

**EXTENT OF APPLICATION OF STRATEGIC MANAGEMENT
APPROACHES IN THE MANAGEMENT OF TERTIARY
INSTITUTIONS IN ENUGU STATE**

BY

**EZENWAKA NGOZI GERALDINE
2007617003P**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
POLICY, FACULTY OF EDUCATION, NNAMDI AZIKIWE
UNIVERSITY, AWKA**

JULY, 2017

TITLE PAGE

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**A DISSERTATION PRESENTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT AND POLICY, FACULTY
OF EDUCATION, NNAMDI AZIKIWE UNIVERSITY,
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THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY
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**JULY, 2017
APPROVAL PAGE**

This dissertation has been approved for the award of Doctor of Philosophy Degree (Ph.D.) in the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka.

BY

.....
Prof. A.S. Omenyi
Supervisor

.....
Date

.....
Rev. Fr. Dr. W.N. Ofojebe
Head of Department

.....
Date

.....
Prof. N.O. Ogbonnaya
External Examiner

.....
Date

.....
Prof. N. P.M. Esomonu
Dean of Faculty

.....
Date

.....
Prof. H. Ike Odimegwu
Dean SPGS

.....
Date

CERTIFICATION

This is to certify that I, Ezenwaka N.G. with registration number 2007617003p is responsible for the work submitted in this dissertation, that the original work is mine, except as specified in the acknowledgements and references, and that neither this dissertation nor the original work submitted therein has been submitted to this University or any other University for the award of a degree.

.....
Ezenwaka Ngozi Geraldine
2007617003p

.....
Date

DEDICATION

This research work is dedicated to my husband, Engr. Osita and our Children; Bonaventure, Pamela, Cecil and Finbar.

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The researcher expresses her profound gratitude to God Almighty, for giving her the strength, protection and perseverance to complete this study. To Him that raises the poor from the dust be all the glory.

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ABSTRACT

The study specifically investigated the extent to which management of tertiary institutions apply environmental analysis, establish organizational direction, formulate organizational strategy, implement organizational strategy and use strategic control in the management of their institutions in order to achieve stated goals and objectives. Five research questions and five hypotheses guided the study. The study adopted descriptive survey design and was carried out in Enugu State. The population of the study was the entire 254 core management staff and Deans of Universities, Polytechnics and Colleges of Education. There was no sampling as the entire population was used for the study. The instrument for data collection was a researcher- developed questionnaire titled “Strategic Management Application Questionnaire” (SMAQ). The questionnaire was structured on a five point scale. The instrument was both face and content validated by experts. The reliability coefficient of the instrument was established using Cronbach alpha measure of the items that yielded 0.74, 0.84, 0.75, 0.75 and 0.84 for clusters a,b,c,d and e respectively. The mean of means is 0.83, this indicated that the instrument was reliable and capable of testing what it intended to test. The researcher with the aid of three research assistants distributed and collected the completed instrument. The data generated from the study were collated, arranged and analyzed using mean and standard deviation to answer the research questions while ANOVA and Scheffe Post-Hoc were used to test the hypotheses at 0. 05 level of significance. The findings among others indicated that core management staff and Deans in Universities, Polytechnics and Colleges of Education apply strategic management approaches to a moderate extent. Recommendations among others were that: managers should ensure that every member of staff is involved or adequately informed of the strategic management process to be able to contribute effectively to its application. Educational implications and suggestions for further research were also made.

CHAPTER ONE

INTRODUCTION

Background to the Study

Society depends on institutions of learning to produce well adjusted individuals who can fit properly into the environment. The education sector, like the economic sector needs the use of human, material and financial resources to function. Accordingly, Taiwo (2008) stated that education is not only a social service but an instrument of political socialization that informs the learner as to his privileges and basic human rights. Tertiary institutions, as higher educational institutions, are statutory charged with the responsibility of producing high level manpower or human capital. Learning at the tertiary level could be described as effective if it results in bringing about the expected transformation in the attitudes, skills and knowledge of the recipients or students over a period of time (Babalola, 2008). Effective learning, especially at the tertiary level should result in producing graduates who are adequately informed, technically equipped and morally prepared to become parents, good citizens and selfless leaders.

Tertiary education is relevant for the training of highly skilled specialists in the fields of science and technology at various types of higher institutions. Federal Republic of Nigeria (2013) stated that, tertiary education is the education given to an individual after post basic education in institutions such as

universities, polytechnics, colleges of education and those institutions offering correspondence courses at this level. Tertiary institutions worldwide are regarded as the citadel of knowledge, the fountain of intellectualism, the most appropriate ground for the incubation of leaders of tomorrow. According to Ike (2013), tertiary institution is a knowledge and value provider, it stands or fails in its ability or inability to deliver on the criteria laid by FRN, (2013). This, according to Nwankwo (2011), explains why merit has been the watch word in the tertiary education system - a system a student must first be certified worthy in character and learning before being graduated into the labour market.

Managers of any tertiary institution have enormous tasks to perform to ensure effective teaching-learning processes. They are the chief planners, financial managers, personnel managers and general overseers of all the affairs going on in the institutions. Although the roles of managers of tertiary institutions are clearly stated above, there are problems in the management of these institutions as identified by the World Bank (2012). The traces of these problems are noticeable as: financial crisis, deteriorated infrastructure, brain-drain syndrome, graduate unemployment, volatile and militant student unionism, secret cults, politicization of education, incessant strike actions and unprecedented school population explosion. Tertiary institution managers remain subjected to blames by the public, that the tasks they perform are not adequately channeled towards providing education necessary for the students of today and the future. In the face of all these difficulties, managers of higher

education institutions need effective management strategies to combat these challenges.

Managers are individuals who manage schools and they are responsible for determining the direction to be excellent or otherwise. (Abas, 2007) states that without learning the skills of strategic management approaches, the leaders will only realize that they are not involved in anything except crisis management. A Manager that does not have a clear strategic management model will be facing difficulty in managing his/her institution effectively (Middlewood & Lumby, 1998; Fidler, 2005). Strategic management in administration, will impact the institution managers to take initiative to act as a change in controlling the new situation and creating strategies.

In order to realize the vision of the Federal Ministry of Education in achieving excellent education system towards the year 2020, the practice of strategic management among the institution managers should be at the maximum level. According to David (2009), among the problems that are associated with the school administration are bureaucratic attitudes and conflicts that occur among the managers and lecturers, imperfection of the school's infrastructure, personnel management and low student' academic performance, non-conducive school climate and the complication within the administration itself. Institutions are loaded with many problems mainly because of the weak practice of the strategic management approaches.

Strategic Management is significant for an institution progress and is usually linked to success in organization. Strategic management approaches are linked to the success of business due to the institution's ability to understand its environment. Such institution will formulate strategies that prepare the institution to best adapt to the ever changing environment in ways that make it stand out from the competitors. Institution with well implemented strategies in the context of environment are thus competitive (Forsman, 2004).

Naturally, profit-making organizations desire to be competitive in order to make a profit and hence remain in business. An institution of higher education would similarly want to remain in business and the ultimate customer is the students. Competitive advantage enhancement is the underlying aim of the strategic process of an institution. Competitive advantage happens when an institution of higher education generates more economic value over its rivals for a sustained period of time (Barney & Hesterly, 2008). Economic value is the difference between the perceived benefits an institution provides to its customers in form of service, and the total cost of production for the service in question. In the case of a higher educational institution, the economic value would be the benefits accrued from the courses and programs of an institution.

Due to several problems that emanate from tertiary institutions, the importance of effective planning and management within tertiary institutions has increased in recent years. Recent developments that make effective planning and management within tertiary institutions more important are; the competitive

focus, pressure on resources, accountability and assessment, external interaction and internal management (Taylor & Miroiu 2012).

According to Mintzberg (2008), higher institutions are managed through input processes. Therefore the expectation is that the processes by which higher education institutions are currently managed will be more output based. Tertiary institutions in Enugu State operate however in a dynamic environment and organizational structure that is heavily fragmented. Maassen and Potman (2009) posited that there are many decentralized units, like faculties and departments that operate to a large extent independently from each other. The multiple purpose of higher education, the high autonomy at the operational core, the dynamic environment of tertiary institutions and the fragmented structure of tertiary institutions, make application of strategic management approaches in tertiary institutions a challenging task.

In recent years, however the use of strategic management by Nigerian tertiary institutions has become widespread due to the fact that many institutions now find themselves in circumstances where old methods of planning and management are no longer effective in guaranteeing a steady future. Strategic management is about developing a good match between an institution's activities and the demands on the environment in which it operates (Nte, 2007). Strategic management focuses on the institution's mission, objectives, strengths, weaknesses, opportunities and threats. Strategic management is seen as one of the effective management strategies for achieving positive effect in the

management of various aspects of higher educational institutions such areas as staff management, institutional performance management, financial management and the student management. In essence, strategic management aims at ensuring effective and efficient management of organization, establishment or institution and strategic management has some approaches.

Strategic management approaches such as environmental analysis, strategy formulation and implementing organizational strategy are the process that deals with the entrepreneurial work of the organization, with organizational renewal and growth and more particularly, with developing and utilizing strategy which is to guide the organization operations (Mason, 2012). Strategic management approaches as x-rayed by Henry (2008) help an organization in formulation and implementation of goals and initiatives taken by organizations executives on behalf of the owners, based on considerations of resources and an assessment of both internal and external environments in which the organization competes. Having mentioned the major problems of these tertiary institutions like dehumanized working condition, uneven and very poor reward system, incessant strike among others, the managers of these institutions must deem it necessary to understand what approaches of strategic management are and see how to apply them in their day to day activities. These approaches were interpreted by Certo and Peter (2013) as a series of steps that top management undertakes in order to analyze the organization's internal and external environment, formulate mission and strategies, implement strategies and engage

in strategic control in order to facilitate attainment of the goal of the organization. Certo and Peter further encapsulated the strategic management approaches into five steps. They are as follows:

1. Environmental Analysis: Monitoring internal and external environment to identify opportunities and threats. The external environment of an institution is often considered turbulent. The underlying question is whether institutions of higher education actually carry out strategic management approaches and more specifically, whether they do scan their environment in order to adapt themselves to future trends and events. Scanning the institutions environment is the act of managers searching for relevant information that would help an institution to identify trends, events and patterns in its external environment and to use that information to best prepare the institution for the future through a range of strategies.
2. Establishing Direction: Determining organizational threat through mission and objectives. The data and information at institutions disposal is exhaustive, unorganized and undeveloped. For this reason, institutions must invest in developing and putting this information to use and using the information to direct the institution towards realization of organizational goals and objectives.
3. Strategy formulation: Designing and selecting strategies that lead to attainment of objectives. This is a stage where institution determines

which information is relevant to the current situation and how the information can be utilized to adjust the institution to suit the predicted future trends and patterns.

4. Strategy implementation: Translating into action set strategies while taking into consideration culture, structure and skill. This is where institution's various strategies are put to action.
5. Strategic Control: Monitoring and evaluation to ensure the strategic management process bears fruit for the institution. Strategic management approaches must be evaluated to determine whether the strategy in place is able to make the institutions meet its objectives. Various techniques exist that an institution can employ to evaluate the effectiveness of its strategy. The aim of Certo and Peter's step is to agree that strategic management approaches are needed and desirable by all stakeholders especially managers of tertiary institutions (Bryson, 2014). An organization must be properly managed to compete effectively for resources. To do so, it requires giving competitive advantage through strategic control of all the strategic policies in the tertiary institutions.

It is pertinent to state that strategic management approaches involves continuous planning, monitoring, analysis and assessment of all that is necessary for an organization to meet its goals and objectives. Then, it is imperative for tertiary institutions in Enugu State to adopt it because it will not only help meet their goals, it will equally help set institutional baselines for

formulation of management initiatives and analyzing cross-functional organizational decisions before implementing them, which will in turn enhance better performance. This strategic management approaches will further help the tertiary institution managers in the study area to streamline and rationalize programmes and projects before spending money on them. Having this as background, development of strategic management approaches for the reformation of tertiary institutions in Enugu State, is in line with the four year strategic plan (2011-2015) of the federal government, on the development and management of tertiary education sector embedded in the current National Policy on Education (FRN, 2013).

These problems among others: financial crisis, deteriorated infrastructure, politicization of education and unprecedented school population explosion are encountered by tertiary institutions in Enugu State, it shows that tertiary institution systems in Enugu State have been in great need of these approaches. There are a lot of criticisms from stakeholders of education (Henry, 2008). Their criticisms bother on: financial crisis, deteriorated infrastructure, brain drain syndrome, graduate unemployment, volatile and militant student unionism, secret cults, and political interference. These criticisms by stakeholders might probably suggest that managers of tertiary institutions in the State have not been applying the rightful approach to tackle some of these problems.

Furthermore, universities, polytechnics and colleges of education differ on the type of degrees they award and the different categories of students they handle, this may also affect their management practices. There is need to ascertain whether colleges of education, polytechnics and universities differ significantly in the extent of utilization of strategic management approaches. The use of strategic management approaches in higher education institutions may be different, this is because each institutional type: universities, polytechnics and colleges of education are supervised by different regulatory agencies. Considering that these agencies have different leadership and management structures and policies, the difference in structure may likely have different leadership orientation and different managerial practices. Therefore, this work is interested in ascertaining the extent to which the management of tertiary institutions in Enugu State apply strategic management approaches in the management of higher institutions in order to achieve tertiary institutions organizational goals as directed by (FME 2011-2015) strategic plan. This therefore motivated the study.

Statement of the Problem

The problems facing tertiary institutions in Enugu State over the years have been identified as unprecedented school population explosion, inadequate financial allocation, examination malpractices, dehumanization working condition, uneven and very poor reward system, incessant strike, politicization

of education, indiscipline among staff and students (Nwankwo, 2011). These are some of the strategic issues to be addressed by the tertiary institutions in the state. Petitions have been written by stakeholders of education against the management of tertiary institutions on the way they handle management issues concerning the students, staff and the entire affairs of the institution (Elenkov, 2007). In some cases, they have been summoned either by the ministry or their regulatory bodies to explain issues bothering on poor management but nothing comes out of it. Probably because there is no document on effective management guide on how to manage tertiary institutions. Effective strategic management approach is a major tool which institution administrators use to address such strategic issues to bring improvement to the tertiary institution system. Again the extent to which strategic management approaches are involved in deploying tertiary institutions internal strength and weakness to take advantages of its external opportunities and minimize its external threats or problems by managers of tertiary institutions is not known. This is the task which ministry of education has called on the managers of tertiary institutions to do.

However, Federal Ministry of Education in their Roadmap for the Development of the Nigerian Education Sector (2013) showed that, most tertiary institution managers do not have education vision statement, student target and strategic plan. In Enugu State tertiary institutions, poor management skills, inadequate funding and lack of strategy formulation by tertiary institution

managers, poor policy implementation and evaluation are among the major challenges facing the institutions (Nwankwo, 2011, p.25). These throw some doubts on the extent to which tertiary institution managers can fulfill the Federal Government's mandate and contribute to the achievement of the goal of education for which the Minister of Education strives to achieve using strategic management. Therefore, the problem of this study could be put in this form: To what extent do managers of tertiary institutions in Enugu State apply strategic management approaches in order to successfully address these strategic issues/challenges facing higher education for the improvement of tertiary institutions in Enugu State?

Purpose of the Study.

The main purpose of the study is to ascertain the extent of application of strategic management approaches in the management of tertiary institutions in Enugu State. Specifically the study intends to:

1. ascertain the extent to which tertiary institutions in Enugu state apply environmental analysis in their institutional management.
2. find out the extent to which establishing organizational direction is used in the management of tertiary institutions in Enugu State.
3. determine the extent to which strategy formulation is applied in the management of the tertiary institutions in Enugu State.
4. ascertain the extent to which organizational strategy is implemented in tertiary institutions in Enugu State.

5. investigate the extent to which strategic control is used in the management of tertiary institutions in Enugu State.

Significance of the Study

The relevance of this study to the management of tertiary institutions can never be over emphasized. The findings will hopefully serve as a basis for providing valuable information to the following groups: Ministry of Education, Regulatory bodies of tertiary institutions, Managers of tertiary institutions, Students and the Society.

The Ministry of Education, the findings of this study would help them see the importance to organize seminars and conferences for the tertiary institution managers, on the application of strategic management approaches. It will help them develop consensus opinion of the approaches with the management team. With such knowledge, they can make good policies on how to effectively implement approaches of strategic management. With same knowledge too, they can take positive steps to overcome challenges of management. The findings would add to the data base and literature on strategic management deemed to promote effective education provision and service delivery.

The regulatory bodies of tertiary institutions, the findings of this study would help them focus on how to use strategic management approaches document for accreditation of tertiary institutions and also to monitor the performances of managers of tertiary institutions for organizational improvement. Regulatory bodies would also use the findings as a guide in

building a better, more efficient and result – oriented school environment that can guarantee effective teaching and learning process.

The managers of tertiary institutions, the findings of this study would help them to adopt appropriate techniques that will promote the image of their institutions and also enhance organizational effectiveness. It would help to strengthen the capacity of institutions to manage their human and financial resources more effectively and efficiently. The findings of this study will also help them to develop a better internal coordination of activities in their institutions which will lead to achievement of goals.

The students, the findings of this study would empower their confidence to set goals for themselves and be motivated to achieve them. The findings will make the students to gain skills provided through application of strategic management. Students will equally be provided a safe and supportive learning environment that promotes self-discipline, motivation and excellence in learning, this making them rely upon their personal attributes to lead productive lives which will bring about community.

The society, the entire society would be filled with responsible global citizens that make a difference. This explains that having applied the strategic management approaches in the management of tertiary institutions, it will improve and enhance learning and prepare students better, for emergence into the world of work when out of school. The society therefore will stand to gain a better seasoned work force.

Scope of the Study

The content scope was limited to the application of strategic management approaches which include: environmental analysis, establishing organizational direction, strategy formulation, implementing organizational strategy, and strategic control in the management of tertiary institutions in Enugu State. The study covered all the tertiary institutions in Enugu State. The senior management staff was also limited to the core management staff and Deans. (See Appendix ix p. 130).

Research Questions

The following research questions guided the study.

1. To what extent is environmental analysis applied in the management of tertiary institutions in Enugu State?
2. To what extent is the establishment of organizational direction used in the management of tertiary institutions in Enugu State?
3. To what extent is strategy formulation applied in the management of tertiary institutions in Enugu State?
4. To what extent is the implementation of organizational strategy applied in the management of tertiary institutions in Enugu State?
5. To what extent is strategic control applied in the management of tertiary institutions in Enugu State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of core management staff and Deans of Faculties in Universities, Polytechnics and Colleges of Education on the application of environmental analysis in the management of their institutions in Enugu State.
2. There is no significant difference in the mean ratings of core management staff and Deans of Faculties in Universities, Polytechnics and Colleges of Education on the establishment of organizational direction in the management of their institutions in Enugu State.
3. There is no significant difference in the mean ratings of core management staff and Deans of Faculties in Universities, Polytechnics and Colleges of Education on the strategy formulation in their institutions in Enugu State.
4. There is no significant difference in the mean ratings of core management staff and Deans of Faculties in Universities, Polytechnics and Colleges of Education on the implementation of organizational strategy in their institutions in Enugu State.
5. There is no significant difference in the mean ratings of core management staff and Deans of Faculties in Universities, Polytechnics and Colleges of Education on the use of strategic control in the management of their institutions in Enugu State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Literature will be reviewed under the following subheadings:

Conceptual Framework

Management

Strategic Management

Tertiary Institution

Theoretical Framework

System Theory

Contingency Theory

Resource-Based View Theory

Theoretical Studies

The General State of Tertiary Institutions in Nigeria

The Problems of Tertiary Institution Management in Nigeria

The Strategic Management Approaches

The Value and Nature of Strategic Management

The Benefits of Strategic Management

The Problems Associated With Strategic Management

Empirical Studies

Studies on Strategic Management

Studies on Strategic Management of Higher institutions

Summary of Literature Review

Management

Management in education and human organizations is simply the art of getting people together to accomplish desired goals. It comprises planning, organizing, resourcing, leading or directing and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Achure (2008), asserted that management is the total utilization of men and material in a cooperative effort to achieve preset objectives. Management according to Aremu (2010), is the coordinating of peoples' efforts towards the achievement of goals. Drucker (2012). Sees management as a process whereby human, material and financial resources are mobilized, organized, personnel motivated and inspired and a cooperative working environment created to accomplish organizational goals and objectives.

In essence without management, things get out of control and plans fail to turn into action. Simon (2004), opined that management embraces the duties of designating the department and the personnel that are to carry on the work, defining their function and specifying the relations that are to exist between departments and individuals. Again Bracker (2010) defined management as the guidance, leadership and control of the efforts of a group of people towards some common objectives. It is a social or interactional and economic process involving a sequence of coordinated events planning, organizing, coordinating, controlling and evaluating in order to use available resources to achieve a desired outcome in the fastest and most efficient way.

Management is also defined as a process of formulating and solving problems. One central aim of management is to cause the right problem to happen at the right time, and place (Ebong, 2009). Putting into broad general term, Brech (2007), states that management is concerned with seeing that the job gets done and done effectively. For him, the purpose of management is to obviate the losses and wastes that would arise in its absence. He also gives a more embracing definition of management as a social process entailing responsibility for the effective and economical planning and regulation of an enterprise in fulfillment of a given purpose or task.

According to Beare, Caldwell and Millikan (2009), basically, there are five concepts of management, they are: functional, human relation, leadership and decision making, productive and integration. When these concept are coordinated, they help in achieving stated goals. Daft (2008), sums up the whole concept of management as setting goals and formulating plans to achieve the goals, identifying and organizing activities for achieving the set goals, staffing the organization with people, supplying incentive to stimulate productivity, setting up control, making decision and evaluating processes.

According to the researcher, management in tertiary institutions in Enugu State must ensure team work towards the realization of stated objectives. In tertiary education, organizations are made up of various departments with defined roles, they are also social units with common goals. Therefore, in order to achieve the organizational goals, the efforts of people and utilization of

human and material resources must be coordinated through effective strategic management.

Strategic Management

Strategic management is a structured and systematic work process, framework which interprets the mission, vision and strategy towards daily work activities (Fidler 2012). Strategic management assists the capability of managers in measuring effective controlling strategy in achieving the mission and vision of an organization (Berry, 2007). The direction and future of an organization, needs to be organized systematically in achieving the required objectives. According to Rosli (2010), strategic management contributes to organization's accomplishment and excellence. In addition, Burnes (2009) and Choo and Nick (2008) states that strategic management enables an organization to be more proactive than reactive in forming its future. Salmah (2005) also reaffirms in her study that strategic management has made the management process of an institution to be proactive in creating the future phenomena of an organization.

For Lumby (2011, p.59) strategic management is defined as “the overarching process which includes strategic thinking, strategic planning, implementation and review”. According to Coulter (2013) strategic management are those organizational decisions and actions, in which organizational members analyze the current situation, decide on strategies, put those strategies into action and evaluate, modify or change strategies.

Henry (2008), states that strategic management involves strategy analysis, strategy formulation and strategy implementation. He identifies two broad perspectives of strategic management namely, the Design School and the learning school.

According to Poister (2010), strategic management involves shaping, implementing, and managing an agency's strategic agenda on an ongoing rather than episodic basis, employing a purposeful incremental approach to strategy formulation. Ejieh (2009), asserts that strategic management applied to institutions is a process of examining the institution's environment, establishing a mission, setting desired goals and objectives, and developing an action plan for achieving the set objectives.

Strategic management is designed to help organization including institution to do their job in a better or more effective way. It is a way of ensuring that the energies of all employees remain focused, that they are working toward the same goal and that necessary adjustments in the organization's direction are made in response to a changing environment. The process is strategic because it involves preparing the best way to responding to an institution's changing environment. It is about planning because it involves deliberately setting goals and objectives and developing effective means of achieving them. It involves gathering information about the present, anticipating the environment in which the institution will be functioning in future, making

fundamental decisions and choosing optimal courses of action to meet the challenges of that environment.

According to the researcher, strategic management is a level of managerial activity under setting goals over tactics. Strategic management is what top managers of tertiary institutions in Enugu State require in order to carry out their strategic leadership responsibilities effectively, for the achievement of organizational goals.

Tertiary Institution

FRN (2013) defined tertiary education to include Universities, Polytechnics and Colleges of Education. Tertiary institution refers to the western type of education which is organized after secondary education. There are rules and regulations formulated and administered by the ministry of education. In Nigeria, it is National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE), that is saddled with the responsibility. It became obvious that for Nigeria to effectively grow and develop, it needs the tertiary institutions. In the observation of Curle (2007), for a country to develop, the citizens must be educated. Some have argued that the failure syndrome is symptomatic of the general failure in all aspects in the Nation (Adedeji, 2008).

World Bank (2012) posited tertiary as including Universities as well as institutions that teach specific capacities of higher learning such as colleges, technical training institutes etc.

Accordingly, Ajayi and Ayodele (2012) states that tertiary is more commonly referred to as post secondary education that is pursued beyond the high school level. This includes diplomas, undergraduate and graduate certificates and associate's, bachelor's, Master's and Doctoral Degrees. Ingawa (2014) pointed that tertiary is the type of higher educational institutions and the kinds of training provided for highly qualified specialists which have taken shape in relation to the development of science, technology, culture, industry and the needs, of the national economy for personnel with higher education. The continuous relevance of tertiary education system is hinged on its ability to carry out its responsibility to society; only then can the continuous existence and relevance of the tertiary institutions be appreciated by society.

Theoretical Framework

The Systems Theory

This theory was propounded by a Biologist Ludwing Von Berfanlaffy in 1936. The theory is an integrative theory that attempts to present organizations as unified, purposeful system composed of interrelated parts that function as a whole to achieve a common purpose. According to the theory, the activity of any part of an organization affects the activity of every other part. It sees a system as an assemblage of objects as functions united by interdependence to form a complete unity. Action in any of the sub-systems causes a reaction in another. The systems approach in management looks at the enterprise as a system and as a sub-system. For example, the school is a social system and like all social systems, has sections and departments, all of which are important sub systems working together to achieve a common goal.

The system theory sees school as a social institution and as an extension of the larger society. The input of the school in terms of physical, human and material resources are from the society. The school uses its processing instructions to turn these inputs into finished products (Output) which go back to the society or are recycled as outputs into the society.

A system functions by acquiring inputs from the external environment, transforming them in some ways and discharging outputs back to the environment. Students are admitted into tertiary institutions from the society and transformed as output back to the society. The basic systems theory of organizations consists of components; inputs, transformation process, outputs, feedback and the environment.

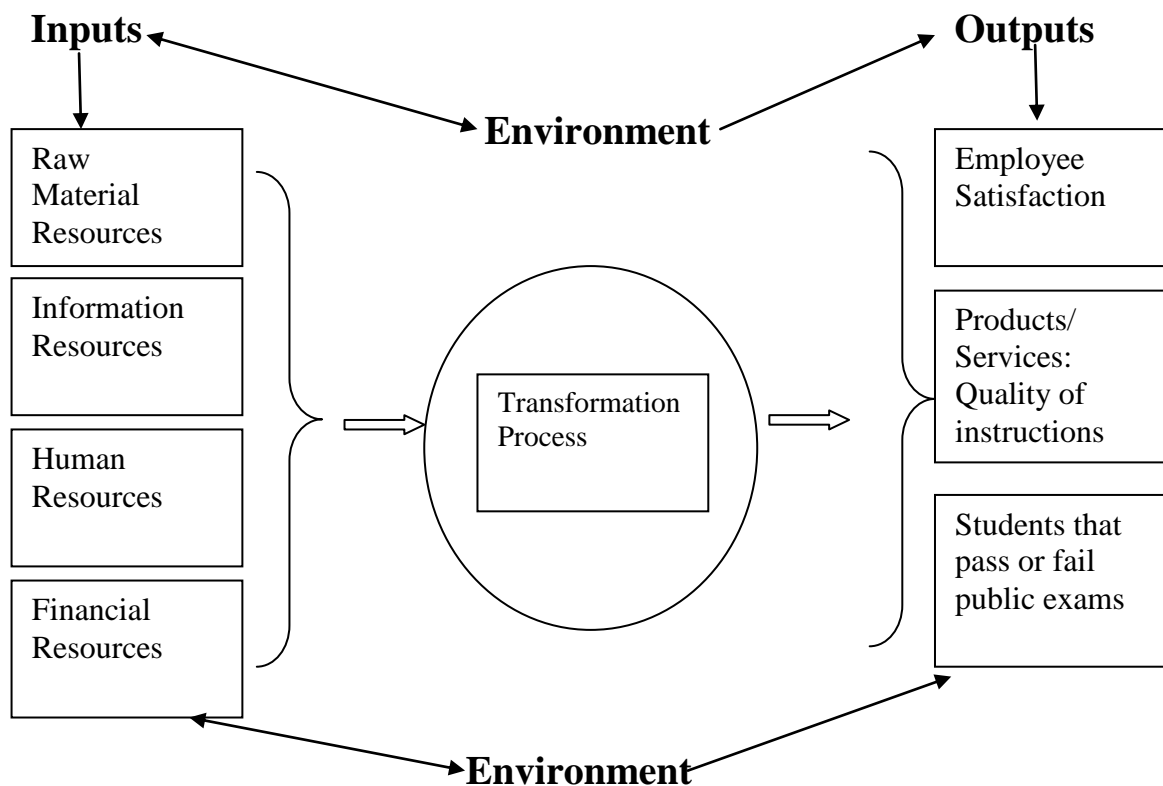


Figure 1: Components of Systems Theory
Source; Ludwing Von Berfanlaffy (1936)

- i) Inputs are the materials, human, financial, or information resources used to produce goods and services.
- ii) Material inputs include infrastructural facilities provided by the school for teaching and learning process. Human inputs are the various mix of teaching and non-teaching staff.
- iii) The transformation process is management's use of strategic management to optimize the inputs into outputs.
- iv) Outputs include the organization's products and service. In the institutions, the output elements include student's performance, Students level of discipline and activities in the society.
- v) Feedback is knowledge of the results that influence the selection of inputs during the next cycle on the process. This entails standards for admission and recruitment.
- vi) The environment surrounding the organization includes the social, political, and economic forces.

It is pertinent to note that the application of systems theory in education will assist the educational managers in fostering educational issues and how it affects the output of the students.

It is on this ground that the application of strategic management approaches in order to achieve organizational effectiveness become important because strategic management is about strategy analysis, formulation and implementation to achieve stated objectives. If the strategic management

approaches of environmental analysis, establishment of organizational direction, strategy formulation, strategy implementation and strategic control are undermined at any point, achieving the stated objectives as well as quality in the educational system will also be undermined. The strategic management approaches can be seen as a system, with its components parts. Just like in systems theory, when there is a breakdown in each of the component parts, the whole system will be affected. This seems to be the case in strategic management. When any of the strategic management approaches is not properly implemented, it will affect the effectiveness of other approaches and on the overall undermine the achievement of the overall objectives. Strategic management just like the systems theory is also concerned with fixing objectives, selecting of appropriate means of achieving them, devising action programmes, assessing their impact and revising the process in the light of experience. The study of contingency theory is important because tertiary institution is not only a system with interrelated parts that function as a whole to achieve a common purpose but also an organization that has no single best way to function.

Contingency Theory

This theory was propounded by Fiedler in 1967. The theory states that the group's performance will be contingent upon the appropriate matching of leadership styles and the degree to which the situation provides the leader with

influence over his group members. His theory implies that leadership is any process in which the ability of a leader to exercise influence upon the group task situation and the degree to which the leader's style, personality and approach fit the group. According to Fiedler, people become leaders not only because of the attributes of the personality but also because of various situational factors and the interaction between the leaders and the situation. On the basis of his studies, Fiedler found three "critical dimension" of the situation that affects a leader's most effective style as: position power, task structure and leader- member relations.

Position Power is the degree to which the power of a position, as distinguished from other sources of power enables a leader to get group members to comply with directives; as can be seen in the case of managers, this is the power arising from organizational authority. As Fielder points out, a leader with clear and considerable position power can more easily obtain better followership than one without such power.

Fieldler describes the task as the reason for which the group was established. The task structure is based on the extent to which the leader is able to control and supervise his group members by virtue of a structured programmed task. The more structured the task, the more enforceable the control.

To Fiedler, leader- member relation has to do with the extent to which group members like and trust a leader and are willing to follow him. The leader in turn feels accepted and relaxed, with the members.

Fiedler draws the idea that there is no one or single best way or approach to manage organizations. Organizations should then develop managerial strategy based on the situation and condition they are experiencing.

The application of contingency theory in tertiary education in Enugu State will help the institution managers to consider situation before adopting any strategy in managing their organizations. This is very important because some techniques used in organizing or managing an institution might be auspicious in a given situation and the same techniques may fail in another setting. Considering that the knowledge of strategic management approaches will assist the capability of managers in measuring effective controlling strategy and in achieving the mission and vision of their institutions. When the strategic management approaches are not mastered like environmental analysis, establishment of organizational direction among others, it will be difficult for managers of tertiary institutions to comprehend the three critical dimension founded by Fiedler and it will automatically affect their leadership style. It is also pertinent to study resource-based view theory because tertiary institutions are known for their competitive advantage and superior performance that is explained in the distinctiveness of its capabilities.

Resource -Based View Theory

The resources-based view theory of competitive advantage was originally coined by Wernerfelt in 1984 and Fahy in 2000. The theory states that, the competitive advantage and superior performance of organization is explained by the distinctiveness of its capabilities. Fahy stipulates that the RBV is the fundamental source and driver to institutions competitive advantage and superior performance. Building on the assumptions that strategic resources are heterogeneously distributed across institutions and that these differences are stable over time, Fahy examines the link between institution resources and sustained competitive advantage. He identified four empirical indicators of the potential of institution resources to generate sustained competitive advantage as: value, rareness, inimitability and no substitutability.

Institution resources include – all assets, capabilities, organizational processes, institution attributes, information and knowledge. This is displayed below:

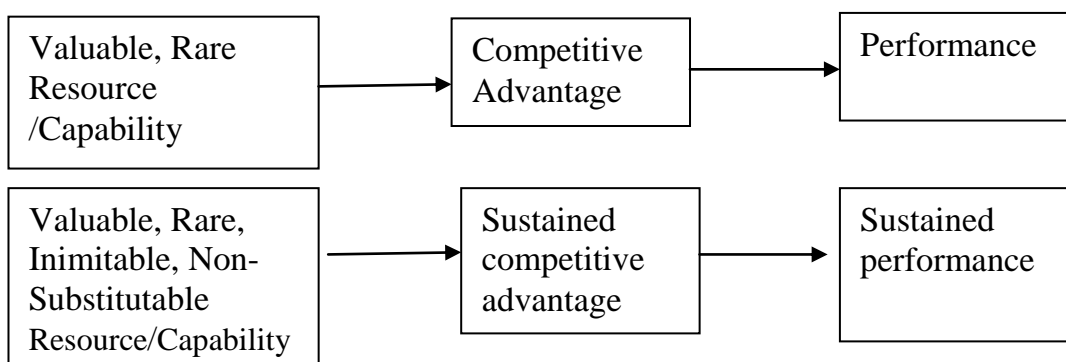


Figure 2: Attributes of Resource-Based Theory. Source: Fahy (2000).

- a. It must be valuable, in the sense that it exploits opportunities and neutralizes threats in institution environment.

- b. It must be rare among institution's current and potential competition.
- c. It must be imperfectly imitable
- d. There cannot be strategically equivalent substitutes for this resource.

Since resource-based view theory is most widely used in strategic management, managers of tertiary institutions in Enugu State must identify and implement its strategy – value, rareness, inimitability and non-sub-suitability and also join it with approaches of strategic management in order to sustain competitive advantage in producing students that can face the challenges of the present times.

Theoretical Studies.

The General State of Tertiary Institutions in Nigeria.

Education is widely accepted as a major instrument for promoting socio-economic, political and cultural development in Nigeria. Tertiary institutions educate future leaders and develop the high-level technical capacities that underpin economic growth and development. (Odekunle, 2011). Besides, Ibukun (2014) also posited that the main purpose and relevance of tertiary education in Nigeria is the provision of much needed manpower to accelerate the socio-economic development of the nation. Such specialized education at the higher level is regarded as an instrument of social change and economic development. According to the Federal Republic of Nigeria (2013), higher education is expected to:

- (a) Contribute to national development through high level relevant

manpower training.

- (b) Develop and inculcate proper values for the survival of the individual and society;
- (c) Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- (d) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (e) Promote and encourage scholarship and community service;
- (f) Forge and cement national unity; and
- (g) Promote national and international understanding and interaction.

Ojedele and Ilusanya (2006) also posited that the National policy on education specified how higher educational institutions in Nigeria should pursue these goals.

Considering the importance of university education, Ajayi and Ekundayo (2012) submitted that the funds allocated to higher education should not merely be considered as an expense but a long-term investment, of benefit to society as a whole. These benefits are reflected on a societal level in terms of lower unemployment rates, better health, lower crime rates, more involvement in societal activities, higher tax returns and other trickle-down effects. Odia and Omofonmwan (2007) argued that successful development entails more than investing in physical capital, or closing the gap in capital. It also entails acquiring and using knowledge as well as closing the gaps in knowledge. Thus

to successfully confront the challenges of development, a developing country must undertake three major tasks:

- (1) Acquire and adapt global knowledge and create knowledge locally;
- (2) Invest in human capital to increase the ability to absorb and use knowledge; and
- (3) Invest in technologies to facilitate both acquisition and the absorption of knowledge.

Despite the immense benefits of tertiary education to nation building, yet the potentials of higher education and indeed the university system in developing countries to fulfill these responsibility is frequently thwarted by long-standing problems bedeviling the system.

According to Ajayi and Ayodele (2010), higher education in Nigeria is in travail, the system is riddled with crises of various dimensions and magnitude. A number of multi-faceted problems have inhibited goal attainment and are raising questions, doubts and fears, all of which combine to suggest that the system is at a cross road. However, there are problems that have been rendering the system incapacitated.

Problems of Tertiary Institutions Management in Nigeria

The story of tertiary educations in Nigeria today has largely been a story of mixed fortune. These institutions initially laid claims in making respectable impact on the socio-political and economic advancement of Nigeria. Today, there are doubts whether Nigerian tertiary institutions under the present

conditions will be able to continue to lay claims on being central to national capacity to connect with the new international knowledge system and adopt, adapt and further develop the new technologies needed in the wider society (Verspoor, 2011). Ibukun (2014) observed that tertiary institution governance in Nigeria today is nothing but crises management.

Nigeria's tertiary institution crises, some of which have been identified by the world bank (2012), as: (1) Financial crisis; (2) deteriorated infrastructure/facilities/equipment for teaching, research and learning – these are either lacking or very inadequate and in a bad shape to permit the tertiary institutions the freedom to carryout the basic functions of academics; (3) the academic freedom; (4) the increasing rate of graduate unemployment; (5) student unrest and constant strikes by both students and academic staff.

Financial Crisis: Ibukun (2014) lamented that there is growing shortage of funds and learning resources in the tertiary institution system. According to Oyeneye (2006), and Adegbite (2007), the major challenge facing the management of tertiary education system in Nigeria is inadequate funding. Meanwhile Ajayi and Ayodele (2010) argued that there was an increase in the proportion of total expenditure devoted to education, but this has been considered to be rather grossly inadequate considering the phenomenal increase in student enrolment and increasing cost, which has been aggravated by inflation. Besides, Ajayi and Ekundayo (2012) remarked that the Nigerian government over the years has not been meeting the United Nations Educational

Scientific and Cultural Organization (UNESCO) recommendation of 26% of the total budget allocation to education sector. Aina (2013) posited that government priority to education is still very low. These revelations expose the extent to which the government itself is a contributing factor to the financial imbroglio of the tertiary institution system. The apparent shortage of fund available to the tertiary institution system has been responsible for declining library, social and laboratory facilities in Nigerian tertiary institutions in recent years. This in no small way makes the governance of the tertiary system a herculean task.

Deteriorated infrastructure: It is worrisome to note that Nigerian tertiary institutions are in deplorable condition. All the resources required for education production processes are in short supply. Lecture halls, laboratories, students' hostels, library space, books and journals, office spaces are all seriously inadequate. (Ochuba 2011). According to World Bank (2012) the equipment for teaching, research and learning are either lacking or very inadequate and in a bad shape to permit the tertiary institutions the freedom to carry out the basic functions of academics. Still, according to the NUC (2008), the Presidential Visitation Panels which looked into the operations of all federal tertiary institutions between 2000 and 2005 reported that physical facilities at the tertiary institutions were in deplorable condition. Meanwhile this condition of resource inadequacy is what Ajayi and Ayodele (2010) described as an offshoot of the endemic financial crises in the sector.

Graduate unemployment: Akindutire (2008) lamented that the problem of graduate unemployment is a reality in Nigeria where graduates had to wait for upwards of five years to get job in the public service. According to Ajayi and Ayodele (2010), it is even common in recent times for tertiary institution graduates to be subjected to series of competitive examination for appointments. They lamented that it is becoming a herculean task for fresh inexperienced graduates to pick a ‘first’ employment in the formal sector.

Volatile and militant student unionism: One of the banes of effective tertiary institution management in Nigeria in recent times is the unbridled student violent reaction to national issues and internal problems. According to Ibukun (2014) and Akindutire (2008); the result of student militancy and violent unionism has been the constant closure of tertiary institutions, removal of vice-chancellors, rectors, provost, among others.

Secret cults: Perhaps the most important problem facing tertiary institutions in Nigeria today is how to handle the menace and aggressiveness of cult members. Never before has the potential for the destruction of lives and property on campuses been so great or escalated so fast and horrible as now (Ogunbameru, 2010). In the same vain, Adegbite (2007) remarked that the issue of cultism among the students has opened a new and very dangerous dimension to the situation of things in our educational institutions. Smah (2007) posited that where cults exist, there is no guarantee that academic programmes and activities would run normally. Hence the tertiary institution may run the risk of

being constantly closed or disrupted. The results of these cult activities as submitted by Smah (2007) have been feeling of fear on campus killings and deaths, and campus disturbances.

Political interference: It has been observed that tertiary institutions these days are not totally free from the hand of politics outside the tertiary institution system. Government of the day, most especially in the state-owned institutions, interfere a lot in terms of selection and choice of the chief executive, Deans, Departmental heads, Directors of programmes and above all the selection of vice-chancellors, rectors and provosts. A situation whereby the members of the institution are not totally free to choose who becomes their head without government intervention, would not augur well for the education system.

According to Adegbite (2007), another area of political interference is constitution of Visitation Panels by the Visitor at wills instead of the minimum five years intervals, the main aim of which is to find one fault or the other from the tertiary institution authorities. Some other problems in the management of the tertiary institution system in Nigeria include rising private cost of tertiary education, (Ajayi and Ayodele, 2010), the unmanageable social demand for admission, (Saint et al., 2003; NUC 2008 and Mgbekem, 2007); sexual harassment (Ibukun,2014), examination malpractices (Odia and Omofonmwan, 2007; and Mgbekem, 2007). These problems confirm the need to investigate the application of strategic management techniques in the management of tertiary institutions in Enugu State that this research addresses.

The Strategic Management Approaches-

There are several key components that are usually included in a management. These according to Poister (2010) include: analyzing the environment; formulating the strategy; establishing organizational direction; having the organizational strategic control and implementation of organizational strategy. According to Seymour (2014) strategic management components are the “glue” holding the quality effort together, the glue that secures the measures needed to demonstrate improvement in key areas. Rowley and Sherman (2011) strongly believe that strategic management in academia is a different type of process from the more traditional business process although they do not deny the applicability of strategic management in education. Coulter (2013) gives definition to each of these components below:

Environmental Analysis: Environmental Analysis refers to a process of collecting, scrutinizing and providing information for strategic purposes. It helps in analyzing the internal and external factors influencing an organization. After executing the environmental analysis process, management should evaluate it on a continuous basis and strive to improve it.

The analysis of the external environment is used to identify opportunities and threats facing the organization, while the internal analysis of the organization identifies its strengths and weakness. Results of the analysis of the external and internal environments lead to the development of a number of different strategies from which the best strategy can be chosen and implemented.

Consequently, a careful scanning of the environment is important not only at the stage of making plan, but also at stage of monitoring the management implementation. The crux of this approach rest on an analysis of the external environment which is then matched and aligned with the organization's internal resources (Johnson and Scholes, 2007).

Establishing Organizational Direction Through Mission And Objectives:

The purpose of goal setting is to clarify the vision of your business this stage consists of identifying three key facets:

- First, define both long and short term objectives.
- Second, identify the process of how to accomplish your objectives.
- Finally, customize the process for your staff, give each person a task with which he can succeed.

In this process, your goal has to be detailed, realistic and match the values of your mission. Vision and mission can be seen to be underpinned by values, (Marsh, 2013) in the same way as culture and strategy (Bush, 2008). Foreman (2008), claims that vision is a catalyst for action, and reflects core values. Vision can be defined as: - An image of what might be an ideal which is unique to the person or the organization and recognizes dissatisfaction with the present, (Foreman, 2008). Some futuristic ideal, to some notion of how things could/should be, and reflect an aspired state of being for either an individual, an organization, or society at large,(Kenny, 2014).

Mission can be defined as: - A public statement which defines the purpose of an organization: why it exists and what that means for customers - both internal and external,(Foreman, 2008); the purposes and values of the organization, (Jennings and Wattam, 2007). The organization's statement of purpose, intentions and priorities: its direction, the basis for planning and decision-making. (Stott & Walker, 2011).

Lumby (2012) notes the similarities between definitions of vision and mission and argues that "definitions of mission include the word 'direction' more often and therefore imply a greater degree of concreteness than vision" (p. 88). Bush and Coleman (2008), similarly argue that mission is usually regarded as a more specific expression of the values of the institution; a vehicle for translating the inspiration into reality. Foreman (2008), claims that both vision and mission are problematic aspects of leadership in schools and colleges and argues for the avoidance of vagueness and over generalization inherent in both vision and mission statements and making them specific and unique to any institution.

Strategy Formulation: Strategy formulation is the process of deciding the best course of action for accomplishing organizational purpose. After conducting environmental analysis, managers formulate corporate, business and functional strategies. Although an organization's top managers have several important strategic management process, managers and employees at other levels throughout the organization also are important to the process (Coulter,

2013). For Lumby (2012) Strategic management formulation is defined as “the overarching process which includes strategic thinking, strategic planning, implementation and review”. In fact enthusiasm, drive, determination and commitment should be part of strategic formulation behavior. In this regard effective leaders put their energy into raising performance above the generally accepted level.

Organizational strategy implementation: The implementation of strategies of the strategic management process is an essential part of the scope of this study. It is the most complicated and time consuming part of strategic management and managers do not pay as much attention to the planning and the implementation as they pay to formulating strategy (Shah 2005). Strategy implementation defines the manner in which an organization should develop, utilize and amalgamate organizational structures, control systems and culture to follow strategies that lead to competitive advantage and improved performance (Soroshian, Norzima, Yusuf, & Rosnah, 2010). Coulter (2013) sees strategy implementation as putting the organization’s various strategies into action. It is about putting theory into practice.

Monitoring and Evaluation as Organizational Strategic Control: Strategy evaluation is the process of examining how the strategy has been implemented as well as the outcomes of the strategy. It is about taking stock of the actual implementation of the strategy and its effectiveness. Employees should monitor

both the actual implementation of the strategy and the performance outcomes of the strategies that have been implemented. If these don't measure up to the expectation or strategic goals, then the strategy itself or the implementation process may have to be modified or totally changed. The discrepancies identified will inform the organization what action to take next if need be. All organization's employees play an important role in strategic management.

Strategic Evaluation is the final step of strategic management process. The key strategic evaluation activities are:

1. Appraising internal and external factors that are root of present strategies.
2. Measuring performance.
3. Taking remedial and corrective actions.

Evaluation makes sure that the organizational strategy as well as its implementation meets the organizational objectives.

The nature and value of strategic management:

The immediate external environment and the remote external environment comprise economic and social conditions, political priorities, and technological developments, all of which must be anticipated, monitored, assessed, and incorporated into the executive's decision-making. According to Pearce and Robinson (2007) the most significant improvement in management processes came in the 1970's, when "long range planning", "new venture management" "planning, programming, budgeting" and "business policy" was

blended. Then an increased emphasis was placed on environmental forecasting and external considerations in formulating and implementing plans. This all encompassing approach is known as strategic management.

Strategic management applied to institution is defined as the set of decisions and actions that result in the formulation and implementation of plans designed to achieve an institution's objectives. It comprises nine critical tasks:

1. Formulate the institution's mission, including broad statements about its purpose, philosophy and goals so as to lay the foundations for the emergence of an institution ethos.
2. Conduct an analysis that reflects the institution's internal conditions, resources and capabilities.
3. Assess the institution's external environment, including both the education policy and other general contextual factors relevant to social and national development.
4. Analyze the institution's option by matching its resources with the external environment.
5. Identify the most desirable actions for achieving the school objectives by evaluating each option in the light of the institution's mission.
6. Select a set of long-term objectives in terms of the institution's ethos and the strategies that will help achieve the most desirable goals and objectives of the institutions.

7. Develop annual objectives and short-term strategies that are compatible with the selected set of long-term objectives and strategies for action.
8. Implement the strategic choices by means of budgeted resource allocations in which the matching of tasks, people, structures, technologies and reward system is emphasized.
9. Evaluate the success of the strategic process as an input for future decision making.

As these nine tasks indicate strategic management and involves the planning, directing, organizing and controlling of an institution's strategy – related decisions and actions. A strategy is an institution's action plan which provides the framework for managerial decisions. It reflects an institution's awareness of its mission and how best to achieve the institution's objectives as enshrined in the mission statement. According to Okumus (2011) in order to cope with these dynamic changes for the strategic management field, more research is needed in this field.

The Benefits of Strategic Management

Many benefits of strategic management are patently obvious. An organization simply cannot know what it is doing and intending to do unless it periodically establishes and monitors its goals. Henry (2008) states that Mintzberg and Waters (2007) pointed out five benefits as:

Discharges Responsibility: Many organizations undertake a strategic management process in order to discharge their responsibilities. There is an

expectation from shareholders, stakeholders and the general community at large, that a well-managed organization has a strategic management process that guides its future success.

Allows an Objective Assessment: Strategic management provides a discipline that allows the senior management team to take a step back from the day-to-day business and think about the future of the organization. Without this discipline, the organization can become solely consumed with working through the next issue or problem without consideration to the larger picture, longer-term trends and associated operational and environmental alignment.

Provides a Framework for Decision Making: It is not possible, (nor realistic or appropriate), for senior management to know all the operational decisions staff make on a day-to-day basis. The cumulative effect of these day-to-day decisions, (which can add up to thousands over the year), can have a significant impact on the success of the organization. Providing a framework within which staff can make these day-to-day decisions helps better focus their efforts on those activities that will best support the organization's success. Strategy provides the framework within which staff can make day-to-day operational decisions that are aligned with the achievement of the organization's goals. **Enables Understanding and Buy:** Allowing participation in the strategic management process enables better understanding of the direction, why that direction was chosen, and the associated benefits. For some people, simply knowing is enough; for many people, to gain their full support requires them to

understand. Establishing the right process for the formulation and communication of strategy not only allows thinking that challenges the status-quo but also builds support for the developed solution. Good strategy formulation and communication process are key steps in enabling effective and efficient strategy deployment.

Facilitates Measurement of Progress: Senior management is bombarded with information. Establishing performance measures that are aligned with the strategy and provide timely and meaningful information is critical to breaking through the excessive “information noise”. It helps ensure timely, informed strategic decisions to be made. Strategy sets the direction and enables an organization to align its objectives and performance measures. These objectives and performance measures allow meaningful information to be provided to decision-makers regarding the organization’s progress through such vehicles as scorecards and dashboards.

Affords an Organizational Perspective of Competing Components: Addressing operational issues, rarely take into consideration the whole organization and the interrelatedness of the organization’s competing components. Although senior roles require a longer-term perspective, it is still difficult for a single business unit or department head to appreciate the implications of a specific trend or event upon all areas of the organization. The strategic management process provides an opportunity for the senior management team to work together, allowing an enterprise-wide understanding

of the implications of specific trends and events. Strategic management takes an organizational perspective and looks at the interrelationship between various organizational components in order to establish an organizationally optimal strategy. Strategy fundamentally boils down to making choices over conflicting priorities through the allocation of scarce resources. An organizational perspective affords the ability to make informed decisions on these trade-offs.

Enhances Strategic Agility (Innovation): An organization is deemed to have “Strategic Agility” when it can successfully capitalize upon opportunities resulting from unanticipated and significant change. When formulated appropriately, strategy can improve the ability of the organization to respond effectively to significant change. Organizational strategy is both formulated and formed. Strategy formulation is most recognizable and depicted through senior management offsite retreats in which the direction and priorities for the future of the organization are established. The forming of strategy is the strategic decisions made day-to-day through the culmination of operational decisions of which the strategic implications are not generally evident until reviewed in retrospect. Many of these “strategy forming” decisions determine the opportunities the organization chooses to pursue and not pursue. A good strategic management system provides the organization with a good strategy formulation process while ensuring the flexibility to capitalize upon appropriate opportunities that emerge over time (formed strategy).

The Problems Associated With Strategic Management

Strategic management should not be viewed as a guarantee to future success. Strategic management has limitations, such as these pointed by Allen (2009) which might pose problems to effective strategic management. He suggests that managers should avoid becoming so engrossed in current problem, that insufficient time is spent on long-range planning which brings discredit to process.

One of the major criticisms of strategic management is that, it requires the organization to anticipate the future environment in order to develop plans, and as we all know, predicting the future is not an easy undertaking. The belief is that if the future does not unfold as anticipated, then it invalidates the strategy. This study has demonstrated that organizations that use strategic management processes achieve better performance than organizations that don't - regardless of whether they actually achieve their intended objectives. It appears that the very act of discussing the future of the organization and thinking about the possible alternatives during the strategy formulation process actually improves the decision-making ability of the senior management team; especially during times of uncertainty.

Return on Investment: The issue of return on investment has been largely associated with the inability to realize the value from the strategy formulation process. It is difficult to justify the value received from the strategy formulation process when very little is deployed and the only tangible evidence in the

aftermath of the work is an attractive document that sits on the senior manager's bookshelf. However, if your strategy formulation process is tied to a strategy deployment process that results in a significant improvement in organizational performance, the investment in strategy now represents a tremendous return on your investment. The key is to start with the end in mind, that the formulation of strategy is the beginning, not the end of the process.

Long Term Benefit vs. Immediate Results: Strategic management processes are designed to provide an organization with long-term benefits. If you are looking at the strategic management process to address an immediate crisis within your organization, it usually won't. It generally makes sense to address the immediate crises prior to allocating resources (time, money, people, opportunity cost) to the strategic management process.

May Impede Agility: Strategic management processes can actually impede organizational agility in two key ways. When you undertake a strategic management process, it will most likely result in the organization saying "no" to some of the opportunities that are discussed. If the only time and manner in which new opportunities can be assessed is during the periodic strategy formulation process, then the process itself may be inhibiting the organization to "form strategy" and thereby may result in missed opportunities and potentially stifle innovation. In this scenario, the strategic management process has become the very tool that now inhibits the organization's ability to innovate and capture opportunities.

The second way that agility can be impeded is through a well-executed alignment and integration of the strategy. Alignment ensures that the whole organization is pulling in the same direction and is often cited as the pinnacle of success of a well-executed strategy. However, without appropriate processes and criteria to assess and incorporate opportunities throughout the planning period it can inhibit the organization's agility. Again, there are a variety of methods in strategic management that allow an organization to formulate and deploy strategy while simultaneously allowing the integration and building of strategic agility.

Like any process or tool, there are both advantages and disadvantages. This can be said for strategic management. Unfortunately, many of the disadvantages are a result of poor process, inappropriate application of the correct strategic management tools or application of the wrong strategic management tools or process for the organization's specific needs. Strategic management is both a process and collection of tools applied to an organization's needs. It is not a single tool or process as is often espoused in the many popular books on the subject and rarely is one tool optimal for all organizations and all circumstances. Using strategic management as a methodology for planning, controlling and managing your business can, if done correctly, provide significant benefits.

Empirical Studies

Empirical reviews were examined under two sub-headings:

Studies on strategic management.

Studies on management of Higher Institutions.

Studies on Strategic Management

Shahin (2011) carried out a study to ascertain the nature and the extent of the strategic management formulation process in public sector organizations, in Dubai. The study adopted a survey research design. A mail questionnaire survey was used to collect data for the study. The instrument was validated by four experts from the institution. A total of 147 usable surveys were collected from twenty-two organizations which represented 75% of the targeted public sector organizations in Dubai. The data collected was analyzed using simple percentage method. Findings of the research indicate that organizations that practice a formal strategic management process are more likely to formulate strategic plan documents than organizations with low process formality. Again, the formality of strategic management process is influenced by organizational elements such as fund, skill, organizational level and the availability of the strategic management unit. The study is related to the researcher's work in the following areas, the purpose of the study is line with what the researcher intend to achieve, the research design and the findings. The gap is seen in the following areas, the population of the study, the instrument and the location for the study.

The study by Jackson (2011) conducted in Namibia was aimed at exploring the impact of communication during strategy formulation and implementation. The study was qualitative in nature whereby in-depth interviews and focus group discussion were used as instruments, with senior, middle and lower level employees of Ministry of Gender Equality and Child Welfare in Windhoek. The instruments were validated by three experts from MGECW. The Directorates that participated in the study from the MGECW are: Directorate of Child Welfare Service; Directorate of Gender Equality. Directorate of integrated Early Childhood and Community Development and the Directorate of Administration and General Services. All twenty-eight targeted respondents took part in the research study either by means of in-depth interviews or focus group discussions. All the participants were selected using a simple random sampling technique from a pool of 478 full time employees to serve as a representative sample of the public sector. It was found out that, effective communication did not take place during strategic management process; hence majority of the employees who participated in this study felt excluded in the whole process and contributed less toward the implementation of the strategic management. Moreover, the study reveals that only senior and middle level employees' were involved in the strategic management process while the juniors are left out due to lack of proper strategic management.

The relatedness of Jackson' study to the present one is in the purpose and the findings of the study which is in line with what components of strategic

management does in an organization. The gap is in design, instrument, sampling method and the location for the study.

Studies on Management of Higher Institutions

A number of studies have been carried on the application of strategic management in higher education institutions. However, most of the studies were done in Nigeria and outside Nigeria. The empirical studies are presented below:

The study of Owolabi and Makinde (2012) in Nigeria was conducted on employees of Babcock University on the correlation between strategic management and organizational direction. The study adopted survey design. Out of 580 staff, 350 staff were selected using simple random sampling technique. Structured questionnaire was used and it was validated by two experts from the institution. Percentage and Standard Deviation were used to answer the questions. The study revealed that there was a significant positive correlation between strategic management and organizational direction. Their study therefore, concluded that strategic management is beneficial to organizations in achieving the set goals and recommended that universities and other corporate organizations should engage in strategic management in order to enhance their institutions performance.

The purpose of Owolabi and Makinde's study is related to the study, the research design, the instrument and the findings also related to the researcher's

study. The difference is seen in the population of the study and the method of data analysis.

Abdulkareem, Akinnubi and Oyediran (2011) examined the relationship between strategic management implementation and internal efficiency in Nigerian universities. The descriptive survey research method was used as participants in the study. Two thousand seven hundred (2700) lecturers were participants in the study. “Strategic management implementation Questionnaire” (SMIQ) and “internal efficiency checklist” (IEC) designed by researchers and validated by six experts in the field of educational management in the university of Ilorin were used to gather necessary data. Refined Cohort Wastage Rate and Graduation rate were used to answer three research questions raised in the study. Pearson product-moment correlation statistical analysis was used to answer the research questions raised. The study revealed that: only 11.5% of the respondents indicated that the level of implementation of strategic management in their universities was low; wastage rate in the universities was low with a mean of 19%; graduating rate was high in each of the universities with a mean of 88%; there was significant relationship between strategic management implementation and internal efficiency in the universities. The study related to the present one in the purpose of the researcher’s work, research design, instrument, location and findings. The difference is seen in the population of the study, use of internal efficiency checklists and method of data analysis.

Chukwuma (2015) studied the use of strategic management technique in tertiary Institutions in Anambra State. It was a descriptive research design which utilized structured questionnaire as a method of data collection. The sample was 280 accounting officers that formed the population. The instrument was validated by three experts from the faculty. The data collected was analyzed using frequency, percentage, mean and standard deviation and the hypotheses was tested with ANOVA. The study found that Universities, Polytechnics and Colleges of Education differ significantly in their use of strategic management techniques in the management of tertiary institutions. The study Chukwuma is related to the researcher's present study in the design, method of data collection, method of data analysis and study area. The difference is seen in the location and population.

Messah and Mucai (2013) conducted a study which aimed at examining the influence of environmental analysis in the management of tertiary institutions, its effects on the institutional performance in Meru Central District. The research design was a descriptive survey carried out in Meru Central District and the selected government sponsored tertiary institutions were; - Nkabune and Kiirua Technical Training institutions. The population for the study was the institutions' Managers and serving lecturers in the tertiary institutions within the selected institutions in Meru Central District. The accessible population was made up of 136 lectures, 30 heads of department and

12 top managers totaling to an accessible population of 178 respondents. Using a stratified random sampling technique, a quota of 33% was established for each of the stratum in each institute from three strata of top management heads of department and lecturers. Random sampling technique was used to select 60 respondents. The study used a structured questionnaire as the data collection instrument while descriptive and inferential statistical tools were used to analyze the data. The study concludes that the management and the influence of environmental analysis have a significant difference in the institution's performance. Institutional policies were revealed to be weak in influencing environmental analysis because of low awareness and the infrequent use of the service charter which is a critical "barometer" of strategic management effectiveness and efficiency. The purpose of the study, research design, area of the study and the findings are all related to the researcher's work while the difference is seen in the population of the study, sampling method, location and method of data analysis.

In United States, Persson (2007), studied the application of strategic management by a university and the impact on the success of the university. It was a case study design which utilized interviews as a method of data collection. The sample was three professors and three management staff of the university. The data collected was analyzed using qualitative method. The study found that the university adopts strategic management approach which has made it grow in terms of strategic resources such as quality faculty,

university reputation, student quality and endowment. The topic and the purpose of the study are related to the researcher's work while the difference is seen in the population, research design and the instrument for data collection.

The study by Sheridan, (2008) examined strategic management practices employed at Ontario colleges in the context of organizational theory and the strategic management literature. It focused on the relationship between internal factors such as size, structure, organizational culture and environmental policy and strategic control. This study combined the survey and the case study method. Three (3) colleges were subsequently selected for in depth research. On-site case study research at the host colleges included interviews with stakeholders involved in the process, observation of planning events and reviews of relevant document and records. A high degree of data convergence was obtained across sources and respondent groups and was analyzed using a thematic analysis. Findings showed that strategic management at the colleges was characterized by limited amount of formal environmental scanning, high levels of stakeholder involvement, low levels of conflict and an emphasis on value articulation, mission statements and broad strategic directions. External factors including catchment area characteristics, community linkages, learner profiles and competition shaped the outcomes of strategic management. Internal factors such as organizational size and structure process maturity and organizational culture and climate impacted on the management processes.

Government policy had a major constraining effect on strategic options available for colleges.

Three colleges exhibited effective strategic management processes, based on assessment of environmental relevance, stake holder commitment and linkages to decision making.

The empirical studies provided insight into the current study because they address strategic management in educational context and in higher education. The review also showed that no empirical study has explored differences in strategic management among Universities, Polytechnics and Colleges of Education in Enugu State. One study examined the institutional difference in financial management practice.

However, the studies were done either in primary schools, universities or colleges, most utilized small sample and greater proportion represent foreign context. The current work is different as it intends to undertake a more comprehensive perspective of strategic management in colleges of education, polytechnics and universities in Enugu State of Nigeria.

Summary of Review of Related Literature

The review of related literature was organized under conceptual framework, theoretical framework, theoretical studies and empirical studies. Under conceptual framework, the concept of management, strategic management were

reviewed. Strategic management enables an organization to be more proactive than reactive in forming its future.

Under theoretical framework, system theory, contingency theory and resource-based view theory were reviewed. These theories were all relevant to the study since they focus on the management of an organization. Under the theoretical studies, the General State of Tertiary Institutions in Nigeria, Nature and value of strategic management, Problems of Management of Tertiary Institutions in Nigeria, strategic management approaches, Benefits of Strategic Management, Problems Associated with Strategic Management were reviewed.

Literature revealed that an application of strategic management approaches can assist senior management staff in carrying out their managerial functions strategically. Literature reviewed revealed that senior management staff were using old system of management.

The review of empirical studies related to the present study showed that strategic management approaches plays a significant role in the management of tertiary institutions. It can be seen as an attainable effort to improve application of strategic management approaches through education. Although several studies have been carried out in different geographical areas on strategic management approaches, it seems that no study has been carried out in Enugu state to determine the extent of application of strategic management approaches in the management of tertiary institutions. This study intends to fill the gap because the application of strategic management approaches is crucial for the proper and effective management of tertiary institutions.

CHAPTER THREE

METHOD

This chapter describes the procedure used in the present study. It comprises the following components: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The study adopted a descriptive survey research design. According to Nworgu (2015) the descriptive research design is a study which aims at collecting data on subjects and describing it in a systematic manner, because of its observatory nature of describing and interpreting situation in their realities. Ogoamaka (2016) asserted that descriptive survey design is an investigation geared towards establishing what is happening now over a large area of population. The design is appropriate because of its ability to enable the researcher to describe and interpret situations in their current status. The design is also deemed suitable to seek information on the extent tertiary institution managers apply strategic management approaches in the management of institutions in Enugu State.

Area of the Study

The study was carried out in Enugu State. Enugu State is located in South-eastern Nigeria and is one of the five South-Eastern states in Nigeria, with Enugu State as the Capital. It shares boundaries with Anambra on the West, Abia and Imo on the South, Kogi on the North while Benue and Ebonyi on the East. The State occupies a landmass of 7,161 square kilometers and is located on the hill, hence the name “ENUGU”. It has seventeen (17) local government areas (Enugu State Town Planning and Statistics, 2016).

The state is remarkable for its quiet and cool serenity, Enugu and Nsukka are its major towns. The Nigeria’s first indigenous university, (University of Nigeria, Nsukka (UNN), is located in Enugu State. The state houses a lot of tertiary institutions like Enugu State University of Science and Technology (ESUT), Institute of Management and Technology (IMT), Enugu State College of education Technical (ESCET) among others. The incessant strike action, constant students’ demonstration/crisis, cult activities and other problems that always crop-up in these institutions were what necessitated the choice of Enugu State as the area of the study.

Population of the Study

The population of this study consisted of 254 core management staff and Deans in all the thirteen tertiary institutions (7 Universities, 3 polytechnics and 3 colleges of education) in Enugu State. The population distribution of institutions

is attached as appendix iv (Pg 118).

Sample and Sampling Technique

There was no sampling as the entire population was used for the study.

Instrument for Data Collection

The instrument for data collection was a researcher developed questionnaire titled “Strategic Management Application Questionnaire” (SMAQ). It has two sections. Section one seeks information on demographic data of the managers such as name of school, academic qualification and work experience. Section two is arranged under A-E clusters. The clusters were based on the five areas of strategic management namely; environmental analysis, establishing organizational direction, strategy formulation, strategic control and organizational strategy implementation. These were extracted from the literature on strategic management in higher education and anchored on the following: Very High Extent (5), High Extent (4), Moderate Extent (3), Low Extent (2) Very Low Extent (1).

Validation of the Instrument

To ascertain the content and face validity of the instrument, three experts were used. One of the validates is in Measurement and Evaluation and two are in the Department of Educational Management and Policy, all in the Faculty of Education, Nnamdi Azikiwe University Awka. They were asked to check whether or not the items in the instrument were properly stated, adequate and

suitable for eliciting the desired responses. To enable them make valid judgments, title of the study, purpose of the study, the research questions and hypotheses were attached to the instrument that was given to them. Their corrections and criticisms were integrated and used to produce the final instrument.

Reliability of the Instrument

To determine the reliability of the questionnaire (SMAQ), the researcher tested the instrument on the representative sample of 20 managers from tertiary institutions in Ebonyi State where strategic management application is also needed. Cronbach alpha method was used to measure the internal consistency of the items. The rationale for using Cronbach alpha according to Stangor, (2012), is to determine the internal consistency of the items which will reveal how homogenous the items in the sections are. The following reliability coefficient obtained for Clusters A,B,C,D, and E are 0.74, 0.84, 0.75, 0.75 and 0.84 respectively. The mean of means is 0.83 (83%) see Appendix III. (p 112)

Method of Data Collection

The researcher personally administered 254 copies of the instrument with the aid of three research assistants. These three research assistants comprised two male graduates and one female graduate, they were briefed on the following

issues: (a) the purpose of the research; (b) the response pattern; and (c) the participants of the study. The researcher assisted by the research assistants handed over the instrument to all the respondents. A period of four weeks was used for the distribution and collection of the questionnaire. Two hundred and Forty Four copies of the questionnaire distributed were retrieved from the respondents while ten copies were not retrieved.

Method of Data analysis

The data collected for this study were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer five research questions and ascertain the homogeneity of the responses. Inferential statistics: one way Analysis of Variance (ANOVA) was used to test the five null hypotheses.

The mean of means was used for decision making for the research questions. Nominal values were assigned to different options of items and mean of each item was interpreted in relation to the real limits of the value assigned to the responses. Categories of the instrument are as follows:

Responses	Value	Real Limits
Very High Extent	5	4.50-5.00
High Extent	4	3.50-4.49
Moderate Extent	3	2.50-3.49
Low Extent	2	1.50-2.49
Very Low Extent	1	0.50-1.49

In testing the null hypotheses, if the F. ratio and P. value is greater than the stipulated 0.05 level of significance, the null hypotheses were not rejected. If on the other hand, the F. ratio and P. value is less than the stipulated 0.05 level of significance, the null hypotheses were rejected. Statistical Package for Social Science (SPSS) was used to analyze the data.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents and describes the findings of this study in line with the five research questions and five hypotheses that guided the study. The presentation is done in a sequential form starting with the answers to the research questions and then to the testing of the hypotheses. The analysis of demographic data of the respondents were presented in appendix V (Pg 119)

Research Question 1

To what extent is environmental analysis applied in the management of tertiary institutions in Enugu state?

Table 1: Respondents' mean ratings of the extent to which environmental analysis is applied in the management of tertiary institutions

S/N	Items	N	Mean	SD	Remark
1.	Keeping in line with my institution's environment	244	3.18	.98	ME
2.	Making decisions based on a systematic analysis of my institution's environment	244	3.00	.95	ME
3.	Strategy is continually adjusted as changes occur in the external environment	244	2.73	.90	ME
4.	Discussing to adopt a strategy that determines opportunity and risk of the institution's environment	244	2.65	.93	ME
5.	Scanning the internal environment to identify problems and their solutions	244	2.58	1.01	ME
6.	Resisting any strategic change that does not suit well with the culture of the institution's environment	244	2.59	.97	ME
7.	Accommodating the conflicting interests of powerful groups and individuals in both the internal and external environment	244	2.62	.88	ME
8.	Develop strategy by experimenting and trying new approaches as it concerns environment	244	2.65	1.01	ME
9.	Using environmental analysis to develop important programmes	244	2.54	.94	ME
10.	Determining the strength and weakness that may either support or hinder the organization	244	2.66	.92	ME
Mean of means			2.72	.94	ME

The item by item analysis on table 1 shows that all the items are environmental analysis strategies applied to a moderate extent in the management of tertiary institutions. The mean of mean score 2.72 shows that core management staff and Deans in the area of study applied environmental analysis in the management of tertiary institutions in Enugu State to a moderate extent.

The analysis shows that environmental analysis approach was not applied the way it suppose to be applied because of the core management staff limited knowledge of the approach. However, for items 5 and 8, the highest variation (1.01 and 1.01) amongst responses were observed. This suggest that respondents were quite divided as to whether scanning the internal environment to identify problems and their solution and develop strategy by experimenting and trying new approaches as it concerns environment were enough as strategies in the environmental analysis approach.

Research Question 2

To what extent is the establishment of organizational direction used in the management of tertiary institutions in Enugu state

Data relating to research questions were analyzed and presented on Table 2.

Table 2: Respondents' mean ratings on the extent to which establishment of organizational direction is used in the management of tertiary institutions

S/N	Items	N	Mean	S.D	Remark
11.	Clearly defines and articulates direction on mission and objectives	244	2.61	.99	ME
12.	Chooses priorities based on self-evaluation and understanding the organizational direction	244	2.74	.94	ME
13.	Clearly identifies and places our situation's objectives towards right direction	244	2.65	1.01	ME
14.	Directs our institutions towards openness to growth and change	244	3.01	1.03	ME
15.	Makes our institution to respond thoughtfully but quickly, to new challenges facing the organizational direction	244	2.86	.92	ME
16.	Provides unified plans and actions with clear lines of missions	244	2.75	.88	ME
17.	Creates strong financial and resourcing plans to support identified strategic direction	244	2.67	.86	ME
18.	Constantly focuses on the plan with all constituent groups to avoid working against the organizational direction	244	2.45	.90	LE
19.	Carries out efficient but effective assessment on the organization's direction strategy	244	2.54	.94	ME
Mean of means			2.69	.94	ME

The analysis on table 2 shows that items 11 to 19 are strategies for establishment of organizational direction approach applied in the management of tertiary institutions was used to a moderate extent. However item 18 with the mean of 2.45 was the only strategy applied to a low extent. The mean of means score of 2.69 indicates that the extent to which establishment of organizational

direction application in the management of tertiary institutions in Enugu State is to a moderate extent. The highest variation (1.03) amongst responses was observed in item 18. This suggests that respondents are quite divided as to whether constantly focuses on the plan with all constituent groups to avoid working against the organizational direction is solely enough as strategy for establishing organizational direction in the management of tertiary institutions. There was homogeneity in other items amongst responses indicating a greater consensus of opinion.

Research Question 3

To what extent is strategy formulation applied in the management of tertiary institutions in Enugu state

Data relating to research questions were analyzed and presented on Table 3.

Table 3: Respondents’ mean ratings of the extent strategy formulation is applied in the management of tertiary institutions

S/N	Items	N	Mean	SD	Remark
20.	Initiates and agrees on the strategic management formulation process	244	2.48	1.37	LE
21.	Clarifies organizational formulation mandate	244	2.77	1.26	ME
22.	Establishes an effective vision	244	3.30	.94	ME
23.	Formulates an effective mission	244	3.29	1.36	ME
24.	Assesses the environment before strategy formulation	244	2.51	.91	ME
25.	Identifies strategic issues during strategic formulation	244	2.56	.86	ME
26.	Develops strategies and plan to tackle strategic issues formulated	244	2.55	.92	ME
Mean of means			2.78	1.08	ME

The analysis in Table 3 shows that items 20 to 26 are strategies for the formulation of organizational strategy approach applied in the management of tertiary institutions to a moderate extent while item 20 is applied to a low extent. The mean of means score of 2.78 shows that strategy formulation applied in the management of tertiary institutions in Enugu State is to a moderate extent. The highest variation (1.37) amongst responses was observed in item 20. This indicates that respondents varied in their responses as whether to initiate and agree on the strategic management formulation process as one of the strategy formulation approach. Items 21, 22, 23, 24 ,25, and 26 showed homogeneity amongst responses indicating a greater consensus of opinion.

Research Question 4

To what extent is the implementation of organizational strategy applied on the management of tertiary institutions in Enugu state

Data relating to research questions were analyzed and presented in Table 4.

Table 4: Respondents’ mean ratings on the extent to which implementation of organizational strategy is applied in the management of tertiary institutions

S/N	Items	N	Mean	SD	Remark
27.	Integrates diverse functions and operations during strategy implementation	244	2.67	.94	ME
28.	Enhances innovation and creativity in the implementation process	244	2.64	.94	ME
29.	Improves short-term performance implementation	244	2.45	1.02	LE
30.	Improves long-term performance implementation	244	2.47	1.02	LE
31.	Uses strategy implementation to predict future trends	244	2.52	.89	ME
32.	Decisions are often changed because certain groups block their implementation	244	2.74	.92	ME
33.	Uses strategy implementation to avoid problem areas	244	2.52	.84	ME
Mean of means			2.57	.93	ME

The analysis in Table 4 shows that items 29 to 30 are strategies for the implementation of organizational strategy that is applied to a low extent in the management of tertiary institutions while the rest of the items are applied to a moderate extent. The mean of means score of 2.57 shows that core management staff in the area of study apply implementation of organizational strategy to a moderate extent in the management of tertiary institutions. It was observed that responses to items 29 and 30 had the highest deviation (1.02 and 1.02) amongst respondents. This suggests that the respondents are quite divided as to whether improves short term performance implementation and improves long-term performance implementation are applied in the implementation of organizational strategy approach. Items 27, 28, 31, 32 and 33 showed homogeneity in the core management staff responses.

Research Question 5

To what extent is strategic control applied in the management of tertiary institutions in Enugu state

Data relating to research questions were analyzed and presented on Table 5.

Table 5: Respondents' mean ratings on the extent strategic control is applied in the management of tertiary institutions

S/N	Items	N	Mean	SD	Remark
34.	Examines the institution's strengths and weakness	244	2.55	.92	ME
35.	Examines the reasons for past failures and success	244	2.44	.97	LE
36.	Assesses staff member's areas of professional expertise	244	2.46	1.01	LE
37.	Evaluates the institutions' present organizational structure	244	2.44	.96	LE
38.	Reviews the institutions' current performance	244	2.43	.97	LE
39.	Provides definite and precise strategic control objectives	244	2.40	.96	LE
40.	Provides precise procedures for achieving strategic control objectives	244	2.42	.93	LE
41.	Develops strategic control through a process of ongoing adjustment	244	2.53	.93	ME
42.	Evaluates strategic control alternatives based on more relevant information	244	2.70	.92	ME
Mean of means			2.49	.95	LE

Item by item analysis on Table 5 indicates item items 34, 41 and 42 are strategic control applied to a moderate extent in the management of tertiary institutions while items 35, 36, 37, 38, 39 and 40 are applied to a low extent. The mean of means score of 2.49 shows that core management staff in the area of study apply strategic control approach to a low extent in the management of tertiary institutions. The highest variation (1.97, 1.01, .96, .97, .96 and .93) amongst

responses was observed in items 35, 36, 37, 38, 39 and 40 respectively. This indicates that respondents varied in their responses as to whether strategies in items 35 to 40 are applied during strategic control approach in the management of tertiary institution. Items 35, 36, 37, 38, 39 and 40 showed homogeneity amongst responses indicating a greater consensus of opinion.

Hypothesis 1

There is no significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the application of environmental analysis in the management of their institutions in Enugu state.

Table 6: Analysis of variance on senior management staff ratings of the application of environmental analysis by institutions

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.91	2	.95	4.42	.01
Within Groups	52.09	241	.21		
Total	54.00	243			

As shown on table 6, the F-ratio (df: 2/241) was 4.42 and the P-value (.01) was less than the stipulated 0.05 level of significance. It was therefore decided that there was a significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the application of environmental analysis in the management of their institutions in Enugu state. Therefore the null hypothesis was rejected.

As indicated by the Post-Hoc test (Scheffe test), there was a significant difference in the mean ratings of senior management staff of Universities and those in the Polytechnics on the application of environmental analysis in the management of their institutions. But no significant difference was found between the mean ratings of senior management staff of Universities and those in the Colleges of education. There was also no significant difference among senior management staff of Colleges of Education and those in the Polytechnics.

Table 7: Scheffe Post-Hoc Test on senior management staff ratings of the application of environmental analysis by institutions.

(I) Institutions	(J) Institutions	Mean Difference (I-J)	Sig.
University	Poly	.20785*	.02
	College	.12905	.22
Poly	University	-.20785*	.02
	College	-.07880	.66
College	University	-.12905	.22
	Poly	.07880	.66

Hypothesis 2

There is no significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the establishment of organizational direction in the management of their institutions in Enugu state.

Table 8: Analysis of variance on senior management staff ratings of the establishment of organizational direction by institutions

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.079	2	1.039	3.93	.02
Within Groups	63.684	241	.264		
Total	65.762	243			

As shown on table 8, the F-ratio (df: 2/241) was 3.93 and the P-value (.02) was less than the stipulated 0.05 level of significance. It was therefore decided that there was a significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the establishment of organizational direction in the management of their institutions in Enugu state. Therefore the null hypothesis was rejected.

As indicated by the Post-Hoc test (Scheffe test), there was a significant difference in the mean ratings of senior management staff of Polytechnics and those in the Colleges of Education on the establishment of organizational direction in the management of their institutions in Enugu state. No significant difference was found between the mean ratings of senior management staff of Universities and those in the Colleges of education and Polytechnics.

Table 9: Scheffe Post-Hoc Test on Analysis of variance on senior management staff ratings of the establishment of organizational direction by institutions

(I) School Classification	(J) School Classification	Mean Difference (I-J)	Sig.
University	Poly	-.10655	.42
	College	.15980	.15
Poly	University	.10655	.42
	College	.26635*	.02
College	University	-.15980	.15
	Poly	-.26635*	.02

Hypothesis 3

There is no significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the strategy formulation in the management of their institutions in Enugu state.

Table 10: Analysis of variance on senior management staff ratings on the application of strategy formulation by institutions

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.802	2	2.401	4.94	.00
Within Groups	116.963	241	.485		
Total	121.765	243			

As shown on table 10, the F-ratio (df: 2/241) was 4.94 and the P-value (.00) was less than the stipulated 0.05 level of significance. It was therefore decided that there was a significant difference in the mean ratings of senior management

staff of universities, polytechnics and colleges of education on the application of strategy formulation in the management of their institutions in Enugu state. Therefore the null hypothesis was rejected.

As indicated by the Post-Hoc test (Scheffe test), there was a significant difference in the mean ratings of senior management staff of Universities and those in the Colleges of Education on the application of strategy formulation in the management of their institutions. However, no significant difference was found between the mean ratings of senior management staff of Universities and those in the Polytechnics. There was also no significant difference among the mean ratings of senior management staff of Polytechnics and those in the Colleges of Education.

Table 11: Scheffe Post-Hoc Test on Analysis of variance on senior management staff ratings on the application of strategy formulation by institutions

(I) School Classification	(J) School Classification	Mean Difference (I-J)	Sig.
University	Poly	.05848	.86
	College	.34493*	.00
Poly	University	-.05848	.86
	College	.28645	.09
College	University	-.34493*	.00
	Poly	-.28645	.09

Hypothesis Four

There is no significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the

implementation of organizational strategy in the management of their institutions in Enugu state

Table 12: Analysis of variance on senior management staff ratings on the implementation of organizational strategy by institutions

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.604	2	.802	2.75	.06
Within Groups	70.111	241	.291		
Total	71.714	243			

As shown in table 12, the F-ratio (df: 2/241) was 2.75 and the P-value (.06) was greater than the stipulated 0.05 level of significance. It was therefore decided that there was no significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the implementation of organizational strategy in the management of their institutions. Therefore the null hypothesis was not rejected.

Hypothesis 5

There is no significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the strategic control in the management of tertiary institutions in Enugu state

Table 13: Analysis of variance on senior management staff ratings of the application of strategic control by Institution

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.120	2	.560	1.63	.19
Within Groups	82.370	241	.342		
Total	83.491	243			

As shown in table 12, the F-ratio (df: 2/241) was 1.63 and the P-value (.19) was greater than the stipulated 0.05 level of significance. It was therefore decided that there was no significant difference in the mean ratings of senior management staff of universities, polytechnics and colleges of education on the implementation of strategic control in the management of tertiary institutions. Therefore the null hypothesis was not rejected.

Summary of Findings

The following are the major findings:

1. Environmental analysis was applied in tertiary institutions in Enugu State to a moderate extent
2. Tertiary institutions in Enugu established organizational direction to a moderate extent
3. Strategy formulation was applied in tertiary institutions in Enugu State to a moderate extent
4. Implementation of organizational strategy in tertiary was applied to a moderate extent in tertiary institutions in Enugu State.
5. Strategic control was applied to a low extent in tertiary institutions in Enugu State

6. There was a significant difference in the application of environmental analysis in Colleges of education, polytechnics and universities in Enugu State
7. There was a significant difference in the establishment of organizational direction in colleges of education, polytechnics and universities in Enugu State
8. Colleges of education, polytechnics and universities in Enugu State were significantly different in their application of strategy formulation
9. There was no significant difference in the implementation of organizational strategy in colleges of education, polytechnics and universities in Enugu State
10. Colleges of education, polytechnics and universities do not differ significantly in their application of strategic control in their institutions.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the concluding part of the study under the following subheadings: discussion of findings, conclusion, implications of the study, recommendations, limitations of the study and suggestions for further studies.

Discussion of the Findings

The findings of this study are organized and discussed based on the research questions guiding the study as well as the five hypotheses tested. The discussions are done under the following headings:

The Extent of Application of Environment Analysis in the Management of Tertiary Institutions in Enugu State.

Results of the study revealed that the senior management staff in the area of the study showed that tertiary institutions senior management has applied environmental analysis to a moderate extent as indicated by the overall mean score. The item by item analysis further indicates that all the listed strategies of environmental analysis were being applied to a moderate extent because they lacked in- depth knowledge of the approach and its application. The findings are similar to the findings of Messah and Mucai (2011) who found that the analysis of the external environment is used to identify opportunities and threats facing the organization while the internal analysis of the organization identifies its strengths and weakness. The senior management staff in tertiary institutions is expected to analyze the internal and external factors influencing their

institutions and evaluate it on a continuous basis and strive to improve it. Liu (2008) also found that a change in environmental elements such as technology, legislation or competition may have an impact on an institutions capability and resources.

The one way analysis of variance revealed that there was significant difference among the mean ratings of management staff in the universities, polytechnics and colleges of education on the extent of application of environmental analysis in the management of their institutions in Enugu State. It followed therefore that the null hypothesis was rejected. The post hoc test of comparison revealed that the significant difference was between the senior management staff in the universities, polytechnics and colleges of education in the application of environmental analysis in the management of their institutions.

The Extent Tertiary Institutions Establish Organizational Direction in the Management of Tertiary Institutions in Enugu State.

Results of the study revealed that senior management staff in the Universities, Polytechnics and Colleges of Education used establishment of organization direction in the management of tertiary institutions in a moderate extent except constantly focusing on the plan with all constituent groups to avoid working against the organizational direction that was utilized to a low extent. Organizational direction defines an organization's goals and objectives,

identifies the process of how to accomplish the objectives and customize the process for staff by given each person a task with which to succeed. This is supported by the view of Owolabi and Makinde (2012) who found that vision is a catalyst for action, and reflects core value. For an institution to be focused, senior management staff of tertiary institutions must be equipped with the skills and approaches needed for the establishment of organizational direction. Like having vision and mission statements that directs the institution's activity.

Findings from the test of the second hypothesis revealed that there was a significant difference in the mean ratings of senior management staff in the Universities, Polytechnics and Colleges of Education on the extent tertiary institutions establish organizational direction in the management of their institutions. The implication is that, the null hypothesis was not accepted. Furthermore, the Scheffe test of multiple comparisons showed that the difference was between management staff in the Universities, and polytechnics and between the management staff in the polytechnics and colleges of education. Establishment of organizational direction ought to be recognized as an important approach throughout every organization and every manager ought to know that it mars the organizations goals when not properly established.

The Extent of Strategy Formulation Application in the Management of Tertiary Institutions in Enugu State.

Results of the study indicated that the senior management staff in the universities, polytechnics and colleges of education applied strategy formulation strategies in a moderate extent. The mean of means score showed that strategy formulation application was not used in a high extent in the management of tertiary institutions in Enugu State. Probably, the strategies were not properly formulated as to effectively link the organization to its environment to achieve organizational goals and vision. The findings are in line with that of Shahin (2011) who found that strategy formulation is the process of deciding the best course of action for accomplishing organizational purpose. She went further to reiterate that after conducting environmental analysis; managers should formulate corporate and functional strategies that will channel the organization towards achieving goal.

Lumby (2012) in support of the findings emphasized that there is evidence of insufficient knowledge and skill of the approach and this requires a proper understanding of the formulation process by the entire institution. Strategic management requires financial and material investment to effectively apply the approaches. It is therefore pertinent that a good strategic management approach must be based on available resources and plan for the needed resources and how these will be acquired.

Furthermore, the test of the third hypothesis revealed that significant difference existed on the extent of strategy formulation application approach by senior management staff among tertiary institutions in Enugu State. The post hoc test of comparisons showed that the difference was between management staff of Universities and those in the Colleges of Education.

The Extent of Implementation of Organizational Strategy in the Management of Tertiary Institutions in Enugu State.

Results of the study indicated that Senior Management Staff in the universities, polytechnics and colleges of education rated the use of strategies for checking the extent of implementing organizational strategy in tertiary institutions in Enugu State to a moderate extent except some items that was rated low extent. This shows that, the short- term and long- term performance implementation were not highly implemented and that there is need to explore the best way to apply the appropriate strategy during implementation process.

Findings are similar with that of Abdulkareem and Oyeniran (2011, they found that the implementation of strategies in the Universities strategic management process was below expectation. The study was also supported by the findings of Jackson (2011) that many possible factors could be responsible for moderate or low extent implementation. Lack of adequate knowledge and skills by the implementers could be a possibility; there is the probability of employing inappropriate strategies. It could also be that the implementers did not harvest enough fund due to lack of serious commitment of stakeholders.

Lack of integration of diverse functions could also account for the moderate or low extent implementation. Bhasin (2012) in support of Jackson's findings stated that the ability to implement strategies is one of the most valuable of all managerial skills. He noted that managers' intent on implementing strategy must master systems thinking to be able to coordinate a broad range.

The test of the fourth hypothesis revealed that there was no significant difference amongst the mean ratings of the senior management staff of Universities, polytechnics and colleges of education on the implementation of organizational strategy in the management of their institutions and the null hypothesis was not rejected.

The Extents of the Application of Strategic Control in the Management of Tertiary Institution in Enugu State.

Results of the study revealed that senior management staff in the Universities, Polytechnics and Colleges of Education applied strategic control in the management of their tertiary institutions in Enugu State to a low extent which is seen at the grand mean. This showed that there was ineffectiveness on the part of the institutions managers monitoring and evaluation of the strategy implementation. Perhaps, the ineffectiveness could arise from what Pollanen (2015) found that supports the findings of the study as some obstacles that can hamper the acceptance of performance measures in the public sector. In support of the findings, Collier (2004) found that monitoring and evaluation enables the

organization to track progress in the implementation of the strategic management.

Findings from the test of the fifth hypothesis revealed that there was no significant difference in the mean ratings of the senior management staff of universities, polytechnics and colleges of education on the extent of the application of strategic control in the management of tertiary institutions in Enugu State. Therefore the null hypothesis was not rejected. David (2013) maintained that approaches of strategic management monitoring and evaluation must be based on benchmark. The primary benchmark being the ideal organizational picture developed at the beginning of the process.

Conclusion

Based on the findings of this study, it was concluded that there was moderate extent of application of most strategic management approaches in tertiary institutions in Enugu State. While, there was a significant difference in the application of environmental analysis, establishment of organizational direction and strategy formulation. There was no significant difference in the application of implementation of organizational strategy and strategic control in the management of tertiary institutions in Enugu State.

Implications of the Findings

The findings of this study have a number of implications for education in general and management of tertiary institutions in particular. The fact that senior management staff did not report very high or high extent in their application of environmental analysis has serious implications for the future of higher education in Enugu State. Therefore: senior management staff would endeavor to be conversant with the basic concept of strategic management and the fundamental principles underlying the practice to enable them effectively take a stance in developing appropriate strategies that will adequately address their strategic issues in order to achieve the desired goals for the institutions.

Furthermore, senior management staff should realize that the success of any given organization is dependent on the establishment of organizational direction through vision and mission statements. This implies that senior management staff would involve the cooperation of other staff in order to effectively direct and administer the institution satisfactorily.

Strategy formulation is applied in tertiary institutions to a moderate or low extent. The implication is that senior management staff should initiate and agree on the strategic management formulation process to adopt that will improve performance of the institution.

The continuous lack of proper implementation of strategic management by managers of tertiary institution will continue to be a major setback in the country's fight against poor quality system of education. This implies that government should not remain complacent about the issue of inadequate funding of the education sector and should also be clear about its policy directives to enable management and administrators carry out their duties responsibly.

Constant examining of the institution's organizational structure and performance will help the managers of tertiary institutions to evaluate their institution and know where adjustment is required.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. The study reveals that senior management staff have inadequate understanding of strategic management process. It therefore become pertinent that ministry of education should attempt organizing for managers regular workshops, short courses and seminars on strategic management approaches to enable them grasp the fundamentals and have confidence in managing strategically.

2. The National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) should ensure that strategic management approaches are included in their criteria for accrediting tertiary institutions.
3. Managers should ensure that every member of staff is involved or adequately informed in the strategic management process to be able to contribute effectively to its application.
4. All government institutions are expected to have strategic management approaches document in place as guiding tools for their operations and ensure that such approaches are applied successfully to achieve their objectives.
5. The senior management staff and other staff members are not the only stakeholders of education, therefore workshops and seminars on strategic management approaches should be organized for parents and small basic communities.
6. It is recommended that managers make the necessary preparation before they apply strategic management approaches by ensuring that all pre-requisites for successful application of strategies are in place, especially resource availability and skilled personnel.
7. Effective communication should be maintained at all levels when communicating strategy. Communication tools at the disposal of the

Institutions should be put to their optimum use to ensure that strategies are properly communicated.

8. Government should provide the enabling environment for tertiary institution managers to thrive in the country by strengthening the educational frameworks in the country (Nigeria) to move with the global trends in the provision of quality education.

Limitations of the Study

The study was restricted to strategic management approaches applied by core management staff in tertiary institutions in Enugu State and such, its outcome cannot be generalized to senior management staff outside the study area because tertiary institutions in other states operate in a specific sector of economy, environment and different caliber of core management staff.

Respondents to the survey study, involved only core management staff and Deans in the study area. The study did not intend to determine if disparate opinions existed on other cadre of management staff. Therefore, the findings collected were not generalized to all levels of management staff

Suggestions for further studies

The result of the present study suggested that further studies could be undertaken in the following areas:

1. Extent of application of strategic management approaches in tertiary institutions in South East Nigeria.
2. A study on the output of strategic management approaches and its effect in the society.
3. A summative evaluation of the strategic management approaches in tertiary institutions in Nigeria.
4. Application of strategic management approaches for organizational efficiency of tertiary institution managers in South East Nigeria
5. Comparative study on the application of strategic management approaches in private and public tertiary institutions in Enugu State

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APPENDICES

Appendix 1

Letter of Transmittal

Department of Educational Management & Policy
Faculty of Education,
Nnamdi Azikiwe University,
Awka.
4/06/2016

Dear Sir/Madam,

REQUEST FOR COMPLETION OF A QUESTIONNAIRE

The researcher is a postgraduate student of the above Institution carrying out a research on “Extent of Application of Strategic Management Approaches in the Management of Tertiary Institutions in Enugu State.

As a Senior Management Staff, you have been identified as an important resource person in respect of this study. You are hereby requested to respond to the content of this questionnaire as honestly as possible to assist in this investigation.

This research work is an academic exercise and you are assured that your responses will be used only for the stated purpose and treated with confidentiality.

Thanks for your anticipated cooperation

Yours faithfully,

Ezenwaka Ngozi G.
Researchers
08066882323

Appendix II

Questionnaire for Strategic Management Approaches

Section 1: Background Information

Instruction: Please supply the required information by ticking (√) in the appropriate space.

Types of tertiary institution

University

Polytechnic

College of Education

Section 11

In your opinion as a Senior Management Staff, kindly indicate with a tick (√) your responses to the questions on the five point's scale of

- | | | | | | |
|---|---|------------------|-------|---|---|
| A | - | Very High extent | (VHE) | - | 5 |
| B | - | High extent | (HE) | - | 4 |
| C | - | Moderate extent | (ME) | - | 3 |
| D | - | Low extent | (LE) | - | 2 |
| E | - | Very Low extent | (VLE) | - | 1 |

Cluster A: Environmental Analysis

Indicate the extent to which managers of tertiary institutions apply environmental analysis in your institutional management.

S/N	ITEM	Very High Extent	High Extent	Moderate Extent	Low Extent	Very low Extent
1	Keeping in line with my institution's environment.					
2	Making decisions based on a systematic analysis of their institution environment					
3	Strategy is continually adjusted as changes occur in the external environment					
4	Discussing to adopt a strategy that determines opportunity and risk of the institution's environment.					
5	Scanning the internal environment to identify problems and their solutions.					
6	Resisting any strategic change that does not suit well with the culture of the institution's environment.					
7	Accommodating the conflicting interests of powerful groups and individuals in both the internal and external environment					
8	Develop strategy by experimenting and trying new approaches as it concerns environment					
9	Using environmental analysis to develop important programmes					
10	Determining the strength and weakness that may either support or hinder the organization					

Cluster B: Establishment of Organizational Direction

Please indicate the extent to which the following are carried out in your institution

S/N	ITEM	Very High Extent	High Extent	Moderate Extent	Low Extent	Very low Extent
	<i>My institution's management ...</i>					
11	Clearly defines and articulates direction on mission and objectives					
12	chooses priorities based on self evaluation and understanding the organizational direction.					
13	Clearly identifies and places our institution's objectives towards right direction.					
14	Directs our institutions towards openness to growth and change					
15	Makes our institution to respond thoughtfully but quickly, to new challenges facing the organizational direction.					
16	Provides unified plans and actions with clear lines of missions.					
17	Creates strong financial and resourcing plans to support identified strategic direction					
18	constantly focuses on the plan with all constituent groups to avoid working against the organizational direction					
19	Carries out efficient but effective assessment on the organization's direction strategy.					

Cluster C: Strategy Formulation

Indicate the extent to which the following are carried out during your institution's strategy formulation:

S/N	ITEM	Very High extent	High extent	Moderate Extent	Low extent	Very low extent
	<i>My institution's management.</i>					
20	Initiates and agrees on the strategic management formulation process.					
21	Clarifies organizational formulation mandate.					
22	Establishes an effective vision					
23	Formulates an effective mission					
24	Assesses the environment before strategy formulation					
25	Identifies strategic issues during strategic formulation					
26	Develops strategies and plan to tackle strategic issues formulated					

Cluster D: Strategy Implementation

Indicate the extent to which your institution does the following during Strategy Implementation:

S/N	ITEM	Very High extent	High extent	Moderate Extent	Low extent	Very low extent
	<i>My institution's management.</i>					
27	Integrates diverse functions and operations during strategy implementation					
28	Enhances innovation and creativity in the implementation process					
29	Improves short-term Performance implementation					
30	Improves long-term Performance implementation					
31	Uses strategy implementation to Predict future trends					
32	Decisions are often changed because certain groups block their implementation					
33	Uses strategy implementation to avoid problem areas.					

Cluster E: Strategic Control

Indicate the extent your institution undertakes the following activities as a way of strategically control the institution.

S/N	ITEM	Very High extent	High extent	Moderate Extent	Low extent	Very low extent
	<i>My institution's management...</i>					
34	Examines the institution's strengths and weakness					
35	Examines the reasons for past failures and success					
36	Assesses staff member's areas of professional expertise					
37	Evaluates the institutions' present organizational structure					
38	Reviews the institutions' current performance.					
39	provides definite and precise strategic control objectives.					
40	provides precise procedures for achieving strategic control objectives					
41	Develops strategic control through a process of ongoing adjustment					
42	Evaluates strategic control alternatives based on more relevant information.					

Appendix III
Reliability of Instrument
Reliability for Cluster A

Case Processing Summary

	N	%
Case valid	20	100.0
Excluded ^a	0	0
Total	20	100

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	No of items
737	10

Item Statistics

	Mean	Std. Deviation	N
Item 1	2.4000	.99472	20
Item 2	3.4500	.60481	20
Item 3	3.0000	.64889	20
Item 4	3.2000	.52315	20
Item 5	3.2000	.61559	20
Item 6	3.3500	.81273	20
Item 7	2.6500	.98809	20
Item 8	2.6000	1.04630	20
Item 9	3.0000	.97333	20
Item 10	3.1500	.87509	20

Reliability For Cluster B
Case Processing Summary

	N	%
Case valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	No of items
841	9

Item Statistics

	Mean	Std. Deviation	N
Item 11	3.0500	.99868	20
Item 12	2.8500	1.03999	20
Item 13	2.8000	1.05631	20
Item 14	3.5500	.60481	20
Item 15	3.3500	.74516	20
Item 16	2.7500	.96655	20
Item 17	2.4000	.94032	20
Item 18	2.8500	.87509	20
Item 19	3.1000	.85224	20

Reliability For Cluster C
Case Processing Summary

	N	%
Case valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Apha	No of items
746	7

Item Statistics

	Mean	Std. Deviation	N
Item 20	3.0500	.88704	20
Item 21	2.9500	.88704	20
Item 22	2.9000	.71818	20
Item 23	2.4500	1.09904	20
Item 24	3.0500	.94032	20
Item 25	2.4000	.88258	20
Item 26	2.9000	.85224	20

Reliability For Cluster D
Case Processing Summary

	N	%
Case valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

a. List wise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	No of items
746	7

Item Statistics

	Mean	Std. Deviation	N
Item 27	3.0500	.99868	20
Item 28	3.0000	.97333	20
Item 29	3.1500	..87509	20
Item 30	2.8000	1.05631	20
Item 31	2.4000	.94032	20
Item 32	2.5500	.88704	20
Item 33	3.0000	.85224	20

Reliability for Cluster E
Case Processing Summary

	N	%
Case valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	No of items
841	9

Item Statistics

	Mean	Std. Deviation	N
Item 34	2.8000	.76777	20
Item 35	2.7000	.65695	20
Item 36	2.6000	.68056	20
Item 37	2.7000	.65695	20
Item 38	2.7000	.73270	20
Item 39	2.6500	.67082	20
Item 40	2.6500	.67082	20
Item 41	2.6500	.67082	20
Item 42	2.5000	.51299	20

Mean of Means Reliability Statistics
Case Processing Summary

	N	%
Case valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	N of items
829	42

Appendix IV

Preliminary Data on Population of Core Management Staff and Deans in Thirteen Tertiary Institutions in Enugu State

Names of Institution	Number of Core Management Staff and Deans
Enugu State University of Science and Technology	30
University of Nigeria Nsukka	38
University of Nigeria Enugu Campus.	15
Godfrey Okoye University	19
CARITAS University	18
National Open University of Nigeria	10
Renaissance University Ugboka	12
Institute of Management and Technology	26
Federal School of Dental Technology	15
OSISA Tech	17
Enugu State College of Education Technical	24
Federal College of Education Eha-Amufu	20
Institute of Ecumenical Education Thinkers Corner Enugu	10
TOTAL	254

Source: Personnel Departments of the Institutions, (2016).

Appendix V

Demographic Data of Senior Management Staff and Deans of Tertiary Institutions in Enugu State

S/N	Type of Institution	Frequency	Percentage
1.	Universities	132	54
2.	Polytechnics	58	24
3.	Colleges of Education	54	22.1
	Total	244	100%

APPENDIX VI

SPSS Output of Analysis

Environmental analysis

Descriptive Statistics

	N	Mean	Std. Deviation
Keeping in line with my institution's environment	244	3.18	.98
Making decision based on a systematic analysis of my institution's environment	244	3.00	.95
Strategy is continually adjusted as changes occur in the external environment	244	2.73	.90
Discussing to adopt a strategy that determines opportunity and risk of the institution's environment	244	2.65	.93
Scanning the internal environment to identify problems and their solutions	244	2.58	1.01
Resisting any strategic change that does not sit well with the culture of the institution's environment	244	2.59	.97
Accommodating the conflicting interests of powerful groups and individuals in both the internal and external environment	244	2.62	.88
Develop strategy by experimenting and trying new approaches as it concerns environment	244	2.65	1.01
Using environmental analysis to develop important programmes	244	2.54	.94
Determining the strength and weakness that may either support or hinder the organization	244	2.66	.92
Valid N (listwise)	244		

Establishing direction

Descriptive Statistics

	N	Mean	Std. Deviation
Clearly defines and articulates direction on mission and objectives	244	2.61	.99
Chooses priorities based on self-evaluation and understanding the organizational direction	244	2.74	.94
Clearly identifies and places our situation's objectives towards right direction	244	2.65	1.01
Directs our institutions towards openness to growth and change	244	3.01	1.03
Makes our institution to respond thoughtfully but quickly, to new challenges facing the organizational direction	244	2.86	.92
Provides unified plans and actions with clear lines of missions	244	2.75	.88
Creates strong financial and resourcing plans to support identified strategic direction	244	2.67	.86
Constantly focuses on the plan with all constituent groups to avoid working against the organizational direction	244	2.45	.90
Carries out efficient but effective assessment on the organization's direction strategy	244	2.54	.94
Valid N (listwise)	244		

Strategy formulation

Descriptive Statistics

	N	Mean	Std. Deviation
Initiates and agrees on the strategic management formulation process	244	2.48	.94
Clarifies organizational formulation mandate	244	2.77	1.26
Establishes an effective vision	244	3.30	1.37
Formulates an effective mission	244	3.29	1.36
Assesses the environment before strategy formulation	244	2.51	.91
Identifies strategic issues during strategic formulation	244	2.56	.86
Develops strategies and plan to tackle strategic issues formulated	244	2.55	.92
Valid N (listwise)	244		

Implementation

Descriptive Statistics

	N	Mean	Std. Deviation
Integrates diverse functions and operations during strategy implementation	244	2.67	.94
Enhances innovation and creativity in the implementation process	244	2.64	.94
Improves short-term performance implementation	244	2.45	.92
Improves long-term performance implementation	244	2.47	.92
Uses strategy implementation to predict future trends	244	2.52	.89
Decisions often changed because certain groups block their implementation	244	2.74	1.02
Uses strategy implementation to avoid problem areas	244	2.52	.94
Valid N (listwise)	244		

Strategic Control

Descriptive Statistics

	N	Mean	Std. Deviation
Examines the institution's strengths and weakness	244	2.55	.92
Examines the reasons for past failures and success	244	2.44	.97
Assesses staff member's areas of professional expertise	244	2.46	1.01
Evaluates the institutions' present organizational structure	244	2.44	.96
Reviews the institutions' current performance	244	2.43	.97
Provides definite and precise strategic control objectives	244	2.40	.92
Provides precise procedures for achieving strategic control objectives	244	2.42	.93
Develops strategic control through a process of ongoing adjustment	244	2.53	.93
Evaluates strategic control alternatives based on more relevant information	244	2.70	.96
Valid N (listwise)	244		

ENVIRONMENTAL ANALYSIS

ANOVA

Environmental Analysis

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.911	2	.955	4.420	.013
Within Groups	52.095	241	.216		
Total	54.006	243			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Environmental Analysis

Scheffe

(I) Classification	School(J) Classification	School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
University	Poly		.20785*	.07350	.020	.0268	.3889
	College		.12905	.07395	.220	-.0531	.3112
Poly	University		-.20785*	.07350	.020	-.3889	-.0268
	College		-.07880	.08671	.662	-.2924	.1348
College	University		-.12905	.07395	.220	-.3112	.0531
	Poly		.07880	.08671	.662	-.1348	.2924

*. The mean difference is significant at the 0.05 level.

Scheffe

School Classification	N	Subset for alpha = 0.05	
		1	2
Poly	58	2.5914	
College	57	2.6702	2.6702
University	129		2.7992
Sig.		.603	.259

Means for groups in homogeneous subsets are displayed.

- a. Uses Harmonic Mean Sample Size = 70.527.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ANOVA

Establishment of Organizational Direction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.079	2	1.039	3.934	.021
Within Groups	63.684	241	.264		
Total	65.762	243			

Post Hoc Tests

Multiple Comparisons

Scheffe

(I) Classification	School(J) Classification	School	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
University	Poly		-.10655	.08127	.425	-.3067	.0936
	College		.15980	.08176	.150	-.0416	.3612
Poly	University		.10655	.08127	.425	-.0936	.3067
	College		.26635*	.09587	.022	.0302	.5025
College	University		-.15980	.08176	.150	-.3612	.0416
	Poly		-.26635*	.09587	.022	-.5025	-.0302

*. The mean difference is significant at the 0.05 level.

Scheffe

School Classification	N	Subset for alpha = 0.05	
		1	2
College	57	2.5517	
University	129	2.7115	2.7115
Poly	58		2.8180
Sig.		.184	.470

Means for groups in homogeneous subsets are displayed.

- a. Uses Harmonic Mean Sample Size = 70.527.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ANOVA

Strategy Formulation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.802	2	2.401	4.947	.008
Within Groups	116.963	241	.485		
Total	121.765	243			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Strategy Formulation

Scheffe

(I) Classification	School(J) Classification	School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
University	Poly		.05848	.11014	.869	-.2128	.3298
	College		.34493*	.11080	.009	.0720	.6178
Poly	University		-.05848	.11014	.869	-.3298	.2128
	College		.28645	.12993	.090	-.0336	.6065
College	University		-.34493*	.11080	.009	-.6178	-.0720
	Poly		-.28645	.12993	.090	-.6065	.0336

*. The mean difference is significant at the 0.05 level.

Scheffe

School Classification	N	Subset for alpha = 0.05	
		1	2
College	57	2.5288	
Poly	58	2.8153	2.8153
University	129		2.8738
Sig.		.053	.883

ANOVA

Implementation of Organizational Strategy

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.604	2	.802	2.756	.066
Within Groups	70.111	241	.291		
Total	71.714	243			

ANOVA

Strategic Control

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.120	2	.560	1.639	.196
Within Groups	82.370	241	.342		
Total	83.491	243			