordinates. The overall responsibility of the management staff of tertiary institutions is the attainment of the given objectives which rest upon how successfully managerial effectiveness is being implemented. To this end, Egwu (2016) opined that management staff at various departments are leaders who must plan, coordinate and supervise the affairs of the institutions to effectively harness the potential of all academic staff of the institutions. This means that management staffs of tertiary institutions are the chief managers of all academic staff who are expected to effectively use various resources through the adoption of management principles and practices for the realization of institutional goals. If the education system must achieve its national policies and goals, the management staff at all levels must ensure optimum management of human, material, financial and time resources. Managerial effectiveness is the utilization of all available human and material resources for the achievement of desired goals and objectives (Nwune, Nwogbo & Okonkwo, 2016). To the researcher, it is the productive use of available resources efficiently and effectively geared towards goal realization. Thus, management staff must possess a wide array of competencies to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do.

Managerial effectiveness as opined by Carol and Edward (2004) is the successful performance of a task through the use of knowledge, skills, attitude and judgment. It is the ability and required skills to accomplish a given task. To this end, it entails the possession of the necessary skills to effectively manage resources for productivity. Effective management of human, material, time and financial resources is highly crucial for institutional sustainability and the development of school action plans. These areas of managerial effectiveness of management staff considered in this study are educational

policy formulation, management of educational resources, implementation of curriculum programmes, staff appraisal and maintenance of good public relations.

Educational policy formulations are initiatives mostly by governments that determine the direction of an educational system. To this end, every modern society needs some educational policies to guide it in the process of such initiation. In the view of Awokoya (2016), educational policy formulation is aimed to be directed towards increasing the quality of life of people. The author believes that the objective of any policy is to satisfy individual needs, community pressures and the degree of complexity and sophistication to which socialised personnel must be educated and trained to meet these demands. The formulation of adequate educational policy serves the purpose of ensuring that every official action of an organisation must have a basis or backing. Terry (2015) considers that a policy is an overall guide that gives the general limits and direction in which administrative action will take place.

Resource management is also another vital aspect that may be considered in managerial effectiveness. This is because the success of tertiary education depends greatly on the effective and efficient management of resources by institutional administrators. Thus, effective management of resources is very important in the achievement of quality education. In the context of this study, resources management means the totality of everything that management staff of tertiary institutions need to achieve their goals and objectives. Educational resources are those things that can be used to achieve educational objectives. They can be tangible and intangible resources. They can be categorized into finance, physical/material, human, information, knowledge, time and technological resources needed for the effective operation of higher education. Resource management, therefore, means the systematic coordination and integration of available resources for the achievement of the set goals of higher education. Resource management involves resource mobilization and development. The purpose of resource management in higher education is to produce quality graduates who can contribute meaningfully to the development of the nation.

Again, Mezieobi (2013) informed that the implementation of curriculum programmes by the management staff of the department may be considered a vital indicator of managerial effectiveness. To the author, the word implementation connotes the operationalisation of well-articulated and well-intentioned ideas packed as theory. Hence to implement is to put action-packed ideas or theories into reality. To this end, implementation is simply a process of putting an agreed plan, decision, proposal, idea or policy into effect. It is the bedrock of any plan for success or failure. It is the moving force of any plan without which a plan is only a good wish or intention. On the other hand, the word curriculum in a formal setting can be seen as the planned learning experiences offered to the learner in school. Esu, Enukoha and Umoren (2014) conceived curriculum as all learning experiences a child has under the guidance of a teacher. It is therefore the blueprint or instrument by which school seeks to translate the hope and values of the society in which it operates into concrete reality.

Also, the staff performance appraisal system (PAS) is primarily directed to support employees to change their behaviour for performance enhancement (Roberson & Stewart, 2016). This takes place when managers either coach or counsel workers, communicate performance expectations as well as motivate subordinates to perform optimally. Thus, an effective PAS not only correctly evaluates the performance level of workers but also assists workers to meet the future workforce obligation of an organization. Given this, Ekanem (2014) describes the role of the PA as a tool for looking forward to what needs to be done by employees in an organization to realize the purpose of the job to meet new challenges. However, in meeting these challenges, the PA system cannot be considered a one-way process rather it is a function consisting of several interconnected elements which include implementation, management, and communication. PASs are being used for several purposes in organizations. The literature indicates that they can offer workers with information about how they are perceived and where they stand in the organization. The PASs can provide developmental feedback on the strengths that workers should take advantage of and the weaknesses where improvement may be needed. PA systems are valuable for keeping records of performance, good or bad, to provide information and justification for compensation, promotion, and sometimes termination or other disciplinary decisions Ikediugwu (2016) is of the view

that PAS is used for decisions like training of employees, furnishing appraises with regular performance feedback, employees" transfers, determining employees" strengths and weaknesses.

Statement of the problem

The place of tertiary institutions in Nigeria today has to a large extent been a story of mixed fortune. This is because these institutions initially laid claims to positively impact Nigeria's socio-political and economic advancement. Today, there are doubts whether tertiary institutions in Nigerian under the present conditions will be able to continue to lay claims on being central to national capacity to connect with the new international knowledge system and adopt, adapt and further develop the new technologies needed in the wider society (Verspoor, 2014). Personal interaction with most management staff of tertiary institutions revealed that they are saddled with lots of problems and distractions which often culminate in their inability to cope with overwhelming managerial challenges such as financial crises resulting from a growing shortage of funds and learning resources in their respective institutions. There has been an increase in the proportion of total expenditure devoted to education, but this has been considered rather grossly inadequate considering the phenomenon of an increase in student enrolment and increasing cost, which has been aggravated by inflation. The apparent shortage of funds available to the management staff of tertiary institutions has been responsible for the decline in effective policy implementation, staff appraisal, quality education programmes, curriculum implementation and public relations. It is worrisome to note that tertiary institutions in Nigeria particularly in Cross River State are fast decaying. Observation has also shown that all the resources required for the education production process are in short supply. Lecture halls, laboratories, students' hostels, library space, books and journals and office spaces are all seriously inadequate.

The concomitant effect of this probably lies in the failure to perform effectively. Unfortunately, most stakeholders lay the blame on the management staff of tertiary institutions. Efforts made by governments in developing educational policies in Cross River State Nigeria have not produced the desired results. As the state of education in Nigeria is still deplorable. It is so bad that some resourceful Nigerians prefer to send their children to Europe, America and even small African countries such as Ghana which has fewer tertiary institutions as against over 985 tertiary institutions in Nigeria. No meaningful institutional change can take place without effective management by heads of departments. The situation has hindered national development and, until urgent action is taken to review Nigeria's educational system, its national aspirations will continue to be compromised. It is therefore premised on these problems that the study posed the question: What are the possible indicators of managerial effectiveness of management staff in tertiary institutions in Cross River State, Nigeria?

Research objectives

The main purpose of this study was to determine perceived Indicators of Managerial Effectiveness of Management Staff in Tertiary Institutions in Cross River State, Nigeria. In specific terms, the study intends to;

1. Determine the level of management staff managerial effectiveness in terms of implementation of curriculum programmes.
2. Assess management staff managerial effectiveness in terms of staff appraisal.
3. Find out how effective management staff are in terms of maintenance of good public relations.

Research questions

The following research questions were formulated for the study

1. How effective are management staff in terms of implementing curriculum programmes that are designed to achieve goals?
2. What is the level of staff appraisal practices among management staff of tertiary institutions?
3. What is the level of effectiveness of management staff in maintaining good public relations among tertiary institutions?

Conceptual and empirical review of related literature

The review of the literature was carried out based on the following sub-heading.

1. Level of implementation of curriculum programmes among management staff of tertiary institutions
2. Level of staff appraisal among management staff of tertiary institutions.
3. Level of maintenance of good public relations among management staff of tertiary institutions

Level of curriculum implementation among management staff of tertiary institutions

Since the introduction of the western form of education in Nigeria, several attempts have been made to formulate policies to improve educational practice. It has been a well-known fact that the major issue with the Nigerian educational system is not the formulation of policy but the implementation. Even though large sums of money are spent on implementing new curricula, several of these efforts have failed. According to Alade (2011), the main reason for the failure is the lack of understanding of the school's culture by experts outside the school system and educators in the system. Successful implementation of the curriculum requires understanding the power relationships, the traditions, and the roles and responsibilities of individuals in the school system. This implies that for effective curriculum implementation, management staff needs to put action-packed ideas or theories into reality. Mezieobi (2013), conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect. It is the bedrock of any plan for success or failure. It is the moving force of any plan without which a plan is only a good wish or intention. On the other hand, the word curriculum in a formal setting can be seen as the planned learning experiences offered to the learner in school.

Garba (2004) viewed curriculum implementation as the process of putting the curriculum to work for the achievement of the goals for which the curriculum is designed. Thus, implementing the curriculum is a sure way of achieving academic success in life. Okebukola (2004) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. In a nutshell, Ivowi (2004) sees curriculum implementation as the translation of "theory into practice", or "proposal into action". In a similar vein, Afangideh (2009), sees the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. This implies that curriculum Implementation is the actual carrying-out of societal culture and/or government policies spelt out in the curriculum. put differently, It is a stage in the curriculum process when amid learning activities, the teacher and learners are involved in a negotiation aimed at promoting learning. This is the interactive stage of the curriculum process which takes place in the classroom through the combined effort of the teachers, learners, school administrators and parents. It also integrates the application of physical facilities and the adoption of appropriate pedagogical strategies and methods. The quality of curriculum implementation in any society is the bedrock of its political, economic, scientific and technological well-being. Little wonder, it is always said that no society can rise above the standard of its education system. However, a major problem of the Nigerian education industry is how to operationalize the well-intended and articulated curriculum via feasibility and full-scale implementation commitment.

An empirical study by Odey and Opoh (2015) sought to investigate teachers' perceived problems of curriculum implementation in tertiary institutions. The need for this study was borne out of the concern over prevalent questions raised against the standard of the education system. Three objectives were pursued; to identify perceived problems, causes, and possible solutions to curriculum implementation. 480 purposively selected teachers of tertiary institutions constituted the sample for the study. A validated questionnaire with 3 sections constructed by the researchers formed the main instrument of the study. Data generated were subjected to statistical analysis using frequencies, means and ranking. The findings revealed the most frequently occurring problems, causes and possible solutions to curriculum implementation. Based on the results obtained from the study, it was recommended that heads of departments and deans of faculties should be made to incorporate the task of monitoring their colleagues into the administrative task, a review of the curriculum to meet the contemporary needs of society and the need for a paradigm shift of some educational policies to result in oriented policies to enhance proper curriculum implementation.

In a study, Izuagba and Afurobi (2009) reported that the increasing complexity of Nigerian society as a result of social change has adversely affected curriculum implementation at the tertiary level. A tertiary educational institution in Nigeria had inadequately satisfied the manpower need of the society. Unfortunately Izuagba and Afurobi (2009) state that in the last two decades graduates of this institution are found to be grossly deficient in practical and professional skills by employers of labour in public and private enterprises. Today, institutions of higher learning are not proud of their products because their performance is an indication of the implementation failure of the curriculum. This is because the effectiveness of the practical translation of a programme is evident by the proper conduct, behaviour and performance of the learner. The result of this is bred of unemployable graduates, which has become one of the most pernicious problems staring the Nigerian youths in the face. For this trend to be reversed there is a need for a paradigm shift. Izuagba (2006) asserts that the privatization of tertiary institutions has introduced inequality in the social system as it has created two different types of tertiary institutions one is well-funded and offers quality education and is attended by the children of the rich while the second type, offers mass schooling and is attended by the children of the common man. Ifedi (2008) supports this as he asserts that the expansion and privatization of tertiary institutions have lowered standards as graduates of these institutions have failed to provide the expected dynamic leadership for the economic and political development of the country. Laudable efforts have been made through research which pointed at teachers' non-involvement in decision making, teachers' non-involvement and participation in curriculum development, lack of instructional materials, inadequate funds and paucity of qualified subject teachers as well as poor application among other courses. These attempts through research at providing a possible solution to these problems of curriculum implementation failure have not yielded the desired result.

In a study conducted in Nigeria, Nwaodua (2005), focused on curriculum implementation as a correlate of excellence in the management of tertiary institutions in Delta State. Six research questions were raised and seven null hypotheses were tested. Two sets of questionnaires. The curriculum implementation questionnaire (QIQ) and the Questionnaire on School Excellence (QSE) were constructed by the researcher and were subjected to expert validation and reliability. From a population of three hundred and forty-six management staff that function in Delta State University. Fifty principal officers were sampled and 40 deans and heads of departments were randomly selected to collect data on their principals' leadership. Mean scores and Pearson product-moment correlation were used to provide answers to the research questions, (and t-tests for correlated means were used in testing the hypotheses. The findings indicated that there was a significant relationship between the management staff and excellence in the management of tertiary institutions. The researcher recommended that most academic heads and management staff should receive some proficiency training that would enhance their management effectiveness.

Level of staff appraisal among management staff of tertiary institutions

Performance appraisal schemes have come to the fore in recent years as a means of providing a more integrated and continuous approach to the management of performance than was provided by previously isolated and often inadequate merit ratings. Nayarana, (2017) further believes that performance appraisal is based on the principle of management by agreement or contract rather than management by command. It can play a major role in providing an integrated and coherent range of mutually supportive human resource management processes that contribute as a whole to improving organisational effectiveness. Performance appraisal is the assessment of the performance of an individual about the objectives, activities, outputs, and targets of a job over a given period. In an organizational setting, performance appraisal is defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, to identify weaknesses and strengths as well as opportunities for improvement and skills development (McNamara, 2019).

Moorhead and Griffin (2012) describe performance appraisal as the process of evaluating work behaviours by measurement and comparison to previously established standards, recording the results, and communicating them back to the employee. It is an activity between a manager and an employee. Performance appraisal is therefore the assessment of the performance of an individual about the objectives, activities, outputs, and targets of a job over a given period. Performance appraisal is a powerful tool for performance management. Okumbe (1998) asserts that performance helps in evaluating how a worker succeeds in his present job and this is important for estimating how well he or she will perform in the future. This, therefore, helps in determining the strengths or weaknesses of the individual workers to increase productivity.

Hayford, Boakye and Owusu (2015) study examined the extent to which the performance appraisal (PA) system has been anachronistic in terms of its purposes as perceived by employees at the University of Cape Coast. A quantitative method with a random sampling technique was used. The sample size was 233. The results of the study revealed that the PA system is still perceived to be useful although the perceptions amongst respondents in terms of its purposes varied. While some employees perceived the purpose to be administrative, others consider its purpose to be more developmental. However, most senior staff considered the current PA exercise as a mere formality, which is there to reflect the institutional culture of assessment. To the PA system is a waste of time and therefore anachronistic. Thus the University should reconsider and redesign its PA system to be in line with the aspirations of its employees by including them in its execution.

Level of staff maintenance of good public relations among management staff of tertiary institutions

The term public relations is planned and continuous efforts to establish and maintain goodwill and understanding between an organization and its target audience (Skandari, 2004). Words "planning" and "continuous" show that goodwill and understanding itself do not obtain easily and in fact, must "create" and "maintain" and also determined that public relations activities are planned and the purpose of public relations is to create goodwill and understanding. PR is used by most institutions to maintain credibility, products, services or staff to obtain recognition and support. For public relations are also used other words and expressions: Public relations is a vital artery and permanent brain and engine of the organization. Public relations are the art and social science that link intra-and extra organization together. Public relations draw purpose, and how programs. Public relations are a trusted advisor of manager and all personnel; so it is essential that managers and employees can have cent per cent trust in him. Public relations must see everything and everything also show beauty.

Dakota and Akua's (2015) study examines the extent of the practice of public relations as a tool for facilitating the achievement of the objectives of the University of Education, Winneba. Data for the study was collected from a sample of One Hundred Fifty (150) respondents sampled from the staff of the University. Findings from the study showed that the University's public relations department is poorly resourced to perform its functions. Among the challenges militating against its operations are scarce telecommunication equipment, lack of official means of transportation and lack of trained personnel. Furthermore, the study revealed that the public relations position is neither accorded the same status as other senior management positions nor involved adequately in decision-making. Based on the findings of the study it was recommended that the public relations unit of the University be adequately resourced and the practitioners adequately empowered.

Ezeugbor and Emere (2015) conducted a study on appraised managerial practices in terms of public relations for teacher effectiveness in public secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at a 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of this study was 6,652 principals and teachers of public secondary schools in Anambra State, consisting of the entire 256 principals and 6,396 teachers in the State. A sample of 1,996 principals and teachers was drawn from the population through a proportionate stratified random sampling technique. Data was collected using a questionnaire of 16 items which was validated by three experts from the faculty of education, at Nnamdi Azikiwe University

Awka. Cronbach Alpha method was used to determine the reliability co-efficient which yielded 0.87 and 0.73, summing it up to an overall reliability coefficient of 0.80 which was considered adequate for the study. Data analysis was done using means for answering the research questions. The z-test was adopted to test the null hypotheses at a 0.05 level of significance. The findings showed that principals adopted managerial practices in terms of public relations which include instructional leadership practices and supervisory practices for teacher effectiveness. It was also found that there was a significant difference in the mean ratings of principals and teachers on their managerial practices. Based on the findings, it was recommended among others that principals should intensify efforts in their supervisory roles to ensure that the objectives of secondary education could be regularly achieved.

RESEARCH METHODOLOGY

The study utilised the ex-post facto research design. Ex post facto design is a quasi-experimental study examining how an independent variable, present before the study in the participants, affects a dependent variable. Eyong (2016) sees ex-post facto research design as a method in which groups with qualities that already exist are compared on some dependent variable. This design became idle for this study because the researcher conducted a systematic empirical inquiry as he does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulated. Inferences about relations among variables are made, without direct intervention.The area of the study is the Calabar education zone of Cross River State. Cross River (The People's Paradise) is a coastal state in South-South Nigeria Located in the Niger Delta, Cross River State occupies 20,156 square kilometres. It shares boundaries with Benue State to the north, Ebonyi and Abia States to the west, to the east Cameroon Republic and the south by Akwa-Ibom and the Atlantic Ocean. Its Coordinates are 5°45′North, 8°30′East /5.750°North 8.500°East. Its capital is Calabar, and its name is derived from the Cross River (Oyono), which passes through the state. French, Boki, Ejagham and Efik are the major languages of this state. The South-South State was created on May 27, 1967, from the former Eastern Region, Nigeria by the General Yakubu Gowon regime. Its name was changed to Cross River State in the 1976 state creation exercise by the then General Murtala Mohammed regime from South Eastern State. The accessible population of the study consisted of 943 management staff in all the tertiary institutions in Cross River State, Nigeria. While   University of Calabar has 553 (58.64%) respondents, Cross River University of Technology has 200 (21.21) respondents, Federal College of Education has 83 (8.80%) respondents, College of Education Akamkpa has 62 (6.57%) while College of Health Technology has 45 (4.77%) respondents. See details in Table 1

TABLE 1

Accessible Population of management staff by office and gender in tertiary institutions

in Cross River State, Nigeria.

S/N	Tertiary Institution	ATIL Governing Board	Vice-Chancellor	Senate (Academic Board)						Total
				Bursar	Provost	Deans of school	Heads of Department	Chief and principals lecturers	Senate committee	
1	University of Calabar	3	1	1	1	18	174	321	34	553
2	Cross River University of Technology	3	1	1	1	7	59	107	21	200
3	Federal College of Education Obudu	3	-	1	1	5	9	54	10	83
4	College of Education Akamkpa	3	-	1	1	4	7	37	9	62
5	College of Health Technology	3	-	1	1	3	7	25	5	45
	Total	15	2	5	5	37	256	544	79	943

Source: Field study 2020

The study adopted two sampling techniques namely; stratified and purposive sampling techniques, stratification was based on faculties/schools, to do this, all the faculties were taken into consideration which forms the strata, thereafter, the respondent was stratified based on their different institutions. The second stage was to adopt purposive sampling to select the required respondents for the study. Thus only management staff in the respective tertiary institutions constituted the study. The reason for adopting purposive sampling was on the basis that only respondents who are judged to be in the management category were used in the study (Asim, Idaka &Eni, 2017). The sample of the study consisted of 715 management staff purposively selected from all the tertiary institutions in Cross River State, Nigeria that constituted the study. While the University of Calabar has 331 (46.29%) respondents, Cross River University of Technology has 134(18.74%) respondents, Federal College of Education has 83 (11.61%) respondents, College Of Education Akamkpa has 62 (8.67%) while College of Health Technology has 35 (4.90%) respondents. See details in Table 2

TABLE 2

Sample distribution of management staff by office and gender in tertiary institutions

in Cross River State, Nigeria.

S/N	Tertiary Institution	ATIL Governing Board	Vice-Chancellor	Senate (Academic Board)						Total
				Bursar	Provost	Deans of school	Heads of Department	Chief and principals lecturers	Senate committee	
1	University of Calabar	3	1	1	1	18	104	169	34	331
2	Cross River University of Technology	3	1	1	1	7	23	77	21	134
3	Federal College of Education Obudu	3	-	1	1	5	9	54	10	83
4	College of Education Akamkpa	3	-	1	1	4	7	37	9	62
5	College of Health Technology	3	-	1	1	3	7	15	5	35
	Total	15	2	5	5	37	150	352	79	715

Source: Field study 2020

The instrument for data collection was a researcher's developed questionnaire, entitled "Managerial Effectiveness of Academic Staff Questionnaire (MEASQ)". The instrument consisted of two sections (A and B) with 18 items all of which measure the implementation of curriculum programme, staff appraisal and human relations management effectiveness questionnaire. The items were measured on a four-point scaling ranging from SA, A D and SD.

Validity of the instrument
The face and construct validity of the instrument were ascertained after due consultation with three experts in Measurement and Evaluation and Educational Management respectively. The validation covers the relevance of items to the objectives of the study. The final items in the questionnaire were subjected to expert scrutiny by these experts and clarified to be suitable for use as data collection instruments for the study.

Reliability of the instrument
In order to determine the reliability of the instrument, it was pilot tested using 40 management staff selected from tertiary institutions in college of nursing and Ottoh Javis University and the school of nursing respectively. These respondents were used to ascertain the validity because they share certain characteristics with other lecturers in tertiary institutions in Cross River State. Using Cronbach Alpha reliability method to determine the internal consistency of the research instrument. The results of the analysis formed the reliability estimates for the instrument which range from .71 and .80, this is shown in Table 3

TABLE 3
Reliability with Cronbach alpha with Managerial Effectiveness (N=40)

S/N	VARIABLE	K	$\sum S_1^2$	SX^2	$\ddot{X}$	SD	∞
1	Implementation of curriculum programme	6	1.47	1.39	20.17	1.18	.79
2	Staff appraisal	6	1.21	1.93	21.00	1.39	.71
3	Public relations	6	1.19	1.69	19.30	1.30	.80

The instrument, the Managerial Effectiveness of Management Staff Questionnaire (MEMSQ) was administered directly to the selected respondents in the tertiary institutions by the researcher. The respondents were informed of the exercise and also told to be honest in their response to the items as the information obtained will be treated with all amount of confidentiality and be used as data for the research. In the end, the researcher will collect the questionnaire from each of the respondents and carefully scan through them for possible mistakes and proceed to analyse the data. Having administered the instrument to the respondents (management staff), coding and scoring were assigned to each item. For ease of data preparation, a coding schedule was prepared by developing a key for each of the constructs of the instruments in a tabular form. Descriptive and inferential statistical analysis was employed in the research of the study. The mean and standard deviation was used to answer the research questions

RESULT AND DISCUSSION
The results of the study are presented based on the research questions which is as shown below
Research question one:
How effective are management staff in terms of implementing curriculum programmes that are designed to achieve goals?
Table 3: Level of the effectiveness of management staff in terms of implementing curriculum programmes designed to achieve goals

S/n	ITEMS	SA	A	D	SD	n	$\overline{X}$	SD	Remark
	Implementation of curriculum programmes								
1	Limit the course content in most disciplines	31	87	210	369	697	2.18	1.00	Reject
2	Increasing the degree of self-determination of graduates in the school curriculum	301	251	100	45	697	2.89	1.39	Accept
3	Provides an orientation of educational content on the students' needs	412	131	120	34	697	2.97	1.22	Accept
4	Discourages extra curriculum activities in the school curriculum	42	126	269	160	697	2.11	1.01	Reject
5	Deprives learners of acquiring knowledge of modern education theory	56	87	265	289	697	2.08	1.54	Reject
6	Does not guarantee the total learning experience for the learners	42	69	281	305	697	2.20	1.65	Reject

Figure 1: Bar chart on the level of effectiveness of management staff in terms of curriculum implementing programmes
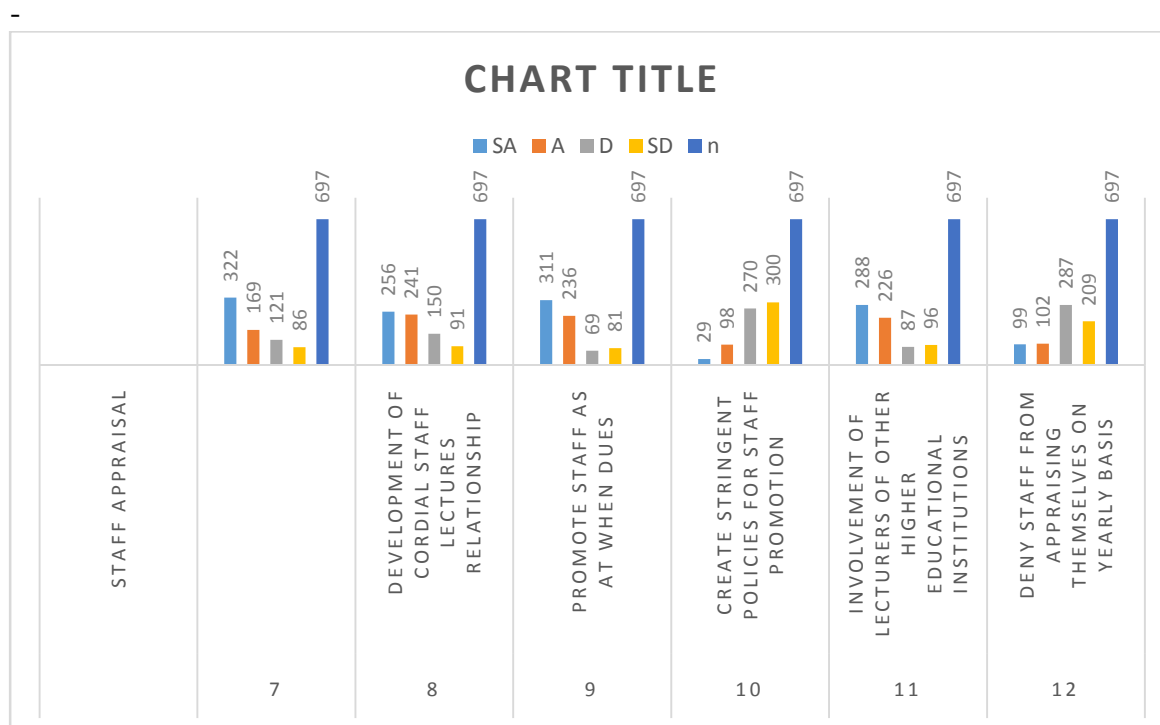
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Table 3 revealed that with 697 respondents sampled for the study accepted that there is an increase in the self-determination of graduates in the school curriculum and that the curriculum provides an orientation of educational content on the students' needs were above the cutoff point of 2.50 (2.89 and 2.97) while the remaining dis not accepted. This implies that most of the respondents in the study area did not accept the level of effectiveness of management staff in terms of implementing curriculum programmes designed to achieve goals. The results are also presented in the bar chart in figure 1.

Research question two

What is the level of staff appraisal practices among management staff of tertiary institutions?

Table 4: Mean and standard deviation of the level of staff appraisal practices among management staff of tertiary institutions

S/n	ITEMS	SA	A	D	SD	n	$\overline{\text{X}}$	SD	Remark
	Staff appraisal								
7	Establishing partnership relations with self-government bodies and other educational institutions	322	169	121	86	697	3.00	1.22	Accept
8	Development of cordial staff lectures relationship	256	241	150	91	697	3.12	1.13	Accept
9	Promote staff when dues	311	236	69	81	697	2.99	1.45	Accept
10	create stringent policies for staff promotion	29	98	270	300	697	2.10	1.01	Reject
11	Involvement of lecturers of other higher educational institutions	288	226	87	96	697	2.89	1.15	Reject
12	Deny staff from appraising themselves every year	99	102	287	209	697	2.00	1.07	Reject

Figure 2: Level of staff appraisal practices among management staff of tertiary institutions
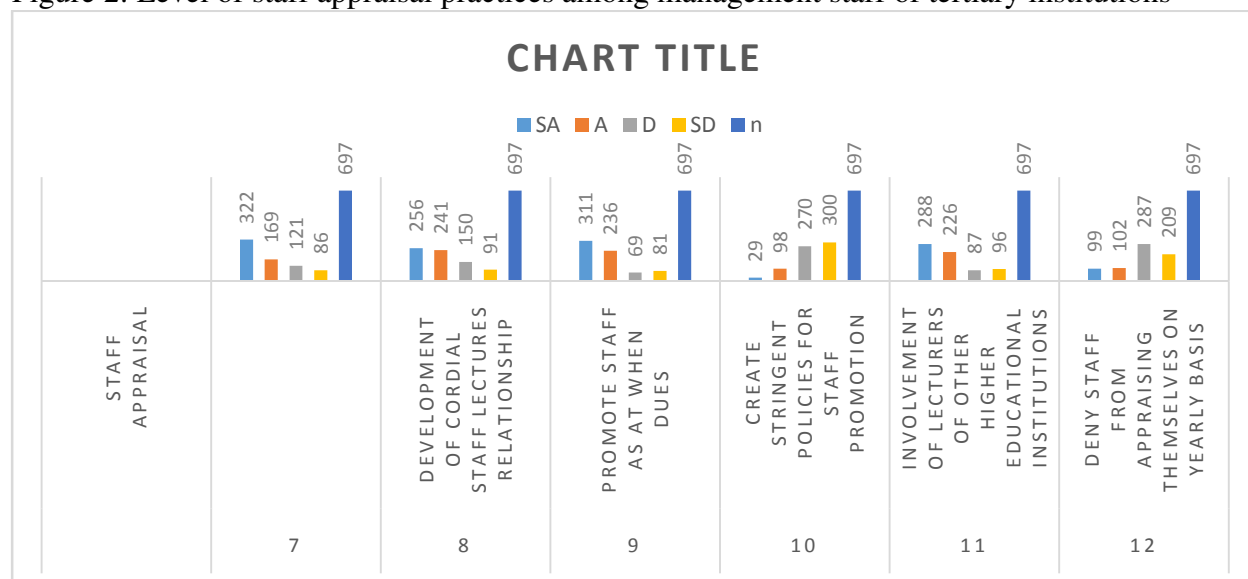

Table 4 revealed that with 697 respondents sampled for the study accepted that in terms of staff appraisal the respondents accepted that there is establishing partnership relations with self-government

bodies and other educational institutions, development of cordial staff lectures relationship, promote staff as at when dues and encourage the involvement of lecturers of other higher educational institutions. Since the mean values were above the cutoff point of 2.50 (3.00, 3.12, 2.99 and 2.89) while the remaining did not accept. This implies that most of the respondents in the study area accepted (agreed) the level of staff appraisal practices among management staff of tertiary institutions. The results are also presented in the bar chart in Figure 2.

Research question three: What is the level of effectiveness of management staff in terms of maintaining good public relations among the staff of tertiary institutions?

Table 5: Mean and standard deviation of level of effectiveness of management staff in terms of maintaining good public relations among the staff of tertiary institutions?

S/n	ITEMS	SA	A	D	SD	n	$\overline{X}$	SD	Remark
	Public relations								
13	Presents timely press releases to all management officers	248	290	82	77	697	2.95	1.23	Accept
14	Does not spend time organizing events for anniversaries in the institution	30	81	309	277	697	2.17	1.11	Reject
15	See publicity of school events as a waste of resources	56	55	299	287	697	2.11	1.28	Reject
16	Always disseminate information from manager to subordinate	255	214	100	128	697	3.07	1.21	Accept
17	Relates cordially with subordinates in the organization	215	360	88	34	697	2.58	1.34	Accept
18	Does not get the media coverage for a special event	79	87	209	322	697	2.18	1.22	Reject

Figure 1: Bar chart of thelevel of effectiveness of management staff in terms of maintaining good public relations among the staff of tertiary institutions
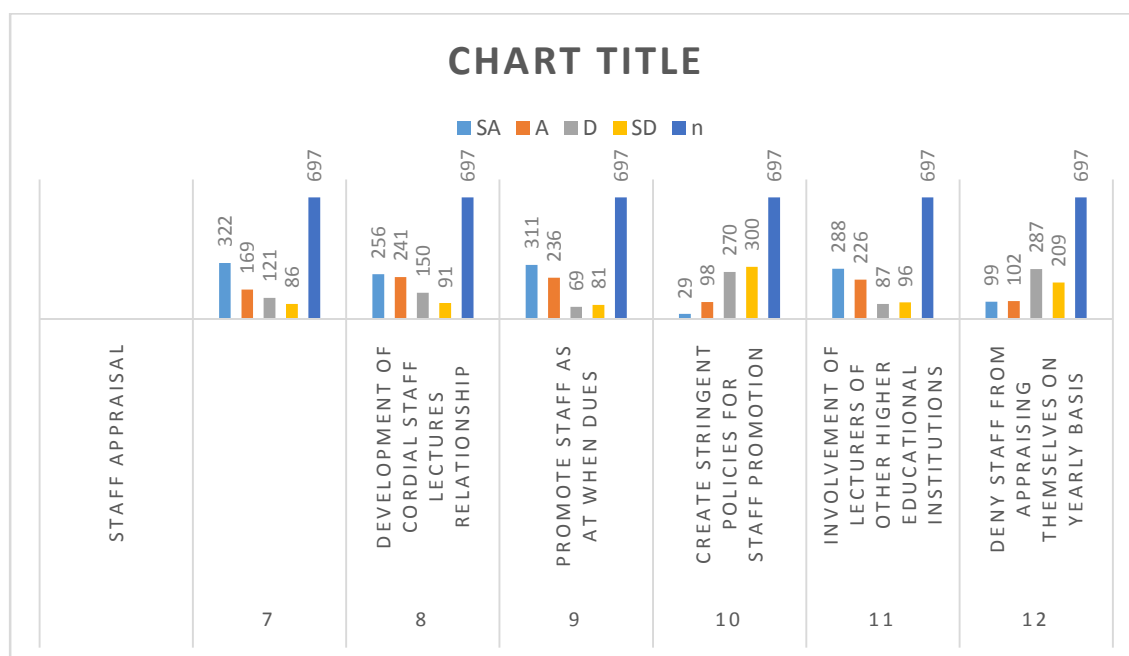
Table 5 showed that the sample of 697 respondents accepted that there is a high level of effectiveness of management staff in terms of maintaining good public relations among the staff of tertiary institutions concerning items 13, 16 and 17 which reads present timely press releases to all management officers, always disseminate information from manager to subordinate and relates cordially with subordinates in the organization. Since the mean values were above the cutoff point of 2.50 (2.95 3.07 and 2.58) while the remaining dis not accepted. This implies that most of the respondents in the study area accepted that level of effectiveness of management staff in terms of maintaining good public relations among the staff of tertiary institutions is highly commendable. The results are also presented in the bar chart in Figure 3.

Discussions of findings

The findings of research question one revealed that the level of curriculum implementation among management staff of tertiary institutions is not highly accepted. The findings are in line with the study ofOdey and Opoh (2015) whose findings revealed the most frequently occurring problems, causes and possible solutions to curriculum implementation. Based on the results obtained from the study, it was recommended that heads of departments and deans of faculties should be made to incorporate the task of monitoring their colleagues into the administrative task, a review of the curriculum to meet the contemporary need of society and the need for a paradigm shift of some educational policies to result from oriented policies to enhance proper curriculum implementation. These results may be due to the persistent review of the curriculum of most schools.Also,Nwaodua (2005), findings indicated that there was a significant relationship between the management staff and excellence in the management of tertiary institutions. The researcher recommended that most academic heads and management staff should receive some proficiency training that would enhance their management effectiveness.

The finding of research question two revealed that the level of staff appraisal among management staff of tertiary institutions is significantly agreed upon. This is because performance appraisal schemes have come to the fore in recent years as a means of providing a more integrated and continuous approach to the management of performance than was provided by previously isolated and often inadequate merit ratings. The finding agrees with that of Hayford, Boakye and Owusu (2015) whose results of the study revealed that the PA system is still perceived to be useful although the perceptions amongst respondents in terms of its purposes varied.

The findings of research question three showed that the level of staff maintenance of good public relations among management staff of tertiary institutions is highly commendable. This finding agrees with Darkoaa and Akua (2015) showed that the University's public relations department is poorly resourced to perform its functions. Also in consonance with the present study is that by Ezeugbor and Emere's (2015) findings showed that principals adopted managerial practices in terms of public relations which include instructional leadership practices and supervisory practices for teacher effectiveness.

Summary of the study

In summary, each level of the educational system has its objectives that it aims at. As entrenched in the Federal Republic of Nigeria, in NPE (2013), the objectives of tertiary education included preparation of the youths of this country for useful living within the society and preparation for higher education. The primary work of management staff is to manage the school by the National Policy on Education and the governing body's management policies. As indicated, the quality of education is under scrutiny. Management staff are under particular pressure because they are held accountable for what happens in their schools, which includes quality education. How schools are

managed greatly determines the quality of education. The ability to improve teaching and learning is strongly influenced by the leadership of its principal's planning.

Conclusion of the study

The managerial effectiveness of the management staff of the department is the level to which a manager or leader succeeds in achieving the output requirements of his position. It is a result-oriented phenomenon; therefore those activities and functions which contribute to goal achievements and results need to be focused on. The manager should be able to understand the psychological and social needs of employees to satisfy them because both perceptions and behaviours of individuals are related to each other. It is worth noting that as the situations and needs of people keep on changing, managers should be highly adaptive to become effective managers in terms of formulating strategic policies that will enhance effectiveness in the organization (Hersey & Blanchard, 2017). Thus management staff must be forward-looking and future-oriented in terms of policy implementation.

In conclusion, the implementing curriculum programmes that are designed to achieve goals are not adequately implemented in the study area. Also, the level of staff appraisal practices among management staff of tertiary institutions are highly encouraged and finally, the level of effectiveness of management staff in terms of maintaining good public relations among the staff of tertiary institutions is highly accepted and encouraged.

Recommendation

From the findings of the study, the following recommendations were drawn

1. School administrators should ensure that the curriculum should be effectively implemented to achieve the desired goals of tertiary education.
2. Staff appraisal should be enhanced among management staff of all tertiary institution practices this will further enhance competitiveness among academic staff of the tertiary institution
3. Management staff should enforce quality human relations that is maintaining good public relations among the staff of tertiary institutions. This will go a long way to promote unity and mutual understanding among all staff.

Relevancies of the findings to administration and management of the tertiary institution

The findings of this study on the evaluation of managerial effectiveness among management staff of tertiary institutions in Cross River State, Nigeria hoped to be of significance to the following individuals and groups: Management staff, teachers/lectures of schools, school principals, policymakers and the society at large

Management staff may see the result of this research as a viable study substance for acquiring additional knowledge on managerial effectiveness as an instrument for enhanced academic excellence in tertiary institutions of learning.

Academic staff and teachers of secondary schools in the above areas and departments are hoped to see the results of this study as useful knowledge material for acquiring and imparting knowledge to their students. It may serve as a compass to society by detecting the need for acquiring good financial management skills for quality leadership and management of establishments. The users of this work are hoped to be directed to the basis of the readers' need mind and feelings for the research work. It is expected to reveal the necessary points that will help the readers comprehend the quality.

The principals may benefit from this work by knowing areas to improve on to be equipped with good financial management skills in schools. The government would see the results of this study as a source of baseline data for their intervention activities and subsequent policy formulation. Non-governmental organizations are hoped to use the result of this study to initiate more programmes and intensify efforts and explore additional techniques that are expected to encourage quality management of finance.

This study is expected to be published so that researchers and scholars intending to carry out some research are expected to utilise the reviewed conceptual and empirical literature to build their studies. The research findings will help policymakers especially those of the Ministry of Education and Sports to adopt more realistic policies regarding the management of appraisal. The researcher also hopes that the results of the study may be useful to future researchers who will be interested in undertaking a study in a related area. Thus, the results will contribute to the existing theories on employee performance management. There is also hope, that the study will be a source of great experience and a contribution to the academic career of the researcher.

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