

# Managerial Impediments and Quality of Leadership in Universities in Rivers State, Nigeria

**Dawari Ekine & Robert-Okah, I.**  
Department of Educational Management  
Ignatius Ajuru University of Education,  
P. M. B. 5047, Rumuolumeni,  
Port Harcourt, Nigeria.  
Corresponding Author: **Dawari Ekine**  
dawarie@yahoo.com

**Abstract:** This study investigated the managerial impediments and quality of leadership in universities in Rivers State, Nigeria. The purpose of this study is to find out the managerial impediments and quality of leadership in universities in Rivers State, Nigeria. Descriptive design was adopted in carrying out the study. Five (5) research questions and hypotheses guided the study. The population of the study comprised the 2,674 university students in the Departments of Educational Management, and Business Education in Ignatius Ajuru University of Education and Rivers State University respectively. A sample size of 440 university students was drawn from the population of the study using the proportionate stratified random sampling techniques. A self-developed instrument titled “Managerial Impediments and Quality of Leadership Questionnaire (MIQLQ)” was used for data collection. The questionnaire was validated by experts in the field of Educational Management. Reliability co-efficient of 0.97 was obtained using Cronbach Alpha method of determining internal consistency of the instrument. Mean and standard deviation were used to answer five (5) research questions while the z-test was used to test five (5) null hypotheses at 0.05% level of significance. The result revealed that managerial impediments and quality of leadership can bring about infrastructural, financial, research, manpower/brain drain development and enhance adequate accreditation in higher education in Rivers State. It was concluded that managerial impediment and quality of leadership can bring about infrastructural, financial, quality research, manpower/brain drain development and adequate accreditation in higher education in Rivers State. It was therefore recommended among others that the government and leaders of higher institutions should incorporate the culture of infrastructural development and maintenance and there should be prudent management of finance for optimum institutional development.

**Key words:** Managerial Impediments, Leadership, Institution, Universities.

## Introduction

In Nigeria generally, effective leaders in higher education play a significant role in social, cultural, economic, technological and political development of citizens of the country. The development of higher education in Nigeria will be incomplete without consideration of the report of Ashby Commission and its role in educational development. According to Fafunwa (1971), higher education in Nigeria moved into its second phase of development with the setting up of the Ashby Commission whose assignment was to conduct an investigation into Nigeria’s need in the field of post school certificate and higher education over the next twenty years. The commission observed that there were not enough opportunities for Nigerians to gain admission into higher educational institutions. The only University College at Ibadan was far from being enough hence the recommendation of establishment of additional four new universities in Enugu, Zaria, Ibadan and Lagos.

The goals of Tertiary Education in Nigeria according to Federal Republic of Nigeria (FRN) (2004:31) are to contribute to national development through high level relevant manpower training, develop and inculcate proper values for the survival of the individual and society, develop intellectual

capability of individuals to understand and appreciate their local and external environments, acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society, promote and encourage scholarship and community service., forge and cement national unity and promote national and international understanding and interaction.

According to the National Policy on Education, the institutions where tertiary education is offered include Universities, Colleges of Education, Polytechnics and Monotechnics. While these higher institutions are expected to offer higher education, Universities are expected to contribute and make optimum contribution to national development, through intensifying and diversifying its programmes for the development of high level an power within the context of the needs of the nation, carrying out research relevant to the nations developmental goals as well as inculcating community spirit in the students through projects and action research (FRN, 1998:32).

Having seen higher education and University education in particular as the apex level of education through which the national development can be attained, Nigeria has made concerted effort to expand higher education. The establishment of the University College Ibadan in 1948 marked the beginning of University education in Nigeria. The College became full-fledged University in 1962. Three additional Universities were also established in the same year, namely the University of Nigeria Nsukka, Ahmadu Bello University Zaria and University of Lagos. Since then, the University system has witnessed rapid growth and expansion. At present, Nigerian is proud of 165 Universities, which are made up of Federal Universities; State owned Universities, and Private Universities. The student enrolment in Nigerian Universities has increased from over 2,000 in 1962 to over 1million in 2018 (NUC, 2018).

Higher education is expected to promote modernization through internationally competitive research and high-quality programmes. Higher education and University in particular contributes simultaneously to; economic, cultural and social, societal development. Promoting shared valued and ethics, which are the foundation of social collusion and nation building and Advancing the personal career and development of individuals (UNESCO, 2004:18). It serves, therefore, both the individual, who have the right to accede to it on the basis of merit, and society as a whole through its increasing role in sustainable development.

The University education has potential to make significant contributions to economic and social development. Thus, the condition of higher education and university in particular in a nation becomes increasingly critical to its success However, the great strains are placed on many higher education systems as they struggle to address pervasive challenge of quality, relevance and financing (ADEA,2000).The question now is how can Nigeria educate more students to a higher standard through University education in order to maintain and advance national economic competitiveness?

As demand for University education expands more than what the Federal Government Universities could accommodate, states and private individuals have now come into the business of University education provision. Going by the accreditation report of NUC about Universities, the case of state Universities is worse. The emergence of private Universities without caution could spell doom for University education in the country. This therefore calls for the relevance of thorough accreditation by the concerned body (NUC).

University accreditation began in Africa in 1985 in Kenya, followed by Nigeria in 1990 – 91 and Cameroon in 1991 (Hayward, 2006). There are two forms of Accreditation, which include institutional and programme accreditation. Institutional accreditation focuses on the institution as the basis of the assessment process, while programmes accreditation focuses primarily on individual academic and professional programs.

The goals of both institutional and programme accreditation include assess performance, improve quality protect the public from fraudulent or substandard, provide an external assessment of institutional quality and performance, provide information to potential students, parents, and the public, assessment

the relevance of academic and professional programmes, set minimum standards, examine quality improvement and assessment mechanisms of an institution etc (Hayward, 2006:9).

According to Adeyinki (1988), certain categories of educational institutions were charged with the responsibilities of giving the required professional trainings for leaders, such as Grade II teachers, Colleges' Advanced Teachers Colleges, Colleges of Education, Institutes of Education and National Teachers Institutes. This calls for effective leadership and motivation for higher institutions to achieve successful changes in Educational system. Change cannot be achieved without lecturers. Lecturers throughout higher institution need to be made interested and active in helping it meet its challenges. Institutions need sound lecturers who are leaders and can get and communicate a vision for the Institutions. Leaders are achievement of the vision. Such leader's partner with students to achieve the continuous adaptation needed for today's institutions. Toye (2005), emphasized the Managerial Impediments and Quality of Leadership, the Yaba excellent federation succeeded in producing much-needed indigenous personnel such as medical assistants, surveyors, teachers, administrators and agricultural assistants who serve the operation of the British colonial government in Nigeria. Having seen the important of higher education in Nigeria that led to the introduction of University of Education Ibadan, the University College started at the present day Ibadan on the 18<sup>th</sup> January 1948.

According to Adebola and Ademola, 2005, managerial impediments and quality of leadership include leadership in the higher institution should implement regular manpower training and capacity building to achieve the required goals and objective in the educational sector in Nigeria and to develop individual of higher intellectual artfulness and competence that can compete anywhere in the world.

For more than three decades now, Nigeria has adopted education as an instrument per excellence for national development (FRN, 1977, 1981, 1998, 2004) and this is reflected in the National Policy on Education. Nigeria places much emphasis on education because of her belief in it, as a necessary condition for realizing the five national goals, which include; a free and democratic society, a just and egalitarian society, a united strong and self-reliant nation, a great and dynamic economy and a land full of bright opportunities for all citizens. Thus efforts are intensified in providing three levels of education: primary, secondary and tertiary. The objectives of these levels of education vary but they complement one another. From a global perspective, economic and social development are increasingly driven by the application of knowledge, Education in general, and tertiary (higher) education in particular are fundamental to the construction of knowledge economy and society in all nations (World Bank, 1999).

The quality of graduates pushed into the work force by higher education set pace for national growth and development. Higher education is now recognized as a major contributor to the solution of major problems facing the world today at the global, regional and local levels, such as removing inequalities, alleviating poverty and environmental degradation, improving health, arresting large-scale pandemics. It also plays a decisive role in building social cohesion and in laying the foundations of healthy civil societies, based on good governance and participatory democracy. The goal of tertiary education in a particular country will determine the direction of the tertiary education and the institution of higher learning. Traditionally leaders have been confronted with series of challenges both at home and educational institution.

Over the years, Nigeria has invested little in educational sectors, infrastructure and institutions that are critical to building a good economy, but our political leadership think that Nigeria can be transformed into an industrialized society without these necessary pre-condition, the political leaders of Nigeria do not appear to be working for the people's welfare,. These people do not check their enthusiasm whenever they make their usual paper promises. Developed countries around the globe could not have become what they are today without investing in human capital development, good governance and leadership and technological capability.

In recent years when opportunities to access knowledge have increased tremendously and stakes for success are very high, one is surprised that Nigeria fall behind economically. One may think the upsurge in number of Universities in the country would be to the advantage but the reverse is the case.

Nigeria's higher education system has been in a state of crisis since 1996. Nigerian Universities and other institutions of higher learning are declining, and now are only a shadow of their former glory. Decades 1970 to 1990 represent the sad phase in the country's educational development, during which the institutions of higher learning lost integrity, credibility and professionalism. The graduates pushed out of our University system are battling with unemployment problem. The labour market also doubts their intellectual capabilities to cope with challenges in the work place. The quality of University education in Nigeria appears to be under a serious threat. In the global ranking of Universities none of the Nigerian Universities appeared in the list of the top 6,000 Universities in the world. The present predicament is attributed to a lot of crisis in University education is battling with. It is against this background this research was undertaken on "the Managerial Impediments and Quality of Leadership in Universities in Rivers State".

The following research questions guided the study:

1. To what extent does inadequate infrastructural impact quality of leadership in tertiary institutions in Rivers State?
2. To what extent does inadequate finance impact quality of leadership in tertiary institutions in Rivers State?
3. To what extent does shortage of manpower / brain drain impact leadership quality in tertiary institutions in Rivers State?
4. To what extent does poor quality research impact quality of leadership in tertiary institutions in Rivers State?
5. To what extent does accreditation problem impact the leadership quality of tertiary institutions in Rivers State?

### **Aim And Objectives**

The aim of this study is to find out the impact of some extraneous factors on quality of leadership in Rivers State. Specific objectives include to:

1. examine the impact of inadequate infrastructure on quality of leadership of tertiary education in Rivers State.
2. investigate the impact of inadequate financial provisions on quality of leadership of tertiary education in Rivers State.
3. ascertain the effect of quality research on quality of leadership of tertiary education in Rivers State.
4. examine the influence of shortage of manpower / brain drain on quality of leadership of tertiary education in Rivers State.
5. ascertain the influence of accreditation problem on quality of leadership of tertiary education in Rivers State.

### **Null Hypotheses**

The following null hypotheses were tested at 0.05% level of significance:

1. There is no significant difference in the mean ratings of male and female university students on how inadequate infrastructure impacts quality of leadership in tertiary institutions in Rivers State.
2. There is no significant difference in the mean ratings of male and female university students on how inadequate finance impact quality of leadership in tertiary institutions in Rivers State.
3. There is no significant difference in the mean ratings of male and female university students on how shortage of manpower / brain drain impacts leadership quality in tertiary institutions in Rivers State.
4. There is no significant difference in the mean ratings of male and female university students on how inadequate research impacts quality of leadership in tertiary institutions in Rivers State.
5. There is no significant difference in the mean ratings of male and female university students on how inadequate accreditation impacts the leadership quality of tertiary institutions in Rivers State.

### Materials And Methods

A descriptive survey design was used in this study. The population of the study comprised all 2,674 total population of students in the Departments of Educational Management and Business Education in Ignatius Ajuru University of Education (IAUE) and Rivers State University (RSU). Of this number, 276 was from Department of Educational Management while 2,398 from the Department of Business Education. A sample size of 440 university students was drawn from the population of the study using the proportionate stratified random sampling technique/instrument). A total of 500 questionnaires were administered. Of this number, 440 were retrieved and used for the study. A structured questionnaire titled: “Managerial Impediments and Quality of Leadership Questionnaire (MIQLQ)” was constructed to gather primary data from the students. The items were constructed on a 4 point rating scale of VHE=4; HE=3; LE=4; VLE=1. The instrument contained two sections: Part I of Section A contained letter to the respondent. Part II seek demographic data from respondents, Section B solicited information based on the variables of the studies.

The instrument was face and content validated by the researcher’s supervisor and two other lecturers from the department of educational psychology of the Ignatius Ajuru University of Education Modifications were incorporated to form the final document. To establish the reliability of the instrument, the test-retest method was used, where a set of twelve questions were administered to twelve students in higher institutions in Rivers State. A week later, another set was re-administered to the same respondents. Furthermore, coefficient alpha was used to compute the reliability coefficient of 0.97, thus establishing the internal reliability of the instrument. This was made possible by the use of the Statistical Package for the Social Science (SPSS), version 22.

### Methods Of Data Analysis

Frequency, mean, aggregate mean and standard deviation were used to answer five (5) research questions while z-test tested five null hypotheses at 0.05% level of significance. Criterion mean of 2.50 was used as standard for judgement.

### Results

**Research Question 1:** To what extent does inadequate infrastructure impact quality of leadership in tertiary institutions in Rivers State?

**Table 1:** Frequency, Aggregate Mean and Standard Deviation in the mean ratings of male and female university students on how inadequate infrastructure impacts quality of leadership in tertiary institutions in Rivers State.

S/N	ITEMS	SEX	VHE 4	HE 3	LE 2	VLE 1	N	X	SD	Decision
1	Inadequate infrastructure constitutes poor performance in tertiary institutions in Rivers State.	Male	200	85	12	3	300		0.62	Agreed
		Female	100	25	10	5	140		0.98	Agreed
2	Inadequate infrastructure improves the performance of students in tertiary institutions in	Male	300	30	10	10	350	3.80	0.92	Agreed
		Female	50	25	10	5	90	3.30	1.00	Agreed

Rivers State.										
3	Inadequate infrastructure contributes to low production in tertiary institutions in Rivers State.	Male	210	100	25	5	340	3.51	1.14	Agreed
		Female	85	10	3	2	100	3.78	0.62	Agreed
4	Inadequate infrastructure is the best in tertiary institutions.	Male	125	80	45	30	280	1.92	0.98	Disagreed
		Female	112	35	7	6	160	1.58	0.92	Disagreed
5	Inadequate infrastructure leads to managerial bottle neck in tertiary institutions.	Male	125	95	55	10	285	2.82	1.00	Disagreed
		Female	105	45	3	2	155	1.63	1.14	Disagreed
Aggregate Mean			3.35							

Data in table 1 indicate that, the mean score for items 1, 2, 4 and 5 exceeded the critical mean score of 2.50. This means that of all the five items administered, both males and females agreed that inadequate infrastructure impact quality of leadership in tertiary institutions in Rivers State. The answer to research question one (1) therefore is that; **item 1**, mean score(3.59), SD (0.8); **item 2**, mean score (3.55); SD (0.96); **item 3**, mean score (3.65), SD (0.88); **item 4**, mean score (2.75); SD (0.95); **item 5**, mean score (3.23), SD (1.07).

**Research Question 2:** To what extent does inadequate finance impact quality of leadership in tertiary institutions in Rivers State?

**Table 2:** Frequency, aggregate mean and Standard Deviation in the mean ratings of male and female university students on how inadequate finance impacts quality of leadership in tertiary institutions in Rivers State.

S/N	ITEMS	SEX	VHE 4	HE 3	LE 2	VLE 1	N	$\bar{X}$	SD	Decision
6	Inadequate finance affects leadership in tertiary institutions in Rivers State.	Male	200	100	38	2	340	3.4	1.06	Agreed
		Female	65	20	10	5	100	3.45	0.55	Agreed
7	Inadequate Finance affects leadership behaviour in tertiary institutions in Rivers State.	Male	315	10	5	5	335	3.8	0.66	Agreed
		Female	90	10	5	0	105	3.80	0.71	Agreed
								2.90		

8	Inadequate finance affects the level of growth in tertiary institutions in Rivers State.	Male	200	30	45	25	300	3.04	0.46	Agreed
		Female	50	28	41	21	140	2.76	1.06	Agreed
9	Inadequate finance improves learning skills in tertiary institutions in Rivers State.	Male	125	105	55	15	340	2.76	0.55	Agreed
		Female	60	20	10	10	100	3.30	0.66	Agreed
10	Inadequate finance encourages malfunctioning in tertiary institutions in Rivers State.	Male	160	120	50	10	340	3.56	0.71	Agreed
		Female	75	10	10	5	100	3.55	0.46	Agreed
Aggregate mean								3.34		

Data in Table 2 indicate that, the mean score for items 6, 7, 8, 9 and 10 exceeded the critical mean score of 2.50. This means that of all the five items administered, both males and females agreed that inadequate finance impact quality of leadership in tertiary institutions in Rivers State. The answer to research question two (2) therefore is that; **item 6**, mean score(3.43), SD (0.81); **item 7**, mean score (3.80); SD (0.69); **item 8**, mean score (2.90), SD (0.61); **item 9**, mean score (3.03); SD (0.61); **item 10**, mean score (3.56), SD (0.59).

**Research Question 3:** To what extent does shortage of manpower / brain drain impact leadership quality in tertiary institutions in Rivers State?

**Table 3:** Frequency, aggregate mean and standard deviation in the mean ratings of male and female university students on how shortage of manpower / brain drain impacts leadership quality in tertiary institutions in Rivers State.

S/N	ITEMS	SEX	VHE 4	HE 3	LE 2	VLE 1	N	X	SD	Decision
11	Shortage of manpower / brain drain affects the psychological aspect of leadership in tertiary institutions.	Male	300	20	15	5	340	3.81	0.98	Agreed
		Female	50	30	10	10	100	1.14	0.92	
12	Shortage of manpower / brain drain constitutes poor learning abilities in tertiary institutions.	Male	250	10	15	5	280	3.80	1.00	Disagreed
		Female	80	40	15	5	160	3.19	1.14	

13	Shortage of manpower / brain drain affects us the level of academic research work in tertiary institutions.	Male	315	10	15	10	350	4.43	1.06	Agreed
		Female	50	20	10	10	90	3.2	0.98	
14	Shortage of manpower / brain drain will yield good result in tertiary institutions	Male	150	70	53	45	318	3.0	0.92	Disagreed
		Female	80	20	12	10	122	3.9	1.00	
15	Shortage of manpower / brain drain will encourage students drop out in tertiary institutions.	Male	100	90	90	55	335	2.7	1.14	Disagreed
		Female	50	25	20	10	105	3.09	1.06	
<b>Aggregate mean</b>								<b>3.23</b>		

Data in table 3 indicate that, the mean score for items 11, 12, 13, 14 and 15 exceeded the critical mean score of 2.50. This means that of all the five items administered, both males and females agreed that shortage of manpower / brain drain impact leadership quality in tertiary institutions in Rivers State. The answer to research question three (3) therefore is that; **item 11**, mean score(2.48), SD (0.95); **item 12**, mean score (3.50); SD (1.07); **item 13**, mean score (3.82), SD (1.02); **item 14**, mean score (3.45); SD (0.96); **item 15**, mean score (2.90), SD (1.10).

**Research Question 4:** To what extent does inadequate research impact quality of leadership in tertiary institutions in Rivers State?

**Table 4:** Frequency, Aggregate Mean and standard deviation in the mean ratings of male and female university students on how inadequate research impacts quality of leadership in tertiary institutions in Rivers State.

S/N	ITEMS	SEX	VHE 4	HE 3	LE 2	VLE 1	N	$\bar{X}$	SD	Decision
16	Quality of research affects the quality of leadership in tertiary institutions.	Male	200	85	12	3	300	3.61	1.06	Agreed
		Female	100	25	10	5	140	3.57	0.55	Agreed
17	Quality of research leads to effectiveness in tertiary institutions.	Male	300	30	10	10	350	3.8	0.66	Agreed
		Female	50	25	10	5	90	3.3	0.71	Agreed
18	Quality of research affects learning abilities	Male	210	100	25	5	340	3.51	0.46	Agreed
		Female	85	10	3	2	100	3.78	1.06	Agreed



19	Quality of research leads to competitiveness in tertiary institutions.	Male	300	30	10	10	350	3.8	0.55	Agreed
		Female	50	25	10	5	90	3.3	0.66	Agreed
20	Quality of research encourages massive development in tertiary institutions.	Male	210	100	25	5	340	3.51	0.71	Agreed
		Female	70	20	7	3	100	3.75	0.57	Agreed
<b>Aggregate mean</b>			<b>3.59</b>	<b>3.58</b>						

Data in table 4 indicate that, the mean score for items 16, 17, 18, 19 and 20 exceeded the critical mean score of 2.50. This means that of all the five items administered, both males and females agreed that inadequate research impact quality of leadership in tertiary institutions in Rivers State. The answer to research question four (4) therefore is that; **item 16**, mean score(3.59), SD (0.81); **item 17**, mean score (3.55); SD (0.69); **item 18**, mean score (3.65), SD (0.99); **item 19**, mean score (3.55); SD (0.61); **item 20**, mean score (3.63), SD (0.59).

**Research Question 5:** To what extent does inadequate accreditation impacts the leadership quality of tertiary institutions in Rivers State?

**Table 5:** Frequency, Aggregate of Mean and standard deviation in the mean ratings of male and female university students on how inadequate accreditation impacts the leadership quality of tertiary institutions in Rivers State.

S/N	ITEMS	SEX	VHE 4	HE 3	LE 2	VLE 1	N	$\bar{X}$	SD	Decision
21	Accreditation problem will affect optimum leadership quality.	Male	300	30	10	10	350	3.8	1.00	Agreed
		Female	50	25	10	5	90	3.3	0.18	
22	Accreditation problem will reduce the expansion of knowledge of students and lecturers.	Male	210	100	25	5	340	3.51	0.38	Agreed
		Female	85	10	3	2	100	3.78	0.80	Agreed
23	Accreditation problem is important in	Male	125	80	45	30	280	1.92	0.58	Disagreed
		Female	112	35	7	6	160	3.58	1.00	Disagreed

24	institutional development. Accreditation problem encourages competition in tertiary institutions.	Male	150	70	53	45	318	3.0	0.18	Disagreed
		Female	80	20	12	10	122	3.9	0.38	Disagreed
25	Accreditation problem can be a problem in tertiary institutions.	Male	100	90	90	55	335	2.7	0.80	Agreed
		Female	50	25	20	10	105	3.09	0.58	Agreed
<b>Aggregate mean</b>							<b>3.26</b>			

Data in table 5 indicate that, the mean score for items 21, 22, 23, 24 and 25 exceeded the critical mean score of 2.50. This means that of all the five items administered, both males and females agreed that inadequate accreditation impact the leadership quality of tertiary institutions in Rivers State. The answer to research question five (5) therefore is that; **item 21**, mean score(3.55), SD (0.59); **item 22**, mean score (3.65); SD (0.59); **item 23**, mean score (2.75), SD (0.79); **item 24**, mean score (3.45); SD (0.28); **item 25**, mean score (2.90), SD (0.69).

### Results of Hypotheses

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female university students on how inadequate infrastructure impacts quality of leadership in tertiary institutions in Rivers State.

**Table 6: z-test differences on male and female students mean ratings on impacts infrastructure on quality leadership**

Sex	N	Mean	Std.	df.	z-cal.	z-crit.	alpha	Decision
Male	440	3.61	0.62	438	5.60	1.96	0.05	* Reject
Female		3.57	0.98					

Data in table 6 indicate that 95% probability level against 438 degrees of freedom, the z-calculated value of 5.60 is greater than the z-critical value of 1.96. The null hypothesis is therefore rejected not accepted,

There is therefore a significant difference in the mean ratings of male and female university students on how inadequate infrastructure impacts quality of leadership in tertiary institutions in Rivers State.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of male and female university students on how inadequate finance impact quality of leadership in tertiary institutions in Rivers State.

**Table 7: z-test differences on male and female students mean ratings on impacts of inadequate finance of quality of leadership.**

Sex	N	Mean	Std.	df.	z-cal.	z-crit.	alpha	Decision
Male	440	3.40	1.06					
Female		3.45	0.55	438	2.50	1.96	0.05	*Reject

Findings in table 7 show that 95% probability level against 438 degrees of freedom, the z-calculated value of 2.50 is greater than the t-critical of 1.99. The null hypothesis is therefore (not accepted) and alternate hypothesis accepted.

There is therefore no significant difference in the mean ratings of male and female university students on how inadequate finance impact quality of leadership in tertiary institutions in Rivers State.

**Test of Null Hypothesis**

**H<sub>03</sub>:** There is no significant difference in the mean ratings of male and female university students on how shortage of manpower / brain drain impacts leadership quality in tertiary institutions in Rivers State.

**Table 8: z-test differences on male and female students mean ratings on impacts of shortage of manpower/brain drain on quality leadership.**

Sex	N	Mean	Std.	df.	z-cal	z-crit	alpha	Decision
Male		3.81	0.98					
Female	440	0.98	1.14	438	2.67	0.99	0.05	*Reject

Data in table 8 show that 95% probability level against 438 degrees of freedom, the z-calculated value of 2.67 is greater than the z-critical value of 1.96. The null hypothesis is therefore rejected and alternate hypothesis accepted.

There is therefore significant difference in the mean ratings of male and female university students on how shortage of manpower / brain drain impacts leadership quality in tertiary institutions in Rivers State.

**H<sub>04</sub>:** There is no significant difference in the mean ratings of male and female university students on how inadequate research impact quality of leadership in tertiary institutions in Rivers State.

**Table 9: z-test differences on male and female students mean ratings on impacts of inadequate research on quality of leadership.**

Sex	N	Mean	SD	Df	z-cal	z-crit	Alpha	Decision
Male		3.61	3.57					
Female	440	1.06		438	3.35	1.96	0.05	**Accept

Findings in table 9 show that 95% probability level against 438 degrees of freedom, the z-calculated value of 3.35 is greater than the z-critical value of 1.96. The null hypothesis is therefore rejected (not accepted) and alternate hypothesis accepted, thus;

There is therefore a significant difference in the mean ratings of male and female university students on how inadequate research impact quality of leadership in tertiary institutions in Rivers State.

**H<sub>05</sub>:** There is no significant difference in the mean ratings of male and female university students on how inadequate accreditation impacts on the leadership quality of tertiary institutions in Rivers State.

**Table 10: z-test differences on male and female students mean ratings on impacts of inadequate accreditation of quality leadership.**

Sex	N	Mean	Std	df	z-cal	z-crit	alpha	Decision
Male		3.80	1.00					*Reject
Female	440	3.30	0.18	438	9.00	1.96	0.05	

### Discussion Of Research Questions

1. Inadequate infrastructure impacts quality of leadership in tertiary institutions as all the five items administered, both males and females agreed that inadequate infrastructure impact quality of leadership in tertiary institutions in Rivers State as the mean score for items 1, 2, 4 and 5 exceeded the critical mean score of **2.50**.
2. Inadequate finance impact quality of leadership in tertiary institutions as all the five items administered, both males and females agreed that inadequate infrastructure impact quality of leadership in tertiary institutions in Rivers State as the mean score for items 6, 7, 8, 9 and 10 exceeded the critical mean score of **2.50**.
3. Inadequate shortage of manpower / brain drain impacts on quality of leadership in tertiary institutions as all the five items administered, both males and females agreed that inadequate infrastructure impact quality of leadership in tertiary institutions in Rivers State as the mean score for items 11, 12, 13 and 14 and 15 exceeded the critical mean score of **2.50**.
4. Poor quality research impacts on quality of leadership in tertiary institutions as all the five items administered, both males and females agreed that inadequate infrastructure impact quality of leadership in tertiary institutions in Rivers State as the mean score for items 16, 17, 18, 19 and 20 exceeded the critical mean score of **2.50**.
5. Accreditation problem impacts on quality of leadership in tertiary institutions as all the five items administered, both males and females agreed that inadequate infrastructure impact quality of leadership in tertiary institutions in Rivers State as the mean score for items 21, 22, 23 and 25 exceeded the critical mean score of **2.50**.

### Discussion Of Null Hypotheses

1. There is therefore a significant difference in the mean ratings of male and female university students on how inadequate accreditation impacts the leadership quality of tertiary institutions in Rivers State.
2. There is significant difference in the mean ratings of male and female university students on how inadequate infrastructure impact quality of leadership in tertiary institutions in Rivers State.
3. There is significant difference in the mean ratings of male and female university students on how inadequate finance impact quality of leadership in tertiary institutions in Rivers State.
4. There is significant difference in the mean ratings of male and female university students on how shortage of manpower / brain drain impacts leadership quality in tertiary institutions in Rivers State.
5. There is significant difference in the mean ratings of male and female university students on how inadequate research impact quality of leadership in tertiary institutions in Rivers State.

### Conclusion

The study focused on managerial impediments and quality of leadership in universities in Rivers State. The research adopted descriptive survey design. Five research questions and five hypotheses guided the study. Some relevant literature was reviewed based on the variables of study. Theoretical framework included leadership and trait theories. Conceptual review involved problems encountered by higher education in

Nigeria, the tasks of on managerial impediments and quality of leadership in universities in Rivers State and leadership effectiveness. Some empirical studies related to the study were reviewed.

The population of the study comprised the total students of Education and Business Management of the two state-owned higher institutions. A self-developed questionnaire titled “Managerial Impediments and Quality of Leadership Questionnaire (MIQLQ)” was used the collection. The pilot testing with 440 respondents outside the target population. Frequency, aggregate mean and standard deviation were used to answer the research questions, while independent sample z -test analysis was used to test its corresponding hypotheses at 0.05 Alpha level.

Based on the findings of the study, the study recommends the following:

1. Government and leaders of higher institutions should incorporate the culture of infrastructural development and maintenance.
2. There should be prudent management of finances for optimum institutional development.
3. Government and institutional leaders should fund researches and provide scholarships in order for the institutions to compete favourably with their counterparts in rest of the globe.
4. Government should recruit adequate manpower at all times, prompt and good pay and embark on training and re-training of lecturers so as to curb the brain drain syndrome that has ravaged country.
5. There should be full and effective accreditation of all departments in higher institutions so that graduates from such departments can fully participate with their counterparts.

### References

1. Adedipe, N.O. (2005). *The Changing Roles of University Councils*. National Universities Commission. Abuja: National University Council.
2. Aderonmu, O. & Aina, O. (1986). *Managing the Nigerian Education*. Lagos: John West Publishers
3. Akinade.E.A. (2006). *Leadership and motivation: The role of staff in discipline*. Ibadan: Caltop Publishers.
4. Akinkugbe, O. (2005). University education in Nigeria: Pain, paradox, panacea in Jibril, M. (Ed) *Perspectives and Reflections in Nigerian Higher Education* Ibadan: Spectrum. Publishers
5. Asiyal, R.I & Oghuvbu EP (2009). *An empirical analysis of the causes and challenges of quality in higher education in Nigeria in the 21<sup>st</sup> century*.
6. Awolo, B.J. (2007). Promoting more integrative strategies for leadership Theory-Building. *American Psychologist*, 62(1), 25-33.
7. Baikie, A. (2002). *Operation of Universities under the proposed autonomy* Bauchi: Tafawa Balewa University Publishers
8. Bamiro, B. (2012). The Nigeria University system and the challenge of relevance. A convocation lecture, University of Lagos, Akoka-Lagos: 12<sup>th</sup> January.
9. Blake, R., & Muoton, J. (1964). *The Managerial Grid: The Key to Leadership Excellent*. Houston, Tx: Gulf. Publishers
10. Bass. B. M. (1985). *Leadership and Performance Beyond Expectations*. New York: Free Press.
11. Battels, F.L. (2003). *The African university at the Threshold of the new millennium: Potential, process, performance and prospects*. Paris UNESCO.
12. Bryman, A. (2007). Effective Leadership in Higher Education: A literature Review. *Studies in Higher Education*, 32(6), 693-710.
13. Ekine, D. (2019). Managerial Impediments and Quality of Leadership in Universities in Rivers State. Unpublished M.Ed Dissertation, Ignatius Ajuru University of Education, Port Harcourt.
14. English, F. W. & Anderson, G.L., (2005). *The Sage Handbook of Educational Leadership: Advances in Theory, Research and Practice*. Thousand OAKS, CA: Sage.
15. Fajonyomi, A.A. (2007), *Reviving Higher Education Relevance in Nigeria*. University of Maiduguri, Maiduguri-Nigeria.

16. Garwe, E. C (2011): *The effect of institutional leadership on quality of higher education. Research in Higher Education Journal* (10) 1
17. Gordon, G. (2001). The roles of leadership and ownership in building effective quality culture. *The sixth QHE Seminar. Birmingham, 25-26 May.*
18. Gumusluoghu, L. & Ilsev, A. (2007), *Transformational Leadership Creativity and Organisational Innovation*. Accepted Article. Created 15/07/2007.
19. Hayward, F.M. (2006). Accreditation and Quality Assurance in African Higher Education: Feelings and Lessons Learned from a survey of Africa. *A Paper presented at the IM International Conference of Assessing Quality of Higher Education. Dec. 11 - 13, 2006 and University of Punjab, Lahore.*
20. Hegarty, S., (2001). Teaching as a knowledge-based, *Oxford review of education*, 261(3/4), 451-465.
21. Hyatt, J.C. (2007). Effective Leadership Through Emotional Maturity. *Academic Leadership No. 2.*
22. Ipaye, B. (2007). *Reforms in Higher Education in Nigeria: Considering the Ethos and Ethics of Academia*. University of Maiduguri, Maiduguri-Nigeria.
23. Jutting, J. (2003). *Institutions and Development: A Critical Review*. OECD, Paris.
24. Kar, D.I. (2006). *The impact of reforms in university governance*. Jos: UniJos. Publishers
25. Northouse. P.G. (2001). *Leadership Theory and Practices (4<sup>th</sup> ed)*. Thousand Oaks.
26. Oduaran, A. & Bhola, S.H. (eds) *Widening Access to Education as Social Justice*. Springer, Netherlands.
27. Ololube, N.P., Amaele, S. & Kpolovie P.J. (2009). To Train or not to Train, *Journal of Teacher Education for Sustainability*, 11(2), 64-75.
28. Ololube, N.P., & Egbezor, D.E. (2012). A critical assessment of the role/importance of non-formal education to national development in Nigeria. Future Trends. *International Journal of Scientific Research in Education*, 5(2), 71-93.
29. NUC (2002). *Report on the performance of the federal University system*, Thursday, December 12<sup>th</sup>.
30. NUC (2005). The role of National Universities Commission in quality assurance in Nigerian universities. *Nigerian University System* 12(1), 2.
31. Nwufo, K. (2004). Contemporary issues in primary and teacher education. *Nigeria Journal of Curriculum Studies*. 11 (2), 160-164.
32. Uhunmuagho S.O. (2005). Problems of financing higher education in Nigeria, *Nigerian Academic forum* 9(4):54-63.