

## **Relationship between Management Control Technique and Academic Staff Effectiveness**

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### **Abstract**

*This study investigated management control techniques and academic staff effectiveness in south-west Nigeria Universities. The success or failure of any institution lies exclusively on the effectiveness of its academic staff which is dependent on the type of management control technique being used by the management. The research design adopted for this study was descriptive survey. The population for this study comprised 30 universities in Southern Nigeria out of which 9 Universities were selected using stratified random sampling technique. A total of 81 members of management staff were selected for the study. Also a total of 1,556 lecturers were selected using Krejcie and Morgan table of required sample size from the selected Universities in south-west Nigeria. Frequency counts, percentage and mean rating were used to answer the research questions while Pearson product moment correlation was used to test the hypothesis at 0.05 level of significance. The reliability co-efficient obtained were .63 and .68 for MCTQ and ASEQ respectively. The findings revealed that management control techniques is related to Academic Staff Effectiveness in Universities in south-west Nigeria, the calculated p-value (.000) is less than the set p-value (0.05) for 1549 degrees of freedom. The study recommended that in order to have high level of academic staff effectiveness in south-west universities, the management team should explore more of other control techniques known to be effective in university management such as financial control and quality control techniques.*

**Keywords:** *Management, Control, Techniques, Staff and Effectiveness*

### **Introduction**

Management is a universal language that can be applied to all human endeavours. Management function generally involves the use of relevant information to evaluate academic staff performance and recommend

improvements, budgeting, database analysis, and internal audit to expose problems and proffer solutions to the problems.

The interest of this work is primarily on effective management control because, experience has shown that Management in an organization should be able to use adequate and efficient knowledge to collect, control, disburse, and direct material, human resources and technology to the most productive uses. In other words, the purpose of management control in an academic institution is to bring order and success to the institution by selecting the right quantity and quality of human and non-human as well as material resources, financial and technological resources. For instance, Management control has the responsibility for employing the right caliber of academic staff, staff improvement, encouragement and motivation in the performance of their duties. Secondly management has to encourage the staff to improve on their other services as exemplified by personality molding, provided to both the students and the university environment or community. Management control should be geared towards the goal of ultimate reduction and possible elimination of all wastes by encouraging its staff in general, and academic staff, in particular, to adopt the least-cost methods of production. Giving the above, it is obvious that adequate management control technique is vital for effective and sustained progress in the higher academic institution.

There is no gainsaying that lack of effective control mechanisms, as typified by poor budgeting, disorganized working-database, lack of employees monitoring, unrelated employee-job evaluations, and lack of adequate internal audit, it becomes inimical to the progress of an academic institution. For poor control systems, after creating confusion and chaos that ultimately overwhelms academic institutions by infusing “choke-holds” on the institutions’ diversification, innovative spirit, and academic staff, it hinders the institutions from the employment of the least-cost method of production. Having seen above, efficient and effective management control is one in which the manager must be able to plan strategies, organize material, human, and technical resources, select the adequate staff, direct and delegate functions, and monitoring of processes and progress in the higher academic institution under his

or her care. The ultimate responsibility for the success or failure of the institution lies exclusively on the managers' shoulders.

Management control is a process that aims to achieve a set of goals which consist of setting actual standards, measuring actual performances as well as implementing corrective actions (Smriti, 2015). Each management selects the control techniques developed to suit the control activities and the availability of resources suitable to boost the effectiveness in the performance and the efficiency of its institution. The right choices of control techniques boost the level of staff effectiveness in an institution in which the staff works.

It is known in societies that each child spends more of its active daily life in the school than at home, academic institutions have a lot of responsibility in molding human resource. By implication, proper utilization of productive human resources lies within the domain of effective and efficient higher academic institutions.

Over the past years, society has perceived the academic institution as the moulder of human character and the provider of solutions to an ever-increasing array of society's problems, especially problems that concern the set-ups of schools. In most countries of the world like China, Korea, South Africa etcetera universities are increasingly being held accountable for measurable increase in output and income, research and development, character molding and refinement. However, due to increasing competition for the already scarce resources as well as the decrease in public trust in university education practice as noted by Heck, Johnsrud and Rosser (2003), there have been an increase in demands for academic campuses to demonstrate their respective productivities, effectiveness, and efficiency. The researcher sees academic staff ineffectiveness and inadequate control techniques as the main problem of management control in higher academic institutions in South-west Nigeria.

As a prelude to stating the main problem of the study, this work takes a quick look at the goals of the university education as contained in the National Policy on Education (2013).

The policy states that University Education shall:

- Intensify and diversify its manpower needs of the nation within the context of the needs of the nation.

- Make all students part of general programme all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge, nationalism, and Information Technology.
- Make entrepreneurial skill acquisition a requirement for all Nigerian Universities.

In view of the fact that research shall be relevant to the nation's developmental goals, particular attention should be paid to research and development, and especially to the promotion of indigenous technological knowledge in Nigeria. In this regard, universities should be encouraged to collaborate with government, industries, and global community in the conduct of research and in the dissemination of research findings.

University teaching shall seek to inculcate community spirit in the students through project and action research. Private individuals, voluntary agencies, and groups should, on meeting the Federal government laid down minimum standards, be allowed to establish higher education institutions and sustain the high standards established. Furthermore, it stresses that teachers in professional fields should have relevant industrial and professional exposure and experience.

The National policy on Education recommends that a sizeable proportion of about 60% of expenditures on university education should be devoted to science and science-oriented courses in conventional universities while not less than 80% is devoted to universities of technology and agriculture (National Policy on Education, 2013).

We realized from economic studies that the effectiveness of academic staff largely depends on the adequacy of control techniques used together with academic staff's labour in production. Oladebo (1987) posited that the strength of an educational system is largely contingent upon the quality of its academic staff. This study therefore intends to examine the relationship between management control techniques and academic staff effectiveness in South-west Nigerian Universities.

### **Statement of the Problem**

It has been observed that academic staff effectiveness is hampered by poor management control techniques used which constitutes a kind of choke-holds on its effectiveness and innovative spirit.

The society perceives that the University should be held accountable for the quality of its output because of the expectation that the products of Universities should be productive in whichever area they found themselves. The University can only achieve such if its academic staff should be highly effective through efficient management control techniques.

Adebayo (1998), Bassey (2000), Adelokun (2001), and Afolabi (2004) carried out research studies on resource utilization and organizational effectiveness in educational institutions. Ayoku (2005) researched on the relationship among physical resources availability, utilization, and school effectiveness in Kwara State, Oke (2005) delved into school plant utilization, maintenance and school effectiveness in Edo State, and found out that there was a significant relationship between space utilization and institution services in Edo State and there was also a relationship between plant utilization and research publication of academic staff in the institution. Oke (2005) did not cover the aspect of management control techniques as a factor for academic staff effectiveness in Nigerian universities and this is the gap the researcher intends to fill in the current study, Ayoku (2005) found out in his study that a significant relationship existed between utilization of instructional materials and school effectiveness in Kwara State secondary schools, Ayoku (2005) also found out that relationship existed between the utilization of available school resources and school effectiveness in Kwara State. Ayoku (2005) did not study the influence of management control techniques as a factor for academic staff effectiveness in South-west Nigerian universities. None of the studies known to the researcher has examined the relationship between management control techniques and academic staff effectiveness in South-west Nigerian Universities. This study is therefore designed to cover this gap which the previous researchers left uncovered that is, to examine the relationship between management control techniques and academic staff effectiveness in South-west Nigerian Universities.

**Purpose of the Study**

The main purpose of this study was to examine management control techniques and academic staff effectiveness in South west Nigerian universities. Other specific purposes are:

- (i) to examine the management control techniques used in South-West Nigerian Universities.
- (ii) to determine the level of academic staff effectiveness in South-West Nigerian Universities.
- (iii) to determine the relationship between management control techniques and academic staff effectiveness in south-west Nigerian Universities.

**Research Questions**

The following research questions were raised to guide the study;

- i. What are the management control techniques used in South-West Nigerian Universities?
- ii. What is the level of academic staff effectiveness in South-West Nigerian Universities?
- iii. What is the relationship between Management Control Technique and Academic staff Effectiveness in Southern Nigeria Universities?

**Research Hypothesis**

**H<sub>0</sub>:** There is no significant relationship between management control technique and academic staff effectiveness in South-west Nigerian Universities

## Conceptual Framework

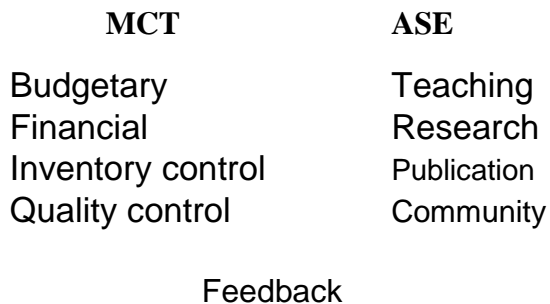


Figure 1.

**Source:** Researcher designed.

The diagram in figure one is a model of management control technique and academic staff effectiveness.

According to the diagram presented in Figure I, for education to remain qualitative, there should be effective interaction of input, throughout and outcome factors. The Management Control Techniques applied by the school management team such as Budgetary, quality etcetera could enhance Academic staff effectiveness in teaching, research and publication and community service in south-west universities. The input by the management team in form of Budgetary, financial, inventory and quality control will, if adequately controlled, be highly effective and efficient in academic staff's teaching, research publications and community service. A feedback is expected to be led into the beginning stage from the output stage. There is need for feedback in order to promote and regulate the performance and effectiveness of the staff. The progressive feedback helps management to check every stage and find out if the output is adequate in terms of quality and quantity.

### **Management Control Technique (MCT)**

Management control techniques is the control method that provides managers with the type and amount of information needed to measure and monitor performance. The information from various control units

must be tailored to a specific management level, department, unit, or operation. Management control techniques can be described as a system that assembles and uses information to measure the performance of different institutional resources such as human, physical, financial and the institution as a whole. In the University system, management control techniques influence the behaviour of academic staff towards the implementation of institutional strategies.

Management control techniques are instruments that help managers to guide an institution like the University towards achieving both its strategic objectives and maintaining competitive advantages. According to Simons (1995), formal and information-based procedures and techniques are employed by administrators to maintain or alter patterns in University activities. Anthony and Young (1999) described management control techniques as a black box to depict an action which by its very nature cannot be ascertained. According to Wilson and Gilligein (2004), control is a set of organized adaptive actions directed towards the achievement of specific goals in the face of constraints. Therefore, the existence of a control technique enables universities to establish standards and goals and from time to time seek to know where the institution stands in relation to the set goals. One of the first few scholars to bring out the concept of management control techniques was Ernest Anthony Lowe, a Professor of Accounting and Financial Management, University of Sheffield Britain, whose 1972 article was "on the idea of management control techniques". In his enumeration of four reasons for a planning and control system, he mentioned that the needs for planning and control techniques within a business organization flow from the following general characteristics of the nature of business enterprises:

- The institution has unified organizational objectives that are distinct from those of individual separate members which constitute the organization.
- Since it is known that educational institutions are full of both internal and external uncertainties, the administration of the sub-units of the institution must give precedence to the organizations objectives over their individual objectives.



- Since there is always need to economize, people, always invariably, are concerned with resource allocation effort so as to achieve a given set of objective at the least-cost (Lowe, 1971).

Otley credited Robert N. Anthony with introducing the term current management control and its current connotations (Otley, 2003). According to Maciariello (1994), management control is concerned with coordination of resource allocation, motivation and performance measurement. The pattern of management control and techniques draws upon a number of academic disciplines; management control which requires extensive measurement as a contribution drawn from accounting especially management accounting; resource allocation decisions and least-cost analysis, concepts drawn from economics, especially, managerial economics; communications and motivation, two terms drawn from social psychology, especially organizational behavior, and finally the null and alternate hypotheses drawn from mathematics and statistics.

Anthony and Govindarajan (2007) defined Management control technique as a strategy used by administrators to influence an institution's staff to implement its required strategies. Horngren, Sundem and Stratton (2005) posited that the management control system is an integrated technique for information collection and usage aimed at motivating employee's behaviour and to measure performance. Management control uses many techniques such as: activity-based costing, balanced scorecard, benchmarking and bench-trending, budgeting, just-in-time, program management technique, target costing, and total quality management (TQM) (Horngren, Sundem and Stratton, 2005).

Managers in general exercise control powers so as to achieve objectives. University management, in particular, have certain group of functions to perform. If the university predetermined goals and objectives should be attained, some of the needed functions should include the preparation and defending of departmental budgets, the attraction of financial support to the department, the encouragement of scholarly publications and professional journal research (Indumage, 2002); To support Indumage, Bassey, Anegwu and Uddid (2007) posited that human and material resources of the department help in coaching and

training of staff thereby giving academic and administrative leadership to the members of the department. Control techniques offer the University management the needed amount of information to measure and monitor performance. Such information derived from controls is forwarded to a specific management department, unit, or level of operation where it will be needed.

Management control techniques should be devoid of short-term flaws; uniquely certain managers take the flaws lightly, but pay their high costs in the form of lack of effectiveness and efficiency. Barthol and Marin (1991) in support of the above assertion stressed that a control technique is a mechanism designed to minimize flaws if an institution follows the established standards laid down for the achievement of organizational goals.

### **Concept of Academic Staff Effectiveness**

In addition to teaching, the most vital role of the university system in any society is development of new knowledge, research work and community service. The Nigeria university system appeared over time as a campsite organization. As the pinnacle of the nation's educational system, it is seen as the factory for the production of high level manpower for the country (Odunwaiye, 2004). The National Policy on Education (2013) stipulated that higher educational institutions are to pursue their goals through teaching, research, and dissemination of existing and new information, pursuit of service to the community and a storehouse of knowledge. Paisey (2003) defined effectiveness as the "inter-dependent relationships that exist between purpose, effort and accomplishment". It translates into judgment, ratings or measurement. It is all about comparing achievement and aims or to evaluate performance and objectives of an institution in relation to quality, quantity, equity and individual lecturer's self-evaluation on a continual basis in order to keep pace with the effectiveness drive. Drucker (2002) opined that effectiveness is the capacity and ability of an institution to accomplish and attain a desired end.

The quality of academics determines to a higher degree the quality of students produced. Effectiveness is therefore related to how an

institution is able to achieve academic excellence through academic staff effectiveness. Robbins (2008) defined effectiveness as the degree to which an academic institution attains both short and long term goals. Effectiveness is seen as involving an output to the society, a strategic constituency and the capacity to survive, adapt, maintain and grow regardless of the particular objectives to be fulfilled (Sofoluwe, 2003).

The quality of education provided in universities is largely dependent directly on the capacity, commitment of academic recruitment, retention and development of professional personnel who are needed to improve the provision of quality education (Alabi, 2000). Effectiveness must be related to the achievement of some purpose, objectives, tasks and also to the performance, the process of management and the execution of work.

Robbins (2008) listed four approaches to the study of effectiveness. They are goal attainment, system approach, strategic constituency and competing values. Studies on teacher effectiveness indicate that what teachers do in the classrooms make a difference in what students learn. Adaralegbe (2001) gave a justification that lecturer performance is a variable that depends on many other variables.

Abdulkareem, Fasasi and Akinnubi (2011) submitted that effectiveness is concerned with the relationship between the institution and the set purpose. Furthermore, it is getting a job done in a way that has a positive impact in addition to getting it done. Ayoku (2005) defined effectiveness as the degree to which organization attains both short and long term goals. In the same vein, Sofoluwe (2005) perceived effectiveness as a measure of how resources are effectively combined and used so as to attain specific pre-determine results.

Nwachukwu (2004) saw effectiveness as a process of applying the right and appropriate procedures, methods and techniques to a particular situation under which the activities under construction is guided by the stipulated rules and regulations towards achieving the deserved goals.

## **Methodology**

This study is a descriptive survey of a correlational type; it is descriptive because it enables the researcher to use qualified relevant information from a representative random sample of the target population. The

random sample has the features of the entire population. The study is equally correlational in nature, Correlation is meant to manifest the degree or weight of association between the dependent and the independent variables of the study.

The population for this study comprised 30 universities in Southern Nigeria which are of Federal, State and Private out of which 9 universities (3 federal, 3 state and 3 private) were selected using stratified random sampling. A total of 81 members of the management team consisting Vice-chancellors, Registrars, Librarians, Bursars and Faculty Deans were selected for the study while a total of 1556 lecturers out of 8,755 were selected by using Krejcie and Morgan table of required sample size in a finite population to participate in the study.

Three researcher- designed instruments titled "Management Control Technique Questionnaire" (MCTQ), the "Academic Staff Effectiveness Questionnaire" (ASEQ) and the "Student Academic Performance Proforma" (SAPP) were used to collect data for the study. The MCTQ was designed to collect information on the type of control techniques employed by university management. The instrument was divided into sections A and B. Section A consists of information about the University while section B consists of a number of questions relating to the techniques of control in the Universities. The latter consists of questions on quality, financial, budgetary, and inventory control relevant in the study in all the sampled institutions.

ASEQ was designed to elicit information on the academic staff effectiveness in the South-west Nigeria Universities and this consists of a number of items divided into two sections. Section A had to do with information on the universities while section B dealt with collecting information on the number of research, publications, and community service rendered by academic staff.

The SAPP was designed to collect information on students' academic performance in the universities between 2010 and 2014. This instrument has only a section that is, sections A, which had to do with the collection of information on the number of students who have first class, second class upper division, second class lower division, Third Class, Pass as well as fail in the sampled universities.

The MCTQ was administered on the Vice-Chancellors, Bursars, Registrars, Accountants, Deans and Librarians. ASEQ was administered on the Head of Department and lecturers. SAPP was filled by the HODs. A number of steps were taken by the researcher to ensure the validity of the instruments. Face validity was assured through face-verbal comments from respondent, colleagues, and lecturers, content validity was assured using experts within and outside the Department of Educational Management in the Faculty of education, University of Ilorin. Moreover, the constructive criticism, advice, and suggestions from the project supervisor were seriously considered to measure the quality of the instruments.

The reliability of this study instruments were established by using the test- re-test method. A pilot study involving 20 randomly selected academic staff and 20 members of the management team from the universities which was excluded from the main study were conducted and repeated after two weeks interval. Pearson product moment correlation was used to calculate the reliability coefficient of the instruments that was used in the study. The reliability co-efficient obtained were .63 and .68 for MCTQ and ASEQ respectively.

The researcher personally visited the sampled university in South-west Nigeria and was supported by three research assistants from the sampled universities. This was to gain a maximum cooperation of the participants and to secure meaningful returns of the completed instruments. The checklist was personally administered by the researcher directly on the participants. The participants were those in management positions and academic staff who are directly affected by the study.

The following methods were used in the analysis of data collected. These include: The data that was collected for this study was analysed using frequencies, mean and standard deviation for the descriptive data. Pearson Product Moment Correlation Statistical Method was used to test the hypothesis. The hypothesis was tested at .05 level of significance. The students' final results, academic staff publications, and community service was collated and analysed to show the level of academic staff effectiveness in the universities within the stipulated period.

## Results and Discussion

**Research Question One:** What were the management control techniques used in South-West Nigerian Universities?

**Table 1**

**Management control techniques used in South-West Nigerian Universities n=90**

S/N	Items	Never	Rarely	Usually	Almost Always	Always	Mean	Rank
1	Financial Control	3	4	13	36	34	4.04	4
2	Budgeting Control	1	3	7	43	36	4.22	1
3	Quality Control and Maintenance	3	3	11	33	40	4.15	2
4	Inventory Control	2	6	11	29	42	4.14	3

As shown in table 1, budgeting control technique has the highest mean 4.22, while financial control has a lowest mean of 4.04. This implies that budgeting control technique is more popular among universities in South-west geopolitical zone Nigeria. This finding is in line with the assertion made by Simons (1995) that formal and information based procedures and techniques are employed by administrators to maintain or alter patterns in University activities.

**Research Question Two:** What is the level of academic staff effectiveness in South-West Nigerian Universities?

**Table 2**

**Level of academic staff effectiveness in South-West Nigerian Universities**

S/N	Items	Sometimes	Usually	Almost Always	Always	Mean
1	Academic staff teaching	76	99	838	543	1.81
2	Research and publications	51	72	934	499	1.79
3	Community service	62	65	901	528	1.78
	Overall Mean					1.80

**Mean:** 0.00-0.99 = Low,  
1.00– 99.00 = Moderate,  
2.00 and above = High

Based on Table 2, level of academic staff effectiveness in South-west Nigerian Universities was moderate with an overall mean of 1.80.

### Research Hypothesis

There is no significant relationship between management control techniques and academic staff effectiveness in South-west Nigerian Universities.

**Table 3**

#### **Management control techniques and academic staff effectiveness in South-West Nigerian Universities**

Variable	N	Mean	SD	Df	Calculated t-value	p-value	Decision
Management control techniques	1556	4.87	3.28	1554	.538	.000	Significant
Academic staff effectiveness	1556	3.62	2.77				

As shown in Table 3, the calculated p-value (.000) is less than the set p-value (0.05) for 1549 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between management control techniques and academic staff effectiveness in South-west Nigerian Universities is rejected. This implies that a significant relationship existed between the two variables.

### Discussion of Findings

Over the past years, society has been seeing the academic institutions as the moulder of human character and the provider of solutions to an ever-increasing array of society's problem, especially problems that concern the set-up of schools as earlier indicated, the increasing competition for the already scarce resources as well as the decrease in public trust in University education practice as noted by Heck, Johnsrud and Rosser (2000), there have been arisen increasing demands for academic campuses to demonstrate their respective productivities, effectiveness and efficiency.

Table 1 showed that budgeting control technique was more popular among Universities in South-West geopolitical zone Nigeria. This finding is in line with the assertion made by Simons (1995) that formed and

information based procedures and techniques are employed by administrators to alter patterns in University activities.

This implies that each management selects the control techniques developed to suit the control activities and the availability of resources suitable to boost the effectiveness in the performance and the efficiency of its institution. However, as stated in the findings of Bloom, Canning and Chan (2006), each University's management is faced with the challenges of employing the most efficient and effective control mechanisms.

The level of academic staff effectiveness as shown in table 2, is moderate with an overall mean of 1.80, this implies that the academic staff's primary functions which are imparting of knowledge to their students, research publication as well as services being offered to the community have not being taken less seriously by the academicians which is in line with the stipulations of the National Policy on Education (2013) that higher educational institutions are to pursue their goals through teaching, research and dissemination of existing and new information, pursuit of service to the community and a storehouse of knowledge.

Academic staff effectiveness cannot be looked down upon since according to Drucker (2002) effectiveness is the capacity and ability of the institution to accomplish and attain a desired end. Therefore, for an institution to actually achieve its goal the effectiveness of the academic staff should be of paramount importance since the effectiveness of the institution directly affects the growth and development of the nation's economy. This is in line with the submission made by Odunwaiye (2004) that Universities are the pinnacle of the nations' educational system and also a factory for the production of high level manpower of the country. Table 3, showed that a significant relationship existed between management control techniques and academic staff effectiveness as spotted by Adaralagbe (2001) who gave as justification that lecturer performance is a variable that depends on many other variables and also Horngren, Sundem, and Stratton (2005) also made a submission that management control technique is an integrated technique for information collection and usage aimed at motivation of employee's behaviour and to measure performance. That is, the management



controls that are put in place have a direct effect on the effectiveness of the academic staff.

### **Conclusion**

Nigeria Universities are the third level of Nigerian educational system, the first two being primary and secondary education levels. This level of education is playing the vital role of producing the high level manpower needs of the nation: through the management control techniques being used which have a greater influence on the academic staff effectiveness. The institutions' academic staffs are to pursue their goals through teaching, research and publication and community service. The enabling environment to achieve this can only be provided by the management through the use of appropriate control mechanism which have been tested to be effective and result oriented.

### **Recommendations**

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

- To have a high level of effectiveness in south-west universities, the management should explore more of other techniques known to be effective such as financial control, quality control and others so as to boost institutional effectiveness.
- The academic staff of the institution under study should improve on their teaching, research and publication and community service. Since a higher output is most desirable hence their effectiveness would in the long term result to institutions' effectiveness.
- Budgeting control techniques should be made more popular in other universities since the effectiveness noticed in the institutions under study were partly as a result of the type of management control in use in those Universities.

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