



## SCALAR PROCESS MANAGEMENT FOR LEADERSHIP EFFECTIVENESS IN UNIVERSITIES IN RIVERS STATE

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### ABSTRACT

The study investigated scalar process management for leadership effectiveness in universities in Rivers State. Three research questions and four null hypotheses guided the study. Descriptive survey design was adopted and a population of 2558 lecturers was used, among this, the population was further stratified to federal (1379) and state (1177) which is 54% and 46% respectively to determine a sample of 344 through a stratified random sampling technique. In order to elicit information from the respondents, a questionnaire instrument tagged “Scalar Process Management for Leadership Effectiveness in Universities Questionnaire (SPMLEUQ). The instrument was face and content validated, while a reliability coefficient of 0.70 was ascertained through Pearson Product Moment Correlation Coefficient. Mean score, standard deviation was used to answer the research question while z-test was used to analyze the hypotheses. The study revealed that The institutional leaders shows the extent of their awareness by closely monitoring flow of authority through enhancement of their level of awareness by assigning defining a set pattern for flow of decision and hence recommended that government and the leaders of the universities in River State should draw up an applicable scalar process management structure that would ensure leadership effectiveness, and also that leaders in the university should clearly define the flow of authority and checkmate line of action to avoid conflict of interest.

**Keywords:** Scalar process, Management, Leadership, Effectiveness, Universities

## Introduction

The university is often referred to as macrocosm of microcosm, this is because; the complexity of the larger society is reflective in the educational institution. Not only that; the vibration of the larger society is directed to the educational system for review and eventual infusion of value based modification. It is also true that the educational system is a form of social laboratory for national reconstruction. Taking comparative analyses of the educational institution and the other non-educational sectors, it will be very glary that the educational institution is not just driven by specific objectives, but are made to protect the interest of all the educational stakeholders. These stakeholders include the government, school administrators, students, parents, and community. In fact, a broader approach of what constitutes educational stakeholders covers those who have interest in the activities of the educational system (Anietie & Zipamoh, 2017).

Scholars who have spent time to research on management and other organisational objective subject areas, have come to a consensus conclusion, that even in the mist of organisations that have specific objective; there are lots of intervening variables which when not effectively controlled may outplay negatively and impair the achievement of the predetermined organisational objectives. Notwithstanding the challenges faced by these organisations, the educational institution with its multiple objectives is however bound to face even more outstanding challenges, coupled with geographically bounded peculiarities. Yet, the educational institutions are expected to continue to produce graduates that can favourably compete with its international counterparts. More so, the tertiary education institutions are observed to be highly bureaucratic, even when research recommendations have shown that such practices are prone to conflict arising from leadership or administrative organisational structures.

Many organisations are conscious about the implication of failed organisational structure; hence, concerted efforts have been made to establish an organisational structure that would be sustainable and resilient towards eminent organisational changes that may have infiltrated into the normal organisational culture. One of such organisational structure is seen in the clear systematic statements demonstrated in the organograms of various universities. Interestingly, all the administrative strategies to ensure that there is an alignment in the harmonious coordination of human and material resources in such a way that there are no conflicts in the processes that leads to the actualization of organisational objectives is of higher stake in both the top level and middle level management cadre (Adeoti, 2005, Ajayi & Ekundayo, 2009). These efforts of ensuring harmony in the network place has been managed through introduction of certain compliance mechanisms, yet the entire process of has resulted to a rather even more complications.

The university system has however presented a different narrative as regards what should translate to harmony in the entire operation of the university as regard authority (Adsina, 1986) in (Ajayi & Ekundayo, 2009). In this context, the leadership of the university plays a major role on the allocation of authority in the university through the determination of who gets what, where and when. More so, the university is democratic system that has its practices from what is obtainable from the larger society, but trends of things in the various institutions have shown dissatisfactions in the level and method adopted to determine how authority flows. Major modifications have ne initiated through internal and external control mechanisms to ensure that authority is assigned within the policy directives of the institution. Thus, this may have also been disruptive due to certain institutional problems that may have rise on the part of the leaders. The structure that is effective over time is one which allows the easy flow of information in a way

that is direct and within the range of a direct line. Though this system relates more to the scalar chain process and therefore it has become even more need to find out if these leaders of the university are aware of the application of the scalar chain principle. Oku (2014) believed that the failure of applying most management principles in solving institutional problem is anchored on the fact that the administrators have no knowledge or have limited knowledge on the principles that can be applicable in the institution. Leadership of organisations also ought to be aware, also the institutional leaders express their extent of awareness of a principles by the extent they apply this principles in their daily administration (Sudhakar, 2012, Oku, 2014). More so, The institutional leaders shows the extent of their awareness by closely monitoring flow of authority through enhancement of their level of awareness by assigning defining a set pattern for flow of decision. Apart from assigning this roles to ensure that author flows in a single pattern, they must also ensure that this is done appropriate, by avoiding certain personal factor to interfere (Newstrom & Davis, 1993, Stroh & Northcraft). Ukeje, Okorie & Nwagbara (1992) administrators express their extent of awareness of administrative principles by applying them flexibly to their daily administration. This flexibility can be seen by pattern of assignment of roles, pattern of flow of decision, sourcing for a better way of applying management principle and monitoring flow of authority.

### **Statement of problem**

The university is an institution that is made up of professionals who are expected to operate within the context of their job description and form a common front which is directed to the advancement of the university educational objectives as proposed in the national policy on education. To achieve this, the place of leadership in the university is very important has it has remain a force to reckon with at any level of organisation. While this is very critical, a cursory

look will show that the university system operates a system where authority is a fundamental tool for policy implementation. While the various universities have been able to devise a structure to define the various duty of each member, but it has appeared that efforts made to streamline the structure of operation has proven some levels of default which is justifiable in orders and counter orders which may be as a result of conflict of interest.

Arguably to an extent, the university must have experience this due to certain deficiency in the structure that permits flow of authority. In fact, while this system may appear to be faulty, further events unfolding has shown that these structures have instead of fostering administrative effectiveness has rather immensely contributed to sluggish decision which is a common constrain indicated in institutions like the university that are bureaucratically structured. Common experience has shown that most of the leaders in the university system are not professionals in the areas of administration and yet are expected to handle highly strategic decisions. In fact, the argument put forward still aimed that while they serve in various capacities, they eventually through years of experiences become even more qualified administrators. But this over years has not just failed, but has continued to become unconstructive factor that has a better technical strength employee's productive effectiveness. While inadequate structures are a problem to the system, it is also through that the pattern which design the flow of information is also a considerable factor in the leadership of the university. Though high powered conferences of university leaders have dwelled on making the present system work within the same formal flow of authority that appears to be complex. When there is a structure of the organisation, the authority becomes the force that ensures that there is operational compliance even when the tendencies to willing comply by means of sanctions. The sanction made upon the employees in the institutions has not only been a factor that may have worked against the rigorous redtatism.

But rather than complying with authorities that has been conflicting due to duplication of offices, the employees are however left with the no option to selectively comply with whichever authority that is being passed down for task execution. Multiple orders coming to the employees therefore means that there is tendency that each employee would not just lose hope in the existing structure, but work and dedication must be shared to house the authority of other superiors whose line of authority may not have been clearly stated and reflected in the already complex organisational structure. Thus, due to the lapses of failed modification in the application of various organisational structures, it therefore becomes concern to determine if the scalar chain process maybe associated with the university leadership effectiveness by investigating scalar process management for leadership effectiveness in universities in Rivers State.

### **Purpose of the study**

The measure aim of the study is to investigate scalar process management on leadership effectiveness in universities in Rivers State. But specifically, the study will:

- Find out the extent the university leader are aware scalar process management to ensure leadership effectiveness in Universities in Rivers State.
- Find out the extent does the university leaders apply scalar process management to ensure leadership effectiveness in Universities in Rivers State.
- Find out the mean ratings of federal and state public university lecturers on the application of scalar process management to ensure leadership effectiveness in Universities in Rivers State.

## Research questions

- To what extent does the university leadership aware of scalar process management to ensure leadership effectiveness in universities in Rivers State?
- To what extent does the university leadership apply scalar process management to ensure leadership effectiveness in universities in Rivers State?

## Hypotheses

Ho: there is no significant difference between the mean ratings of federal and state public university lecturers on the application of scalar process management to ensure leadership effectiveness in Universities in Rivers State.

## Management

The university environment is one of the organizations that demands effective management for greater result. Ajayi (2009) refers to management as “a set of activities designed to direct and promote purposeful work”. It is when people get Management as a concept has variety of definitions. However, several attempts have been made by scholars to conceptualize management. Management according to Ajayi (2009) refers to “a set of activities designed to direct and promote purposeful work”. It management is a major and separate field of activity. Adeoti (2005) opined that the responsibility of every management is the creation and maintenance of the organizational environment which permits and facilitates free emission of productive energy and in which people working collectively and individually are led to do the right thing to achieve greater output of goods and services with less consumption of human time and material resources. Management harmonizes human and organizational resources together in order to achieve corporate objectives.

Adesina (1986) opine that management “as the organization and mobilisation of all human and materials resources in a particular system for the achievement of identified objectives in that system. The definition reveals the importance of two keywords (human and material). The human resources in the system would comprise all men and women within the system from the principal officers to the gate-man. It then becomes the responsibility of the management to organize and mobilize these human resources for the effective management (or managing) is the administration of an organization, whether it is a commercial, a charitable organization, or government body. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees (or of volunteers) to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources. The term "management" may also refer to those people who manage an organization - individually: Social scientists study management as an academic discipline, investigating areas such as social organization and organizational leadership. To this end, Igwe (2000) described management as a social interaction and economic process involving a sequence of coordinated events, planning, organizing, controlling, and leading in order to use available resources to achieve a desired outcome in the fastest and most efficient manner. With reference to university, management is concern with the planning and formulating of university policies and programmes with a view to achieving educational goals.

## **Leadership**

Leadership is an accepted force of influences that coordinates others and inspires them to willingly comply with the aspirations and goals of the group through adopting the right motivation (Odou, Anietie, & Ehule, 2019). Leadership however has no consensus definition.



But the two approaches that leadership can be considered are based on the fact that it can be perceived as a style or behaviour.

Leadership according to Eneasefor (1989) and Robert-Okah (2005) is a process through which leaders influence their followers to act for certain goals that represents the values, wants, needs, aspiration and expectation of both leaders and followers. A leader is in charge of facilitating the goals that an institution which depends greatly on him to establish a cordial relationship that facilitate the achievement of institutional goals. Still consistent with the definition, Oluwuo (2004) in Oku (2014) leadership is the ability to persuade others to pursue divine goals. Relating to the trait theory, it is believed that leadership is embodied with some behaviour that is consistent with leaders and thus their eminent success factors. The effectiveness based on the theory is anchored in the fact that there are certain leadership characteristic that can be very composite and useful for the advancement of the institutions and are subject to and entirely dependent on which characteristic that are seen in the leader. More so, the Great Man theory is of the opinion that these behaviours can be genetically traced. It is also believed that some persons are exceptional leaders while are born with this leadership characteristics while some are taught to imbibe and learn this characteristic which are also consistent with the leaders, hence, in Aristotle's position, leaders are born and not made as opposed by the school of thought that nail their point on leadership as that which entirely depends on style. A leader therefore is a person who has the behavioural trait and place directing rules and has others believe that he has the charisma to direct them to achieve their aim (Odou, Anietie & Ehule, 2019).

## **Leadership Effectiveness**

Effective is seen as producing the result that is wanted or desires, producing a successful outcome. Effectiveness could then be derived to mean the capacity to successfully produce required or desired outcome in any given task. Oku (2013) simply put that, effectiveness has to do with being fit. Fitness for duty encompasses being physically, intellectually, socially, psychologically and morally suitable for producing expected result in given job. Effectiveness does not just come by chance. It requires exposure, experience, inspiration and creativity garnered from different learning experience and practices. Exposure is gotten from the principles and practice of education vis-à-vis teaching.

Leadership effectiveness must result in enabling and empowering the team of people to do what they are required to do. It is no about force and manipulating tactics that compel people to act according to the wishes of the one who impacts. Effective leadership accomplish purposeful tasks together that give the individual contributors sense of personal fulfilment (Sudhakar 2012). That is when universities and other commercial organisations have the power of the people working for and with others in an organisation, rather than organisations try hard to find ways to get what they want from people, effective leadership is critical for both setting the right direction and implementing strategies effectively to drive the university organisation in the right direction. No successful organization would have been where it is today without effective leadership. Effective leadership is almost always one of the main and primary drivers for growth, development and innovation. And take note, leadership is not about the titles, or even the praises. Effective leadership is much more meaningful, impactful and profound. It is earned and worked for. There is no set formula or step-by-step plan, it depends on the culture and needs of the organization.

Effective leadership is about effecting the company's dream (or redefining and improving it, in some cases) and setting the tone and the culture for that particular organization. While good managers can also have an effective leadership skill which is actually very ideal, the two do not necessarily always go together. A university or any other business organization that has effective leadership at all levels is more likely to survive in times of challenges, sustain its growth momentum, and reach greatness that no has thought it could achieve.

Effective leadership shines not only when the going is good, but also (even more so, sometimes) when things are rough. They are respected (not feared) by the people around them, who in turn, become motivated to work harder and make more significant contributions to the betterment of the organization as well.

Effective Leadership is not about working towards a goal single-handedly. In fact, it is about inspiring and motivating people to work together towards a goal.

## **Theoretical framework**

### ***Scalar process***

This study is anchored on scalar principle which was brought to book by Henri Fayol and was expressed in his book, *General and Industrial Management*; Fayol presented what have come to be known as the fourteen principles of management. These principles include the scalar chain (line of authority). Henri Fayol referred to it as the scalar chain, while Mooney and Railey called it the scalar process. Lyndall Urwick in his 29 management principles also has one of it as scalar process. Mooney stated that hierarchy is a worldwide phenomenon. The scalar principle means that there should be a clear definition of authority in the organization and that this authority flows, one link at a time, through the chain of command.

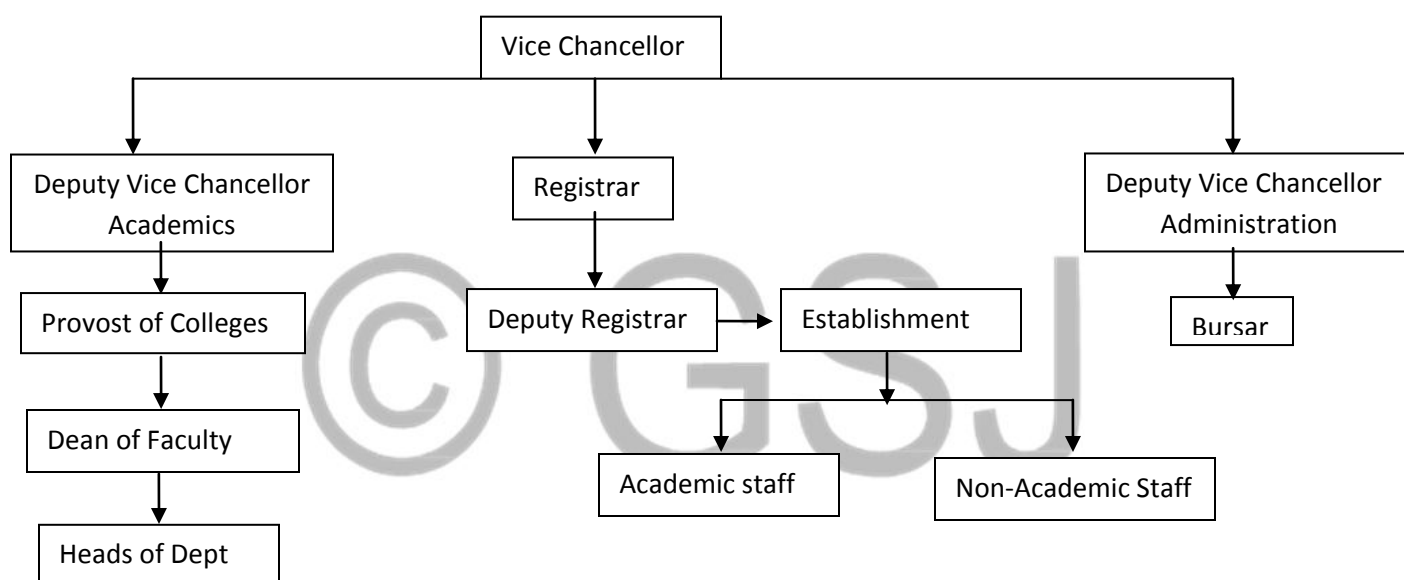
To Fayol, this flow of authority and responsibility from one level at a time to another is in a vertical line from the highest level in an organization to its lowest level. This line of authority establishes an institution's hierarchy.

Furthermore, this chain/process specifies the route through which the information is to be communicated to the desired location/person.

Fayol emphasized that information in the organization must flow according to this chain/process to facilitate clear communication of orders of the superiors and feelings of the subordinates. Due to more clear system of authority and communication, problems can be solved easily, also the accountable person can be held quickly without any confusion and delay. Though this principle is very effective and clear, but it consumes a lot of time. This chain/process must be strictly followed in the organization.

A clear line of communication is very important for any institution or organisation to achieve its objectives. The communication has to flow in an order for its leadership to be effective. Scalar chain identifies that path. According to the principle, any information should follow a pre-defined path, which is from the highest authority to the one in lowest position, to avoid any ambiguity. This chain pattern should be followed at every college, faculty and department of the university for leadership to be effective and the process should not be tinkered with for it to remain effective. Below is an illustration to help us understand better.

**Figure 1: Line and Staff structure in university.**



**Source: Ololube, N. P. (2019, p.81)**

As shown in the figure above, scalar chain/process is not a complicated process but it does take time for information to reach employee at the bottom, it has to go through different steps. In case of emergencies, this system might not be effective.

Fayol also stated that there should be no overlapping of steps during the communication process. Fayol believed that overlapping the chain of command may be unproductive for the management. In case of emergency, information will take a lot of time to reach the desired position which may delay the action as well as decision. For overcoming this limitation of scalar chain, Fayol introduced the concept of 'Gang Plank'. According to this concept, two executives

of an institution from different departments at the same level can communicate directly in case of emergency, so that speedy decisions and actions could be taken. This reduces a lot of time and brings about leadership effectiveness.

There are various advantages of scalar chain/process to leadership. One is that it is very important for any organisation to have a chain of command to avoid chaos. Every employee knows whom to approach when faced with a problem. It also allows the top management to communicate their message to the entire organization and supervisors at each level become responsible to execute that order. A proper chain of command allows institutions to run smoothly but it also makes it inflexible at times. Furthermore, it brings about clear communication of information, better relation among employees, systematic communication in the organization; and faster solution to organizational problems.

This policy also has its defects which include; bitterness in the relation of employees because of ignoring the close supervisors, improper communication of information; and difficulty in finding the responsible person.

## **Methodology**

The study adopted descriptive survey design, this is because the researcher intends to describe variable as they exist without manipulation (Anietie & Zipamoh, 2017). The population of the study consists of all the 2558 academic staff in all the public universities in Rivers State. Among this population, the following were the individual population of the various institutions namely; University of Port Harcourt, 1379 (53%), Ignatius Ajuru University of Education; 429 (16%) and Rivers State University of Science and Technology; 796 (31%). More so, the population was further stratified to federal (1379) and state (1177) which is 54% and 46% respectively. The information was gotten from the brochures of the various departments. A stratified random sampling technique was used to determine a sample of 344 academic staff using Taro Yamen formulae. Also, among there were 186 (54%) academic staff from federal universities and

158(46%) respondents from state universities. In order to elicit information from the respondent, the researcher designed a research questionnaire tagged “Scalar Process Management for Leadership Effectiveness in Universities Questionnaire (SPMLEUQ). For the validity of the instrument, the research questionnaire was accessed by experts in test and measurement and department of educational management to ensure that the instrument was face and content validated. To ascertain the reliability of the instrument, a Pearson moment correlation coefficient was used to determine a coefficient of 0.70, hence the instrument was highly reliable. In analyzing, mean and standard deviation was used to answer the research question from the instrument designed in the Likert Modified 4-Point scale of Strongly Agree, Agree, Disagree, Strong Disagree on the ratings of 4, 3, 2, and 1 respectively. Also, z-test was used to analyze the hypotheses.



## Data analyses and discussion of findings

**Research question 1: To what extent does the university leadership aware of scalar process management to ensure leadership effectiveness in universities in Rivers State?**

**Table 1: university leadership awareness of scalar process management to ensure leadership effectiveness**

S/n	Item	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_1$	Sd <sub>2</sub>	Mean Set	Decision
1.	The university leaders express their extent of awareness by their daily administration.	3.11	1.76	2.88	1.69	2.99	Accepted
2.	The university leader shows the extent of their awareness by closely monitoring flow of authority.	3.62	1.90	3.30	1.81	3.46	Accepted
3.	The university leaders express their level of awareness by sourcing for a better way of applying scalar process.	3.12	1.76	3.11	1.76	3.11	Accepted
4.	The university leaders express their level of awareness by assigning roles appropriately.	3.20	1.78	2.90	1.70	3.05	Accepted
5.	The university leaders express their level of awareness by assigning defining a set pattern for flow of decision.	3.55	1.88	3.21	1.79	3.38	Accepted
<b>Total</b>		<b>3.32</b>	<b>1.8</b>	<b>3.08</b>	<b>1.74</b>	<b>3.19</b>	

**Criterion mean = 2.50**

A=Accepted

NA = Not accepted

Mean criterion = 2.50

Mean >2.5 (accept), Mean <2.50 (not Accepted)

From the table above, all the item were above the mean criterion of 2.5 and hence it was agreed that the university leaders express their extent of awareness by their daily administration, the university leader shows the extent of their awareness by closely monitoring flow of authority, the university leaders express their level of awareness by sourcing for a better way of applying scalar process, the university leaders express their level of awareness by assigning roles appropriately

and the university leaders express their level of awareness by assigning defining a set pattern for flow of decision.

**Research question 2: To what extent does the university leadership apply scalar process management to ensure leadership effectiveness in universities in Rivers State?**

**Table 2: University leadership apply scalar process management to ensure leadership effectiveness**

S/N	Item	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_1$	Sd <sub>2</sub>	Mean Set	Decision
6.	The extent the leaders apply scalar process is shown level of commitment for role delegation.	3.04	1.74	3.22	1.79	3.13	Accepted
7.	The university leaders apply scalar process by applying it to their organisation decisions.	2.41	1.84	2.90	1.70	2.65	Accepted
8.	Application of the scalar chain process leads to effectiveness of leaders.	2.61	1.77	3.52	1.87	3.06	Accepted
9.	The leaders apply scalar process by management of flow of authority.	3.23	1.79	3.06	1.74	3.14	Accepted
10.	The university leaders apply scalar process by drawing up a one line flow of authority structure.	2.87	1.69	2.68	1.63	2.77	Accepted
<b>Total</b>		<b>2.84</b>	<b>1.76</b>	<b>3.07</b>	<b>1.74</b>	<b>2.95</b>	

**Criterion mean = 2.50**

A=Accepted

NA = Not accepted

Mean criterion = 2.50

Mean >2.5 (accept), Mean <2.50 (not Accepted)

All the items on table two were above the established mean criterion of 2.5, hence; the extent the leaders apply scalar process is shown level of commitment for role delegation, the university leaders apply scalar process by applying it to their organisation decisions, application of the scalar chain process leads to effectiveness of leaders, the leaders apply scalar process by management of flow of authority and the university leaders apply scalar process by drawing up a



one line flow of authority structure were accepted as the extent the university leadership apply scalar process management to ensure leadership effectiveness in universities in Rivers State.

### Test of hypotheses

**Hypotheses one:** There is no significant difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State Nigeria.

**Table 4: mean score, standard deviation and z-test of the difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State Nigeria.**

<i>Variables</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>Sd</i>	<i>Z-cal.</i>	<i>Z-crit.</i>	<i>Decision</i>
<i>Federal</i>	186	342	2.84	1.76	-1.22	1.96	Accept
<i>State</i>	158		3.07	1.74			

Table 3 showed that the calculated z-value of -1.22 at a degree of freedom standing at 342 which is less than the critical z-value of 1.96 at 0.05 level of significance, the null hypothesis is therefore not accepted. Hence the null stating that there is no significant difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State Nigeria.

### Discussion of findings

Based on the data, table one showed that the extent the leaders apply scalar process is shown level of commitment for role delegation, the university leaders apply scalar process by applying it to their organisation decisions, application of the scalar chain process leads to effectiveness of leaders, the leaders apply scalar process by management of flow of authority and the university leaders apply scalar process by drawing up a one line flow of authority structure

were accepted as the extent the university leadership apply scalar process management to ensure leadership effectiveness in universities in Rivers State.

The extent the leaders apply scalar process is shown by the level of commitment for role delegation, the university leaders apply scalar process by applying it to their organisation decisions, application of the scalar chain process leads to effectiveness of leaders, the leaders apply scalar process by management of flow of authority and the university leaders apply scalar process by drawing up a one line flow of authority structure were accepted as the extent the university leadership apply scalar process management to ensure leadership effectiveness in universities in Rivers State.

These findings are consistent with Oku (2014) who believed that the failure of applying most management principles in solving institutional problem is anchored on the fact that the administrators have no knowledge or have limited knowledge on the principles that can be applicable in the institution. The findings is also backed up on the fact that leadership of organisations also ought to be aware, also the institutional leaders express their extent of awareness of a principles by the extent they apply this principles in their daily administration (Sudhakar, 2012, Oku, 2014). More so, The institutional leaders shows the extent of their awareness by closely monitoring flow of authority through enhancement of their level of awareness by assigning defining a set pattern for flow of decision. Apart from assigning this roles to ensure that author flows in a single pattern, they must also ensure that this is done appropriate, by avoiding certain personal factor to interfere (Newstrom & Davis, 1993, Stroh & Northcraft). Ukeje, Okorie & Nwagbara (1992) administrators express their extent of awareness of administrative principles by applying them flexibly to their daily administration. This

flexibility can be seen by pattern of assignment of roles, pattern of flow of decision, sourcing for a better way of applying management principle and monitoring flow of authority.

### **Conclusion/Recommendation**

The study looked at the various opinion of people based on scalar process management and how it may be applicable to leadership effectiveness in universities in Rivers state. paper also through review considered the concept of scalar process , leadership, leadership effectiveness. However, it was observed that there were no consensus definitions on the definition of leadership, but however, influence was a key word that was common on the definition. The study however, adopted a descriptive survey and a population was stated to define the location of the study where the findings are applicable. Analyses done revealed that The institutional leaders shows the extent of their awareness by closely monitoring flow of authority through enhancement of their level of awareness by assigning defining a set pattern for flow of decision and hence recommended that government and the leaders of the universities in River State should draw up an applicable scalar process management structure that would ensure leadership effectiveness, and also that leaders in the university should clearly define the flow of authority and checkmate line of action to avoid conflict of interest.

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