

Application of Strategic Management in Strengthening the Tertiary Institutions Administration in Selected Higher Institutions in Ebonyi State

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Abstract: *In Ebonyi State today, there are different Tertiary Institutions, with the managements left with the function of coordinating both the men and the materials in the institution for the purpose of training and producing the needed manpower that can fit in, in the society. Sequel to this, therefore, this research delved into advocating the need for the introduction of the administrative/managerial tactic known as 'Strategic Management.' The objectives of the study perhaps, are to: Find out the extent the application of strategic management in the tertiary institutions in Ebonyi State promotes effective and efficient service delivery in the institutions; Ascertain the extent regular formulation of vision and mission statements redirects the managements of the tertiary institutions in Ebonyi State towards tackling the administrative challenges facing the institutions; Find out the extent auditing is employed by the managements of the tertiary institutions in Ebonyi State to understand the strength and opportunities of the institutions; Determine the extent staff-performance evaluation helps the managements of the tertiary institutions in Ebonyi State to promote effective teaching and learning in the institutions. The theory adopted in the study is the Scientific Management Theory by Frederick Wilson Taylor (1856). The research design adopted is a descriptive survey design. The following are some of the findings made: Defining and re-defining the current business and mission make the school management change the ineffective policies and programmes for the effective ones; Carrying out proper internal and external auditing helps managers to know where they do well and where they need to improve in their services; Evaluation of job performance provides robust knowledge on the extent the projects and programmes of the tertiary institutions in Ebonyi State are implemented. The researchers finally recommended as follows: There should be the adoption of all the strategic management processes in running the affairs of the tertiary institutions in Ebonyi State.*

Keywords: Strategic Management, Tertiary Institutions, Administration, Higher Institutions.

1. INTRODUCTION

In the world today and in Ebonyi State in particular, there exist different Tertiary Institutions owned and managed by both the private and the Government sectors respectively. Obviously, the managements of these institutions carry out different administrative functions, among which is regular and adequate coordination of both the men and the materials in the institutions for the purpose of producing a well-trained manpower needed in the society, (MacRae and Pitt, 1980) in Ezeani (2006, p.1). Notably, there exists, global competition among the institutions of the higher learning (University; Polytechnic and/or Colleges), centering on which would be the best institutions, nationally, regionally and worldwide. To this effect, therefore, the introduction of an administrative/managerial skill or tactic known as 'Strategic Management' becomes very imperative. According to Nnamani (2009, p.37), the managerial skill is the ingenuity, innovation and the administrative technique needed by the management of the tertiary institutions to exploit the various resources in the institutions for the good of the society. The strategy makes any higher institution stand above others, anytime, anywhere. It gives a general direction to an

institution and its various components for the achievement of the desired state in the future. Such strategy results from the detailed strategic planning process.

Meanwhile, according to Eze (2010, p.52), the world, 'strategy' originated from the Greek word, 'strategia' meaning, 'generalship' which loosely translates to the science and art of military warfare. 'ago' (meaning leading/moving). Through the Strategic Management processes, the managements of the tertiary institutions make the institution assume the state of a business, possessing all most all the features of business and as such, fit their capacities with their environmental possibilities. In this case, the managements of the institutions could be flexible, accommodating and accessible. They would also bring about periodic adjustments in the institution's strategies for the purpose of consolidating some positive changes in the institutions. Strategic Management moreover, allows the managements of the tertiary institutions to carry out their administrative functions of formulating and implementing the major goals and initiatives they already took on behalf of the establishers, based on consideration of resources and an

assessment of the internal and external environments in which the institution competes.

Strategic Management makes administration easy as it provides overall direction to the management of the tertiary institutions and helps them in specifying the institution's objectives, developing the policies and planning on how to achieve the objectives. It also helps the managements in allocating the resources for the implementation of the plans. Obviously, Strategic management is not static; the models often include a feedback loop to monitor execution and inform the next round of planning. To this end, Okpata (2006, p.14), opines that the management of every tertiary institution requires a very strong and steady communication link which must be utilized internally and externally. In the words of Dessler (2008, p.78), in Eze (2010, p.53), Strategic Management is the process of identifying and executing the strategic plan of an institution, by matching the institution's capabilities with the demands of its environment, which comprises the strategic planning and implementation. Of course, Strategic Management involves answering a key question from a portfolio perspective: 'What business are we in and what business are we supposed to be in?' Nevertheless, in academic business, the management is to answer the strategic question, 'How shall we compete in this environment?'

Fayol (1949, p.19), in Ezeani (2006, p.111), enunciates the following as some of the managerial strategies which help the management in its administrations: Division of labour/work, authority, discipline, unity of direction, subordination of interests to the general interest, remuneration, centralization, scalar chain (line of authority), order, equity, stability of tenure of personnel, initiative and spirit de corps. Moreover, there are seven elements of Management or Public Administration which are as well referred to as Managerial Strategies applied in the administration of the tertiary institutions for the growth of the institutions. These elements according to Fayol (1916) in Ezeani (2006, p.116), include: Forecasting; Planning, Organizing, Commanding, Co-coordinating and Controlling. It therefore, encourages, fit.

2. STATEMENT OF PROBLEM

Currently, the move to develop the tertiary institutions in Ebonyi State has taken a strategic dimension in the state. Such dimension/approach however, requires a number of things put in place, two among which include: the provision of both Material and Financial Resources for better development through the implementation of various projects and programmes of the institutions. Unfortunately, however, it seems that the reverse is the case in the higher institutions in Ebonyi State where the institutions seem to fall short of the necessary infrastructure and fund they need. This however, appears to be the case following the introduction of Single Treasury Account and the inadequate allocation of money to the public tertiary institutions in the state. As Alia and Alia (2013, p.131), puts it, since government does not

allocate enough money to schools, the standard of education deteriorates.

In the same vein, the minimal provision of infrastructure facilities such as water; light, health and sanitation facilities and all-season access roots which are essential to life in the tertiary institutions, seems to be a serious problem. However, according to Alia and Alia (2014, p.131), every school is highly expected as a matter of necessity, to have the basic physical facilities that give existence to the institute such as staff rooms and office block, laboratories/workshop/student hostel accommodation and staff house for effective teaching and learning.

The education system in Nigeria and in Ebonyi State as well, seems to be falling because of what seems to be the inability to develop original thinkers/Scientists, creators, investors and innovators (Watson, 2000 in Chidi-Ehiem and Nweze, 2013, p.175). It therefore, becomes very worrisome to find out that there is little or no application of strategic management in most of the tertiary institutions in Nigeria. As such, the goals of the tertiary institutions appear to be unreliable and the graduates appear to not to perform in accordance with the declaration on their certificates, (Onah, 2010). In that effect, Olowolabi (1999), Chidi-Echem and Nweze (2013, p.176), lament that examination malpractice seems to become the order of the day and many people appear to be more interested in obtaining certificates rather than studying very hard.

In another dimension, Okpata (2006, p.247), maintains that inadequate utilization of communication links among the managements, the workers and the students increases the problems facing the tertiary institutions in every part of the world. Indeed, due process (red tapism) which usually exists in every public establishments seems to prevent some subordinates from having free access to relate with the managements of the tertiary institutions on certain matters demanding urgent attention. Secondly, it appears that the breach in communication also emanate from managements of the tertiary institutions, who on several occasions, may not be willing to open up to both internal and external bodies on the way the programmes and projects of the institutions are being implemented, (Ezeani, 2006). This however, may be connected with fear of unknown and of course, for the avoidance of probe on the managements.

In another dimension, certain files are left untreated and the contents unimplemented by the managements of the tertiary institutions. It therefore, becomes common to have many deadlines that are not met in the institutions since the supervisors/evaluators/accreditors of such institutions are confronted with so many data, (Okpata, 2006). Sometimes, the managements of the tertiary institutions become frustrated, confused, and either postpone processing, or fail to reflect on the implications of information in their domain, or utilize a suboptimal portion of the total information available. Again, the content of the data/files may be massive or so technical that the managements may just ignore or file them away. So, it appears that some of the members of the

managements of the tertiary institutions lack the ability to adopt strategic management that could encourage the use of Information Communication Technology (ICT) needed to handle the numerous files in the institutions for effectiveness and efficiency (Udu, 2013, p.171).

In all, Akpagu (2007, p.4), remarks that the major challenge bedeviling the tertiary institutions in Nigeria and Ebonyi State in particular, is how to retain the arms of government with strong institutions and authorities required to ensure good oversight/external evaluation on the managements of the tertiary institutions. Be that as it may, the quest to solve the above problems therefore, led the researcher to embark on this study.

3. OBJECTIVES OF THE STUDY

The main objective of this study is to find out the extent the application of strategic management in the tertiary institutions in Ebonyi State promotes effective and efficient service delivery in the institutions.

In specific terms, the objectives of the study are to:

1. Ascertain the extent regular formulation of vision and mission statements of the tertiary institutions in Ebonyi State redirects the managements towards tackling the administrative challenges facing the institutions.
2. Find out the extent auditing is employed by the managements of the tertiary institutions in Ebonyi State to understand the strength and opportunities of the institutions for future improvement.
3. Determine the extent job-performance evaluation of staff helps by the managements of the tertiary institutions in Ebonyi State promotes effective manpower development in the institutions.

4. REVIEW OF LITERATURE

Conceptual Review

Concept of Strategic Management

Strategy is a well-defined roadmap which explains the overall mission, vision and direction of an institution. The objective of a strategy is to maximize an institution's strengths. Strategy bridges the gap between where an institution is and where it wants to be. Strategy can also be defined as knowledge of the goals, the uncertainty of events and the need to take into consideration the likely or actual behavior of others. Strategy is the blueprint of decisions in an organization that shows its objectives and goals, reduces the key policies, and plans for achieving these goals, and defines the business the organization is to carry on, the type of economic and human organization it wants to be, and the contribution it plans to make to its shareholders, customers and society at large.

Meanwhile, Strategic Management is the continuous planning, monitoring, analyzing and assessment of all that is necessary for an organization to meet its goals and objectives, (Rouse, 2016). In other words, strategic

management helps the management of an institution to really evaluate and control the business and the industries in which the institution is involved in. Through strategic management, the management of an institutions is able to evaluate the competitors of other institutions. They also set goals and strategies for their institutions to reevaluate strategies on a regular basis to determine how the goals are implemented.

According to Porter (2016), strategic management is an administrative technique which involves creating a unique and valuable position for an institution, choosing what not to do, and creating fit by aligning institutional activities with one another to support the chosen strategy. It is therefore, a bundle of decisions and acts which a manager undertakes and which decides the result of the organization's performance. It is the identification and description of the strategies that managers can use so as to achieve better performance and a competitive advantage for their institutions.

Strategic management involves making managers/administrators to have a thorough knowledge and analysis of the general and competitive organizational environment so as to take right decisions on the Human Resource Management in the institutions. As such, Human Resource Strategy becomes a very significant/important aspect of Strategic Management which its purpose is to articulate what an institution intends to do about the policies and practices effecting the manpower now and in the longer term. According to Armstrong (1999, p. 61), some specific human resource strategy areas the managers are involved in for better administration and to make their organization better include: human capital management, corporate social responsibility, organization development, engagement, knowledge management, employee resourcing, talent management, learning and development, reward, employee relations, and employee well-being.

Strategic management is nothing but planning for both predictable as well as unfeasible contingencies. It is applicable to both small as well as large organizations as even the smallest organization face competition and, by formulating and implementing appropriate strategies, they can attain sustainable competitive advantage. Strategic management is a way in which strategists set the objectives and proceed about attaining them. It deals with making and implementing decisions about future direction of an organization. It helps the managements of the tertiary institutions to identify the direction in which their institutions are moving.

Strategic Management is an administrative mechanism through which the managements of the tertiary institutions give a broader perspective to their employees so that they can better understand how their job fits into the entire organizational plan and how it is co-related to other members of the institutions. Strategic Management is actually a 'continually evolving of directional cues that helps the managements of the tertiary institutions fit their capacities with their environmental possibilities for the

purpose of achieving their strategic goals,' (Albenese, 1988), in Eze (2010, p.52). The managements of the tertiary institutions use strategic management to manage their employees in a manner which maximizes the ability of achieving the objectives of the tertiary institutions. When the managements of the tertiary institutions apply strategic management in the administration of the employees, they become more trustworthy, more committed and more satisfied and they could co-relate themselves very well with each task of the institutions. Strategic management is a process with which the managements of tertiary institutions appreciate the reaction of environmental changes while undertaking their administrative functions and the probable response of the institutions.

Processes of Strategic Management

According to Dessler (2008, p.78), in Eze (2010, p.53), there are seven strategic management processes, which the first five of the tasks are concerned with strategic planning while the sixth is the strategic implementation stage and the last is the evaluation. The processes include:

- i. Defining the current vision and mission
- ii. Performing external and internal auditing
- iii. Formulating new business and mission statements
- iv. Translating the mission into goals
- v. Formulating strategies to achieve the strategic goals
- vi. Implementing the strategy and
- vii. Evaluating performance.

For Rouse (2016), Strategic management typically involves:

- i. Analyzing internal and external strengths and weaknesses.
- ii. Formulating action plans.
- iii. Executing action plans.
- iv. Evaluating to what degree action plans have been successful and making changes when desired results are not being produced.

Put together, strategic management processes make the tertiary institutions grow and develop:

(A) Defining the Current vision and Mission of the Tertiary Institutions

According to Eze (2010, p.54), the first and very important strategic management process which could be adopted by the management of the tertiary institutions for smooth administration is defining the current vision and mission of the institutions. Through defining the current vision and mission of the tertiary institutions, the managements really develop competence through evidence-based management (Armstrong, 2009:128). According to Eze (2010, p.55),

As change is inevitable, management must be prepared to continually scan the operating environment with the following questions in mind: What business are we in?

What is the current state of the business should we choose another business model altogether or simply diversify into other areas?

Given the threats and opportunities within our environment and while considering our strengths and weakness, where do we want the business to be in the next three, four or five years' time?

What means are available to us in order to get there?

As Pfeffer and Sutton (2006), state it, the following practices of Human Resource Professionals are the means the managements of the different institutions could adopt in defining the current vision and mission of the institutions:

- i. Using data to identify where the greatest improvement opportunities are.
- ii. Running experiment and gathering information on how well, things are working, building up a spirit of inquiry and learning, and a commitment to gathering data and doing the necessary analysis to make decisions based on fact. Armstrong (2009, p.128), warns against acting on hunches, or '.....on belief, ideology, casual benchmarking, what they want or hope for, what they have done in the past, what they seem to be good or experienced in doing.'
- iii. Being committed to acting upon data in order to design and redesign more effective Human Resource system and processes and to ensure that the already existing do not harm those who use them or are effected by their use.

The above implies that while defining and analyzing the vision and mission of the tertiary institutions, the managements must understand the routes that will enable the institutions get to the desired destination at the time under review.

(B) Allowing External and Internal Auditing in the Tertiary Institutions

In the course of their administration, the managements of the tertiary institutions could allow both internal and external auditing in the institutions for the purpose of understanding the true states of the institutions. According to Eze (2010, p.129), auditing is the process of gathering, analyzing and setting out detailed information about the requirements and contents of a job. Perhaps, job analysis provides useful data about a job by identifying the major job requirements (MJR) needed for the successful performance of the functions of that job. The internal and external audit centre on what is referred to as 'Strength, Weakness, Opportunity and Threat (SWOT).

(C) Formulation of New Vision and Mission Statements and Translating the Mission into Goals by the Management of the Higher Institutions

One of the administrative functions of the management of the tertiary institutions is to keep a continuous eye on the goals and objectives of the organization and make adjustments where and when necessary. According to Ezeani (2006, p.2), it could be understood that while formulating new vision and mission statements in an institution, certain

question-statements could be very important. Such question-statements according Eze (2010, p.59), include: which new institutional model can be explored? And which new distinctive or unique services can be made available to learners? Nevertheless, the essence of formulating new vision and mission statements in the tertiary institutions is to move the institutions forward in the emerging new dispensation.

On the other hand, formulating new vision and mission statement by the managements of the tertiary institutions could be necessary but without translating the new vision and mission statement into goals, administration of the managements may be faulty and there may be no optimal services in the institutions. This follows the fact that the tertiary institutions like other organizations must have a set goals which must be appreciated and achieved/implemented from time to time. In the light of the above, Attmah (2014:87), notes that the managements of the tertiary institutions must use the manpower (academic and non-academic staff) to adjust the difficult task in the institutions to accommodate the learners in a way of restructuring the task to supplement a prior knowledge.

(D) Formulation of Strategies to Achieve/Implement the Goals of the Tertiary Institutions

Following the role goal setting plays in the administration of different tertiary institution, it has become clear that the formulation of special strategies for the implementation of organizational goals could help the managements of the tertiary institutions a lot in optimizing productivity in Ebonyi State. The following therefore, are some administrative strategies the managements of the tertiary institutions could adopt in making their administration go smoothly and in return, develop their institutions rapidly:

(i) Maintenance of adequate Communication Link in the Tertiary Institutions

Maintenance of adequate communication link is an important strategy the managements of the tertiary institutions adopt to have smooth administration in the institutions. According to Okpata (2006, p.14), the directions of communication link necessary for perfect administration in any institution like the tertiary institutions include:

(a) Downward Communication- This is the flow of information from the members of the management to the subordinates/staff.

(b) Upward Communication- This is the flow of information from the staff members to the members of the managements.

(c) Lateral Communication- The flow of information from one unit to the other in one tertiary institution.

(d) Diagonal and Mixed Communication- The flow of information through different devices to the managements in the tertiary institutions.

(e) Internal Communication- The flow of information among the management and the staff within the tertiary institution.

(ii) Steady Use of Information Communication Technology in the Tertiary Institutions

Another management strategy adopted by the managements of the tertiary institutions for smooth administration and better service delivery in the institutions is the use of Information Communication Technology. Of course, sharing of information on the current trend by the managements of the tertiary institutions is better done through the use of Information Communication Technology. In the word of Onwe (2014, p.140), Information Communication Technology is a super highway that links, hooks and focuses the entire world into a global village, where people of all races can easily get in touch, see, or speak to one another and exchange information from one point of the globe to another. As Armah (2009), puts it in Onwe (2014), the use of Information Communication Technology augments the information resources of the university libraries for improved satisfaction of users' needs.

According to Ekruyota (2006), in Onwe (2014:140), with access to Information Communication Technology or internet facilities, the managements can retrieve information from the world's largest information database for easy administration. In other words, the use of Information Communication Technology by the managements of the tertiary institution makes the administration of the tertiary institutions very easily as the managements of the institutions can comfortably compete with each other anywhere, anytime, anywhere. Perhaps, according to Kochmer (1995), in Ezike (2014:1), the adoption of the Information Communication Technology by the management of the tertiary institutions in their administration involves the use of the use of E-mail for one-to-one correspondence.

(iii) Reward Strategy

According to Armstrong (1999, p. 746), reward strategy is a declaration of intent which defines what the management of an institution wants to do in the longer term to develop and implement policies, practices and processes which further the achievement of its goals and meet the needs of its stakeholders. Reward strategy is an administrative measure which based on an understanding of the needs, demands and satisfaction of the employees and the organization. Reward strategy is concerned with developing the values of the organization on how people should be incentives and formulating guiding principles which will ensure that their values are enacted.

In the word of Brown (2001), Reward strategy is ultimately a way of thinking that the managements of institutions apply in any compensation issue arising in an institution, to create value in institutions. The following according to Armstrong (1999, p. 747), are therefore, the specific reward strategies the managements of (tertiary) institutions could adopt:

- i. The replacement of present methods of contingent pay with a pay for contribution scheme;

- ii. The introduction of a new grade and pay structure, eg a broad-graded.
- iii. The replacement of an existing decayed job evaluation scheme with a computerized scheme which more clearly reflects organizational values;
- iv. The improvement of performance management processes so that they provide better support for the development of a performance culture and move clearly identify development needs.'
- v. The introduction of a formal recognition scheme;
- vi. The development of flexible benefit system;
- vii. The conduct of equal pay reviews with the objective of ensuring that work of equal value is paid equally;
- viii. Communication programmes designed to inform every one of the reward policies and practices of the organization;
- ix. Training, coaching and guidance programmes designed to increase line management capacity.

Evaluation of Job Performance

Evaluation of job performance is a very essential and impact-making-strategy adopted by the managements of tertiary institutions based on available data, used to form conclusion, (Mbakwem and Ibe, 2014:18). It is a systematic process for defining the relative worth or size of jobs within an institution in order to establish internal relations. According to Attmah (2014, p.87), it is very important for the management of the tertiary institutions to provide alternative assessment since it provokes the lecturers to reflect on their performances. For Titanyi and Yuoh (2009), in Mbakwem and Ibe (2014:16), supervising the implementation of policies or goals of an instruction is an evaluation strategy which brings about changes or enhancement of the capacity of lecturers in the domains of knowledge, skills and attitudes.

According to Onah (2010), another evaluation strategy which could be adopted by the managements of the tertiary institutions for quality service delivery in the institutions is project monitoring. Of course, project monitoring is a method adopted by the management of the tertiary institutions to get a detailed information on a project or programme either after it has been completed or at the appropriate points during the implementation process.

According to Gasley and Lury (1981) in Onah (2010), project monitoring provides information to the managements of different organization to enable for the assessment of how much progress had according to schedule. The main purpose of project monitoring is for the management to check whether project inputs are being delivered as intended and whether they are having effects for which they were committed in the institutions. For Onah (2010), the essence of projects and programmes monitoring include to ascertain:

- How the inputs (i.e resources) to the projects/programmes of the institutions are used.
- How activities essential to the implementation of projects/programmes are processed.
- Whether or not deadlines are being met.
- Generally, whether or not things are working out as intended.

Projects and programmes monitoring by the managements of the tertiary institutions fundamentally concerns with measuring quantities relating processors. The managements in the course of that, tactically correct deviations that may have accrued between what was intended to be done and what has actually been done. Furthermore, Onah (2010), states that technical economic and financial criteria are used in test/assessment. So, physical assessment of performance of projects and programmes involves comparing the actual use of labour and material inputs as against the estimates in the feasibility study made available. Moreover, the managements of the tertiary institutions carrying out evaluation of projects and programmes adopt the following:

- Measurable objectives.
- Critical Assumptions
- Significant indicators
- Data collection/recording system
- Analytical technique
- Effective organization structure.

Job-performance appraisal is another evaluation technique done by the managements of the tertiary institutions. According to French (1979), in Onah (2007), describes job performance appraisal is the continuous evaluation of the contribution of managers and groups within an organization. It is designed to reveal the extent to which plan objectives of the organization have been achieved by the management and any unanticipated effects it may have so that lessons can be learned for future planning. Onah (2007), defined the appraisal the judgment of an employee's performance in his or her job, based on some issues order than productivity alone. Such judgment is otherwise called 'merit rating.'

On the other hand, the appraisal of managers' performance could financially driven. Therefore, Okereke (1986), cited by Onah (2010), states that financial appraisal of the performance of managers of any institution takes the following forms:

- Comparing the actual and planned capital and operational cost and highlighting of cost differences by type and inputs, timing and direction;
- Calculating the real production costs and comparing it with actual product price.

Generally, the purpose of evaluation by the managements of organization like the tertiary institutions, according to Armstrong (1999, p.757), include:

- ❖ Establishing the relative value or size of jobs (internal relativities) based on fair, sound consistent judgment.
- ❖ Production of the required information to design and maintain equitable and defensible grade and pay structures.
- ❖ Provision of as much objectives as possible, a basis for grading jobs within a grade structure, thus enabling consistent decision to be made about job grading.
- ❖ For the sake of having sound market comparisons with jobs or roles of equivalent complexity and size.
- ❖ Being transparent- the basis upon which grades are defined and defined and jobs graded should be cleared.
- ❖ Ensuring that the institution meets equal pay for work of equal value obligations.

Table 1
A Table Showing the Population of the Study

S/N	Institution	Govt Appointees	Deans	Sub/Deans	Directors	HODs	Unit Heads	Coordinators	Other Appointees	Total
	Federal University Udufu-Alike, Ikwo	4	7	0	11	25	3	7	1	58
	Ebonyi State University, Abakaliki	4	13	3	18	57	0	0	6	101
	Federal Polytechnic, Uwana	4	7	0	12	30	0	0	4	57
	Federal College of Agriculture, Ishiagu	4	1	0	1	20	0	0	2	28
	Ebonyi State College of Education, Ikwo	4	6	0	21	14	0	0	1	46
	Total	20	34	3	63	146	3	7	14	290

Source: Authors' Field Survey 2017

Sampling Techniques

The sampling technique used in this study is Simple Random Technique where the respondents were picked randomly.

Sampling Size Determinations

The sample size of population was determined using TARO Yemeni formular.

$$N = \frac{n}{1 + N(e)^2}$$

Where: n= desired sample

N= total population

5. METHODOLOGY

Research Design

The design used in this study is a descriptive survey design. It involves systematic collection and presentation of data given a clear picture of a particular action and correlation.

Area of Study

This study focused on Ebonyi State created in 1996 with particular reference to the five (5) Tertiary Institutions, namely: Federal University, Ndufu-Alike, Ikwo (FUNAI), Ebonyi State University (EBSU), Abakaliki, Federal Polytechnic, Uwana, Federal College of Agriculture, Ishiagu and Ebonyi State College of Education, Ikwo.

Population of the Study

The total population of this study is 288 derivable from the number of the management staff of the five (5) Tertiary Institutions in Ebonyi State. The detail is in the table below:

Therefore, a total number of one hundred and sixty eight (168) questionnaire items were distributed to the respondents as drawn from the population of 290.

Research Instrument

The instrumentation used in generating data in this study was questionnaire where questions were given to the respondents respectively following the research questions.

Source of Data

The source of data collection in this study is primary source using questionnaire.

Data Presentation and Analysis

$$\frac{n}{1+n} = \frac{290}{1+290} = \frac{290}{0.0025} = 116000$$

Table 2: Questionnaire Distribution

SN	Description	No of Questionnaire Items	%	No Returned	%	No Unreturned	%
1	Govt. Appointees in the institutions	10	5.9	4	4.2	4	5.4
2	Deans and Sub-Deans	18	10.7	8	8.5	10	13.5
3	HODs and Unit Heads	98	58.3	44	46.8	54	72.9
4	Directors, Coordinators and Others	42	25	38	40.4	6	8.1
5	Total	168	100	94	100	74	100

Source: Authors' Field Survey 2017

From the table above, the researcher distributed 10 questionnaire items to the Govt. Appointees in the institutions. Among the 10 questionnaire items, the persons/respondents that returned their responses were 4 and while those who did not return any response were equally 4. Also, 18 questionnaire items were given to the Deans and Sub-Deans in the institutions and 8 persons/respondents returned their responses and 10 respondents did not return any response. For the HODs and Unit Heads in the

institutions, 98 questionnaire items were given to them and 8 of them returned responses while 44 respondents did not return any response. For the Directors, Coordinators and others in the institutions, 42 questionnaire items were given to them and 8 of them returned their responses while 6 of them did not return any response. In totality, 168 respondents returned their responses while 74 respondents did not return any response.

Table3: A table showing the responses of the respondents.

S/N	Questionnaire Item	SA	%	A	%	SD	%	D	%	U	%	X
1	Regular formulation of vision and mission statements of the tertiary institutions in Ebonyi State redirects the managements towards tackling the administrative challenges facing the institutions.	34	36	29	34	14	14	15	15	3	3.1	
2	Auditing is employed by the managements of the tertiary institutions in Ebonyi State to understand the strength and opportunities of the institutions for future improvement.	35	37	28	30	15	16	16	17	1	1	

3	Job-performance evaluation of staff helps the managements of the tertiary institutions in Ebonyi State to promote effective manpower development in the institutions.	37	37	26	28	16	17	14	15	2	2	
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Regular formulation of vision and mission statements of the tertiary institutions in Ebonyi State redirects the managements towards tackling the administrative challenges facing the institutions.

In the table above, thirty four (34) respondents with 36% strongly agreed that regular formulation of vision and mission statements of the tertiary institutions in Ebonyi State redirects the managements towards tackling the administrative challenges facing the institutions while twenty nine (29) respondents with 31.0% agreed. Ten (10) respondents with 4% strongly disagreed while fifteen (15) respondents with 16% disagreed and three (3) respondents with 3.1% gave no response.

Auditing is employed by the managements of the tertiary institutions in Ebonyi State to understand the strength and opportunities of the institutions for future improvement.

Thirty five (35) respondents with 37% strongly agreed with the assertion that auditing is employed by the managements of the tertiary institutions in Ebonyi State to understand the strength and opportunities of the institutions for future improvement while twenty eight (28) respondents agreed. The respondents who strongly disagreed are fifteen (15) in number with 16% and sixteen (16) respondents with 17% just disagreed while one (1) respondents with 1% gave no answer.

Job-performance evaluation of staff helps the managements of the tertiary institutions in Ebonyi State to promote effective manpower development in the institutions

In the table three above, thirty seven (37) respondents with 39% strongly agreed that Job-performance evaluation of staff helps the managements of the tertiary institutions in Ebonyi State to promote effective manpower development in the institutions while twenty six (26) respondents with 28% disagreed with the assertion sixteen (16) respondents with 17% strongly disagreed while fourteen (14) respondents with 15% disagreed and two (2) respondents with 2% did not give any response.

Major Findings

The following are the major findings in this study:

- i. Regular formulation of vision and mission statements of the tertiary institutions in Ebonyi State truly redirects the managements towards

tackling the administrative challenges facing the institutions.

- ii. Auditing is employed by the managements of the tertiary institutions in Ebonyi State to understand the strength and opportunities of the institutions for future improvement.
- iii. Job-performance evaluation of staff helps the managements of the tertiary institutions in Ebonyi State to promote effective manpower development in the institutions.

6. CONCLUSION

In conclusion, it has become obvious that the application of strategic management like defining and re-defining of the business and mission statement redirects the managements of the tertiary institutions in Ebonyi State towards tackling the administrative challenges facing the institutions. Some of the administrative challenges include: inadequate facilities like infrastructure; inadequate provision of fund to the schools, inadequate provision of resource materials. It is also true that evaluation of job performance promotes effective service delivery in the higher institutions in Ebonyi State because it helps to find out the best performing staff and the staff who are not doing well for onwards improvement of such staff and for the good of the higher institutions in general.

7. RECOMMENDATION

Following the findings made in this study, the researcher recommends as follows:

- ❖ The managements of the tertiary institutions in Ebonyi State should adopt all the strategic management processes in running the affairs of the tertiary institutions in Ebonyi State. Such processes include: defining and re-defining the current business and mission; turning the mission into goals, carrying out proper internal and external auditing, formulating strategies for implementing the goals and really implementing the strategic goals, as well as evaluation of job performance.
- ❖ The managements of the tertiary institutions in Ebonyi State should also make it a point of duty to always carry out proper internal and external auditing on the situation of the institution to enable them know where they do well and where they need

to improve in the administration of the tertiary institutions in Ebonyi State.

- ❖ Since the implementation of strategic goals in the higher institutions significantly improves the inputs and the outputs of management of the tertiary institutions in Ebonyi State, the principles of strategic management should always be adopted in the administration of the institutions.
- ❖ Since evaluation of job performance provides robust knowledge on the extent the projects and programmes of the higher institutions in Ebonyi State are implemented, the management of the tertiary institutions in Ebonyi State should always carry out job performance evaluation in the institutions. It will significantly detects and prevents poor service delivery, waste, abuse, arbitrary and capricious behavior. It also helps to know the best performing staff for higher responsibilities and better service delivery in the higher institutions. It will also help the management of the institutions to know the area of inefficiency and its causes for onward improvement.
- ❖ On the other hand, government should always encourage the managements of the tertiary institutions by providing them with the necessary support to undertake strategic management in the institutions. Such things include provision of job security; furnished libraries, good scientific laboratories, internet and other communication facilities as well as provision of adequate teaching and learning facilities like infrastructure for the staff and students.

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