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APPLICATION OF SCIENTIFIC MANAGEMENT PRINCIPLES FOR EFFECTIVE MANAGEMENT OF HIGHER INSTITUTIONS IN NIGERIA

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Abstract

For resources allocated to organization to be appropriately managed, it requires the dexterity of dynamic and focused people who are versed with various management theories and principles. It is against this background that this study examines the need for the application of Fredrick Wislow Taylor's scientific management principles for efficient and effective management of higher institutions (universities, colleges of education and polytechnics) in Nigeria. The study highlighted lack of proper implementation of good educational policies, lack of adequate funding, misappropriation of funds, brain drain and poor monitoring and evaluation as some of the major problems inhibiting against higher institutions in Nigeria. To ensure that the challenges are addressed, the study suggests the need for proper application of Wislow Taylor's scientific management principles (planning, organising, staffing, budgeting and controlling) for efficient and effective management so that the goals and objectives of higher institutions in Nigeria can be achieved.

Keywords: *Fredrick Wislow Taylor, Management, Education, Higher Institutions, Nigeria*

1. INTRODUCTION

Education plays a pivotal role in the development of a country and its citizen. It is one of the fundamental rights of every individual. It enhances not only knowledge but also develops overall personality of a person. Education, its meaning and level of attachment has been a matter of concern and controversy among various individuals at different fora and occasions (Awosiyan, 2004, Edem-Ntibi, 2005; Shagari, 2007). Sadly, the reverse is the case when it comes to implementing the content of education curriculum. The question is: Why is Nigerian education system falling or has fallen? Why Nigeria is yet to compete favourably with developed countries? What is the solution to the problem? These are the questions that people keep on asking on daily basis concerning the crisis befallen the education system. One of the multi-facet problems in Nigerian education is the area of management of resources. Education system requires management of the resources allocated to the sector. Specifically, management of resources has been the cog in the wheel of educational advancement at levels of education (primary, secondary and higher education). Mismanagement of allocated resources, as is often apparent in Nigerian context, is blamed for the well-known enduring poverty as well as overall economic woes or under development (Arong & Ogbadu, 2010; Duze, 2011; Uwaneiye, 2015).

Socio-Economic Rights and Accountability Projects (2013) Global Corruption Report on Education observed that sharp practices have been identified in Nigeria's education sector. The report discovered that corruption has a devastating impact on national development and that misappropriation and embezzlement of funds running into Billions of Naira are taking place. According to the report presented by ASUU (2016), out of the 701 projects in Nigerian universities, 163 are abandoned while 538 always classified under on-going projects. It is worrisome that abandoned projects in Nigerian universities are over fifteen years old and some are over

forty years old. Sadly, all the aforementioned reasons that were advanced by ASUU are as a result of misappropriation of the resources marked for the execution of the projects. Tiamiyu (2012) submitted that there is a lot of mismanagement of resources meant for higher institutions in Nigeria and that is why we have large number of abandoned or uncompleted projects scattered around. In support, Nsikan and Emmanuel (2015) concluded that management of resources can be attributed to unfriendly policy implementations and mismanagement of funds by successive institutional leaders.

Recently, Human and Environmental Development Agenda Resource Centre (HEDA) demanded probe into corruption allegation in University of Uyo. The rights organisation's agitation is a corroboration of the findings in the latest report of the Socio-Economic Rights and Accountability Project (SERAP) titled, 'Stealing the future: How federal universities in Nigeria have been stripped apart by corruption'. SERAP claimed that many allegations of corruption in federal universities (e.g., contract inflation; truncation of staff's salary on the payroll; employment of unqualified staff have not been thoroughly investigated. They noted that corruption and impunity in the university system have adversely affected the governance of federal universities and the quality of education received by students (Guardian Newspaper, 12 April, 2018). Study conducted by Onyeike and Owuama (2012) revealed that inadequate utilization of resources is one of the major factors affecting the development of higher education in Nigeria. Similarly, Ololube (2016) investigated the education fund misappropriation and the provision of quality higher education in Nigeria and found that mismanagement of education funds accounted for the poor quality of higher education in Nigeria.

In view of the disturbing scenarios in Nigeria's higher education, there is no doubt that mismanagement of scarce resources allocated to institutions is discouraging. Thus, in order to correct the anomalies so that the purpose of higher education can be achieved as enshrined in the National Policy on Education, the current study suggests the application of Fredrick Wislow Taylor's scientific management principles for efficient and effective management of higher institutions in Nigeria.

1.1 Nexus between Management and Education

Management is seen as a challenging aspect of organisations which is difficult to understand simply because it comprises of people and its also directed at people. Management is comprehensive in scope and varies in terms of meaning as well as applicability (Bratton & Gold, 2017; Bruce, 2016; Hislop, Bosua & Helms, 2018; Klikauer, 2016). According to Fredrick Wislow Taylor, who is regarded as the father of management, described management as the effective mobilization of resources (human and material) that is geared towards achieving organisation goals and objectives. It can also be described as the process which entails careful planning, supervision, financing, directing, and guiding of subordinates with a view to achieve organisation and subordinate goals. Virtually all disciplines (education, medical, engineering, law, etc.) require management irrespective of the nature and sensitivity of those disciplines. Individual engages in management right from our home. We engage in management in the sense that we put management in whatever we intend to do (cooking, shopping, etc.). Since management is concerned with result, and in order to ensure getting better result, manager need to possess certain abilities or knacks apart from the basic management knowledge already acquired (Chang, 2016; Edward, 2017; Savino, 2016; Su, 2017; Turan, 2015).

These certain knacks or abilities although some acquired and some are inherited are needed for effective implementation of stated organisation objectives. The following are the essential managerial skills that manager must be conversant with so as to distinguish between manager and non-manager, they are classified thus: technical and analytical skills. Technical skills has to do with the ability to use specialized knowledge and proficiency in conducting methods, procedures and skills in doing some specific tasks in the organisation. Technical skill is needed to provide training and re-training of their subordinates in respect to use of new methods or techniques. Analytical skill has to do with the ability to use problem-solving and critical thinking skills in order to find a solution or complete an exercise.

In the same vein, analytical skill is seen as the ability to articulate, conceptualize, visualize or solve both complex and uncomplicated problems by making decisions that are sensible given the available information. Examples of analytical skills include the ability to break theories or arguments into small parts, conceptualize thoughts, and devise conclusions with supporting arguments. Also, examples include brainstorming, being observant, interpreting data, detecting patterns and integrating information (Ajayi, 2014; Brunsson, 2017; Hill & Van Buren, 2018; Morden, 2017; Vijai, Somayaji, Swamy & Aital, 2017).

On the other hand, education is seen as an instrument for the eradication of illiteracy and banishment of poverty in life. It remains the bedrock to individual's successful life and its importance cannot be under estimated, hence, the need for education. Education is seen as a process of acquiring knowledge so as to allow individual

to contribute his or her own quota to the development of the society. It can also be viewed as an instrument for changing individual's character through the implementation of programmes of curriculum in order to achieve the philosophical goals of education as enshrined in the National Policy of Education. It is also a process of acquiring skills, values, and norms from one generation to another generation (Brunsson, 2017; Chang, 2016; Su, 2017; Federal Republic of Nigeria, 2013).

Taken together, it can be said that managers are needed to implement the content of education curriculum at all levels. Thomas and John (1978) opined that educational resources constitute a major strategic factor in making education functioning. Education managers work with numerous resources to accomplish their goals. Such resources include human and material resources. The level of management of educational resources depends largely on educational managers who are saddled with the responsibility of managing those resources. Ajumogobia (2011) and Ojo (2003) are of the view that the highest form of manpower or capacity building is best handed at the tertiary educational level, where there are specialized fields in accordance with the needs of the nation as well as the vocational expectation and aspirational needs – disposition of the individual concerned.

1.2 National Policy on Education and Higher Institution in Nigeria

According to National Policy on Education, section 5 sub-section 80, higher institution is the education given after the completion of secondary education in institutions (Federal Republic of Nigeria, 2013). It includes universities, polytechnics, monotechnics and colleges of education. Section 5 sub-section 81 states the following as the goals of higher institution in Nigeria:

(a) Contribute to national development through high level manpower training;
(b) Provide accessible and affordable quality learning opportunities;
(c) Provide high quality career counselling and lifelong learning programmes;
(d) Reduce skill shortages through the production of skilled manpower;
(e) Promote and encourage scholarship, entrepreneurship and community service;
(f) Forge and cement national unity; and
(g) Promote national and international understanding

According to the data obtained from the website of National Universities Commission (NUC) as at July 2018 revealed that Nigeria has a total number of 163 approved universities. Specifically, there are 41 federal universities, 47 state universities and 75 private universities in Nigeria. The NUC is saddled with the responsibility of regulating the activities of universities in Nigeria. The figure below depicts the number of universities in Nigeria.

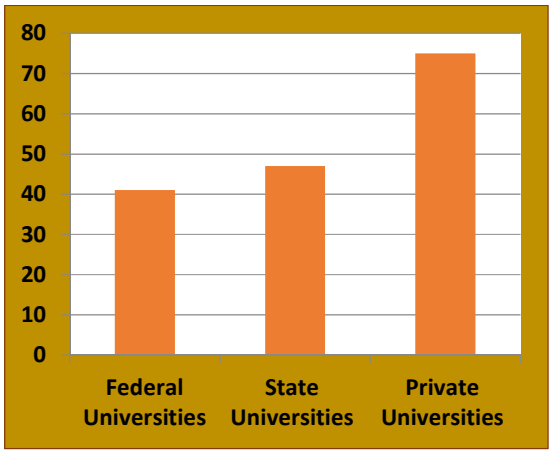


Figure 01: Federal, State and Private Universities in Nigeria

Source: http://nuc.edu.ng/

Also, data obtained from the website of National Commission for Colleges of Education (NCCE) as at July 2018 indicates that there are 104 approved colleges of education in Nigeria. Precisely, there are 22 federal

colleges of education, 47 state colleges of education and 35 private colleges of education in Nigeria. The NCCE is saddled with the responsibility of regulating the activities of all colleges of education in Nigeria. The figure below shows the number of colleges of education in Nigeria.

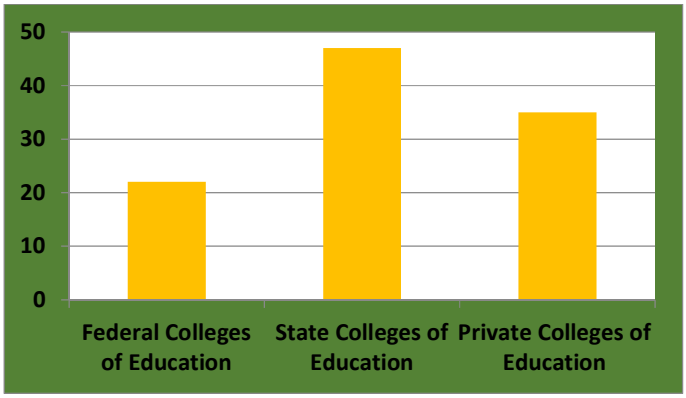


Figure 02: Number of Federal, State and Private Colleges of Education in Nigeria

Source: list-of-federal-state-and-private-colleges-of-education-in-nigeria/

Lastly, data obtained from the website of National Board for Technical Education (NBTE) as at July 2018 revelaed that Nigeria has 121 approved polytecnics in Nigeria. There are 28 federal polytechnics, 43 state polytechnics and 50 private polytechnics. The NBTE is saddled with the responsibility of regulating the activites of polytechnics in Nigeria. The figure below shows the number of polytecnics we have in Nigeria.

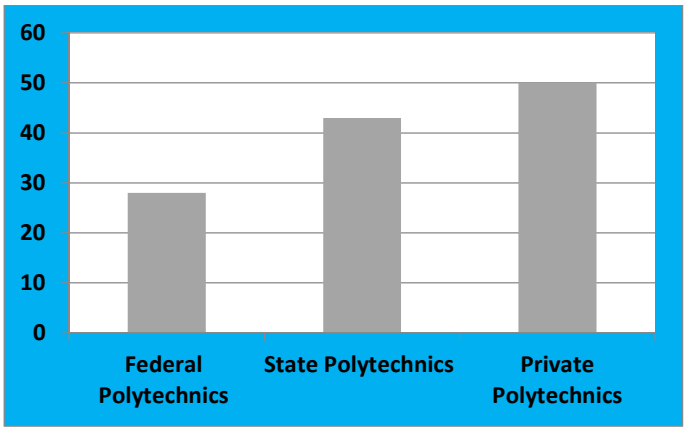


Figure 03: Number of Federal, State and Private Polytechnics in Nigeria

Source: https://net.nbte.gov.ng/listofpolytechnicsinnigeria

1.3 Major Problems Inhibiting Against Effective Management of Higher Institutions in Nigeria

Nigerian education has been experiencing a geometric setback since the past two decades. And its pathetic situation has always been an issue of discuss over the years (Odia & Omofonmwan, 2007 & Ifenkwe, 2013). Many have written on this issue but it will not be out of place to therefore conclude that the problems are unlimited, but can majorly be classified as thus:

1.4 Lack of Proper Implementation of Good Educational Policies

Poor policy implementation is a big issue to quality delivery in higher. This poor delivery is largely responsible for the appalling performance of graduates of higher institutions in Nigeria. Even though our policies are drafted by experienced writers who have sagacity and strongly believe in what they draft for the future but the

challenge comes when it comes to implementation of the policy (Asiyai, 2013). In support, Akinmusuru (2009) opined that a cursory look at the National Policy on Education undoubtedly shows that Nigeria through different times has come up with very good educational policies, yet the system has remained backward due to poor implementation of these policies. The necessary environment to enable the policies to work is not created. Numerous factors were said to be inhibitors to implementation of educational policies and thus causing poor quality delivery of education.

The factors include government underfunding of institutions and imprudent utilization of funds by implementers such as vice chancellors, rectors and provosts. Others include deans of faculties, heads of department etc. Imam (2012) points that "…it is essential that account is taken of political, economic and socio-cultural factors in examining nations' educational policies …Colonialism and Post-colonialism is the conceptual framework which makes visible the legacy of British colonial educational policy, the close alignment of Nigeria's educational policy's philosophy of 'the right of all people to education, material and cultural well-being by seeking to change the way people think, and the way they behave', to reflect the dynamic process of nation building that is continually being modified by new policy demands." Factors such as changed in government, socio-economic and cultural factors contribute to the abolition of some good policies, not to bring to attention selfish and political prejudice that have significantly influenced the policies negatively. Also, lack of creating an enabling environment for the implementation of good educational policies posed a serious challenge to the growth of higher institutions in Nigeria.

1.5 Lack of Adequate Funding

It is often said that "food wey sweet, na money kill am." This therefore suggests that funding is critical to the success of any project. A look at Nigeria's annual budgetary allocation and capital expenditure shows that the Federal Government of Nigeria (FGN) has been committing a proportion of her financial resources to the growth of economic, social and community services. It is evident that the Federal Government's budgetary allocation to the educational sector between 2001 and 2008 shows that less than ten percent of funds expended on these services during this period was on education. Education received the least allocation in the budget (Ifenkwe, 2013). Abiodun (2013), further adds that "on the 2013 budgetary allocation to the education sector is higher than those of other sectors, it still falls below the recommended standard. While UNESCO recommended that 26% of the total budget be assigned to education, the N426.53billion allocated to the sector takes only 8.67% of the proposed total budget of N4.92trillion. The management of primary, secondary and tertiary institutions in Nigeria are in consensus that these institutions are under-funded. Evidence exists pointing to the degree of dilapidation that characterizes the primary and secondary school buildings in various parts of the country. If funds channelled into these institutions are properly managed and utilized efficiently, it would improve the educational sector and help check the drop–out syndrome. In support of the foregoing, Daily Trust (2017) and Ololube (2016) released percentage of budget allocation to education in Nigeria from 2014 to 2018 as follows: 2014 (10%), 2015 (9%), 2016 (8%), 2017 (6%) and 2018 (7%).

1.6 Inadequate Facilities

The national goal of developing the educational system in such a way as to provide a satisfactory flow of men and women capable of acquiring the skills necessary to exploit to the fullest the natural resources of the country makes it imperative for facilities to be abundantly available in the schools. Sadly, there is inadequate infrastructure in some of the higher institutions in Nigeria. Buildings are needed to shelter staff and students in some higher institutions in Nigeria. Laboratory facilities are needed to generate manipulative skills in students. Sports/games facilities are needed to develop the mental, social and physical aspects of the child. Classes are always over crowded. In most cases, especially in some universities, polytechnics and colleges of education, chairs are not enough. Students used to share seats and some would stand to receive lectures (Arisi, 2002; Asiyai, 2005; Asiyai, 2013). According to Asiyai (2013), inadequate facilities in Nigerian higher institutions include lecture halls, students' hostels, workshops, science laboratories, transportation, libraries and electricity. These inadequate facilities run contrary to the standard specified by various regulatory bodies of institutions, which are National Universities Commission, National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE).

In addition, Okebukola (2005) submitted that only about 30% of Nigerian students' population has adequate access to lecture halls, classrooms, laboratories, workshops, libraries and laboratories. That inconsistent academic calendar resulting from industrial action which is often premised on staff wages and students strikes is based on inadequate facilities. Also, Asiyai (2013) highlighted many problems ranging from poor funding and poor educational infrastructures (eg. inadequate classrooms, teaching aids (projectors, computers,

laboratories and libraries), lack of quality academic and non-academic staff and poor/polluted learning environment. In addition, Teboho (2000) reported that basic infrastructure in education system such as classrooms, laboratories, workshops, sporting facilities and libraries were in a state of total decay. The physical condition of most schools was reported to be pathetic." This report highlights symptoms of a root problem, non-implementation of policy and lack of funding. Lack of qualitative teachers, social vices, the absence of infrastructure and the necessary things needed to aid learning are only symptoms of a root problem.

1.7 Misappropriation of Funds

Fund management is the act of planning, organizing and controlling monitory activities in one's care. Simply put, mismanagement means to manage incompetently or dishonestly of anything put in one's care. Dictionaries may include terms like to manage ineptly, incompetently, inefficiently, badly, dishonestly etc. Funds mismanagement is the management processes and practices that deliberately mishandle moneys made available to a person in ways that are characterized as badly or carelessly. Mismanagement of funds is common in tertiary institutions in Nigeria. Abiodun (2013), adds a new dimension to the issue of funding. The insufficient fund made available is also mismanaged, not channelled to the right coffers and not even accounted for. Money allocated to the sector is said to be missing with no one to be held responsible, because this money is not monitored. There is no evaluation to know whether the project intended to be achieved is followed to the later. Therefore in the context of this article, management of education funds is simply the act of effectively planning, organizing and controlling the education finance in one's care, while mismanagement of education funds means to manage incompetently or dishonestly of education funds put in one's care (Altbach, 2015). Thus, it is expected of the Nigerian higher education to adopt a proper planning and effective administration needed to foster organizations to functions excellently in its planning, organizing and controlling mechanism.

1.8 Brain Drain

Brain drain is another major problem hobnobbing with higher institutions in Nigeria. Mass movement of brilliant lecturers to foreign countries for greener pastures is not a new thing in universities, colleges of education and polytechnics (Ajayi, 2014). According to Asiyai (2009), there is decline of mentoring researchers by seasoned and senior lecturers in Nigeria due to brain drain. Sadly, brain drain has led to drop in research outputs from higher institutions in Nigeria vis-à-vis the vanishing of research centres in universities, colleges of education and polytechnics. Research brings about improvement in teaching and learning but when there is departure of brilliant academics from institutions, the quality of higher education delivery is endangered.

1.9 Poor Monitoring and Evaluation

Poor monitoring and evaluation by the regulatory bodies (NUC, NCCE and NBTE) that are responsible for the monitoring and evaluation of activities in institutions, is a serious concern. Therefore, Nwagwu (2000) and Asiya (2013) suggest that there must be choice of appropriate performance standards and indicators, and there should be a systematic programme of supervision, inspection and data collection and utilization for periodic monitoring and evaluation of the process and progress. In this regard, Nwagwu (2000) also stressed that the implication is that the administrators of educational institutions should always embrace proper monitoring and evaluation of their activities. In addition, Anyim et al (2011) states the major factors militating against effective management of higher institutions in Nigeria. They are: poor productivity of staff, poor quality of work life, insecurity and hazardous environment, quota system in employment, labour dissatisfaction at work, changing role of government or state in industrial relations, economic recession and diversity of workforce.

2. Application of Scientific Management Principles for Effective Management of Higher Institutions in Nigeria

The scientific management theory propounded by Fredrick Wislow Taylor in the year 1911 has served to shape the behaviours witnessed in today's organizations. For the success of any organization, effective leadership is critical. It is for this reasons that effective managers are sought for by many institutions in order to succeed and pull through the high competition that have been witnessed in the present world. How well a leader is able to influence the team that he/she is leading will either lead to the success or to the failure of the organizations. In order for a leader to be able to lead, he/she must gain and apply power in order to see that work is performed to the given standards. They work at reinforcing their own organizational positions while at the same time striving to achieve the broad and strategic objectives of their organizations (Ahmad, & Mohamed, 2017; Bruce, 2016; Hislop, Bosua & Helms, 2018; Morden, 2017; Vijai, Somayaji, Swamy & Aital, 2017). Taylor identified various features that are important in the management of the organization with the intent to minimize

management by rule of thumb and replace it with timed observations leading to the one best practice. In his view, work at the time was awkward and inefficient and managers were expected to instruct while employees perform duties as allocated within the organization. This encouraged the breaking up of tasks in the organization into sub-tasks and also helped to optimize the performance of tasks. To motivate performance, managers were encouraged to motivate employees through financial rewards and ensure sustenance through systematic and continuous training of workers in the best practice to increase productivity and work performance. With this in mind, it is worth to note that Taylor's scientific management principles although proposed over a century ago are being felt even in the modern day practices in tertiary institutions (Chang, 2016; Edward, 2017; Savino, 2016; Su, 2017; Turan, 2015).

However, management principles epitomize what managers does, which brand or make them managers and distinguish them from workers who are assigned tasks under supervision. It is the authors' believe that if the Taylor's management principles, which include planning, budgeting, staffing, directing, controlling, organising and coordinating, are properly implemented by the respective management of universities, colleges of education and polytechnics in Nigeria, thus it will ensure efficient and effective utilization of resources of the institutions. The principles are discussed below:

2.1 Planning

In management, planning is regarded as the first function that manager needs to have. It's also considered as the most important function of management. Planning focuses on setting of goals and specifying the approach that is going to be employed in achieving the stated goals or targets. It involves making decision in advance what to do. Who is to do and shows the link between the desired destination or position at some future date, it ensures possible things to happen which otherwise would not happen. Planning involves four steps, namely, situation analysis, development of alternatives, assessment of alternatives, and selecting the plan that is chose for implementation. In the context of the tertiary institution therefore, organizational objectives are set by top management in the background of its basic purpose and mission, environmental factors, business forecasts, and available potential resources. These objectives are both long-range as well as short-range. They are divided into divisional, departmental, sectional and individual objectives or goals. This is followed by the development of strategies and courses of action to be followed at various levels of management and in various segments of the institution. Policies, procedures and rules provide the framework of decision making, the method and order for the making and implementation of these decisions.

2.2 Organising

Organising encompasses the structuring of a well-coordinated system of authority relationships as well as task responsibilities. Organising in management has to do with the determination of what responsibilities or tasks to be performed, how the tasks are to be divided or grouped, who reports to whom, and where decisions are to be made. It also involves appropriate location of physical facilities and materials so as to avoid disorder. Organizing in the tertiary institutions is thus the basic process of combining and integrating human, physical and financial resources in productive interrelationships for the achievement of the institutional objectives. It aims at combining employees and interrelated tasks in an orderly manner so that organizational work is performed in a coordinated manner, and all efforts and activities pull together in the direction of organizational goals.

2.3 Staffing

Staffing is the function that makes it possible for the fictional or imaginary legal entity known as 'organisation' to be able to attain the human agent via whom it can perform. Staffing is all about recruitment of staff to fill up the vacant positions in the organisation. This involves human resource planning acquirement as well as development which is aimed at giving the talent essential for organisational growth. Since the efficiency and effectiveness of an organization significantly depends on the quality of its personnel and since it is one of the primary functions of management to achieve qualified and trained people to fill various positions, staffing has been recognized as a distinct function of management. The objectives of any organisation cannot be achieved without the manpower that will be saddled with the responsibilities of implementing the programmes which the organisation intends to execute. However, as the importance of human factor in organizational effectiveness is being increasingly recognized, staffing in the tertiary institutions of learning is gaining acceptance as a distinct function of management. It need hardly any emphasize that no institution can ever be better than its people, and managements must perform the staffing function with as much concern as any other function. Therefore, managements of higher institutions in Nigeria should do proper staffing so as to enable

them to implement the policies and programmes of the institutions. This will enable them to achieve their goals and objectives.

2.4 Directing

Directing means the continuous process that has to do with making decisions, symbolizing or embodying them in clear general and specific instructions and setting the speed as the leader of the organisations. Directing is also concerned with leading and motivating employees, selecting the most workable communication channels, resolving squabbles with a view to ensure good performance from workers towards achievement of goals. In this regard, it is expected of the managements of the higher institutions in Nigeria to assign jobs to subordinates clearly explained and clarified, they have to be provided guidance in job performance and they are to be motivated to contribute their optimum performance with zeal and enthusiasm. The function of directing thus involves the following sub-functions

- Communication
- Motivation
- Leadership

2.5 Budgeting

Budgeting remains the heartbeat of any organisation. No matter the level of programmes that organisation has, budget is needed to show how much is to be spent to implement it. Budgeting can be defined as the proposed financial plan to be spent in a fiscal year. It contains income and expenditures. The hallmark of budgeting is to ensure that all the programmes in organisation are executed in line with what is contained in the budget. Therefore, managements of higher institutions in Nigeria should always prepare budget that is in tandem with the needs and aspirations of their institutions (Adebayo, 2001; Obayan, 2006).

2.6 Controlling

Controlling has to do with effective monitoring as well as comparing the intended expectation with actual results. Positive action would then be taken with the aid of actual results when aberrations are considered significant, with a view of keeping things on track. Further, controlling in an organisation implies that activities are conforming to the plans and that what is not well planned cannot be controlled. Therefore, managements of tertiary institutions are saddled with the responsibility of ensuring that objectives, goals and standards of performance exist and are known to employees and their superiors. More so, flexible and dynamic institutions which will permit changes in objectives, plans, programmes, strategies, policies, organizational design, staffing policies and practices, leadership style, communication system, etc., should be provided because it is not uncommon that employees failure to achieve predetermined standards is due to defects or shortcomings in any one or more of the above dimensions of management in the tertiary institutions.

3. Conclusion and Recommendations

Management is the life blood of an organization. Managers of higher institutions are endowed with discretionary decision-making, power and thus have competitive advantages over others. Since higher institutions are the forefront in the production of capable human resources base of economy, therefore there is need for efficient and effective management of the institutions so that the goals and objectives of the institutions can be achieved. In view of the foregoing, the following recommendations were made:

1. Government should comply with 26% educational budget as recommended by UNESCO, so as to help give a new lease of life to higher institutions in Nigeria.
2. In order to complement government's effort in financing higher institutions in Nigeria, managements must look inward on ways of improving its internally generated revenue.
3. Managements should ensure democratization of administrative procedures in their institutions.
4. To improve quality of higher institutions in Nigeria, managements should ensure that academic and non-academic staffs are motivated to make them more devoted, committed and dedicated to their duties.
5. The managements should set up internal control mechanism to ensure quality assurance and monitoring of activities in higher institutions, this will enable them to eradicate issue of corruption, examination malpractice, sexual harassment, misapplication of funds and other vices.

6. As a matter of fact, managements of higher institutions in Nigeria should ensure good relation with heads of the various departments, units, sections and their staff.
7. Higher institutions in Nigeria should be given autonomy on policy making matters so as to avoid unnecessary external snooping in the activities of the institutions.
8. Managements of higher institutions in Nigeria must employ ICT in order to provide better management service to their constituents and stakeholders.

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