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**LEADERSHIP DEFICIT AND CHALLENGES OF GOOD GOVERNANCE IN THE
MANAGEMENT OF UNIVERSITIES IN BAYELSA STATE**

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ABSTRACT

This study examines leadership deficit and challenges of good governance in the management of universities in the study area. The study employed descriptive research design. The population for the study is 3000 and it consists of all the senior and junior university management staff in Bayelsa State. Stratified random sampling technique was used to select 340 respondents for the study. The research instrument for data collection was Leadership Deficit and Challenges of Good Governance in the Management of Universities Scale (LDCGMUS), which was validated using Cronbach alpha reliability that yielded a reliability coefficient index of $r=73$. Mean and standard deviation were used to answer the four research questions and t-test was used to test the four null hypotheses at 0.05 significant levels. The findings of this study indicated low accessibility of staff and students to ICT facilities due to lack of computers, corruption and poor accountability of policy implementation leading to poor job satisfaction and low productivity in the universities in Bayelsa State. Based on these findings, the researcher recommends among others that the government and stakeholders should make it an obligation to monitor the university activities in all ramifications in an attempt to reduce corrupt practices of any kind in the system, encourage proper accountability in the system by holding persons to be responsible for their actions and inactions and make ICT availability and accessibility to staff and students in order to ensure good and efficient policy formulation and implementation in universities in Bayelsa State.

Keywords: Leadership Deficit, Governance, Universities, Bayelsa State.

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INTRODUCTION

University is an academic environment where scholars make viable intellectual contributions to impart knowledge to students and the larger society. It is a place where systematic and scientific investigations or researches for the development of knowledge are carried out to solve academic and societal problems. University is an epistemic society that mainly emphasize on the transmission of norms, values, mores, custom, knowledge, research, teaching and community services as well as a socializing avenue for students from generation to generation. The lecturers takes on the traits of a teacher, mentor, facilitator, class manager, evaluator, missionary and a preacher at this stage, presenting his intellectual prowess in its most complete and winning form and showering it with maximum passion and enthusiasm for the ambiance aim of lighting up his own love for the profession before his listeners, audiences or students.

The above assertion prompted Agabi, Onyeike and Wali (2013) to suggest that a good teacher should possess two major qualities, namely professional efficiency and positive personality traits. This implies that every lecturer and administrative personnel in the university system should possess professional training and skills that are very relevant to the level of teaching, lecturing or administrative assignment for which the individual was employed in order to encourage efficiency and attainment of organizational objectives that will lead to higher productivity in the universities. In addition, the officer must also possess good morals, emotional stability to handle the responsibilities assigned, good leadership qualities to handle leadership complex challenges in the university, sociable inclined, patient, respect for self, others and respect for rule of law.

University is a place for socialization designed to inculcate basic societal values with its distinctiveness and associations that serves as a catalyst to rekindle the affections of the young, middle-aged, and elderly. It is a seat of learning, a source of illumination, and a minister of the rising generation's faith and hope. It means a lot to the young star who just secured admission into it and to the young adult who just left the four walls of the university after a minimum of four years of study with a degree regarded as a gate way to economic modern life. The knowledge acquired in the higher institutions of learning represents and demands a higher level of cognitive and affective intelligence to adequately convey it to the intellectual minds and society in general. However, the mechanism of its administration and leadership on the other hand, are expected to make its governance optimal for achieving its objectives of knowledge-driven development, dissemination of intellectual knowledge applications, university general goals and objectives which involves research, teaching, community service and infrastructural development, etc.

All these laudable functions and objectives of the university may not be achieved due to inability of leaders to navigate their teams, noticeable greediness among team members and leaders, arrogance of power shown, political vested interest in university administration outside her boundaries, lack of adaptation to innovation and social change, lack of self-leadership, attitudinal deficiency among staff, students and management team, communication gap between gown and town, incompetence and disagreement amongst leadership and governing councils of the university system devour of adequate organizational socialization or orientation for proper development of leadership acumen.

The existence of plethora of complex problems in Nigerian universities such as dysfunctional management practices, social sins and illusive good governance have made it more difficult to explain the concept of good governance in the Nigerian context, more problematic and incomprehensible among educational experts in the field of educational sociology and management. Consequently, Olorube (2017) described this scenario in the Nigerian universities management process and leadership practices as “politics without principles and actions without accountabilities.” Hence, the managers or leaders of these institutions tend not to be guided by the rules and regulations as stated in their extant laws but are motivated based on vested and personal interest than organizational interest. He further opined that the pursuit of truth under this situation is jeopardized by the principal officers and political appointees as implied in his theory of political leadership. The institutions or universities under this state of affairs are doomed with nasty political antics, unethical politicization of lobbying by informal groups in the system, bribery become the basis of getting things done without due process. Furthermore, corruption becomes the motivating factor for the execution of policies and projects, swindling becomes a value for over invoicing, dishonesty and other malpractices that are deemed to be politics than policies are desperately pursued as a compensatory value for political patronage.

Governance, according to Alechenu (2013), involves decisions that define expectations, grant power, or verify performance. It can be a standalone process or a component of management or leadership procedures. A government is usually in charge of these processes and mechanisms. For a specific area of responsibility, governance entails consistent management, cohesive and long-term policies, guidance, processes, and effective decision-making. In Ahmadu Bello University (2017) guidelines of the appointment of chief executives officers of the university, Coyle (2004) defined governance as "the manner in which an institution is governed and the goal for which it is governed." It is concerned with methods and procedures aimed at ensuring that a university operates in a manner that accomplishes its corporate goals. Also, based on the aforementioned, governance is defined as the method, system, or structure of a university, as well as the established rules and procedures for structuring the university to achieve its corporate goals and objectives in order to improve the lives of students and society at large. In the organization, governance may be regarded as the structure by which an organization is controlled and functions by the mechanism by which it and its people are held to account. Governance involves ethics associated with leadership, risk management, compliance to rules and regulations of the institutions and general administration. The perception of governance and its credibility is determined by policies and practices as dispensed by leadership to the citizenry that are beneficial to them.

Leadership is the action of leading a group of people through a defined rules and regulations in other to achieve some set of goals and objectives. Leadership is a social influence process in which one person can engage the help and support of others to accomplish a common goal. Asaju (2014), assert that leadership is the art or practice of consciously exercising particular influence inside an institution to advance toward long-term goals that meet the university's needs. A few words stand out from the preceding definitions. These are leadership as a person, influence as a process, and enlisting the help of others within an organization to commit to and work toward the fulfillment of organizational goals and objectives.

Accordingly, Archibong (2010), assert that the core notion of leadership has remained constant throughout recorded history. It has always been about the people in charge of the

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organization's business. The purpose of leadership has overtime been seen as merely meant for a person who has the power to influence decisions in any organization or society. We have consciously and unconsciously redefine the meaning of leadership in different facets of human endeavor, hence moving from a despotic to more participatory approach but the bottom line has largely stayed unchanged in many countries over many centuries as regards to the concept of leadership.

Leadership is basically referred to the people in charge of an organization's affairs, those who are legally obligated to keep an eye on the effective and efficient operation of a particular group or organization. In Nigeria, the leadership of the universities is saddled with the responsibilities of policy formulation and implementation. Those in leadership positions in Nigerian universities are known as the principal officers. They include the vice chancellor, deputy vice chancellor (academics and administration), registrar, librarian, and the bursar. They are accountable to the council of the university and appointed by the visitor namely; the President for Federal Universities and Governor for the State universities. It is important to note that the extant law of the universities in Nigeria also specified their functions, processes and procedures of executing their roles which is often neglected as a result of prevailing corrupt tendencies that exist in the system.

University management and administration in Nigeria involves the use of committees system to discharges administrative functions as defined by the extant law of establishment which covers personal management, admission of staff and students, discipline, community service, entrepreneurship, teaching, research and development according to Daminabo (2019). These functions as exercised by administrative authorities comes with its own administrative challenges ranging from leadership styles, conflict of interest, informal group pressure, vested interest in university issues, polity of the state, policy inconsistency, hostility of host communities, funding issues, work ethics, corruption and security issues. It is an undeniable fact that these afore-mentioned factors may affect institutional potentials for better leadership and good governance in the management of our universities as x-rayed above.

Inadequate funding in universities in Bayelsa State may be described as the most significant challenge that has jeopardized the achievement of good quality management of universities. This may be attributed to the limited sources of educational financing and budgetary allocation apart from students tuition fees, tertiary education trust fund act (Tetfund) and payment of wages by government have constituted a stumbling block to the region's educational growth. Furthermore, financial restrictions, mishandling of finances by principal officers of the universities, lack of transparency in the management system, and systemic corruption, according to Bassay et al. (2007), are key impediments to achieving effective governance in universities in the developing economies.

According to new research, corruption is well acknowledged to be the plague of Nigeria's economic, political, technological and educational growth. Corruption indicators are inversely connected with major economic advancement and it is a truism in Nigeria therefore that weak economic growth may lead or cause poor funding of key sectors of the economy. It is an incontrovertible fact that education is presently under funded in Nigeria below the stipulated budgetary provisions as prescribed by United Nations.

In Ibrahim (2003), Mauro (1995) and Burki and Perry (1998), they opined that corruption decreases economic growth by limiting private investment in education and other critical

sectors in most developing countries Kaufman et al (1999) found that corruption restricts development as assessed by per capita income, child mortality, and literacy. In Ibrahim (2003), Bai and Wei (2000) assert that corruption has an impact on economic policy making and Ekiyor (2009) explained that corruption usually entails the extraction of rent by someone who is vested with some form of public power and authority to influence things through the exercise of discretionary powers of the office.

The management of the universities as part of their responsibilities in ensuring the implementation of good governance and the control of corrupt practices in the administration of the institution initiate policies on incentives and sanctions mechanism in the strategic fight to curb corruption to the barest minimum in order to reduce the effects in the attainment of its objectives. Furthermore, they are equally responsible for the determination of administrative and market structure of the university environment in the provision of the goods and services. This process of achieving competence, the administrative process through the adoption of modern office management techniques in personal management, examination and results computation, admissions, staff discipline and e-accounting systems may not be subject to manipulation and creating room for corrupt tendencies in the services offered.

The universities are further faced with serious challenges in meeting up with the aims and objectives of its establishment. This situation may be attributed to lack of interpersonal relations with staff and host communities, the issue of determining future manpower or workforce needs, retaining top talents, problems of tenure elongation of chief executives by the visitor to the universities, unlawful termination of appointment based on political considerations, lack of support from member staff, organizational conflict of interest, shaping university culture, tracking team productivity, issue of good communication network and lack of accountability which made many academics and non-teaching staff to be working under difficult circumstances.

In all aspects of the educational system in Nigeria, poor policy implementation poses a challenge to excellent service delivery and good governance. The awful performance of Nigerian students and graduates of higher educational institutions may be attributed to poor service delivery due to the absent of innovation in fully adopting modern technology in its administration, teaching and research. In addition, there is an alarming rate of examination malpractice and other sorts of deviant behavior in universities. The educational policies in Nigeria are produced by knowledgeable authors who have foresight and believe strongly in what they write for the future and these policies are designed to meet the indices of good governance such as equity, transparency, responsiveness, equitable participation of stakeholders, providing consensus orientation, having strategic vision and the adherence to rule of law.

The problems of leadership deficit in the policy implementation of programmes according to Makinde (2005), arises when it comes to putting theory into practice by implementers or leaders or university administrators. Indeed, most policy aims are subordinated to the personal benefits and interests of university management and leaders as well as their colleagues and not forgotten that a policy is appraised primarily on its administrative merits and with the genuine development needs of the policy meeting the four cardinal corporate governance indices of people needs, administrative process, performance and purpose rarely factored into the policy implementation strategy by leaders. For these reasons, major policies and programs at Bayelsa State's universities are either ineffective or lack well-defined purposes and objectives for effective execution.

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According to Okoli and Onah (2002), policy implementation in Nigerian institutions takes the form of a "learning process" or "trial and error." In this scenario, policies and programs are executed haphazardly, and even abandoned or dismantled in the middle, because the policy's foundation was not founded on current data, realities, or need in the first place resulting to multiple abandonment of critical infrastructures required for teaching, learning and research. The 21st Century world is driven by technological innovation, nanotechnology amongst which Information and Communication Technology (ICT) plays a major role. The adoption of these innovative ideas in the universities through research and development is the instrument that makes precision and performance easier in the management of universities and as such may steer to staff effectiveness, efficiency and higher productivity.

Furthermore, it also encompasses both intra- and inter-office communication within the school and its boundaries. This might facilitate the aim of introducing complete openness, accuracy and integrity of data, as well as fast-tracking of the process and accountability. But the views of Osakwe & Regina (2012) assert that most of the universities staff in Bayelsa State has little or no knowledge of the use of ICT tools at all due to poor infrastructure and non-availability ICT centers. The various essential ICT tools expected to be available for academic, non-teaching staff and management of universities for administrative processes as hypothesized by Prensky (2005) include radio, television, digital storytelling, computer video game, digital whiteboard, projectors, fax machines, compact disk read only memory (CD-ROM), Internet, slides, cell phones, digital virtual library, web 2.0, digital tablet, and so on. Some of these resources appear to be insufficiently available for teaching and learning in Bayelsa state's public universities. This could account for the reason why employees' accessibility and usability aren't utilizing them in their daily tasks to enhance workers efficiency and productivity.

Improving ICT architecture is critical to the development of effective human capital resources and leadership deficit in the universities for the attainment of the national policy of higher education in Nigeria. The importance of ICT in universities management cannot be overstated in this technology-driven age in a global setting for which Nigeria is a member. It is becoming a new normal condition in any organization for every faculty member to mandatorily acquire ICT skills needed to access and share information in the university system which is presently one of the requirements for the accreditation of academic programme by National Universities Commission. The knowledge of ICT is usually acquired through training, seminars and workshops as the basis for enhancing computer literacy and enhancement in office management. Most universities in Nigeria are collaborating with international and local organizations for the sustainability of manpower development in ICT as an aspect of providing critical infrastructure and staff utilization of ICT for the management of human resources, data management, results transmission under the e- result platforms and e-senate meetings as presently witnessed in most of the first generation universities in Nigeria.

Most of the universities in Bayelsa State are confronted with serious challenges in the ICT management platforms which borders on proficiency and effective service delivery. Universities have been barred from discharging its obligations to the stakeholders or functions as specified in their extant law due to non-remittance of funds as budgeted from the federal and state governments. This situation was necessitated by the introduction of treasury single account (TSA); and this scenario came into existence as a result of numerous financial leakages witnessed in the public sector of the economy coupled with administrative challenges faced by the management of the universities or higher education in Nigeria.

It is a common knowledge that most of the universities in South- South Geo- political zones of Nigeria are currently suffering from financial and physical infrastructure policy inconsistency due to the fact that government hardly keep to terms with budgetary allocations to the state and federal universities. The administrators of more than two hundred public universities in most of their convocation lectures have pointed out this problem by making it clear that federal and state government budgetary allotments made to the institutions were not been completely discharged or released from the budgetary office; and this has been a serious issue on the leadership and management of the higher educational institutions in Bayelsa State to effectively discharge their statutory obligations as provided by the law to the society.

It is also observable in this situation leadership deficit and lack of good governance associated with university management in Nigeria is a common factor in its development. The other teething predicaments in the effective and efficient management of the universities which may result to higher productivity includes poor funding, political interference, inadequate record management, poor staff motivation, cultism, staff strikes, students demonstrations, hostile host community environment, lack of adequate qualitative human resources, poor management strategies in human and capital resources, poor security control strategies, problems of insecurity caused by the presences of militancy, time management and ethical issues.

Furthermore, there is also the problems associated with lack of accountability and trust, in terms of management staff assuming ownership of their own actions and inactions since it is a common assumption or believe that they will not face any consequences or be held accountable due to political patronage from their accentuate principals in government over the wellbeing of Universities in Bayelsa State. Consequently, under this type of state of affairs accountability becomes the key requirement of university leadership and management for the attainment of good governance in the tertiary institutions in Nigeria. Accountability differs depending on whether decisions or actions are made internally or externally in an organization or institution. The above assertion made (Nwankwo & Apeh, 2008) to state that without transparency and the rule of law, accountability cannot be enforced. The decrease in public trust in many universities throughout the world is fueled by high-profile ethical failures in the public and commercial sectors. Trust, on the other hand, cannot be forced, legislated or stated but it must be earned via shown accountability (Onah, 2005).

Derisory management of the university funds and resources as a result of improper accountability is a barn to the attainment of its objectives and most observers have observed that there has been widespread misappropriation, embezzlement of funds meant for Research and Development (R&D) of the universities in Nigeria. This type of misappropriation of funds involves wide spread systemic corruption in the system and existed in successive administrations of the universities in Bayelsa State. The corrupt practice involves massive mismanagement of internally and externally generated revenue of the school with dexterity reckless abandonment of critical and strategic facilities that are highly needed for development and facilitation of accreditation process of programs of the institution with little or no sanctions on the perpetrators. It is important to observe that this type of situation in the management of universities in Nigeria indicates the level of control the governing council has on leadership and therefore facilitating the establishment of setting bad management precedent in the system for cheap political patronage and goals.

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The effects of refusal to set in motion the process of sanctioning the defaulters of breach of administrative procedures have had deleterious or harmful physical impact in the activities of the universities thereby setting the hand of the clock backward as a result of ill-defined, unstable and unrealistic government interference in policy development, enactment and implementation in most of the universities. This situation is further encouraged by most government refusal to initiate visitation panels to probe or investigate management activities for reasons best known to the administrators who have oversight functions of public universities. This may be due to the fact that there is no integrated, coherent, conceptual framework of projects and strategy between government agencies that interface with state higher institutions or universities in most part of Nigeria towards the development of well-articulated policy of citing of projects from the Federal and State Governments that was not captured by the physical planning department of the universities but just imposed on the institutions for political reasons.

Research Questions

The study was guided by the following research questions:

1. To what extent is lack of ICT a deficiency in the management of universities in the study area?
2. To what extent does corruption pose a challenge of good governance in the management of universities in the study area?
3. To what degree does lack of accountability pose a challenge of good governance in the management of universities in the study area?
4. To what extent does lack of policy making affect leadership deficit in the management of universities in the study area?

Research Hypotheses

The following null hypotheses guided the study and was tested at 0.05 Alpha level of significance

1. There is no significant mean rating difference of lack of ICT as a deficit in the management of universities in the study area.
2. There is no significant mean rating difference of corruption as a challenge of good governance in the management of universities in the study area.
3. There is no significant mean rating different of lack of accountability as a challenge of good governance in the management of universities in the study area.
4. There is no significant mean difference of lack of policy making as a leadership deficit in the management of universities in Bayelsa State.

Research Design and Population of the Study

The study adopted a descriptive research design and the population for the study comprised all the university staff with a population of 3000. The stratified random sampling technique and fluid survey was used to determine the sample size of three hundred and forty (340) university staffs for the study. Instrument for data collection was a self-made questionnaire titled "Leadership Deficit and Challenges of Good Governance in Management of Universities Scale (LDCGMUS)", in a modified Likert's four point scale indicating Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D).

Reliability of the Instrument

The reliability of the instrument was determined through the application of Cronbach Alpha technique as a measure of its internal consistency, and the reliability index of .73 was obtained. The method of data analysis used in this study was the mean and standard deviation statistical analysis to answer the research questions and t-test was used to test the null hypotheses at a 0.05 significant level using Statistical Package for Social Science (SPSS).

Results

Research Question One: To what extent does lack of ICT as a deficiency in the management of universities in Bayelsa State?

Table 1: Response on the Extent Lack of ICT a Deficit in the Management of Universities

S/N	Statement	N	\bar{x}	SD
1	There are not enough desktop in my university.	340	3.24	.642
2	Software is not enough for staffs use.	340	3.56	.674
3	There are not enough laptops for office work.	340	3.30	.678
4	There is inadequacy of internet connection in my university.	340	3.62	.785
5	There are not enough printers and consumables in my university	340	2.54	.542
Criterion Mean = 2.5				

In Table 1, the values of all the means are above the criterion mean of 2.5 and the positive standard deviation respectively; this indicated the respondents' responses on the extent the lack of ICT a deficit in the management of universities in Bayelsa State.

Research Question Two: To what extent does corruption pose a challenge of good governance in the management of universities in Bayelsa State?

Table 2: Response on the Extent Corruption a Challenge of Good Governance in the Management of Universities

S/N	Statement	N	\bar{x}	SD
1	Nobody is willing to proclaim that something needs to be done.	340	3.30	.516
2	Nobody accept personal responsibility for tackling an issue.	340	3.24	.547
3	Nobody makes positive choices or decisions to act if there is a breach of procedures.	340	2.68	.734
4	Nobody cares about the consequences of each choice of action.	340	3.23	.767
5	Nobody sets high expectations for yourself and your team.	340	3.40	.641
Criterion Mean = 2.5				

Also in Table 2, the values of all the means are above the criterion mean of 2.5 and the positive standard deviation respectively; this indicates the respondents' were in agreement that corruption to an extent is a challenge to good governance in the management of universities in Bayelsa State.

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Research Question Three: To what degree does lack of accountability pose a challenge of good governance in the management of universities in Bayelsa State?

Table 3: Response on the Extent Lack of Accountability a Challenge of Good Governance in the Management of Universities

S/N	Statement	N	\bar{x}	SD
1	Management cut staff salaries at will,	340	3.11	.533
2	Staff take bribe before doing their job	340	1.35	.523
3	Management embezzles money meant for building, provision of cars, office equipment and stationeries.	340	3.62	.648
4	Management engages in favoritism and nepotism in promotion of staff.	340	3.14	.644
5	Management engages in illicit enrichment	340	3.42	.654
Criterion Mean = 2.5				

In Table 3, the values of all the means are above the criterion mean of 2.5 and the positive standard deviation respectively. This indicated the respondents' responses on the extent corruption as a challenge of good governance in the management of universities in Bayelsa State. Except the item "Staff take bribe before doing their job" with a value of 1.35 which indicated a low extent.

Research Question Four: To what extent does lack of policy making lead to leadership deficit in the management of universities in Bayelsa State?

Table 4: Response on the Extent Lack of Policy Making a Leadership Deficit in the Management of Universities

S/N	Statement	N	\bar{x}	SD
1	Management do not have agenda for building administrative effectiveness and efficiency in the system	340	1.43	.636
2	Management of university have no clear policy formulation on most issues in administration	340	1.34	.743
3	Management of university has no clear policy adoption process.	340	1.21	.657
4	Management of university have no clear policy implementation plan	340	1.41	.760
5	Management of university has no clear policy evaluation procedures.	340	3.22	.761
Criterion Mean = 2.5				

In Table 4, the values of all the means are below the criterion mean of 2.5 and the positive standard deviation respectively. This indicated the respondents' responses on the extent they view policy making and corruption as a challenge of good governance in the management of universities in Bayelsa State. Except the item "Management of university have no clear policy evaluation procedures" with a value of 3.22 which indicated a high extent and is very significant in the process of controlling corrupt tendencies in the system.

Hypothesis One: There is no significant mean rating difference of lack of ICT as a deficit in the management of universities in Bayelsa State.

Table 5: One Sample t-test for Lack of ICT

Variable	N	\bar{x}	SD	df	t-value	p-value	Decision
Lack of ICT	340	16.13	.970	339	110.12	.391	

Alpha level = 0.05 at significance

In Table 5, the table revealed that the value of t-value is 110.12, the p-value is .391 and the chosen alpha level is 0.05. This shows that, the p -value is greater than the significance level (.391 > 0.05). Therefore the null hypothesis is not rejected; there is no significant means rating difference of lack of ICT as a deficit in the management of universities in Bayelsa State among the respondents.

Hypothesis Two: There is no significant mean rating difference of corruption as a challenge of good governance in the management of universities in Bayelsa State.

Table 6: One Sample t-test of Corruption as a Challenge of Good Governance

Variable	N	\bar{x}	SD	df	t-value	p-value	Decision
Corruption as a Challenge of Good Governance	340	17.26	1.27	339	121.51	.463	

Alpha level = 0.05 at significance

In Table 6, the table revealed that the value of t-value is 121.51, the p-value is .463 and the chosen alpha level is 0.05. This shows that, the p -value is greater than the significance level (.463 > 0.05). Therefore the null hypothesis is not rejected; there is no significant mean rating difference of corruption as a challenge of good governance in the management of universities in Bayelsa State among the respondents.

Hypothesis Three: There is no significant means rating difference of lack of accountability as a challenge of good governance in the management of universities in Bayelsa State.

Table 7: One Sample t-test for Lack of Accountability as a Challenge of Good Governance

Variable	N	\bar{x}	SD	df	t-value	p-value	Decision
Lack of Accountability	340	17.62	.976	339	120.55	.396	

Alpha level = 0.05 at significance

In Table 7, the table revealed that the value of t-value is 120.55, the p-value is .396 and the chosen alpha level is 0.05. This shows that, the p -value is greater than the significance level (.396 > 0.05). Therefore the null hypothesis is not rejected; there is no significant mean rating difference of lack of accountability as a challenge of good governance in the management of universities in Bayelsa State among the respondents.

Hypothesis Four: There is no significant mean difference of lack of policy making as a leadership deficit in the management of universities in Bayelsa State.

Table 8: One Sample t-test for Lack of Policy Making as a Leadership Deficit

Variable	N	\bar{x}	SD	df	t-value	p-value	Decision
Lack of Policy Making as a Leadership Deficit	340	13.32	.897	339	109.02	.254	

Alpha level = 0.05 at significance

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In Table 8, the table revealed that the value of t-value is 109.02, the p-value is .254 and the chosen alpha level is 0.05. This shows that, the p -value is greater than the significance level (.254 > 0.05). Therefore the null hypothesis is not rejected; there is no significant mean rating difference of lack of policy making as a leadership deficit in the management of universities in Bayelsa State among the respondents.

Discussion of Findings

In this study, all the hypotheses revealed have a significant difference. However, hypothesis one revealed that there is no significant mean rating difference of lack of ICT as a deficit in the management of universities in Bayelsa State among the respondents. This finding is similar to the findings of Olufunde et al (2010) and Adaeze (2007). The findings of Olufunde et al (2010) carried out a study on access and utilization of ICT among lecturers and students in South-West Nigerian public universities. The result found that 89% of the respondents claimed to have never or rarely had access to ICT tools. They found that lecturers were very low in their knowledge and proficiency in the use of ICT tools. Adaeze (2007) conducted a study on availability and utilization of Information Communication Technology (ICT) tools in higher institution in Niger State, Nigeria. It was discovered that there are inadequate ICT tools and equipment for teaching and learning work in all levels of tertiary institutions in Niger State.

Hypothesis two revealed that there is no significant means rating difference of corruption as a challenge of good governance in the management of universities in Bayelsa State among the respondents. This finding collaborate with the findings of Amaka (2013) carried out a study on factors affecting job satisfaction in universities in Anambra State. The study revealed that inadequate salaries, irregular promotion and provision of staff development programme for administrative staffs by the university leadership will greatly influenced their level of job satisfaction as a result of corrupt practices.

In hypothesis three, there is no significant mean rating difference of lack of accountability as a challenge of good governance in the management of universities in Bayelsa State among the respondents. This finding is similar to the findings of Rauf (2009) carried out a study on the perception of accountability in the office among management staffs in Bayelsa State. The study revealed no significant difference. Both the senior staffs and junior staffs reported low perception of accountability.

In hypothesis four, there is no significant mean rating difference of lack of policy making as a leadership deficit in the management of universities in Bayelsa State among the respondents. This finding corroborated with the findings of Mocheche et al (2017) carried out a study on the Influence of Gender on decision making in technical colleges in Kenya. The study revealed a significant difference in levels of decision making between male university staffs and female university staffs, with female participants reporting good decision making. Male and female top management were dissatisfied as a result of their gender where female staffs remarked that other people see them as a woman. Male university staffs take an upper hand and in Board of Management meetings, female university staffs feel frustrating especially when the men have somebody they want to impose in office.

Conclusions

The study investigated the leadership deficit and challenges of good governance in the management of universities. From the study, the leadership deficit and challenges of good

governance in the management of universities were identified as Lack of ICT, Lack of Accountability, Corruption and Lack of policy making. These leadership deficit and challenges of good governance in the management of universities were revealed to have some negative effects on the governance in the management of universities. Therefore, if these identified deficit and challenges of good governance in the management of universities are controlled adequately, this will add significant importance to governance in the management of universities in Bayelsa state in particular and the country at large

Recommendations

The following are the study recommendations:

1. The university management should endeavour to provide adequate and state of the art Information and Communication Technology facilities in the university.
2. The government and stakeholders should make it an obligation to monitor the university activities in all ramifications to check unholy and corrupt practices of any kind.
3. The government, stakeholders and university management should encourage accountability in the school system by passing penalty to those found guilty of any sharp practices.
4. The government, stakeholders and university management should be firm in the making of policies that will have a direct positive impact of the general wellbeing of the university, rather than playing politics with important decision and issues that will take the university to another level.

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