

Turiba University
Charles Nnamdi Ohanyelu

SYNOPSIS OF THE DOCTORAL THESIS

**EDUCATIONAL MANAGEMENT PRACTICES FOR
IMPROVING QUALITY OF UNIVERSITY EDUCATION IN
DEVELOPING COUNTRIES: A CASE OF NIGERIA**

Study programme: Management Science

for the degree of Doctor of Sciences (PhD) in Social
Sciences, Economics and Entrepreneurship, sub-field of
Education Management.

Riga 2025



The Doctoral Thesis was developed at the Faculty of Business Administration of Turiba University during the period 2020 to 2025.

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The defense /presentation of the Doctoral Thesis shall be held at the public sitting of the Doctoral Council of Turiba University in Economics and Entrepreneurship at **10:00, on 3 September 2025** at the Faculty of Business Administration, Turiba University, Graudu street -68, Riga, Room No. C108.

The Doctoral Thesis and Synopsis can be reviewed at the library of Turiba University, Graudu street 68, Riga.

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ANNOTATION

The Doctoral Thesis of Charles Nnamdi Ohanyelu explored the “Educational Management Practices for Improving Quality of University Education in Developing Countries: A Case of Nigeria” for the acquisition of the degree of Doctor of Science (PhD) in Social Sciences, in Economics and Entrepreneurship, sub-field Education Management. The researcher conducted an examination of management practices and styles that are most suitable for the Nigerian context, with the aim of enhancing the quality of university education. The purpose of the Doctoral Thesis is to create an educational management model, the University Education Quality Improvement Model (UEQIModel), designed to provide a structured approach to improving the quality of university education in developing countries. The Thesis aims to investigate the potential impact of educational management practices towards improving the quality of university education in developing countries. A sequential explanatory mixed methods research design was used, applying a questionnaire structured on a 5-point Likert scale serving as the main instrument for data collection. A random sample of 505 participants was drawn from universities across Nigeria's six geo-political zones, consisting of 323 males (64%) and 182 females (36%). The results of the correlation coefficient test indicate a positive, moderate and statistically significant relationship between educational management practices and students’ academic performance. The results show that adopting a democratic management style is the optimal strategy for advancing the quality of university education. The findings approve the necessity for accountability among management teams, the integration of social justice principles, and the creation of an environment conducive to learning. These initiatives have the potential to promote acceptable self-discipline among university students and effectively address the persistent conflicts between the Academic Staff Union of Universities (ASUU) and governmental authorities. The above-mentioned principles have been incorporated in the designed UEQIModel.

The doctoral Thesis is structured to include an introduction, 4 chapters, conclusions, recommendations, list of literature and sources, and appendices. The scope of the PhD Thesis is 133 pages, it includes 44 figures, 16 tables, and 21 appendices. The list of literature contains 232 sources.

In **Chapter 1** of the Thesis, the research findings were explicitly used to explain the nature of educational management, including its core models, functions, management areas, and management styles in universities have been analyzed in order to create the UEQIModel.

Chapter 2 of the Doctoral Thesis based on research findings deals with the value of quality education, highlighting its correlation with sustainability, and providing examples of high-quality educational practices significant for UEQIModel creation. Additionally, academic performance, management functions, and quality assurance in higher education were covered.

In **Chapter 3**, the author used the research findings to analyze the management of education in developing nations; this includes the Nigerian educational system, universities in Nigeria, admission and enrollment processes, university structures, management systems, and Academic Staff Union of Universities (ASUU) to create the Model that could improve the quality therein.

Chapter 4 of the Doctoral Thesis, based on the research results, explicitly discussed the research design, UEQIModel, results presentation, empirical research technique, and validation of the outcome through expert comments, conclusion, and suggestions. In accordance with the research findings, the University Education Quality Improvement Model was also created in the chapter.

The final part of the Doctoral Thesis encompasses the research conclusions and offers recommendations to relevant stakeholders.

Keywords: Educational management, quality of university education, management styles, quality management, academic performance, developing countries.

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INTRODUCTION

The concept of education refers to the systematic process of sharing and obtaining knowledge, enhancing one's abilities in reasoning and critical thinking while preparing individuals intellectually for the complexities of mature life. In both developing and developed nations, education acts as a crucial agent of change, with the progress of a country being fundamentally reliant on the quality of its educational system (Bellamkonda, Sunanda, & Rongala, 2023, p.442). This process is holistic, encompassing the transmission and cultivation of knowledge and diverse skills among individuals.

As education is essential for promoting economic growth in developing countries, universities help to create a more skilled workforce, which is crucial for drawing in foreign investments and increasing productivity by providing people with advanced skills and knowledge. Graduates are frequently more equipped to take part in entrepreneurship, creative thinking, and the creation of new technologies, all of which can promote resilience and economic diversification.

The quality of life and sustainability that a country can offer is largely determined by the quality of education that the citizens could obtain. According to Abosede (2020, p.796), through education, people can acquire knowledge, skills, techniques, and information necessary to understand their responsibilities and rights within the family, society, and the country. In this regard, education is a means through which people are transformed socially, economically, and politically. This is particularly true, as developing nations see university education as the ultimate tool for eradicating poverty. According to Ezeofor, Ndupuechi, and Ogundele (2020, p.142), education is also a potent tool for addressing a number of issues that confront human life. Education must fulfill its intended purpose, which can only be achieved if it has the qualities necessary for sustainability and transformation.

Arojoye and Abolaji (2022, p.9) stated that there is no doubt that the low quality of university education is a testament to Nigeria as a dysfunctional state. The number of Nigerian students who migrate to western nations in pursuit of high-quality education, in spite of the associated risks and expenses, is evidence of this. Consequently, human development as an integral and crucial component of the nation depends critically on high-quality education (Bano, 2021, p.80).

The declining quality in university education may be linked to inappropriate management practices implemented by universities in developing countries. The immediate result of such leadership lapses is poor quality in learning outcomes. Insufficient instruction and lack of skills, knowledge, and training required to succeed in the workforce in the future are examples of poor-quality education. Although there are a number of reasons for the recent decline in quality of university education, the coronavirus pandemic's emergence also caused significant disruptions to

education at all levels (Irwin et al., 2023, p.11). According to prior research, the overall achievements of universities are influenced by the nature of the university and how they are managed; that is the leadership styles applied by those in management positions (Maimela, & Monyatsi, 2016, pp.157-181). Managers' and employees' educational attainment appears to have a major impact on better management practices (Valero, 2021, p.302). Research on the relationship between educational management and educational quality is becoming more and more prevalent, and the findings generally point to a positive correlation. From this standpoint, there is need for educational managers and administrators to connect quality and university management as this would form a direction to which university education in developing countries should take. It should be noted that Nigerian university education has many problems that have impeded the governance of higher education (Ndayor, & Alufohai, 2020, p.32). The unsatisfactory development may be connected to the roles played by the Academic Staff Union of Universities (ASUU) in relation to their frequent strikes, inadequate institutional facilities, and other factors. In the recent past, quality has been the most crucial factor in the global scene, the procedures by which people carry out their daily activities cannot be improved without quality (Sivasankaran, Kumaran, & Natarajan, 2022, p.299). This development has over the past few decades drawn increased attention from both the general public and higher education stakeholders. Terms like 'Total Quality Management' and 'continuous improvement' have been regularly used when issues that focus on quality are discussed.

Quality of education is the anchor point of "Education for All", as Thangeda, Baratiseng, and Mompati (2016, p.9) rightly pointed out that quality education equips one with the ability to interpret things rightly and applying the gathered information in real life scenarios. Dakar Framework for Action in 2000 recognized that "Education for All" policy cannot be achieved without the improvement of its quality (Rehaf, 2019, pp.100-109). On the 1st of January 2016, the "17 Sustainable Development Goals" (SDGs) adopted by world leaders in September 2015 at a historic UN Summit, officially came into force. In particular, the SDG4 is anchored in the quality of education because it guarantees inclusive and equitable quality education and encourages opportunities for lifelong learning for everyone. Quality is reflected by a range of indicators, including government spending on education, student/teacher ratios, teacher qualifications, test scores, and the length of time students spent in university (Rehaf, 2019, pp.100-109). In a similar situation, university education encompasses all formalized educational activities at the university level. Universities, Colleges of Education, Polytechnics, and Monotechnics were all considered to be part of tertiary education according to the "National Policy on Education" (NPE) of Nigeria. Tertiary education aids in the development of the nation by providing highly qualified, pertinent

workforce training and fostering the development of moral principles necessary for both individual and societal survival.

It is imperative to assess the management practices in Nigerian university education to determine the extent of commitment from the Federal Ministry of Education (FMoE) and other relevant stakeholders. This assessment is critical, given that ineffective and poorly executed management practices have been a significant cause of the recent decline in the quality of university education. Therefore, one major focus of this research is to identify the factors responsible for the continuous decline in the quality of university education in developing countries and to suggest viable measures for elevating quality of university education through the implementation of the UEQIModel.

In Nigeria, the term 'higher education' also known as tertiary education is a general term which refers to that level of education following the completion of secondary school. It includes a variety of institutions such as universities, polytechnics, monotechnics, colleges of education etc., focusing on applied sciences, vocational and teacher training. Graduates from colleges of education are awarded the Nigeria Certificate in Education (NCE), whereas graduates from Polytechnics are awarded the Ordinary National Diploma (OND) and subsequently advance to the Higher National Diploma (HND), which is equivalent to a university bachelor's degree from the formal point of view. But in more practical terms, some employers tend to question the equality of both degrees. Furthermore, to pursue a master's degree at a university, a candidate with an HND is required to first obtain a Postgraduate Diploma (PGD). Whereas Universities are a specific type of institutions that falls under the broader category of higher education which provides a variety of academic programmes, engage in research activities, and confer different degrees (bachelor's, master's, PhD). University education is viewed as the focal point of higher education on a global scale including Nigeria.

Due to the variations in administrative frameworks, curriculum designs, faculty hiring standards, and the types of degrees conferred by other higher education institutions, the University Education Quality Improvement Model (UEQIModel) developed in this Doctoral thesis is more suitably aligned with the university system's structure. Therefore, the author of the Doctoral Thesis chose to focus the research on 'University Education' because of its interconnectedness to contemporary society and the emergence of globalized education system that aims to promote cultural diversity, global collaboration, and knowledge exchange among students and academics worldwide. Additionally, universities having the largest number among higher education institutions in Nigeria, represent a significant part of the target demographic necessary to substantiate the findings of the research.

Theoretical Background

In order to clearly understand the complexity of university education in terms of its quality and management, the Process Model of Cheng and Tam (1997, pp.20-23) was adopted. Process Model is one of the seven components of the Multi-Models of Quality Education (Cheng & Tam, 1997, pp.20-23). The doctoral thesis identified the Process Model as its principal theoretical framework, primarily due to its in-depth integration of methodological approaches and its cohesive structure for implementing quality management in educational context. As Nigerian universities adopt the bureaucratic educational management model, they exhibit hierarchical structures that prioritize established procedures and regulations. This model is likely influenced by Nigeria's federalist system and the duality of its higher education framework, which encompasses both traditional universities and non-university institutions like polytechnics. It is against this background that the author of the Doctoral Thesis created the novel 'University Education Quality Improvement Model' (UEQIModel)' to cover the ineffectiveness of the already existing educational model.

The theoretical framework of the Thesis is built on the concept of 'Quality Through Effectiveness' (QTE) which helped in investigating how effective management practices may assist universities to promote a positive learning environment in order to improve quality. Considering the aforementioned, Prinsloo's Leadership and Management Model (PLMM) essentially shows that all of the model's elements, e.g. transformational, instructional, visionary, moral, etc. align with efficient human resources, including teachers and other staff members, if students are to perform academically well (Shonobi, 2014, p.1870).

Furthermore, it inculcates outside variable elements that may have an impact on university administration and leadership. Prinsloo's Education Leadership and Management Model was used to find answers to major research questions and also as a link to the development of literature in Chapter 1. In summary, the features of the conceptual framework and the model were applied concurrently to understand and explain the study's findings because they offered distinct insights into the different variables, nonetheless, both elaborate on the method by which educational institutions become successful.

In conclusion, it is clear that students should adopt positive attitudes toward learning in order to improve the quality of education, based on the conceptual framework that has been designed and the application of Prinsloo's School Leadership and Management Model concepts. This Thesis, through the creation of a University Education Quality Improvement Model (UEQIModel) tries to bridge the gaps that were not emphasized by Prinsloo's Model. UEQIModel provides the necessary comprehensive management tools capable of activating the best management practices to enhance the quality of university education.

Statement of Problem

The concept of effectiveness is clearly related to a means-end relationship, as a functional organization's performance is primarily based on the skill, determination, and leadership abilities of its leadership (Ogona, 2022, pp.195-212). The quality of education is significantly influenced by effective leadership, which underscores the importance of the leadership or management style implemented by university leaders in fostering institutional effectiveness (Kıral, 2020, p.9).

Many developing nations including Nigeria are affected by lack of proper university improvement and inadequate management of education. These factors have prevented students from receiving adequate and high-quality education resulting in poor educational quality output. It is assumed that the high rate of unemployment is not solely due to the non-availability of commensurate jobs; instead, there is less availability of employable (duly qualified) job seekers. A good number of job seekers lack the required quality education; hence, they are not competent to fit into the labour market, despite having obtained university degrees.

It is apparently surprising why students from different schools located within the same environment do not obtain comparable academic achievements. This implies that one of the challenges facing the quality of university education is inefficient management practices. The administration of education therefore provides students with the appropriate skills and knowledge and ensures that the resources that facilitate this aspect are appropriately used. The exploration of how educational management practices contribute to the quality of university education obtained by the students is the focus of this study.

Significance of Study

Educational management and the quality of university education are critical focal points for university administrators and managers. In the context of developing countries, effective management of the educational sector is essential, as it reflects the overarching goal of governments to deliver high-quality education to their populations. Consequently, this research endeavors to create the University Education Quality Improvement Model (UEQIModel), which aims to provide a coherent strategy for improving the quality of university education in developing countries. This initiative is expected to benefit university administrators and managers by delivering valuable suggestions and guidelines for enhancing university education quality. The researcher posits that this study will enrich the existing body of knowledge regarding the influence of educational management practices on the achievement of quality university education.

Research Purpose

The purpose of the Doctoral Thesis is to create an educational management model, the University Education Quality Improvement Model (UEQIModel), designed to provide a structured approach to improving the quality of university education in developing countries.

Research Objectives

1. To investigate how educational management practices could improve the quality of university education in developing countries.
2. To explore how university management practices could positively influence students' academic performance in developing countries.
3. To investigate the impact of incessant strike actions by the Academic Staff Union of Universities (ASUU) on students' academic performance.
4. To explore the relations between educational management and quality of university education in Nigeria.
5. To investigate how discipline in university could impact the quality of university education in developing countries.

Research Questions

While there are many parameters that can directly or indirectly contribute to the improvement of quality of university education in developing countries, at the initial stage of the research the following major research question of the research was defined:

- ❖ How does the University Education Quality Improvement Model (UEQIModel) improve the quality of university education in developing countries?

For purpose of clarity, the following sub-research questions were put forward to be answered by the study:

1. How does university management practice improve the quality of university education in developing nations?
2. How does university management practice influence Students' Academic Performance (SAP) in developing countries?
3. Are there relations between Academic Staff Union of Universities (ASUU's) incessant academic strikes and Students' Academic Performance (SAP)?
4. Does discipline and orderliness in university influence the academic performance of students?
5. Does university location influence Students' Academic Performance (SAP)?
6. Is there any relation between staff gender and pattern of management style?

Research Hypothesis

The University Education Quality Improvement Model (UEQIModel) is a standardized framework for improving the quality of university education in developing countries, therefore quality university education turns out to be a veritable tool for facilitating scientific discoveries, national development, and transformation of society to greater heights.

While research questions are generally designed to investigate or explain a topic, research hypothesis offer specific, testable predictions derived from existing theories and knowledge in conjunction with content analysis. The results obtained from the hypotheses were utilized to formulate potential conclusions. In this context, the main empirically tested hypothesis is supported by the following statistical hypotheses:

H1: There is a positive relationship between the management practices employed by universities and the academic performance of the students.

H01: There is a lack of substantial disparity in the management practices of universities when comparing different genders.

H02: The geopolitical location of the university does not determine the academic performance of its students.

Research Subject: Improvement possibilities of university education quality in developing countries through implementation of the UEQIModel.

Research Object: University Educational Management.

Research Methods

A sequential explanatory mixed methods design was used as these methods combine the strengths of both quantitative and qualitative approaches to answer research questions (Othman, Steen, & Fleet, 2020, p.75). Data from both phases- quantitative and qualitative are merged into one mixed methods research design. The qualitative data was obtained from the experts' feedback, while the quantitative data was obtained from the survey.

Primary Data Sources

The primary data is the questionnaire administered to university management and administrative officers including head of departments, deans, rectors, Vice-Chancellors, registrars, bursars, librarians, and their deputies etc. The academic staff included lecturers, and Student Union leaders of the selected sample institutions. Furthermore, there was feedback from selected experts.

Research Basis

The participants were selected from the following listed universities in Nigeria: Imo State University, Owerri; Nnamdi Azikiwe University Awka; Federal University of Technology, Owerri; University of Port Harcourt; University of Uyo; University of Jos; Benue State University;

Chukwuemeka Odumegwu Ojukwu University; Gombe State University; Zamfara State University; Olabisi Onabanjo University.

Experts for the Model Validation: Prof. Dr. George Okeahialam; Dr. Anthony Agboeze; Dr. Christian C. Ibebuogu and Professor Rudolph Kwanue.

Research Novelties

- (1) The Doctoral Thesis introduced the 'University Education Quality Improvement Model' (UEQIModel), a specialized management framework aimed at improving the quality of university education.
- (2) The Doctoral Thesis presented the 'Effective Management Practices' (EMP), a novel management strategy aimed at assisting university leaders in developing countries to optimize their operational effectiveness.
- (3) Given the disordered nature of university governance in developing countries, the Doctoral Thesis based on the research findings advocates for the implementation of a democratic management style as the most efficient method for improving the quality of university education.

Definitions Worked out by the Author

The following definitions have been created and defined by the author as part of a novel contribution during the process of Thesis.

- (a) ***UEQIModel***: The University Education Quality Improvement Model, a management framework for improving quality of university education.
- (b) ***Effective Management Practice (EMP)***: Working methods to improve management effectiveness and efficiency.
- (c) ***Social Justice in Education (SJE)***: Social justice in education is a fair distribution of educational resources, treating all students and staff equitably in order to feel safe and secure (physically and psychologically).

Practical Contribution of the Study

The research results shall benefit the university managers and administrators, parents, governments, policy makers, curriculum developers, researchers, Academic Staff Union of Universities (ASUU), Student Union Government (SUG), the National Universities Commission, (NUC), Federal Ministries of Education (FMoE) as well as the students. The results obtained from the Doctoral Thesis would:

1. Give opportunities to stakeholders to make input towards decision making and problem-solving processes.

2. Enable the government to resolve their differences quickly with the Academic Staff Union of Universities (ASUU) to avoid unnecessary strikes as this significantly leads to poor academic performance by students.
3. Facilitate university administrators with implementation strategies and application of disciplinary measures to reduce the level of indiscipline in universities.
4. Enable offenders of university regulations face disciplinary actions when involved in anti-social behaviours including school cultism and examination malpractices.
5. Help university managers to be more transparent and accountable.
6. Aid universities' authorities to follow due and democratic processes that are transparent and acceptable to all.
7. Enable universities and professional organizations to reward good performance with incentives including scholarships, bursaries, and grants.
8. Enable application of a target-oriented management practice that revolves on the provision of improved university education quality and students' learning outcome.
9. Ensure better working relationship between the Academic Staff Union of Universities (ASUU) and the university authorities/government to reduce unnecessary strikes which have the capacity to hinder students' academic performance.

Target Beneficiaries of the Thesis:

(1) University managers/administrators, (2) Faculty members, students, parents and host communities, (3) Curriculum developers/educational policy makers, (4) Researchers/ educational experts, (5) Research Institutes, (6) Federal Ministry of Education (FMoE), (7) National Universities Commission (NUC), (8) Federal and State Governments, (9) Governmental and non-governmental agencies.

Research Period- 2021-2024

Stage 1

In March 2021, the author conducted a preliminary discussion with experts and other stakeholders in Nigeria regarding the speed at which the quality of university education in Nigeria is declining.

Stage 2 (May 2021- August 2021)

The discussion about the suitability of the topic was carried out, theory chapters and context analysis were done, the research methods were discussed, and a validated questionnaire was selected to proceed with the study.

Stage 3 (September 2021- January 2022)

The process of developing the questionnaire commenced with strict adherence to established scientific protocols. Pilot testing of the instrument was done.

Stage 4 (February 2022- December 2022)

At this stage, the administration of the survey questionnaire in Nigeria took place. The questionnaire was in paper format, while the protracted strike embarked by the Academic Staff Union of Universities (ASUU) within the period of data collection (February 14, 2022, to October 17, 2022) affected the process.

Stage 5 (February 2023- October 2023)

All of the data gathered was combined and entered into SPSS for analysis. Additionally, chapters one through four (1-4) were finished.

Stage 6 (December 2023- December 2024)

By December 2024, the completion of the empirical results was achieved, while part of the research results (UEQIModel) was presented in the XXIV International Scientific Conference held at Turība University Riga, Latvia and at the 20th Annual Hybrid International Conference, University of Nigeria Nsukka, Nigeria. The research output was further approbated as a result of expert discussion in the Doctoral Thesis Design and Academic Discussion.

Limitations

1. The distance between the researcher and the site of data collection. In this case, Latvia and Nigeria, in terms of travel time and cost.
2. The sample size was not as large as envisaged due to some logistics; therefore, the result might be affected by this predicament.
3. Securing approval from the relevant university authorities for data collection proved to be difficult, which consequently affected the number of participants involved in the study.
4. Due to the variations in administrative frameworks, curriculum designs, faculty hiring standards, and the types of degrees conferred by other higher education institutions, the University Education Quality Improvement Model (UEQIModel) developed in this Doctoral Thesis is more suitably aligned with the university system's structure only.
5. The reluctance of some respondents to complete the survey on time due to their other official or personal engagements.
6. The “National Policy of Education” available as at time of this Thesis was last revised in 2014.
7. The 2019 version of the Nigerian University Systems Statistical Digest (NUSSD) is the most current official data published by the National Universities Commission (NUC) as at the time of the Thesis report.

Theses for the Defense

Based on the research findings and conclusions, the following Thesis for defense were formulated:

- 1 The University Education Quality Improvement Model (UEQIModel) standardizes the core management functions by providing educational stakeholders with a specialized management framework and integrated strategies to improve the quality of university education in developing countries.
- 2 The democratic management practice is positively and statistically correlated with students' academic performance. Consequently, this strategy is the most effective means for university administration to foster workplace values, enhance collaboration, and stimulate engagement and creativity.
- 3 The geopolitical location of a university does not have a substantial impact on the academic performance of its students. This finding implies that the geographical setting of a university does not offer any significant advantages in academic success when compared to students from various geopolitical backgrounds.
- 4 The academic performance of students is not affected by the gender of university administrators when it comes to the implementation of management practices. This indicates that variations in management strategies are independent of gender considerations.

Approbation of the PhD Thesis

The underlisted articles in relation to the Thesis have been published in international scientific journals:

1. Ohanyelu, C. N., & Nwauwa, B. E. (2025). Education Technology Innovation: Enhancing the Academic Performance of Undergraduate Distance Learners in Nigerian Universities Through Massive Open Online Courses (MOOCs). *British Journal of Education*, 13(1), 74-89. [EBSCO DB]
2. Ohanyelu, C.N. (2024). University Management Practice: A Restorative Approach to the Dwindling Quality of University Education in Developing countries. *Sciendo, ACC Journal of the Technical University of Liberec*, 30(3), 46-62. [ERIH PLUS DB, EBSCO]
3. Ohanyelu, C.N. (2023). The University Education Quality Improvement Model (UEQIModel): A 21st Century Design for University Education Quality Improvement in Developing Countries. *Acta Prosperitatis*, 14, 144-154. [ERIH PLUS DB, PRO QUEST]
4. Ogbari, E.M., Ingomowei, P. S., & Ohanyelu, C. N. (2023). Impact of Social Entrepreneurship Education on Social Startup Creation: A Study of Selected Public Universities. *American Journal of Research in Business and Social Sciences*, 3(1), 1-11.
5. Ohanyelu, C.N. (2022). Family Background as an Indicator of Students' Academic Achievement in Science Subjects among High School Students. *American Journal of Arts and Educational Administration Research*, 1(1), 1-10.

6. Ohanyelu, C. N. (2021). Augmentation of Students' Academic Performance in Mathematics Through Classroom Management Practices. *Acta Prosperitatis*, 12, 103-118. [ERIH PLUS DB, PRO QUEST]
7. Ohanyelu, C.N. (2021). Evaluation of the Effectiveness of Teachers' Professional Development (TPD) on Reciprocal Teaching Strategies. *Actual Problems in the System of Education: General Secondary Education Institution – Pre-University Training–Higher Education Institution*, 1(1), 28–32.
8. Madonda, E. S., Ohanyelu, C.N., Gafar, O. Y., & Ajagbe, M. A. (2021). Workplace Skills Plan, Human Capital Development and Organizational Performance at Ethekwini Municipality. *American Journal of Multidisciplinary Research in Africa*, 1(1), 1-16.

Other Articles Published

1. Ohanyelu, C. N. (2023). Analyzing the Impact of Bretton Woods on Post-World War II International Economic Relations. *International Journal of All Research Education & Scientific Methods*, 11(8), 341-347. [THOMSON REUTERS ENDNOTE DB]
2. Ohanyelu, C.N. (2022). Development of Instruments to Measure Correlation Between Extraversion and Collaborative Learning Among Students. *International Journal of All Research Education and Scientific Methods*, 10(10), 706-712. [THOMSON REUTERS ENDNOTE DB]
3. Ohanyelu, C.N. (2022). How Reading of the German Language is Comprehended by International Students in Germany. *International Journal of All Research Education and Scientific Methods*, 10(10), 401-408. [THOMSON REUTERS ENDNOTE DB]
4. Akomolafe, J. A., & Ohanyelu, C.N. (2022). Tax Incentives and Firm's Profitability: Evidence from Manufacturing Companies. *American Journal of Research in Business and Social Sciences*, 2(5), 1-10.

Presentations of the Thesis at International Scientific Conferences

1. Education Technology Innovation: Enhancing the Academic Performance of Undergraduate Distance Learners in Nigerian Universities Through Massive Open Online Courses (MOOCs). *2025 EdTech- International Conference on Education and Learning Technology*, held at Kuala Lumpur, Malaysia, May 05-06, 2025.
2. University Management Practice: A Restorative Approach to the Dwindling Quality of University Education in Developing countries. *The Education Sector Reforms in Nigeria: Critical Issues and The Way Forward. At the 20th Annual Hybrid International Conference, University of Nigeria Nsukka*, held at Nsukka, Nigeria on 23rd -26th April 2024.

3. The University Education Quality Improvement Model (UEQIModel): A 21st Century Design for University Education Quality Improvement in Developing Countries. *The XXIV International Scientific Conference “Change the Basis of a Sustainable Society”* held at Turiba University Riga, Latvia on April 19, 2023.
4. A Correlation Between Students' Choice of Study Destination and Xenophobic Attacks on Diasporas in South Africa. *The Educational and Research Innovation Conference (ERI 2022)* was held in Washington D.C. USA on May 7, 2022.
5. Augmentation of Students' Academic Performance in Mathematics Through Classroom Management Practices in Nigeria. *The XXII International Scientific Conference*, held at Turiba University Riga, Latvia on April 22, 2021.
6. Evaluation of the Effectiveness of Teacher Professional Development (TPD) on Reciprocal Teaching Strategies (RTS). *Actual Problems in the System of Education: General Secondary Education Institution-Pre-University Training–Higher Education Institution*, held at the National Aviation University of Ukraine on April 27, 2021.
7. Afro-India Partnership: Harnessing the untapped opportunities for socio-economic development. *International digital conference on India-Africa Business Opportunities*. Hosted by the Acharya Bangalore Business School (ABBS) India, September 28-29, 2021.

Other Presentations at International Scientific Conferences

1. Parents' Attitudes Towards Early Exposure of Young Children to Smartphones and Tablets in Nigeria. *The International Association for Cross-Cultural Psychology (IACCP) Regional Conference*, held at the University of Costa Rica (Universidad de Costa Rica) in San Jose, Costa Rica, July 16-19, 2019.
2. Early Marriage Vs. Girls Basic Education in Sub-Saharan Africa. *The Global Status of Women and Girls Conference*, held at Christopher Newport University (C.N.U) Virginia USA, on March 22-24, 2018.
3. Sport Performance Among African Children: The Determining Factors. *International Children's Games (ICG 2011)* held in Scotland, United Kingdom, on August 2-4, 2011.

1. EDUCATIONAL MANAGEMENT

In this chapter, the concept of educational management as it pertains to university governance is analyzed. It involves the administration of the educational framework, where a collective effort is made to combine human and material resources to manage, plan, and implement systems that facilitate educational delivery. Key areas covered encompass several critical areas, such as the nature of educational management, various models of educational management, the cycle of educational management, the roles and responsibilities inherent in educational management, fundamental management aspects in typical university contexts, the curriculum development process, and the different styles of management and leadership.

1.1. The Nature, Models and Functions of Educational Management

A model serves as an abstraction that provides a conceptual framework for analyzing systems. By delineating the constraints and scope of a given activity, it facilitates a logical and systematic approach to problem-solving. In the current landscape of educational progress, educational models are essential for representing natural processes, functioning as instruments for addressing extensive spatial scales or generating predictions. Thus, concepts such as mathematical models, sociological models, statistical models, and learning models have been developed. Different endeavors have been undertaken to characterize the various models of educational management (Bush, 2020, pp. 1-208). In this context, Bush (2020, pp. 1-208) delineated a classification of six typological models of educational management that align with the framework of this research. The author has chosen to adopt the framework suggested by Bush (2020, pp. 1-208) as it is believed to encompass most of the relevant dimensions represented in the case study under research.

Table 1

Six Models of Educational Management (designed by the author based on Bush, 2020, pp.1-208)

S/N	MODELS	MAIN FEATURES	ASPECTS
1	Formal model	Hierarchical and bureaucratic	Managerial leadership
2	Collegial model	Policy determination & formulation	Participative or Democratic, collaborative leadership
3	Political model	Bargaining and negotiations	Transactional leadership
4	Subjective model	Individualistic	Postmodern and emotional leadership
5	Ambiguity model	Instability, turbulence, and complexity	Contingency leadership
6	Cultural model	Values, attitudes, traditions,	Moral leadership

The core contents of each of the models are clearly specified in *Table 1*, however, further details are discussed in the respective sections of the PhD Thesis.

Functions of Management

Management, according to Nurhikmah (2024, p. 82), constitutes a systematic process that entails the identification of goals or objectives to be attained, alongside the formulation of strategies and

allocation of resources necessary for the efficient and effective realization of these objectives. It is essential for the efficient and effective realization of objectives, requiring continuous evaluation and adaptation to navigate the complexities of the organizational landscape. Functions of management include planning, directing, controlling, supervision, coordinating etc. The organogram of university management systems in Nigeria included in the Thesis clearly highlights the bureaucratic processes involved in accomplishing these management functions, however there might be little variations depending on a particular institution.

1.2. Management Areas and Styles in the University

This entails the core management areas in the university and its importance to university management in general. University administration is using the resources of the universities to carry out their programs in order to achieve their goals. According to Ogunode (2020, p. 87), university administration encompasses the organization and allocation of material and human resources aimed at achieving the university's objectives. Therefore, to improve the quality of university education through university management practices, the six management areas considered include human resources, administrative matters, finance, physical facilities, public relations, curriculum and students' studies.

Management styles

In the 20th century, management style was viewed as primarily relating to how managers used their authority to complete tasks and effectively meet goals. This section holistically looks at management styles that are used by different universities at different times. There are lots of styles, but in this Doctoral Thesis the three major styles, namely, Autocratic, Democratic and Laissez Faire have been analyzed more extensively.

Available data obtained from the study shows that the democratic management style (DMS) is the best management practice that universities in developing countries should adopt to improve university education quality.

Table 2

Response by the survey participants on the most preferred management style (designed by the author based on data collection)

Response	N	%
Undecided	29	5.7
Transactional Style	127	25.1
Autocratic Management Style	25	5.0
Laissez-Faire Style	145	28.7
Democratic Management Style	179	35.4

Table 2 indicates that 64.1% would recommend Democratic Management Style (DMS) to their universities, 30.8% of the participants disagreed, while only 5% are undecided. This style of

management encourages members of the group to engage in open dialogues, exchange ideas, collaborate in brainstorming sessions, and contribute to the decision-making process. The democratic management style focuses on Theory Y as McGregor's Theory X and Y emphasizes the motivating role of job satisfaction and encourages workers to tackle jobs without direct supervision (Galani & Galanakis, 2022, p.783). In the same view, Lewin's democratic style combines degrees of leadership and freedom as an effective situational model (Crosby, 2020, p.1). Democratic approach, often called a participatory style, involves a situation in which the head, for example, the university president, also known as the vice-chancellor, solicits feedback from other team members and subordinates, giving everyone the opportunity to participate in the decision-making process. Crosby (2020, p.1) and Chua, Basit and Hassan (2018, p.84) maintained that democratic leaders treat their subordinates as fully capable of carrying out tasks independently.

1.3. Educational Planning and Administration

Educational Planning is an important aspect of educational management, according to Akpan (2018, p.1), in order for education to have a significant impact on a country's transformation, it must be properly and efficiently planned, as inadequate planning can seriously harm a nation's progress for many years. The necessity of planning in education has become increasingly evident due to the intricate nature of contemporary technology within society. To achieve predetermined educational goals and objectives through efficient use of limited resources, educational planning which entails making a methodical and scientific set of decisions for future action should be efficiently handled (Akpan, 2018, p.7). Despite being essential to attaining a high-quality university education, educational planning in Nigeria faces numerous obstacles. According to Yawe & Terzungwe (2019, p.27), the constraints are financial, statistical, personal, political, and pluralistic.

On the other hand, the establishment of Educational Administration was fundamentally motivated by the desire to foster greater efficiency and effectiveness in the management of educational institutions (Lala, 2023, p.3). The central purpose of educational administration is to create a supportive environment that encourages effective teaching, enhances learning experiences, and contributes to the holistic development of students. Educational administration plays a crucial role in realizing educational objectives and facilitating the uninterrupted operation of educational institutions. Its importance within the realm of educational management cannot be overstated.

2. QUALITY IN EDUCATION

In this particular context, quality facilitates the comprehension of education as a multifaceted system encompassing cultural, political, and economic aspects. Education is a weapon to change the world. This is accurate since receiving a top-notch education equips one with the skills necessary to correctly understand information and apply it to practical circumstances. The chapter analyzes quality as it concerns university education. Other areas discussed in this chapter include but are not limited to multi-models of education quality, framework for improving university education quality and universal standards in quality.

2.1. The Framework of Quality

For a developing country like Nigeria to attain the required height in economic and social development, education should be a core service delivered by the government. However, the extension of the educational services delivered does not enhance the anticipated outcomes unless a certain quality norm is sustained (Bocean, Popescu & Logofătu, 2018, p.199). University education in developing countries is in dire need of 'quality' for its sustainability. This research views that quality university education is a fundamental human right which every student is expected to enjoy. Many positive measures are urgently needed to resuscitate the university educational system, otherwise the total quality of university education in developing countries will fall beyond an acceptable level. As a solution strategy to ameliorate the existing standard, University Education Quality Improvement Model (UEQIModel) was introduced by this Doctoral Thesis with the intent to positively and significantly change the narrative.

In this regard, Olugbenga and Yakubu (2021, p.24) are of the view that quality education can help end poverty because it enables one to obtain employment and be able to provide for the family's basic needs. Quality education includes the collection of components found in the education system's input, process, and output that ensures that all internal and external strategic constituencies' expectations both explicit and implicit are fully met. Today, the right to education is essential for progress and a useful tool for enhancing democracy and making knowledge-based decisions (Aduku, Badamasi, & Ajibada, 2022, p.92). But in order to encourage tolerance and peaceful societies, quality education is also essential. It is essential for assisting individuals in breaking the cycle of poverty. In conclusion, a top-notch education not only makes people knowledgeable, but it also gives them power and the greatest chance to further the social and economic advancement of their communities.

2.2. Students' Academic Performance as a Measure of Education Quality

Academic performance, or achievement, is determined by continuous assessment or cumulative grade point average (CGPA) and indicates how well a student, teacher, or institution has met their

short- or long-term learning objectives (Tadese, Yeshaneh, & Mulu, 2022, p.2). Academic performance remains one of the major constructs to consider when measuring quality of education, it is the ability of students to demonstrate through writing or by oral communication that which has been learnt in the classroom (Ohanyelu, 2021, p.106). In this direction, Högberg (2023, p.1) is of the view that higher academic performance is almost universally considered a good thing. On the basis of predetermined standards, teachers, or examination boards, such as the West African Examination Council, typically issue grades or marks to students to indicate their academic success. Higher academic achievement has thus been heralded as the solution to many social problems, such as unemployment, economic growth, social inequality, and, last but not least, stagnant social mobility and dysfunctional meritocracy (Sandel, 2020, pp.1-288). In numerous instances, the academic performance of students is regarded as the foremost criterion for assessing the quality of education. This framework suggests that the quality of university education is progressively enhanced in correlation with the rise in student academic performance. Nigerians tend to prioritize students who demonstrate higher academic performance over those who have not excelled. This tendency reinforces the belief that academic achievement is a crucial factor that hiring companies consider during job interviews.

2.3. Discipline in Universities

The concept of discipline in practice is most times expressed as the synonym for punishment due to misbehaviour, as discipline means both prevention and recovery of misbehaviors (Ozcan, Aktag, & Gulozer, 2020, p.840). Because maintaining proper discipline involves complex interactions between teacher, student, the university, and other societal factors (such as societal attitudes and values toward education), most lecturers find it challenging to establish discipline in today's lecture room settings. As Olayinka, Falebita and Musa (2023, p.48) observed, it is imperative to uphold discipline both in and out of the classroom to establish a secure and enjoyable learning environment for every student. An overwhelming sense of anarchy may arise in the classroom when a teacher is unable to maintain order and discipline (Olayinka et al., 2023, p.48). The issue of discipline should be taken seriously by university management, the government, parents, and society at large, as good number of students have died untimely, many dropped out, while most are into one form of anti-social behaviours or another. From every indication, all these societal ills have serious negative effects on the students and society at large.

3. EDUCATIONAL MANAGEMENT IN DEVELOPING COUNTRIES

The author analyzes educational management in relation to developing nations using benchmarks from the United Nations. A brief overview of Nigeria's history is given, emphasizing the nation's economic vulnerabilities in the face of various other challenges that contributed to the poor caliber of its university education. This chapter also contains relevant data on university management structures, organizational patterns, and the study's utilization of the National Universities Commission (NUC) supervisory duties, in addition to a thorough and up-to-date analysis of the Nigerian educational system.

3.1. Education System in Nigeria

The establishment of a regulatory framework for the education system of Nigeria is enshrined in the 1999 constitution (as amended) Education (National Minimum Standards and Establishment of Institutions) Act, the Compulsory, Free, Universal Basic Education Act, the Child Rights Act, and the Discrimination Against Persons (Prohibition) Act. This framework is complemented by several policies, including the National Policy on Education, the National Policy on Special Needs Education, the National Teacher Education Policy, and the National Policy on ICT in Education.

Education is administered by the three levels of government, namely the federal, state, and local governments. Nigeria comprises one Federal Capital Territory (Abuja), 36 States and 774 local government areas. The Federal Capital is governed by a Minister, while the States and Local Government Areas (LGAs) are governed by elected governors and local government Chairmen respectively. According to the Nigerian Constitution, there must be at least one cabinet member from each of the 36 states in Nigeria. There are only about 28 ministries, of which the Federal Ministry of Education (FMoE) is one of such ministries. The FMoE is responsible for formulating a National Policy on Education (NPE), collecting and collating data for purposes of educational planning and financing as well as maintaining uniform standards of education and ensuring quality control throughout the country.

The administration, instruction, and research standards in Nigerian universities need to be improved in order to effectively manage institutions (Nwokocha, Kennedy-Nkwocha, & Onyekwere, 2020, p.596). The process of organizing, leading, and coordinating the work of university employees while utilizing the resources available to the university to meet its objectives is known as university management (Ajayi and Ogunode, 2022, p.259). University Management Systems also consider gender equality in administration of duties; however, it is not yet balanced but progressing. From the record put up by the University System Statistical Digest (National Universities Commission, 2018, p.40), about 17% of all principal officers in the Nigerian

university system were female. Out of the total number, 19.6% of female representation are found in federal universities, while state universities were the least with 14.08%.

According to the National Universities Commission (2024), Nigeria has a diverse and extensive higher education landscape, encompassing nearly 276 universities that have received official approval and accreditation from the National Universities Commission (NUC) to award different types of university degrees. A comprehensive review of the total statistics shows that 149 institutions are classified as private universities, which highlights the increasing role of private investment in the higher education sector. In addition to the private universities, the public university system consists of 63 state universities and 64 federal universities, demonstrating a balanced variety of educational choices available to students. This distribution of universities illustrates Nigeria's commitment to enhancing access to higher education and catering to the diverse needs of its population, as well as the country's efforts to improve educational standards and foster academic excellence. Some universities are known for their specialty, e.g., the Universities of Agriculture, Universities of Science and Technology (UST), Universities of Education etc. The University College- (University of Ibadan) founded in 1948 is the oldest university in Nigeria.

Due to the variations in administrative frameworks, curriculum designs, faculty hiring standards, and the types of degrees conferred by other higher education institutions, the University Education Quality Improvement Model (UEQIModel) developed in this Doctoral thesis is more suitably aligned with the university system's structure. Therefore, the author of the Doctoral Thesis chose to focus the research on 'University Education' because of its interconnectedness to contemporary society and the emergence of globalized education system that aims to promote cultural diversity, global collaboration, and knowledge exchange among students and academics worldwide. Additionally, universities having the largest number among higher education institutions in Nigeria, represent a significant part of the target demographic necessary to substantiate the findings of the research.

3.2. Quality Assurance in University Education

To ensure that students obtain an effective and appropriate education, quality assurance in higher education is crucial (Kayyali, 2023, p.1). To serve students and other stakeholders in a higher education institution with expected quality standards, quality assurance is a comprehensive approach that covers all of the processes in the institution. Kayyali (2023, p.2) further hinted that institutions can pinpoint areas that require improvement and make well-informed decisions regarding the distribution of resources and the creation of new programmes by putting in place methodical feedback loops and evaluation procedures. Similarly, Nnorom (2020, p.81) emphasizes

the critical role of quality assurance in Nigerian educational institutions, arguing that its significance cannot be overstated in the pursuit of enhancing the quality of teaching and learning. According to the afore-mentioned claim, Quality Assurance plays a significant role in improving university education in developing nations and serves as a problem-solving strategy and a kind of safeguard against waste and failures that occur in academic institutions.

4. THE MODEL FOR UNIVERSITY EDUCATION QUALITY IMPROVEMENT

This chapter comprises the empirical research and the creation of the University Education Quality Improvement Model (UEQIModel). It presents the description of the research process and provides the stages/ processes of the method that was used in carrying out this research including reasons for the use of this method. The chapter further describes the various stages of the research, which includes the selection of participants, the data collection process, and the process of data analysis. Finally, the creation process and validation of UEQIModel was further discussed.

4.1. Empirical Research Methodology and Results

The methodology and results employed in the empirical research of the Doctoral Thesis are crucial for understanding how theoretical concepts translate into practical applications. These findings provide evidence-based insights that are relevant to real-life phenomena, while the approach used in the study helps to ensure the reliability and validity of the data collected. By analyzing various empirical research studies, we can identify patterns, draw conclusions, and apply these insights to improve practices in the field of educational management.

4.1.1. Empirical Research Methodology

Research Process

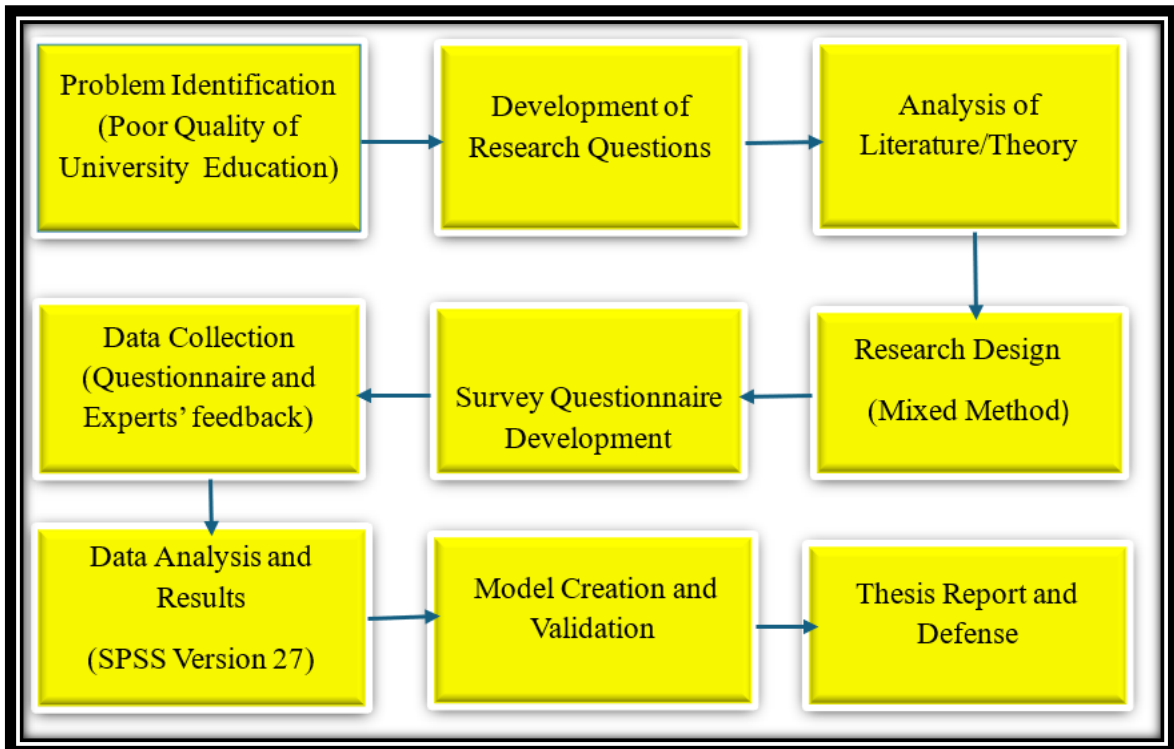


Figure 1. The Research Process of the PhD Thesis (designed by the author)

The research process of the Thesis (see Figure 1) is divided into nine (9) phases ranging from identifying the problem through the last phase (Thesis Report/ Defense).

Empirical Research Design and Methods

This study applied a sequential explanatory mixed methods design as these methods combine the strengths of both quantitative and qualitative approaches to answer research questions (Othman et al., 2020, p.75). Data from both of the two phases are merged into one mixed methods research design. Qualitative and quantitative research methods are widely acknowledged as two commonly employed techniques by researchers to gather valuable data for their investigations across multiple fields, especially social science fields (Xiong, 2022, p.956). The data collected via questionnaires and feedback obtained from four experts to validate the University Education Quality Improvement Model (UEQIModel) created were analyzed.

Sample Characteristics

The sample comprises both the management, administrative and academic/non-academic staff of the selected universities. Out of the initial 700 questionnaires distributed, a total of 505 respondents completed the questionnaire within the stipulated timeframe, resulting in a substantial response pool. Therefore, a total of five hundred and five (505) participants drawn from eleven universities distributed among the six geopolitical zones in Nigeria took part in the survey. To ensure the reliability and validity of the findings, a simple random sampling method was employed, allowing for an unbiased selection of participants. These participants comprised of 323 males, accounting for 64% of the respondents, and 182 females, making up 36%. The overall response rate for the questionnaire was 72.1%, indicating a strong level of engagement and interest among the participants.

Study Location

The research was carried out specifically in Nigeria, but all the six (6) geo-political zones were covered (see **Figure 2**).

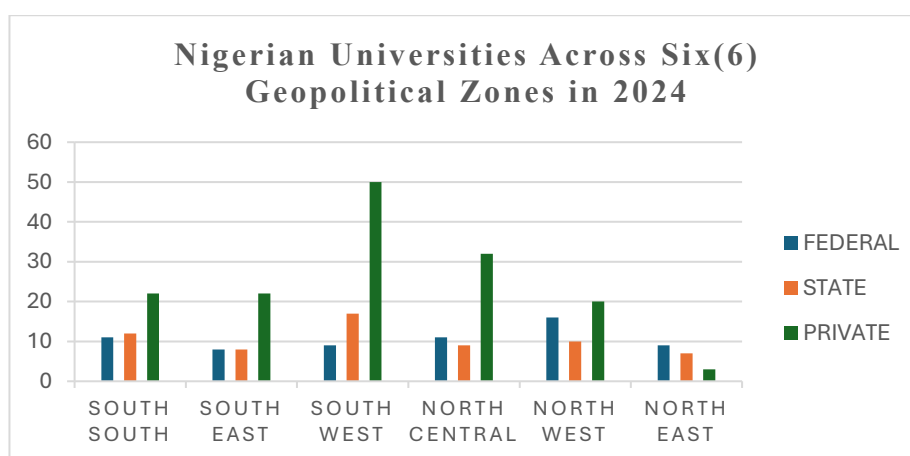


Figure 2. Distribution of Nigerian universities across the six geopolitical zones (designed by the author based on National Universities Commission, 2024)

The South West zone has the highest number of private and state universities, while the North West zone occupies the first position with the highest number of federal universities. The South East has the second highest number of private universities.

The Survey

One of the instruments for data collection in this study was the questionnaire. The questionnaire has 8 items in Section 1 (socio-demographic data), and 52 items in Sections 2-5, namely University Management Styles (UMS); Students' Academic Performance (SAP); Academic Staff Union of Universities (ASUU) activities; and Discipline in University – (13 items in each construct), making a total of 60 items. The rating scale used in the questionnaire is the 5-point Likert scale. The reliability or internal consistency of the set of scales or the test items were measured using Cronbach's alpha. The Reliability Test (RT) on the four constructs shows that the test items have a Cronbach alpha as follows:

1. Discipline ($\alpha = 0.7$),
2. University management ($\alpha = 0.6$),
3. Academic performance ($\alpha = 0.8$),
4. ASUU activities ($\alpha = 0.8$).

The validity of the items was ascertained by the experts providing opinions on whether the questions are useful, essential, or irrelevant to measuring the construct under study. In summary, final items used for the development of the study's questionnaire were all validated by experts and pilot tests.

4.1.2. Empirical Research Results of University Education Quality Improvement

Data Analysis and Findings

The data was presented in the form of frequencies, percentages, cross tabulation, table analysis, bar charts and histograms. Data collected from the field were further coded and analyzed using the IBM Statistical Package for Social Sciences (SPSS) version 27.

Results

Statistical Hypotheses

The following statistical hypotheses were tested in this section.

H1: There is a positive relationship between the management practices employed by universities and the academic performance of the students

H01: There is a lack of substantial disparity in the management practices of universities when comparing different genders.

H02: The geopolitical location of the university does not determine academic performance of its students.

This section presents the results of the tests conducted as follows:

- (a) Spearman Correlation Coefficient Analysis for all the four (4) constructs namely-- University Management Styles (UMS); Students' Academic Performance (SAP); Academic Staff Union of Universities (ASUU) activities; and Discipline in University.
- (b) Kruskal Wallis Test between University Management Practice and Gender.
- (c) Mann-Whitney U-Test between University Geographical Location and Students' Academic Performance.

Table 3

The descriptive statistics of the four variables							
Constructs	N	Min	Max	Mode	Median	Mean	STD
Discipline	505	1.00	5.00	4.00	4.0000	3.81	1.11
Management Practice	505	1.00	5.00	4.00	4.0000	3.72	1.11
Academic performance	505	1.00	5.00	4.00	4.0000	3.74	1.02
ASUU Activities	505	1.00	5.00	4.00	4.0000	3.76	1.08

Note. Scale of Mean of Discipline, (1-5); Mean of Management Styles, (1-5); Mean of Academic Performance, (1-5); Mean of ASUU activities (1-5). (1=Strongly disagree, 2=disagree, 3=Undecided, 4=Agree, 5=Strongly agree). Standardized scores.

Non-Parametric Test

The Kolmogorov-Smirnov Z test results show p-value = 0.000 which is < 0.05 which indicates that the data do not have a normal distribution. Thus, for additional data analysis, non-parametric tests are selected.

Table 4

The multiple Spearman's correlation coefficient table of the four variables				
Spearman's rho	Discipline	MgtPractice	AcadPerf.	ASUU
Discipline	1			
Management Practice	.62**	1		
Academic Performance	.37**	.54**	1	
Academic staff Union (ASUU) activities	.70**	.59**	.53**	1

** . Correlation is significant at the 0.01 level (2-tailed)

Spearman's Correlation Coefficient Test between University Management Practices and Students' Academic Performance

Spearman's rank-order correlation test between university management practice and students' academic performance shows that there is a positive, moderate and statistically significant relationship between the two variables at $r_s = .54$, $n = 505$, $p = < .001$ (see Table 5). This implies that robust and student friendly management practice will lead to better students' academic performance.

Spearman's Correlation Coefficient Test between University Management Practices and Discipline

Spearman's rank-order correlation test between universities management practice and discipline found a positive, strong and statistically significant correlation at $r_s = .62$, $n = 505$, $p = < .001$. This shows that the relationship between the two variables is such that when the value of one increase, the other variable increases as well. This simply implies that an improvement in the university management practice would also lead to an improved disciplinary level within the university system.

Spearman's Correlation Coefficient Test between Students' Academic Performance (SAP) and Academic Staff Union of Universities (ASUU) Activities

Spearman's rank-order correlation test between the two ranked variables (Academic Staff Union of Universities (ASUU) activities and Students' Academic Performance), showed a positive, moderate and statistically significant correlation at $r_s = .53$, $n = 505$, $p = < .001$. This shows that the activities of the Academic Staff Union of Universities (ASUU) would also have a corresponding impact on the academic performance of students. An academic calendar without disruptions from ASUU will lead to better academic performance by students.

Hypothesis Testing (H_01 and H_02)

(1) Mann-Whitney U Test for Management Practice Across Genders

A two tailed Mann-Whitney test was conducted to examine if there was a significant difference in gender as relates to management practice. There were 505 participants - 323 males and 182 females representing groups 1 and 2 respectively. The result of the Mann-Whitney U Test was not significant at $u=29817$, $z = -320$, $p = .749$. The mean rank for group 1 was 251.53 and the mean rank for group 2 was 255.62, this suggests that the distribution of management practices in group 1 (males) was not significant from the distribution of management practice in group 2 (females) hence,

Significance level: $\alpha = 0.05$.

Rejection: Reject the null hypothesis if the computed p-value ≤ 0.05 . Otherwise accept the null hypothesis.

Decision: Since p-value = $0.749 \geq 0.05 = \alpha$, the null hypothesis is accepted.

Conclusion: At $\alpha = 0.05$ level of significance, there is not enough evidence to conclude that there is a difference in the median responses (and, hence the mean responses on university management practices) among the gender based.

Mann-Whitney U Test for management practice across genders

Variable	Mean	Rank	<i>U</i>	<i>Z</i>	<i>P</i>
	Group 1(m)	Group 2(f)			
Management Practices	251.53	255.62	29817.0	-320	.749

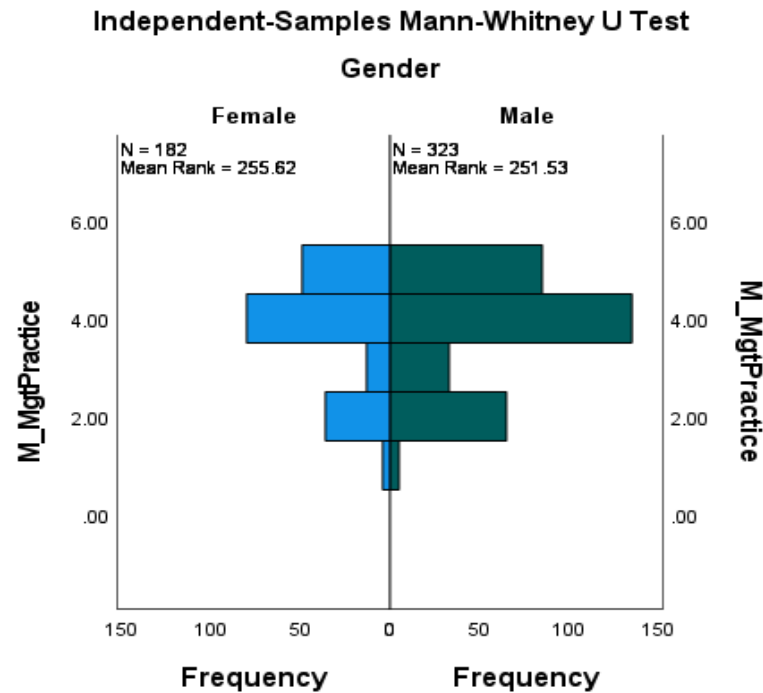


Figure 3. Mann-Whitney U Test for management practice across gender (designed by the author based on data collection)

Table 5 and **Figure 3** present the Mann-Whitney U Test for Management Practice across Gender.

(2) Kruskal-Wallis Test between Students' Academic Performance (SAP) and University Geopolitical Location

A Kruskal-Wallis Test- a nonparametric alternative to one-way ANOVA, is used to determine whether there is a difference in students' academic performance based on the university geopolitical locations. Six geographical locations namely, South-South, South-West, South-East, North-North, North-West, and North-Central were involved. The test indicates that there is not a significant difference between the variables (*Chi square* = 6.34, *p* = .075, *df* = 5). This implies that the geopolitical location of students' university does not have significant impact on their learning outcome, hence,

Significance level: $\alpha = 0.05$

Rejection: Reject the null hypothesis if the computed p-value ≤ 0.05 . Otherwise accept the null hypothesis.

Decision: Since p-value = .075 $\geq 0.05 = \alpha$, the null hypothesis is accepted.

Conclusion: At the $\alpha = 0.05$ level of significance, there is not enough evidence to conclude that there is a difference in the median responses (and, hence the mean responses on academic performance) among the geographical location based.

Table 6

The Mean Rank of University geopolitical location by students' academic performance
(designed by the author based on research findings)

	University Geographical location	N	Mean Rank
M_Acaperf.	North Central	58	227.73
	North West	54	248.06
	North-North	50	266.46
	South East	159	248.56
	South-South	107	269.45
	South-West	77	253.06
	Total	505	

Finding patterns and trends in the data may indicate how geographic factors affect educational outcomes. The mean rank, for example, can show whether students from particular geopolitical regions typically perform better or worse academically than their peers from other regions. The sample size is also essential for comprehending the validity and reliability of the results; larger sample sizes typically offer more solid insights into the trends in academic performance linked to particular regions.

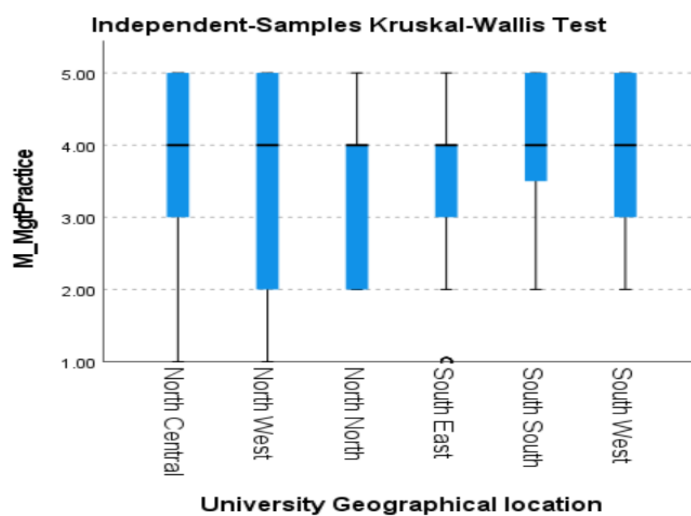


Figure 4. Independent Samples Kruskal-Wallis Test on university geopolitical location and SAP
(designed by the author based on research findings)

The six geopolitical zones that were politically carved are represented in **Figure 4**.

4.1.3. Interpretation of the Questionnaire Results in Nigerian Context

The main findings were that: (a) There was a positive moderate and statistically significant relationship between university management practices and students' academic performance; (b) There was a positive strong correlation and statistically significant relationship between management university practices and discipline; (c) There was a positive moderate and statistically significant relationship between Academic Staff Union of Universities (ASUU) activities and Students' Academic Performance (SAP); (d) There was no significant difference in management practice across gender (e) There was no significant difference between students' academic performance across university geopolitical locations.

Students' positive learning experiences are greatly influenced by the management strategies that are used, adopted, and practiced in educational places, in the same vein academic achievement refers to performance outcomes in areas of knowledge taught in schools, colleges, and universities (Shah, Nawaz, & Noor, 2021, p.70). According to prior research (Chan, 2023, p.16; Ljubica, 2020, p.128), the general understanding of the term *leadership* refers to behaviors, traits, or abilities related to the task of leading people in a particular direction. Therefore, universities and other related educational institutions use management practices that not only give students a comfortable and conducive learning environment (Shah et al., 2021, p.66), but also actively support by monitoring all institutional activities to ensure that resources are allocated in a way that best serves students' needs (Bok, 2009).

In Nigerian universities, the line of authority and/or university management system set out in the university organizational chart extends from the visitor (the president of the country), through the Chancellor and Pro-Chancellor, to the Vice-Chancellor, through a maze of subordinate powers (Adetunji, 2016, p.6). From this arrangement, the democratic management style become the most popular as enshrined by the appointment and promotion procedures that take place within the university management set-up.

Management Practice and Discipline in University

The research findings indicated a strong positive and statistically significant relationship between university management practice and discipline. This shows that the operational management style adopted by universities at any point in time could help to improve or deteriorate the disciplinary level within the university system. According to Lajom, Cajucom, Batobalonos, & Santos (2023, p.424), establishing clear rules, routines, and time management techniques are all parts of management, which is essential for fostering a positive learning environment; it is essential for

student academic performance, as it creates a positive atmosphere for both teachers and students (Lajom et al., 2023, p.424).

The type of management practice in-use by the university to a larger extent determines how accountable and transparent its managers would be when it comes to the issue of managing financial and human resources. It also helps to showcase the efficiency and effectiveness of the university managers in the allocation of teaching and learning resources.

ASUU Activities and Students' Academic Performance

To investigate how the incessant academic actions by the Academic Staff Union of Universities influence students' academic performance, this study discovered that there is a positive, moderate and statistically significant relationship between the two variables. This shows that ASUU activities have a negative impact on students' learning outcomes. The formation of the Academic Staff Union of Universities (ASUU) has brought about some changes and challenges in the academic system of Nigerian universities (Ardo, Ubandawaki, & Ardo, 2020, p.173). To justify the above assertion, studies have shown that workers embark on strike whenever they are demanding or agitating for certain entitlement or changes (Monogbe & Monogbe, 2019, p.56). According to Monogbe and Monogbe (2019, p.58), the unsuccessful educational system brought about by constant academic disruptions is the cause of the poor quality of university education.

Management Practices across Genders

The Mann Whitney U test conducted reveals a non-significant relationship between the two variables. This suggests that the management practices used in Nigerian universities are not gender-specific; in this case, women and men have similar traits when it comes to office management. Although, according to Basel and Kagan (2021, p.1419), studies have shown that male and female leaders tend to operate and manage differently, however, these days women occupy more management positions in organizations and business than ever before (Basel & Kagan, 2021, p.1419). Whilst there was no discovered significant difference between gender in terms of their use and capability with management behaviours, prior studies have found that in most stressful situations, female managers are significantly more likely to use a democratic style of leadership while male managers are significantly more likely to use more autocratic leadership styles. According to Ajemba (2023, p.79), women's participation in leadership positions and policymaking in the public and private sectors of many industries and organizations worldwide has rapidly increased in the last few years or decades due to massive globalization and women's empowerment at all levels of leadership. This is reflected in the Nigerian university system where women have held top managerial positions including Vice-Chancellors, Ministers of Education,

Dean/Head of Departments, registrars, Bursars etc. Even though gender inequality is still prevalent, the advancements made in the last twenty years are encouraging.

Students' Academic Performance and University Geopolitical Location

In the Nigerian setting, university geopolitical location refers to where a given university is situated in terms of geopolitical zoning. It could be in an urban or rural or cosmopolitan area. The conducted Kruskal Wallis Test to ascertain the students' academic performance across university geopolitical zones showed that university geopolitical locations have no impact on students' academic performance. This implies that studying in a university that is located for example in the North-Central or South-South geopolitical zones will not give students a more comparative advantage to perform academically better than students studying in South-East or any other geopolitical location as the case may be.

4.2. Creating the University Education Quality Improvement Model (UEQIModel)

4.2.1. The University Education Quality Improvement Model (UEQIModel)

Available data obtained from the study shows that the democratic management style (DMS) is the best management practice that universities in developing countries should adopt to improve university education quality (see *Table 2*). Based on this recommendation, the author of the study developed the University Education Quality Improvement Model (UEQIModel).

Introduction of the University Education Quality Improvement Model

The main focus of this study, the University Education Quality Improvement Model (UEQIModel), aims to offer the best management practices for universities in developing nations. This could be feasible by restructuring the methods for organizing, planning, implementing, and assessing university management practices in order to achieve the highest possible standard of university education. Poor management practices are linked to low quality of university education, which is prevalent in developing nations. Thus, in compliance with the established guidelines and policies that govern their individual universities, university managers and other stakeholders tasked with overseeing university management and administration should adopt and implement UEQIModel's principles.

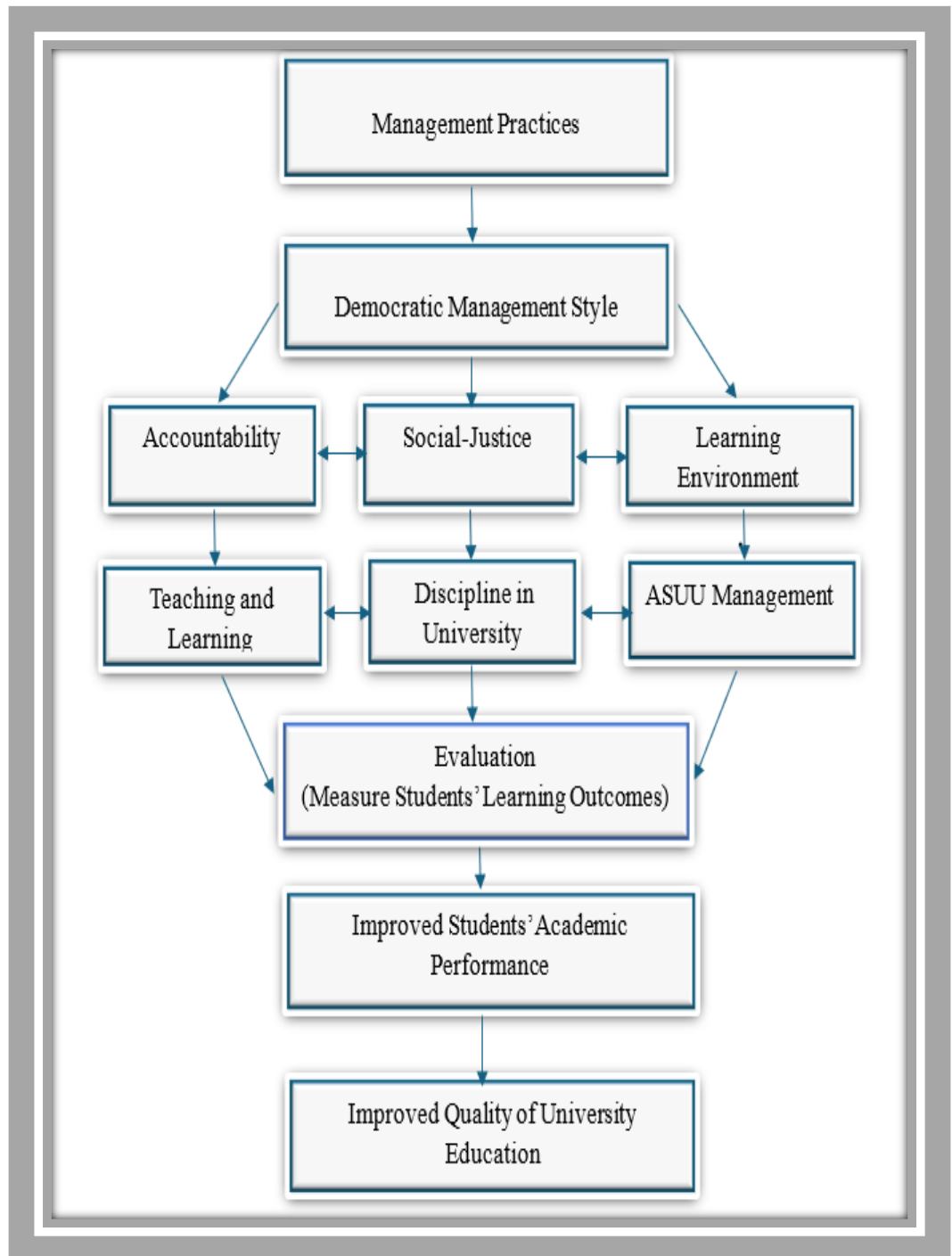


Figure 5. The University Education Quality Improvement Model (UEQIModel) (designed by the author)

The University Education Quality Improvement Model (UEQIModel) containing eleven (11) sub-sections (see **Figure 5**). The model is a new educational innovation specifically designed to augment the obsolete administrative patterns still existing in some universities in developing countries. The UEQIModel is specifically designed to provide a structured approach to improving the quality of university education in developing countries. The five pillars of UEQIModel as shown in **Figure 6** highlights the details.



Figure 6. The five steps of the UEQIModel (designed by the author)

UEQIModel is centered on five pillars namely:

1. *Management Practice* where the adoption of a democratic management style is regarded as a suitable strategy.
2. *Activities*: The three core activities enshrined in the model are accountability, social justice, and the learning environment.
3. *Expectation*: The processes of teaching and learning, the maintenance of discipline within the university, and the adequate management of the activities of the Academic Staff Union of Universities (ASUU) are essentials of this component.
4. *Evaluation*: The process is evaluated periodically to ascertain its strength and weakness.
5. *Outcome*: The overall improvement of students' academic performance over time shall indicate an improvement in the quality of university education.

The National Universities Commission, the Federal and State Ministries of Education, researchers, the Academic Staff Union of Universities (ASUU), students, curriculum developers, policy makers, university managers and administrators, and other pertinent stakeholders are all intended users of the UEQIModel. The model should serve as a focal point for bringing together all pertinent parties for coordinated efforts to raise and restore the standard of university education in developing nations. All of the model's components ought to be applied without exception.

4.2.2. Results and Discussion

The result of the PhD Thesis shows that there is a positive, moderate and statistically significant relationship between university management practices and students' academic performance. According to Rasheed, Amin, and Amin (2021, p.35), the authority's managerial and administrative strategies directly affect how well their institution functions, which in turn affects how well students achieve academically. The university authority is accountable for taking part in the creation of educational programs for the students in the institution. This assertion is further supported by Upendo and Demetria (2020, p.2327) arguing that good university productivity, or high student performance on national examinations is a result of competent university leadership/management. The PhD Thesis based on results obtained from data collection indicated that there is significant relationship between students' academic performance and management styles adopted by the university. It is important to choose the best practice since student performance is a priority.

The research findings further proved that there is a positive strong correlation and statistically significant relationship between management university practices and discipline. Maintaining a disciplinary environment is very crucial to the attainment of optimal learning outcomes. It is entirely the function of the university management or authorities to provide an enabling environment for students and staff to maintain maximum discipline. According to Ilyasin (2019, p.351), discipline makes us stronger, more capable, and physically fit. The ultimate objective, however, is to make sure that the students achieve maximum academic performance for their future sustainability.

There is a positive, moderate and statistically significant relationship between Academic Staff Union of Universities (ASUU) activities and Students' Academic Performance (SAP). The incessant strikes embarked on by the Academic Staff Union of Universities (ASUU) have a serious negative impact on students' academic performance. As students stay at home due to their teachers being out of class, student output is bound to drop. The research findings further revealed that there is no significant difference in management practice across genders. The management skills exhibited by those in university management positions did not indicate any gender biases. This means that both genders behave alike when it comes to university management, what is important is the leadership style and skills adopted by the leader in question.

It should also be noted that there is no significant difference between students' academic performance across university geopolitical locations. This technically implies that the location of the university has not much impact on the students' performance. A decrease in the quality of university education can result in an increase in the rate of criminality, however, the University Education Quality Improvement Model (UEQIModel) has a positive impact on the improvement

of university education quality in Nigeria. This could be possible if the principles of the UEQIModel are appropriately implemented. All stakeholders should work as a team in order to achieve the goal of improving the quality of university education. Providing quality education should be a group interest rather than individual interest.

The UEQIModel Conclusion

The UEQIModel is a management structure for organizing, planning, implementation, and evaluation of university policies to achieve the best possible quality of university education in developing countries. This study concludes that complete adherence and implementation of the principles enshrined in the UEQIModel should significantly improve the quality of University Education in developing countries. The management style applied by the universities could have a correlation with the students' learning outcomes. This shows that the ways and manners in which those entrusted with management positions go about their responsibilities directly or indirectly influence students' learning outcomes, since students' academic performance is a means for determining the effectiveness of university policies. The relationship between educational management practices and quality of university education is a process that improves students' achievement. Efficient management practices will lead to an improved academic performance by the students which transcends to quality university education.

CONCLUSIONS AND RECOMMENDATIONS

According to the findings of the Thesis, as well as the results derived from the hypotheses, new knowledge and theoretical insights have enabled the formulation of conclusions aimed at improving the quality of university education in developing countries. Therefore, the main conclusions of the Thesis are summarized below under the theoretical and practical perspectives:

Theoretical Conclusions

1. UEQIModel provides universities in developing countries with a management framework for planning, organizing, implementation, and evaluation of university policies towards achieving the best obtainable quality of university education. This is because UEQIModel synchronizes the standards of the core management functions by working together in the creation, execution, and realization of the university goals.
2. The democratic management style is the best and the most effective management strategy that could be applied by university management in order to promote workplace values, collaboration, engagement, and creativity. The cohesiveness of democratic management positively influences students' academic outcomes, thereby forming the required management structure for university education quality improvement.
3. The potential inclusion of social justice in education serves as a representation of the UEQIModel's distinctiveness. Social justice in education creates a system for building teaching and learning environments which equally support all students, regardless of their gender, race, or educational potential.
4. There is a positive, moderate and statistically significant relationship between university management practice and students' academic performance, thereby confirming Hypothesis H1. This shows that robust and student friendly management practice will lead to better students' academic performance. The manner in which those entrusted with management positions carry out their duties can directly or indirectly influence students' learning outcome, since students' academic performance is an assessment to determine the effectiveness of university policies.
5. There is a positive, strong and statistically significant relationship between universities' management practice and discipline in the university. This shows that an improvement in the university management practice would also lead to an improvement of disciplinary level within the university system.
6. There is a positive, moderate and statistically significant relationship between the activities of the Academic Staff Union of Universities (ASUU) and students' academic performance. This implies that the activities of ASUU would have a corresponding impact on the academic

performance of students. A hitch free academic calendar without disruptions from ASUU will lead to better academic performance by students.

7. Hypothesis H02 is confirmed because the academic performance of students and the geopolitical location of a university are not significantly correlated. Hence, a university's geopolitical location does not ensure that its students perform better academically than students from other geopolitical locations.
8. The results of the study confirm hypothesis H01, as there is no discernible difference between the management styles of men and women, indicating that the practice of various management styles was not motivated by gender-related concerns. For instance, because the Vice-Chancellor was either a man or a woman, or because the course lecturer was either a man or a woman, student academic performance did not increase or decrease.
9. UEQIModel provides management structures for organizing, planning, implementation, and evaluation of university policies towards achieving the best possible quality of university education in developing countries. Therefore, adherence to the principles of UEQIModel should significantly enhance the quality of university education in developing countries.
10. Having evaluated some key management styles/practices, the Thesis concludes that the democratic management style is the best management style suitable for universities in developing countries as a means to improve the quality of university education in Nigeria.

Practical Conclusions

1. Conducive learning environment encompasses physical facilities, psychological preparedness and emotional stability of both staff and students in a particular university space.
2. Leaders that adopt a democratic management style thrive at encouraging creativity among their followers. This is because they actively solicit input and opinions from their colleagues and promote dialogue and involvement in the decision-making process. This demonstrates how leaders who practice democratic management values teamwork and provide their staff members with the freedom to be creative, committed, and responsible.
3. University managers should prioritize implementing practices that contribute to quality, as students who feel engaged in their education are more likely to achieve positive behavioral and academic outcomes.
4. It is important to stress that only a high-quality university education can help individuals develop their minds and contribute to the political, social, and economic transformation of society.
5. Improving university education in developing nations is crucial for students to achieve academic success, as high-quality educational experience fosters creative skills among learners.

6. The quality of university education in developing countries is very poor compared to their counterparts in developed countries as indicated in the 2024 World Universities Ranking.
7. The standard of education that citizens receive has a significant impact on the sustainability and quality of life that it can provide for its people. Education is the means through which individuals undergo social, economic, and political transformation.
8. Students' performance (academic achievement) is vital in producing the best qualified graduates that would become great leaders of tomorrow and manpower that would be responsible for the country's economic and social development.
9. The incessant strikes embarked on by the Academic Staff Union of Universities (ASUU) are used as a mechanism to settle scores with the government. This development, however, has done much harm to the educational system. The break in the university academic calendar and curriculum implementation process are attributable to ASUU /Government incessant saga, which unfortunately contributes to the falling standard of students' academic performance.
10. The quality of university education in Nigeria has been severely hampered by a number of factors, including quota and catchment area system of admission, poor university governance, inadequate funding, neglect of the education sector by the government, corruption, inadequate infrastructure and teaching facilities, lack of committed teachers, examination malpractices, etc.
11. University education is an important form of investment in human capital. It is also seen as a specialized form of human capital, contributing immensely to socio-economic growth in any society by playing such major functions as teaching / learning, research, and community engagement.
12. Management of university education is very important for developing countries because the goal and objectives of any government is to provide its citizens with high quality education that can serve as survival tool towards making life more meaningful, sustainable, and productive for the citizens.
13. Change of university management style in university management structure is a positive innovation towards improving the quality of university in developing countries. This study has adopted the democratic or participative management style to replace the existing styles as it believes that democratic style compared to other styles could augment university education quality in developing countries.
14. Maintaining discipline in university is as a result of quality accountability and transparency by those entrusted with public responsibilities in the university management structure.
15. Quality Assurance (QA) is a crucial strategy to continuously monitor and evaluate performance in order to determine the degree to which the goals are met. It is a problem-

solving approach and preventive measure against wastage and failures which exist in universities.

16. The relationship between educational management practices and quality of university education is a process that encourages students' achievement. An efficient management practice will lead to an improved academic performance by the students which transcends to a quality university education (QUE).
17. Regular evaluations are necessary to assess the success or failure of university management initiatives; this pertains to the degree to which a program's overarching goals have been met. Valid and reliable results are produced by a successful evaluation.
18. Planning and designing educational facilities for universities should be a top priority for educational authorities due to the positive correlation between learning environment and academic performance. Poor students' learning outcomes can occur due to inadequate physical resources.

Recommendations

Based on the research findings, theoretical analysis, and conclusions, several recommendations were drawn to reflect possible actions the stakeholders should take in order to improve the quality of university education in developing countries.

For the Government

1. It is imperative for the government to seek a resolution to its disputes with the Academic Staff Union of Universities (ASUU) in order to prevent avoidable strikes, which have a detrimental impact on students' academic performance.
2. The government should see education as a key factor to national development; therefore, every effort should be made to meet the needs and demands of ASUU and other relevant agencies.
3. Appointments, nominations, and elections for various positions should adhere to a fair and democratic procedure that is transparent and acceptable.
4. The government must constantly make sure that all prior agreements with the Academic Staff Union of Universities (ASUU) are implemented.
5. The government must adequately fund universities, increase the education budget, and improve the working conditions of university staff.
6. Finally, the author of Thesis recommends that the government should encourage the adoption of democratic management style for use in universities.

For University Authority

1. Universities should apply management styles that would give opportunity to stakeholders to contribute to decision making and problem-solving processes.

2. The university authorities should adhere to the principles of UEQIModel and advocate for their logical implementation.
3. The university administration should be firm with the implementation and application of disciplinary measures to reduce the high level of indiscipline currently going on in universities.
4. Students with good grades should be motivated and encouraged with incentives including scholarships, bursaries, and grants.
5. The universities should be ready and willing to punish officials that violate the stipulated university rules and regulations.
6. The university management should be more transparent and accountable.
7. All stakeholders, including the government should work together to address many issues preventing the growth and development of university education in Nigeria.

For Academic Staff Union of Universities (ASUU)

1. The Academic Staff Union of Universities should be fair with their demands so as not to push the government and university management authorities into unnecessary and unwarranted pressure that might result in disagreement.
2. Before ASUU embarks on any strike, it should make provisions for students' learning activities. This is to avoid creating a learning gap due to long absence from the university.
3. ASUU should always speak with one voice in order to have a strong and formidable team when pressing their demands from the government.

For Students

1. The students should continue to carry on their academic activities while at home as most of them require a longer period to re-adjust after a long absence from university due to strikes embarked upon by their teachers.
2. Students should be meant to face disciplinary actions when involved in anti-social behaviours which includes cultism; falsified admission documents; examination malpractices, etc.
3. Students should adhere strictly to the rules and regulations stipulated by university laws.
4. Students are encouraged to make optimal use of the learning resources provided by their institutions to facilitate improvements in their academic performance.
5. It is imperative for students to approach their academic pursuits with diligence, as strong academic performance may serve as an indicator for enhanced employment opportunities.

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ACKNOWLEDGEMENTS

This acknowledgment transcends a simple expression of thanks; it serves as the most effective means to articulate my genuine appreciation and esteem for those who have played crucial roles in the completion of this PhD Thesis. I wish to convey my profound respect and heartfelt gratitude to my research supervisor and advisor, Dr. paed. Professor Ineta Luka, whose encouraging words and insightful feedback have instilled confidence in me and have been instrumental throughout my academic journey at Turība University, Latvia. Her unwavering support has not only guided me through the complexities of my research but has also fostered an environment where I felt empowered to explore new ideas and challenge my own assumptions. Dr. paed. Professor Ineta Luka's dedication to her students and her passion for academic excellence have left an indelible mark on my scholarly pursuits. I am truly fortunate to have had her as a mentor during this transformative period of my life.

I would like to convey my humble appreciation to Dr. oec., Professor Rosita Zvirgzdiņa, and Dr. paed, Professor Jelena Davidova for their invaluable mentorship and insightful feedback regarding my doctoral thesis. Additionally, I wish to extend my warm regards to all faculty members and students at Turība University Latvia and Daugavpils University Latvia for their unwavering support and encouragement. My deep appreciation goes to the Rogoll family of Kaufbeuren, Germany; the families of Agubokwu, Aghomon, Amadi and Okeke in the USA for their support. I extend my appreciation to the likes of Dr. Ibebuogu Chris, Dr. Okeahialam, Dr. Evan I. Ebere, Dr. Vincent Agubokwu, Professor Rudolph Kwanue, Dr. Tomi Tubobereni, Dr. Anthony Agboeze, Professor Tunde Ajegbe, Dr. Lawretta Aghomon, Rodrique Tchenkou, Henry Chris Nwanaju, Dr. Bola Nwauwa, Barr. J. Okatta, Johnny Ralston and other important people.

I am most indebted as well as dedicating this work to my late father, (Chief Cornelius Duru Ohanyelu) who laid the foundation by providing the basic resources and motivation. I appreciate my family viz- Ezinne Priscilla Ohanyelu, Engr. Chuks, Engr. Chidi, Engr. Kingsley, Hon. Emmanuel, Sis. Oby, Sis. Phil, and Sis. Ujunwa; my sisters and brothers-in-law, my nieces, nephews and the entire Ohanyelu big family for their love and moral back-up.

Finally, I wish to express my deep appreciation to my dear wife, Ezinne Eucharika Nwabiaba Ohanyelu (Nee Onyemenem), for her remarkable understanding and patience during my long absences. Her virtuous nature has been a source of inspiration and strength to me. Furthermore, I am grateful to my cherished children, Destiny Uzoamaka and CharlesDuru Chizzy, for their supportive prayers and kind wishes. I acknowledge the significant debt I owe you both in this regard and commit to making it up to you in the future. My overall appreciation goes to the God Almighty for proving to me that God is always God.

Charles N. Ohanyelu