



STAKEHOLDERS INTERFERENCE IN THE PLANNING AND ADMINISTRATION OF TERTIARY INSTITUTIONS IN RIVERS STATE

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ABSTRACT

This study investigated stakeholder's interference in the planning and administration of tertiary institutions in Rivers State. Three specific objectives, three research questions and three hypotheses guided the study. The study adopted descriptive and a survey design. The target population for this study was 4,210 drawn from (3) three tertiary institutions in Rivers State (comprising 509 teaching staff, 459 non-teaching staff and 3242 final year students). The sample size of 1539 staff and students of the tertiary institutions in Rivers State was selected through stratified random sampling method. A self-designed instrument titled "Stakeholders Interference in the Planning and Administration of Tertiary Institutions Questionnaire (SIPATIQ) was used to elicit data for the study. The instrument for the study was validated by three lecturers from the Department of Educational Management of the Ignatius Ajuru University of Education. Cronbach's alpha coefficient was used to determine the reliability of the instrument and an estimated index of .910 was realised. Mean and standard deviation was used to answer the research questions while the t-test statistics was used to test the hypotheses of the study at 0.05 level of significance. The results clearly revealed curriculum planning, formulation and implementation is a collective responsibility of stakeholders and administration of tertiary institution in Rivers State. Based on the findings, the study concluded that Planners, administrations and, principal officers are important stakeholders for the effectiveness of the planning and administration of the university system so most complement the academics in their functions. It was recommended that stakeholders should partner to create curriculum planning, formulation and implementation as a collective responsibility of planning and administration of tertiary institutions in Rivers State.

Keywords: Stakeholders, Interference, Planning, Funding, Facility, Administration, Tertiary Institutions, Rivers State, Nigeria.

Reference to this paper should be made as follows:

Mmom, C. P. C. (2022). Stakeholders interference in the planning and administration of tertiary institutions in Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 4(3), 475-498.

INTRODUCTION

Every household is concerned about the state of educational system in Nigeria; especially tertiary institutions. Inadequate funding, dilapidated infrastructural facilities, poor academic staff conditions, demoralized and disenchanted academic and non-academic-staff leading to brain-drain production of poorly trained graduates who roam the street, for non-available jobs and environment that is not conducive and prone to violence, cultism, prostitution, characterize the atmosphere of our tertiary institutions today. The hydra-headed in tertiary institutions in Nigeria though could be redeemed through the active and positive contributions and collaborations of external and internal stakeholders.

Many researches have been carried out in the area of tertiary education planning and administration, however, few works have been carried out on stakeholders interference and administration of tertiary institutions. Therefore, this research intends to fill the existing gap. It examines issues and challenges relating to stakeholders interference and administrations in Rivers State of Nigeria. The interference of stakeholders' especially external stakeholders in the planning and administration of tertiary institutions in Rivers State should be able to facilitate academic and administrative efficiency, create enabling environment and the attainment of institutional goals. Stakeholders should know the functions, responsibilities and boundaries in the provision of quality tertiary education for the nation. With positive influence, stakeholders are expected to exert influence so that there would be smooth running of tertiary institutions but, a lot of problems still exist because of personal interest, political and religious power play. Asiyai (2015) stated that there are two types of stakeholders in institution namely: internal and external stakeholders.

Internal stakeholders include government who is the owner of higher education institution or service provider, students on whom all the activities of tertiary education system are centred on academics, who are constantly engaged in teaching, research and community services, tertiary institution's planners and administrators who manage the affairs of the institutions by providing leadership, non-academic staff, and other management staff, principal officers, senators, directors of institutions, heads of departments and internal members of governing council.

External stakeholders include, National University Commission, JAMB, non-governmental organizations, community-based organizations, parents, employers of labour, trade unions, alumni associations, industries and firms, the private sectors, development agencies both local and international, and the society as a whole. Areas of interference by stakeholders in tertiary institutions are many and are varied, this study highlighted finance funding, facilities, admissions, employment and curriculum as areas of stakeholders interference in the planning and administration of tertiary institutions in Rivers State.

The internal organization, planning and administration of each tertiary institution in the country is the responsibility of government as the numbers are internal stakeholders, they do this so that institutions can run in agreement with the national goals and aspirations. In situations where the weakness between institutional communications and stakeholders leads to conflict within the system, for instance, government versus academic staff union, unions versus union, etc. Other areas of interference by government include; imposition of conditions of services, bureaucratic rules on institutions of higher learning, appointment or election of vice chancellors, rectors, provost, thus making appointment of heads of institutions a political affair usurping the powers of the senate to assess the academic merit of teachers, and the content of the programme,

quota system otherwise known as federal character and formulation of enrollment policies. Government as a key stakeholder and decision maker in Nigeria tertiary institutions should be respected and recognized by administrators, in order to attract adequate funding for purpose of administrative efficiency, because a lot of benefits accrue to the society as a result of quality higher education, which can only be achieved through adequate funding.

Other important stakeholders in the tertiary institutions in Rivers state are the academics who carry out the actual teaching and learning and make sure that the general aims and objectives of education are attained; the engagement of academic staff should be on merit, through a competitive interview. The promotion should also base on merit, academic prowess and not contacts and connections. For Nigeria to realize the statutory functions of tertiary institutions which are, teaching, research, and community service, academics who are major stakeholders should be highly motivated, trained and insulated from negative political interferences.

The enormous challenges facing Nigeria tertiary institutions can be reduced drastically if academics are given their pride of place, because they are the intellectual resource poll of the nation, to generate knowledge, innovation to solve complex developmental issues. It is also their duties to provide highly skilled personnel in management, technology, science, engineering, law, medicine and other professions. The important role of the lecturer or academic cannot be overemphasized because they remain strong instrument of effective administration of tertiary institutions, they set the tone of their classroom, build a warm environment, mentor and nurture students become role models, teach knowledge to students and assess their progress and finally send them outside to the world to practice the education they have acquired. The academics are critical stakeholders in the educational system; they are indispensable and the most significant change agent in education.

Planners in administrations and principal officers are also important stakeholders. They are saddled with the responsibility of arranging how to run the affairs of tertiary institutions in Nigeria especially in Rivers state. They complement the academics in their functions. Principal officers in tertiary institutions, include, the chancellors, pro-chancellors; deputy Vice chancellors, registrar, bursar, university librarians, directors of institutions, deans of faculties heads of departments, deans of students affairs and other administrators. The planning and administration of tertiary institutions will be made easier and less tiring where stakeholders co-exist with respect and understanding. Tertiary institution needs mutual support and effective running of programmes that have direct bearing on the socio-educational development of tertiary institutions.

Aim and Objectives of the Study

The aim and objectives of this work is to collect data and describe the activities of education stakeholders interference in the planning and administration of tertiary institutions in Rivers State. Specifically, the study's objectives are to:

- Examine stakeholders interference in curriculum planning and the administration of tertiary institutions in Rivers State.
- Determine stakeholders interference in funding in the planning and administration of tertiary institutions in Rivers State

- Ascertain stakeholders interference in facilities provision and the administration of tertiary institutions in Rivers State.

Research Questions

The following research questions guided this study:

- What are the perception of academic staff and students in stakeholders' interference in curriculum planning and administration of the tertiary institutions in Rivers state?
- What are the perceptions of stakeholders in funding the administration of tertiary institutions in Rivers State?
- What are the perceptions of stakeholders in facilities provision of the administration of tertiary institutions in Rivers State?

Hypotheses

The hypotheses further guided this study:

- There is no significant difference in the perception of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State.
- There is no significant difference in the perception of stakeholders in the funding and the administration of tertiary institutions in Rivers State
- There is no significant difference in the perceptions of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers State.

REVIEW OF RELATED LITERATURE

Stakeholders Theory

The theoretical framework of this study was stakeholders theory propounded by freeman in Fontaine et al. (2006). Freeman articulated that the purpose of tertiary institutions is to manage the interest, needs and viewpoints of stakeholders. Tertiary institutions have the mandate of meeting the needs, interests and aspiration of stakeholder in order to ensure their rights and participation in decision making. Attainment of quality education in Nigeria is ensured when stakeholders engage in planning the cost sharing which will help improve the educational system. Stakeholder collaboration is about exploring relationship with another organization or group owing to lack of resources or competencies. This theory is very relevant because it encourages collaboration which help to activate development in the school system; such collaboration could be achieved through having close link with non-governmental organizations (NGOs), Labour Unions, firms, and industries and private sections mainly for funding and utilization of technologies and expertise from the environment which might be lacking in our tertiary institutions.

In Megan Blackburn (2019), stakeholder's theory addressed, tertiary institutional ethics, morals and values to be considered when admitting stakeholders involved with the organization. It sought to optimize relations with stakeholders, thereby improving efficiencies through the organization. Stakeholder theory was propounded in 1983 by theorist Ian Mitroff in his book

titled “stakeholders of the organizational mind”. Ian Mitroff was the first research to defined stakeholder as theory of management that concerns itself with matters related to morals and ethics in running an organization.

Education Planning

Planning is the prescribed procedure of making decisions for the future of individuals and organizations. Planning consists of dealing with goals and objectives, selecting accurate approaches and series to achieve the endeavors, determining and allocating the resources required and ensuring that plans are communicated to all concerned. Plans are statement of articles to be performed and the progression and timings in which they should be done in order to achieve the desired end. There are two basic kinds of planning: strategic and operational. Strategic planning, also known as long term, wide-ranging, assimilated, general and administrative planning, has three dimensions: the classification and assessment of future opportunities, intimidations and consequences; the process of scrutinizing an organization’s surroundings and developing well-matched objectives along with the appropriate strategies with policies capable of achieving those objectives; and the amalgamation of the various components of planning into an overall structure of plans so that each unit of the organization knows in advance what must be done when and by whom. Operational planning, also known as divisional planning; is concerned with the accomplishment of the larger goals and strategies that have been determined by strategic planning; it is also concerned with enhancing existing procedures and with the distribution of sources through the operating budget (Aggarwal & Thakur, 2003).

With respect to an educational institution, there are various kinds of planning that need to be implemented in accordance with the occurrence of situations and circumstances. Macro planning, it deals with the broad plans, such as aggregates, averages as National income, Per Capita Income etc. Micro planning comprises of retaining students in schools, whether capable students achieve scholarships on time, and how schools can be provided in individual surroundings. Another type of planning is strategic planning, it is maintaining a connection between an institution’s objectives and resources and it’s environmental opportunities; next is contingency planning, this determines the actions to be implemented by the individuals at times of occurrences of uncharacteristic opportunities or circumstances. Corporate planning is a technique that aims to integrate all the planning functions of the institution and relate them to the best objectives; manpower planning is an essential planning function, capable manpower needs to be recruited within the institutions that possess all the required knowledge, awareness and abilities; process planning is the planning that determines how the process or the function or the procedure needs to be put into operation in order to accomplish the desired goals and objectives and finally comes the indicative planning or the participative planning, it is the planning by agreement and sign of desirable goals and targets rather than by obligation or declaration (Aggarwal & Thakur, 2003).

Administration

Administration means to serve or management of affairs as it is derived from two Latin words ‘ad’ and “*ministrare*”. Administration is the process of achieving formal goals through group efforts. It is the harnessing of various activities of a group into an entity, to the actualization of the common goal of the organization. Administration involves coordinating human, money and

material resources for actualization of pre-determined objectives of the institution. It is aimed at doing things right in order to avoid wastage (Okoroma, 2007). It means implementation of policies and decisions so as to achieve organizational goals. Meaning that, administration is concerned with adhering and performing directives from the executives. That is done by coordinating the daily activities in the school. Igwe (2006) defined administration as a careful systematic arrangement of resources (human, money and material) for the realization of the objectives of a given organization.

Tertiary Institutions Administration

Tertiary institutions administration is a social process concerned with identifying, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energies within an interpreted system. Tertiary institutions administrators fulfill such demands by developing specific plans and executing policies within a unified system related to the administrative task. It is through administration that the energies of people are brought together. Tertiary institutions administration is specifically concerned with students, teachers, and rules, regulations and policies that govern the school system. In tertiary institutions administration, both the institutional head and staff must of necessity see themselves as a team working for the growth and development of the child. Thus, tertiary institutions administration is guided by certain basic ideas, some of which are described below:

First, tertiary institutions administration must strive to create a community of learners who are physically and mentally healthy, efficient, and responsible and whose behaviour is acceptable to society.

Secondly, the tertiary institutions must be administered in such a way that all members of both teaching and non-teaching staff function as a team. Each individual in the tertiary institutions assist to develop their own talents and contribute maximally to the progress of the tertiary institutions.

Thirdly, good tertiary institutions administration demands that both staff and students have a large part to play in decisions that determine the tertiary institution's rules, regulations and programmes. Administration through staff meetings, students' representatives, clubs committees and organization should involve everybody in the running of the school. Thus, proper delegation of authority and responsibility must prevail in school administration.

Fourthly, tertiary institutions administration encourages and provide for their professional growth of teachers through planned educational seminars, conferences and in-service education. In addition, all the administration decisions and procedures in the tertiary institutions must be consistent with its underlying philosophy. Tertiary institutions decision at all the time aim at achieving its set objectives. Finally, the institutional heads and their staff always keep the Ministry of Education, boards, the general public fully informed of the policies, programmes, failures, and successes of the tertiary institutions.

Stakeholders' Interference in the Curriculum Planning and the Administration of Tertiary Institutions

Curriculum planning is a complex process where faculty defines intended learning outcomes, assessments, content and pedagogic requirement necessary for academic work. Curriculum planning refers to the creation of a curriculum which often centered around students activities.

Curriculum is a formal academic plan for the learning experiences of students in pursuit of a degree. The term curriculum, broadly defined, includes goals for students learning, skills, knowledge and attitudes. Obih (2013) stated that curriculum deals with the formulation and implementation of an educational proposal is: its rational, its actual implementation and its effects. Agi and Adiele (2015) stated that curriculum activities are usually made to ensure that the planned programmes of education are aimed at meeting the needs of the society.

Stakeholders ensure that there is functional up-to-date and widely or globally accepted curriculum for Nigerian tertiary institutions. This will encourage our institutions to compete favourably with other institutions in the world. The curriculum should contain knowledge, attitude and skills that meet the needs of our labour market. It should also deemphasize theoretical education and go for entrepreneurial and technical vocational education which provides the students with the skills and knowledge to be self-reliant after their attainment of tertiary education. Stakeholders should be involved in the development of sound curriculum which can be wide-based and diverse to cater for the need of the individuals. Concerned citizens of Nigeria are of the view that curriculum of Nigeria tertiary institutions today is inadequate and needs reforms and restructuring in order to meet the needs of our ever changing society. In summation, Obih (2013) is of the view that reformation of tertiary education curriculum should be a major task for Nigeria educational system and it requires collective effort by all educational institution. Stakeholders should ensure that it is done in order to produce world class students who are well-equipped and ready to champion the much needed national development.

Stakeholders' Interference in the Funding and the Administration of Tertiary Institution

Tertiary institutions need considerable support and enough finance from stakeholders to carry out their administrative functions. Babalola (2014) while delivering a lecture at the 2014 conference of the committee of pro-chancellors of Nigeria universities was of the opinion that universities invariably called tertiary institutions, and should be empowered to raise the much needed funds from sources other than government as practiced in other countries, whereby enabling public higher institutions to cope with the multifarious problems affecting public universities and colleges in Nigeria. He went further to say that having adequate human and capital resources, the country can boast of the strongest, most collegial institutions in the world.

Providing adequate funding has been a major challenge facing planning of any administration in Nigeria higher institution of learning as the sector has limited funds to work with, adequate funding will help in the actualization of the aim and objectives of tertiary institutions; thus stakeholders are extremely involved in financing of tertiary institutions, therefore, making every aspect of the well-being of tertiary institution a responsibility of stakeholders.

Nigeria has been criticized for under funding of higher education in 2012. Federal government according to Uche (2013) budgeted less than 9% of the total national expenditure for education which according to her is less than the United Nations Education Scientific and cultural Organization (UNESCO) stipulated target of 26%. Many public tertiary institutions have gone on strike severally as a result of inadequate funding. Most courses in Rivers state institutions of higher learning, such as law, medicine, educational technology, computer-based technology etc. are having problems of accreditation arising from poor funding. The result of this inadequate funding is brain-drain, poor quality of teaching are research, collapsed structures, production of half-baked graduates who are not employable. Stakeholders, such as private firms,

industries, non-governmental organization (NGOs) alumni associations support tertiary institutions with funds to improve better planning and administration. These funds will help to provide adequate and standard infrastructures, and also enhance in paying the staff entitlements.

More so, tertiary institutions need additional creative and adequate financing strategies, thus the principal inaugural source of financing tertiary institution remains students tuition fees which the government of Rivers state agrees, which is little or no amount to fund the institutions. This has slow down the development and under funding of Rivers State tertiary institutions, currently many courses are losing their accreditation as a result of inadequate funding from the government who are the owners of the institutions. Stakeholders should be appealed to come in and rescue the institution. Institutions of higher learning should introduce other money making investment that can generate funds for their institutions, because it had become clearing that government along cannot fund higher institutions of learning; collaboration with external stakeholders in funding tertiary institutions will improve the planning process and strengthen their administration for more effectiveness and efficiency. Ogu (2008) in his work titled challenges facing Nigeria Universities, stated that financial restrictions creates problems that obstruct academic work causing friction between institutions and the government, thus threatening the stability of institutions. Tertiary institution administrators should plan to consult the stakeholders and appeal to them for funds instead of depending on their internally generated fund and that from the government purse. There should be a system of share governance in tertiary institutions, thus consultative meetings, decision making and implementation of policies and programmes should involve major external stakeholders.

In support of stakeholders' involvement in the financing of tertiary institution, the Federal Republic of Nigeria (2014), in its national policy on education stated that, to supplement government funding; thus universities and other tertiary institution are encouraged to explore other sources of funding such as endowments, consultancy services and other commercial ventures. Stakeholders are advised to invest in tertiary institutions for mutual benefits. Sufficient funding are based on things that most not be toyed with if tertiary institutions intend to develop efficient manpower that can stand the test of time. In addition, there must be a close relationship between tertiary institution and the industries, firm, and private sectors. There should also be collaborations on projects between institutions and the private sectors.

Stakeholders Interference in Facilities Provision in the Planning and Administration of Tertiary Institutions

Facilities are vital organ in the development of any institution or organization. Facilities such as security and safety, consultancy services and technical support are considerably important as an element in today's tertiary institution of learning to achieve a qualitative education in Nigeria base on the global best practices. These facilities supports and facilitates the administrative function of every tertiary institutions to achieve their international goals and objectives for tertiary institution to produce graduate who will be able to compete favourably in the international job market, there is need to pay attention to the existing and more facilities in tertiary institutions. The fact that tertiary institutions are considered to be the key to both individual and societal aspirations, it is important to look downward in providing facilities for technological development, productivity and economic growth of the tertiary institution's administration.

Facilities which are materials designed to serve specific purposes, are highly needed for the achievement of educational administration. In educational system, there are multiplicity of facilities, which facilitate teaching and learning to the comfort of both the teacher and the learner. They are used to; illustrate concepts, provide diversity of thoughts, the development of scientific attitudes and skills, provide opportunity for firsthand experience, experiment and demonstrate, protect the individual, provide comfort and; for scientific investigation and discovery (Bakare, 2009). More to these facilities are call centres, libraries, health centres and sports facilities according to (Okorie & Uche, 2004).

The availability of standard facilities in Rivers State tertiary institutions has become a big problem in Rivers State educational system and stakeholders are called upon that the institution may succeed in rapid development of our tertiary institutions. Stakeholders must make sure that the facilities are not just provided but are adequately maintained in order to achieve the established goals and objectives of tertiary institutions. It is crystal clear that educational facilities are lacking in most tertiary institutions in Nigeria, especially Rivers State; government and pertinent stakeholders should have the will to provide adequate funds for provision of educational facilities. Students and lecturers also need comfort in discharge of their social obligations and duties. Adequate infrastructural facilities provide a conducive atmosphere for teaching and learning.

On the other hand, there should be rehabilitation and development of infrastructural facilities across sectors of education and stakeholders such as NGOS, Alumni and the private sectors should champion this honourable idea. Stakeholders at all levels should be able to make available materials, technical assistance and funds to tertiary institutions. There should be a reality of the overall importance of up-to-date infrastructural facilities in tertiary institutions where they are provided; stakeholders should encourage the culture of maintenance which is lacking in our society today, avoid wastage and dilapidation. Consequently, enormous facility development is needed in our tertiary institutions. These facilities should equally meet global standards. The authorities in Rivers State tertiary institutions including federal university (university of Port Harcourt, Choba) should as a matter of fact provide her students with modern facilities such as modern hostels where there could be proper supervision of student activities, where this can be possible, the attention of external stakeholders should be sought for.

METHODS

Research Design

The study adopted descriptive and a survey design. It was descriptive in the sense that it involved gathering, tabulating, describing, analyzing and interpreting data. Moreover, the study was interested in ascertaining and establishing the fact about stakeholders interferences in the planning and administration of tertiary institutions in Rivers State.

Population of the Study

The target population for this study comprised the (3) three tertiary institutions (Ignatius Ajuru University of Education, Rivers State University and University of Port Harcourt) in Rivers State. As at the time of this study, the academic staff, administrative staff and, students of the

above institutions constituted the population of the study with a total number of 4,210 (comprising 509 teaching staff, 459 non-teaching staff and 3,242 final year students).

Sample and Sampling Technique

The sample size of 1539 staff and students of the tertiary institutions in Rivers State was selected through stratified random sampling method. The sample reflects the entire characteristics of the target population for a fair and acceptable result (comprising 423 academic staff, 640 administrative staff, and 476 students) from the population 22,413 staff and students.

Instrument for Data Collection

The instrument for this study was self-designed for the description of stakeholders' interference in the planning and administration of tertiary institutions. The researcher developed measuring scale titled: "Stakeholders Interference in the Planning and Administration of Tertiary Institutions Questionnaire (SIPATIQ). The Stakeholders Interference in the Planning and Administration of Tertiary Institutions Questionnaire (SIPATIQ) was in two sections: A and B. section A consisted of demographic variables (gender, age, level of education, office status, marital status), while section B consisted of 30 items that were used to secure information's on the dependent variables. The 15 items questionnaire rated on 4-point modified Likert scale of Strongly Agree (SA) = 4 points; Agree (A) = 3points; Disagree (DA) = 2 points; strongly disagree (SD) = 1 point.

Validity of the Instrument

To validate the research instrument, copies were presented to three (3) experts in educational planning and management to scrutinize and make corrections. The corrections were effected to enable the instrument capture the objective of the study.

Reliability of the Instrument

Reliability of an instrument is the degree to which it consistently measure what it is intended to measure. Therefore, test re-test technique was adopted to establish the consistency of the instrument. The researcher administered 20 sets of the instrument to academic staff, administrative staff and students of tertiary institutions in Rivers State, and re-administered another sets after three weeks to the same respondents. Cronbach Alpha was used to obtain the reliability index of .910.

Method of Data Collection

Between January and February copies of stakeholders interference in the planning and administration of tertiary institutions questionnaire (SIPATIQ) were administered by the researcher directly. The researcher was present as they respond to the items in order to entertain any question from the respondents and for collection as soon as they finish. With the help of two research assistants who were properly educated on their roles, 1563 sets of instruments were administered, while 1550 sets of the same instruments was actually retrieved, representing 99.1%

of the instruments administered. During coding eleven sets of the instruments were discarded because of errors in responses leaving 1539 of the instruments which represented 99.2% of those sets of the instruments administered was used for the analysis.

Method of Data Analysis

The data collected from the respondents were properly organized in tables, coded and analysed using the statistical package for the social sciences (SPSS) version 26. Responses that were obtained from section B of the stakeholder's interference in the planning and administration of tertiary institutions questionnaire (SIPATIQ) weighed on a 4-point modified Likert scale and was analysed using mean, and standard deviation for the research questions, while the hypotheses were tested with t-test statistics at 0.05 level of significance.

RESULTS

Table 1: Showing demographic distribution for age of respondents

		Frequency (F)	Percent	Valid Percent	Cumulative Percent
Valid	< 25yrs	75	4.9	4.9	4.9
	25-35yrs	356	23.1	23.1	33.1
	35-45yrs	1029	66.9	66.9	100.0
	45 yrs >	79	5.1	5.1	10.0
Total		1539	100.0	100.0	

The demographic variable of respondents for age of respondents showed < 25 had F = 75 which provided for 4.9% of the total respondents, 25-35yrs had F = 356 showed 23.1%% of the total respondents, 35-45yrs showed F = 1029 which provided for 66.9% of the total respondents and 45 yrs > showed F = 79 which provided for 5.1% of the total respondents (See table 1).

Table 2: Showing demographic distribution for gender of respondents

		Frequency (F)	Percent	Valid Percent	Cumulative Percent
Valid	Male	889	57.8	57.8	57.8
	Female	650	42.2	42.2	100.0
	Total	1539	100.0	100.0	

The demographic variable of respondents for gender of the respondents showed that males had F = 889 which provided for 57.8% of the total respondents and females had F = 650 which provided for 42.2% of the total respondents (See table 2).

Table 3: Showing demographic distribution for education level of respondents

		Frequency (F)	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	1047	68.0	68.0	68.0
	Master's	415	27.0	27.0	95.0
	Ph.D.	77	5.0	5.0	100.0
	Total	1539	100.0	100.0	

The demographic variable of respondents level of education of the respondents showed that Undergraduate had F = 1047 which provided for 68.0% of the total respondents, masters had F = 415 which provided for 27.0% of the total respondents and Ph.D. had F = 77, which provided for 5.0% of the total respondents see table 3.

Table 4: Showing demographic distribution for job function of respondents

		Frequency (F)	Percent	Valid Percent	Cumulative Percent
Valid	Students	781	56.68	56.68	19.5
	Adm. Staff	77	5.0	5.0	14.7
	Lecturer II	184	9.1	9.1	16.8
	Lecturer I	171	10.72	10.72	28.1
	Senior lecturer	156	9.7	9.7	9.7
	Ass. Prof.	123	6.12	6.12	11.2
	Prof.	47	2.68	2.68	100.0
	Total	1539	100.0	100.0	

The demographic variable of respondents for job function of the respondents showed students had F = 781 which provided for 56.68% of the total respondents, Adm. Staff had F = 77 showed 5.0% of the total respondents, lecturer II showed F = 184 which provided for 9.1% of the total respondents, lecturer I showed F = 171 which provided for 10.72% of the total respondents, Senior lecturer showed F = 156 which provided for 9.7% of the total respondents, Ass. Prof. showed F = 123, which provided for 6.12% of the total respondents, Prof. showed F = 47, which provided for 2.68% of the total respondents see table 4.

Answers to Research Questions

Research Questions One: What are the perception of academic staff and students in stakeholders' interference in curriculum planning and administration of the tertiary institutions in Rivers State?

Table 5: Showing descriptive statistics for research question two

S/N	Items	N	Mean	SD.	Remark
1	Curriculum planning of tertiary institutions in rives state are in agreement with the stokeholds' effort.	1539	3.2950	.64033	Agreed
2	The collaboration among education stakeholders facilitate curriculum planning in tertiary institutions	1539	3.4350	.65415	Agreed
3	Critical collective efforts are required to ensure standard curriculum in tertiary institutions	1539	3.0450	.65966	Agreed
4	It is in line for government alone to plan tertiary institutions curriculum to suit higher institutional body.	1539	3.1350	.79368	Agreed
5	The stakeholders plays significant roles in the current entrepreneurial education curriculum in tertiary institutions	1539	3.1500	.67063	Agreed
Cumulative			3.2120	0.68369	Agreed

The first research question states “What are the perception of academic staff and students in stakeholders interference in curriculum planning and administration of the tertiary institutions in Rivers State”? The purpose of this research question is to examine stakeholders interference in curriculum planning in the administration of tertiary institutions in Rivers State. To answer this question, the responses on item 1-5 of section “B” of the questionnaire were computed using mean and standard deviation in table 5. The result of the analysis revealed a cumulative mean of 3.2120 and a cumulative standard deviation of .68369. The descriptive statistics of responses to these items agree that the perception of academic staff and students in stakeholders interference in curriculum planning and administration of the tertiary institutions in Rivers State. This means that majority of the respondents agree the perception of academic staff and students in stakeholders interference in curriculum planning and administration of the tertiary institutions in Rivers State (See table 5).

Research Questions Two: What are the perceptions of stakeholders in funding the administration of tertiary institutions in Rivers State?

Table 6: Showing descriptive statistics for research question three

S/N	Items	N	Mean	SD.	Remark
6	The stakeholders align with government in the funding of education system quarantines effective administration of tertiary institutions	1539	3.0650	.68785	Agreed
7	Lack of transparency in handling funds affects accreditation of courses in tertiary institutions	1539	3.2950	.64033	Agreed
8	The championing for public-private partnership in funding is a panacea for tertiary institutions	1539	3.4350	.65415	Agreed
9	According to the laid down rules (of no fees, no exams) in Students payment of school fees, students are the major source of funding tertiary institutions	1539	3.0450	.65966	Agreed
10	High generation of funds by the stakeholders, aids the payment of staff entitlement in tertiary institutions.	1539	3.1350	.79368	Agreed
Cumulative			3.195	.68713	Agreed

The second research question states “What are the perceptions of stakeholders in funding the administration of tertiary institutions in Rivers State”? The purpose of this research question is to examine stakeholders funding in the planning and administration of tertiary institutions in Rivers State. To answer this question, the responses on item 6-10 of section “B” of the questionnaire were computed using mean and standard deviation in table 6. The result of the analysis revealed a cumulative mean of 3.1950 and a cumulative standard deviation of .68713. The descriptive statistics of responses to these items agree that stakeholders fund in the planning and administration of tertiary institutions in Rivers State. This means that majority of the respondents agree that stakeholders fund in the planning and administration of tertiary institutions in Rivers State (See table 6).

Research Questions Three: What are the perceptions of stakeholders in facilities provision of the administration of tertiary institutions in Rivers State?

Table 7: Showing descriptive statistics for research question three

S/N	Items	N	Mean	SD.	Remark
11	Adequate facilities promote quality tertiary education practices.	1539	3.0450	.65966	Agreed
12	The alignment of tertiary institutions and education stakeholders partnership ensures upgrade of infrastructures in the tertiary institution.	1539	3.1350	.79368	Agreed
13	Lack alumni associations' support affect facilities' provision in tertiary institutions	1539	3.1500	.67063	Agreed
14	Lack of education facilities in an indication of administrative failures in tertiary institutions.	1539	3.2100	.72701	Agreed
15	Facilities provision need to be a joint effort or partnership programmes in tertiary institutions.	1539	2.9700	.64900	Agreed
Cumulative			3.1020	.69999	Agreed

The third research question states “What are the perceptions of stakeholders in facilities provision of the administration of tertiary institutions in Rivers State”? The purpose of this research question is to ascertain stakeholders’ interference in facilities provision and the administration of tertiary institutions in Rivers State. To answer this question, the responses on item 11-15 of section “B” of the questionnaire were computed using mean and standard deviation in table 7. The result of the analysis revealed a cumulative mean of 3.1020 and a cumulative standard deviation of .69996. The descriptive statistics of responses to these items agree that stakeholders interference in facilities provision and the administration of tertiary institutions in Rivers State. This means that majority of the respondents agree that stakeholders interference in facilities provision and the administration of tertiary institutions in Rivers State (See table 7).

Test of Hypotheses

Ho₁: There is no significant difference in the perception of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State.

Table 8: Showing analysis for hypothesis one

One-Sample Test					
s/n		t	df	Test Value = 0 Sig. (2-tailed)	Mean Differences
1	Curriculum planning of tertiary institutions in rives state are in agreement with the stokeholds' effort.	155.853	1538	.000	3.56920
2	The collaboration among education stakeholders facilitate curriculum planning in tertiary institutions	174.446	1538	.000	3.56725
3	Critical collective efforts are required to ensure standard curriculum in tertiary institutions	127.593	1538	.000	3.43340
4	It is in line for government alone to plan tertiary institutions curriculum to suit higher institutional body.	157.244	1538	.000	3.49708
5	The stakeholders plays significant roles in the current entrepreneurial education curriculum in tertiary institutions	122.698	1538	.000	3.24107

Hypothesis 1 states, “There is no significant difference in the perception of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State”. The essence of this hypothesis is to examine stakeholders interference in curriculum planning in the administration of tertiary institutions in Rivers State. The results of analysis for hypothesis one stated above, showed that there is significant difference in the perception of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State. This hypothesis was tested using t-test at p-value 0.05 level of significance on the responses on items 1-5 on section “B” of the research questionnaire.

The result of the t-test analysis carried out (see table 8) showed significant difference in the perception of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State. The assessed t-test analysis carried out on curriculum planning of tertiary institutions in Rives State are in agreement with the stokeholds’ effort showed $t = 155.853$ with a significant value of .000 and a mean difference of 3.56920, on the collaboration among education stakeholders to facilitate curriculum planning in tertiary institutions showed $t = 174.446$ with a significant value of .000 and a mean difference of 3.56725, on critical collective efforts required to ensure standard curriculum in tertiary institutions showed $t = 127.593$ with a significant value of .000 and a mean difference of 3.43340, on government alone to plan tertiary institutions curriculum to suit higher institutional body showed $t = 157.244$ with a significant value of .000 and a mean difference of 3.49708, on stakeholders roles in the current entrepreneurial education curriculum in tertiary institutions showed $t = 122.698$ with a significant value of .000 and a mean difference of 3.24107. The data revealed that significant difference in the perception of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State. Therefore, hypothesis one was rejected.

Ho₂: There is no significant difference in the perception of stakeholders funding in the administration of tertiary institutions in Rivers State

Table 9: Showing analysis for hypothesis two

One-Sample Test					
s/n		t	df	Test Value = 0 Sig. (2-tailed)	Mean Difference
6	The stakeholders align with government in the funding of education system quarantines effective administration of tertiary institutions	152.137	1538	.000	3.46004
7	Lack of transparency in handling funds affects accreditation of courses in tertiary institutions	137.178	1538	.000	3.46589
8	The championing for public-private partnership in funding is a panacea for tertiary institutions	140.995	1538	.000	3.45549
9	According to the laid down rules (of no fees, no exams) in Students payment of school fees, students are the major source of funding tertiary institutions	146.245	1538	.000	3.55231
10	High generation of funds by the stakeholders, aids the payment of staff entitlement in tertiary institutions.	122.177	1538	.000	3.34763

Hypothesis 2 states, “There is no significant difference in the perception of stakeholders funding in the administration of tertiary institutions in Rivers State”. The essence of this hypothesis is to examine stakeholders funding in the planning and administration of tertiary institutions in Rivers State. The results of analysis for hypothesis two stated above, show that there is significant difference in the perception of stakeholders funding in the administration of tertiary institutions in Rivers State. This hypothesis was tested using t-test at p-value 0.05 level of significance on the responses on items 6-10 on section “B” of the research questionnaire.

The result of the t-test analysis carried out (see table 9) showed significant difference in the perception of stakeholders funding in the administration of tertiary institutions in Rivers State. The assessed t-test analysis carried out on stakeholders align with government in the funding of education system quarantines effective administration of tertiary institutions t = 152.137 with a significant value of .000 and a mean difference of 3.46004, on lack of transparency in handling funds which affects accreditation of courses in tertiary institutions showed t = 137.178 with a significant value of .000 and a mean difference of 3.46589, on championing public-private partnership in funding is a panacea for tertiary institutions showed t = 140.995 with a significant value of .000 and a mean difference of 3.45549, on laid down rules (of no fees, no exams) in Students payment of school fees, students are the major source of funding tertiary institutions showed t = 146.245 with a significant value of .000 and a mean difference of 3.55231, on generation of funds by the stakeholders which aids the payment of staff entitlement in tertiary institutions showed t = 122.177 with a significant value of .000 and a mean difference of 3.34763. The data revealed that significant difference in the perception of stakeholders funding in the administration of tertiary institutions in Rivers State. Therefore, hypothesis two was rejected.

H₀₃: There is no significant difference in the perception of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers State.

Table 10: Showing analysis for hypothesis four.

One-Sample Test					
s/n		t	df	Test Value = 0 Sig. (2-tailed)	Mean Difference
11	Adequate facilities promote quality tertiary education practices.	142.131	1538	.000	3.47888
12	The alignment of tertiary institutions and education stakeholders partnership ensures upgrade of infrastructures in the tertiary institution.	119.959	1538	.000	3.14750
13	Lack alumni associations’ support affect facilities’ provision in tertiary institutions	160.901	1538	.000	3.53281
14	Lack of education facilities in an indication of administrative failures in tertiary institutions.	123.831	1538	.000	3.25861
15	Facilities provision need to be a joint effort or partnership programmes in tertiary institutions.	194.926	1538	.000	3.59194

Hypothesis 3 states, “There is no significant difference in the perception of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers State”. The essence of this hypothesis is to ascertain stakeholders interference in facilities provision and the

administration of tertiary institutions in Rivers State. The results of analysis for hypothesis three stated above, showed that there is significant difference in the perception of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers State. This hypothesis was tested using t-test at p-value 0.05 level of significance on the responses on items 11-15 on section “B” of the research questionnaire.

The result of the t-test analysis carried out (see table 10) showed significant difference in the perception of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers State. The assessed t-test analysis carried out on adequate facilities promoting quality tertiary education practices showed $t = 142.131$ with a significant value of .000 and a mean difference of 3.47888, on the alignment of tertiary institutions and education stakeholders partnership to ensure upgrade of infrastructures in the tertiary institution showed $t = 119.959$ with a significant value of .000 and a mean difference of 3.14750, on lack of alumni associations’ support affect facilities’ provision in tertiary institutions showed $t = 160.901$ with a significant value of .000 and a mean difference of 3.53281, on lack of education facilities as an indication of administrative failures in tertiary institutions showed $t = 123.831$ with a significant value of .000 and a mean difference of 3.25861, on facilities provision need to be a joint effort or partnership programmes in tertiary institutions showed $t = 194.926$ with a significant value of .000 and a mean difference of 3.59194. The data revealed that there is significant difference in the perception of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers State. Therefore, hypothesis three was rejected.

DISCUSSION OF FINDINGS

Curriculum Planning and Administration of Tertiary Institutions in Rivers State

Hypothesis one which states, “There is no significant difference in the perceptions of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State” was rejected because there is significant difference in the perception of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State. The results from the respondents revealed that curriculum planning, formulate and implementation of educational proposal responsibility of tertiary institution stakeholders, funding will help in the actualization of aims and objectives of tertiary institutions, Facility provision supports and facilitates the administrative function of tertiary institutions globally, admission process critically looks at the state of students’ enrollment into the vast rise in demand for tertiary institutions and staff employment ensures the best for the realization of the predetermined goals of tertiary institutions are the reasons for the significant difference. This is made known in the significant p-value level of .000. This means that there is significant difference in the perception of stakeholders in curriculum planning and administration of tertiary institutions in Rivers State.

This result is in line with Salami (2007); institutions aspiring to become world-class-universities can innovate in many ways by choosing a radically different approach to organize the curriculum and pedagogy. The Vice-Chancellor being driven by attainment of excellent university education should collaborate with members of the governing council to ensure that only high quality staff especially, academics is employed. The most important determinant of excellence in university education is the presence of a critical mass of outstanding teaching staff, researchers and students. In addition, Nigerian university Vice-Chancellors should improve the working conditions of staff especially, teaching staff/academics. This could help to attract highly experienced and competent academics such as professors, readers and senior lecturers that would

help as role models and mentors to the poorly trained, inexperienced and young academics presently dominating the system as lecturers. Through mentoring, experienced academics provide support to young and inexperienced academics to facilitate their adjustment into the teaching profession, nurture their talents and assist them to practice effectively. In this way, quality is improved upon in Nigerian universities.

The lecturers are the teaching or academic staff of Nigerian universities. The teacher's (lecturer's) role is pivotal in the improvement of quality of teaching and learning in universities. Lecturers are frontline producers of university education in Nigeria. The lecturer is a pace setter who sets plans aimed at ensuring students' effective learning by devising learning experiences which arouse students interest and inspire them to work diligently so as to become creative problem solvers. All over the world, the teacher is recognized as a major factor in implementing educational reform efforts aimed at improving the quality of education. Teachers are the most significant change agent in educational reform (Villegas-Reimers, 2003). Teachers are key players in the process of educational change and school improvement, who not only deliver the curriculum, but are engaged in defining and interpreting curriculum.

The teachers classroom practices can help to ignite the interest of students and inculcate in them, positive attitude towards their studies. The lecturer is a professional in a given discipline, an instructional expert who plans, guides, and evaluates students' learning. The lecturer's role in improving the quality of university education is that of a manager charged with the provision of stimulating and conducive learning environment for students' productive learning as well as ensuring effective classroom management during lectures. Lecturers must ensure that they provide good teaching and be supportive of students' problem. They should improve students' transferable skills to enhance their chances of employment. According to Ramsden (1991), good teaching involves giving clear explanation through interesting lessons and providing useful and timely feedback. As rightly observed by Dembele (2005), unless teachers provide effective instruction and create classroom environment conducive to learning, students will not achieve at high levels even when essential material inputs are available and curriculum is relevant.

Describing a holistic model for assuring quality in higher education, Srikanthan and Dalrymple (2003) upheld that learning is based on dynamic engagement between students and teachers especially about the nature, scope and styles of their learning and hence they recommended transformation by shifting attention from teaching to learning. According to Kettunen and Kantola (2007), the sense of responsibility and high level of engagement between students and teachers makes quality assurance effective. Lecturer commitment is one of the quality values in congruence among higher education stakeholders (Telford & Masson, 2005). The lecturer can also help in the improvement of university education through involvement in collaborative action research with employers of labour. Such research must have bearing with the needs of students and the society.

Curriculum planning is a complex process where faculty define intended learning outcomes, assessments, content and pedagogic requirement necessary for academic work. Curriculum planning refers to the creation of a curriculum which often centered around students activities. Curriculum is a formal academic plan for the learning experiences of students in pursuit of a degree. The term curriculum, broadly defined, includes goals for students learning, skills, knowledge and attitudes. Obih (2013) stated that curriculum deals with the formulation and implementation of educational proposal to be and for which that institution accepts responsibility at three (3) levels: its rational, its actual implementation and its effects. Agi and

Adiele (2015) stated that curriculum activities are usually made to ensure that the planned programmes of education are aimed at meeting the needs of the society.

Stakeholders should ensure that there is functional up-to-date and widely or globally accepted curriculum for Nigerian tertiary institutions. This will encourage our institutions to compete favourably with other institutions in the world. The curriculum should contain knowledges attitude and skills that meet the needs of our labour market. It should also deemphasize theoretical education and go for entrepreneurial and technical vocational education which provides the students with the skills and knowledge to be self-reliant after their attainment of tertiary education. Stakeholders should be involved in the development of sound curriculum which can be wide-based and diverse to cater for the need of the individuals. Concerned citizens of Nigeria are of the view that curriculum of Nigeria tertiary institutions today is inadequate and needs reforms and restructuring in order to meet the needs of our ever changing society. In summation, Obih (2013) is of the view that reformation of tertiary education curriculum should be a major task for Nigeria educational system and it requires collective effort by all educational institution. Stakeholders should ensure that it is done in order to produce world class students who are well-equipped and ready to champion the much needed national development.

Funding and the Administration of Tertiary Institutions in Rivers State

Hypothesis two which states, “There is no significant difference in the perception of stakeholders funding in the administration of tertiary institutions in Rivers State” was rejected because there is significant difference in the perception of stakeholders funding in the administration of tertiary institutions in Rivers State. The results from the respondents revealed that stakeholders alignment with government in the funding of education system guarantees effective administration of tertiary institutions, lack of transparency in handling funds affects accreditation of courses in tertiary institutions championing for public-private partnership in funding as a panacea for tertiary institutions, following laid down rules (of no fees, no exams) in students payment of school fees, students are the major source of funding tertiary institutions are the reasons for the significant difference. This is made known in the significant p-value level of .000. This means that there is significant difference in the perception of stakeholders funding in the administration of tertiary institutions in Rivers State.

This result is in line with Babalola (2014) while delivering a lecture at the 2014 conference of the committee of pro-chancellors of Nigeria universities was of the opinion that universities, invariably tertiary institutions, should be empowered to raise the much needed funds from sources other than government as practiced in other countries, whereby enabling public higher institutions to cope with the multifarious problems affecting public universities and colleges in Nigeria. He went further to say that having adequate human and capital resources, the country can boast of the strongest, most collegial institutions in the world.

Oyeneye (2006) stated that adequate funding has been a major challenge facing planning of any administration in Nigeria higher institution of learning as the sector has limited funds to work orphan with, adequate funding will help in the actualization of aims and objectives of tertiary institutions; thus stakeholders should be extremely involved in financing for tertiary institutions, therefore, making every aspect of the well-being of tertiary institution the responsibility of stakeholders.

Nigeria has been criticized for under funding of higher education in 2012. Federal government according to Uche (2013) voted less than 9% of the total national expenditure for

education which according to her is less than the United Nations Education Scientific and cultural Organization (UNESCO) stipulated target of 26%. Many public tertiary institutions have gone on strike severally as a result of inadequate funding. Most courses in Rivers state institutions of higher learning, such as law, medicine, educational technology, computer-based technology etc. are having problems of accreditation arising from poor funding. The result of this inadequate funding is brain-drain, poor quality of teaching and research, collapsed structures, production of half-baked graduates who are not employable stakeholders, such as private firms, industries, non-governmental organization (NGOs) alumni associations should as a matter of need support tertiary institutions with funds to improve better in planning and administration. These funds will help to provide adequate and standard infrastructures, also enhance in paying the staff entitlements.

Moreso, tertiary institutions need additional creative and adequate financing strategies, thus the principal inaugural source of financing tertiary institution remains students tuition fees which the government of Rivers state agrees, which is little or no amount to fund the institutions. This has slow down the development and und-funding of Rivers State tertiary institutions, currently many courses are losing their accreditation as a result of inadequate funding from the government who are the owners of the institutions. Stakeholders should be appealed to come in and rescue the institution. Institutions of higher learning should introduce other money making investment that can generate funds for their institutions, because it had become clearing that government along cannot fund higher institutions of learning; collaboration with external stakeholders in funding tertiary institutions will improve the planning process and strengthen their administration for more effectiveness and efficiency. Ogu (2008) in his work titled challenges facing Nigeria Universities, states that, the traditional sources of funding-federal support has simply not kept pace with growing demands. Which is as a result of increasing cost of higher education, driven as they are the number of students seeking admission into higher institutions. He went further to say that financial restrictions also create problems that obstruct academic work causing friction between institutions and the government, thus threatening the stability of institutions. Tertiary institution administrators should plan to consult the stakeholders appeal to them for funds instead of depending on their internally generated fund and that from the government purse. There should be a system of share governance in tertiary institutions, thus consultative meetings, decision making and implementation of policies and programmes should involve major external stakeholders.

In support of stakeholders' involvement in the financing of tertiary institution, the Federal Republic of Nigeria (2014), in its national policy on education stated that to supplement government funding; thus, universities and other tertiary institution are encouraged to explore other sources of funding such as endowments, consultancy services and other commercial ventures. Stakeholders are advised to invest in tertiary institutions for mutual benefits. Sufficient funding are based on things that most not be toyed with if tertiary institutions intend to develop efficient manpower that can stand the test of time. Moreso, there must be a close relationship between tertiary institution and the industries, firm, and private sectors. There should also be collaborations on projects between institutions and the private sectors.

Provision of Facilities and the Administration of Tertiary Institutions in Rivers State

Hypothesis three which states, "There is no significant difference in the perception of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers

State” was rejected because there is significant difference in the perception of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers State. The results from the respondents revealed that adequate facilities promotes quality tertiary education practices are the reasons for the significant difference, the alignment of tertiary institutions and education stakeholders partnership ensures upgrade of infrastructures in the tertiary institution, lack of alumni associations’ support affect facilities’ provision in tertiary institutions, lack of education facilities an indication of administrative failures in tertiary institutions, facilities provision need to be a joint effort or partnership programmes in tertiary institutions are the reasons for the significant difference. This is made known in the significant p-value level of .000. This means that there is significant difference in the perception of stakeholders in the provision of facilities and the administration of tertiary institutions in Rivers State.

This result is in line with David (2002) who indicated that private sector participation in education in school building construction and provision of health facilities in schools in Florida. Duncan et al. (2004) found that the private sector contributed immensely for schools. Adequate provision must be made for students in terms of buying their food stuff, early payment of tuition fees, provision of accommodation and provision of books. Parents could also play the roles of provision of counseling to ensure that their children stay in school, attend lectures, refrain from joining secret cults, develop good study habits and learn effectively. Parents should also play the role of provision of spiritual support for their children while at school through praying for them. The primary objective of parents is the assurance of their children quality education which will enable them to lead productive and rewarding adult life in a global society (Cotton & Wikelund, 2001).

Provisions are often made for flexibility so that essential changes within an organization can be accommodated from time to time. For this reasons long-term plans are further broken into medium-range plans and short-range plans. Therefore, long-range planning could be considered as the process of systematically projecting the activities of the organization for at least ten years in order to achieve intended goals (Ovwigho, 1991).

Facilities are vital organ in the development of any institution or organization. Facilities such as security and safety, consultancy services and technical support are considerably important as an element in today’s tertiary institution of learning to achieve a qualitative education in Nigeria base on the global best practices. These facilities supports and facilitates the administrative function of every tertiary institutions to achieve their international goals and objectives for tertiary institution to produce graduate who will be able to compete favourably in the international job market, there is need to pay attention to the existing and more facilities in tertiary institutions. The fact that tertiary institutions are considered to be the key to both individual and societal aspirations, it is important to look downward in providing facilities for technological development, productivity and economic growth of the tertiary institution’s administration.

Facilities which are materials designed to serve specific purposes, are highly needed the achievement of educational administration. In educational system, there are multiplicity of facilities, which facilitate teaching and learning to the comfort of both the teacher and the learner. They are used to; illustrate concepts provide diversity of thoughts, the development of scientific attitudes and skills, provide opportunity for firsthand experience, experiment and demonstrate, protect the individual, provide comfort and; for scientific investigation and discovery (Ololube, 2017, 2019).

Availability of standard facilities in Rivers State tertiary institutions has become a big problem in Rivers State educational system and stakeholders are called upon that the institution may succeed in rapid development of our tertiary institutions. Stakeholders must make sure that the facilities are not just provided but are adequately maintained in order to achieve the established goals and objectives of tertiary institutions. It is crystally clear that educational facilities are lacking in most tertiary institutions in Nigeria, especially Rivers State; government and pertinent stakeholders should have the will to provide adequate funds for provision of educational facilities. Students and lecturers also need comfort in discharge of their social obligations and duties. Adequate infrastructural facilities provide a conducive atmosphere for teaching and learning.

CONCLUSION

Planners, administrations and principal officers are important stakeholders for the effectiveness of the planning and administration of the university system. They are saddled with the responsibility of arranging how to run the affairs of tertiary institutions in Nigeria especially in Rivers state. They complement the academics in their functions. Principal officers in tertiary institutions, they include, the chancellors, pro-chancellors; deputy Vice chancellors, registrar, bursar, university librarians, directors of institutions, deans of faculties heads of departments, deans of students affairs and other administrators. The planning and administration of tertiary institutions will be made easier and less tiring where stakeholders co-exist with respect and understanding. Tertiary institution needs mutual support and effective running of programmes that have direct bearing on the socio-educational development of tertiary institutions. Other stakeholders of the university includes the National University Commission (NUC) which is the regulator of university education in Nigeria; it regulates all the activities of all private and public universities in Nigeria. The NUC ensures that only accredited programmes are run by Nigeria universities, it is also charged with ensuring quality, and quality assurance in Nigerian universities as a role it plays with other stakeholders in the educational system. NUC ensures accountability and checks the overall effectiveness and efficiency of programmes offered in universities and also conducts a need assessment exercise. Non-governmental organizations, local communities, private sectors and, parents are also concerned stakeholders in the planning and administration of tertiary institutions. They can assist in gathering financial and facility support for tertiary institutions in order to improve quality. Local communities contributes to educational reform, school decision-making information access and, in rebuilding schools. Private sectors such as religious organizations, manufacturers associations, alumni associations, industries and trade unions also contributes immensely to the development of tertiary institutions in Rivers state. Their role reduces over-dependence on government for findings, because government alone cannot fund tertiary institutions.

Parents are absolutely necessary in the planning and administration of tertiary institutions in Rivers state. They ensure that their children are provided with adequate materials needed for their academic activities. As so, involving parents freely in the decision-making process in a manner that will recognize them as important stakeholders in the affairs of the institutions, and by extension the entire educational sectors. Generally, stakeholders are from within and outside the institutions, either ways, they are usually interested in running and development of the tertiary institutions. Nevertheless, stakeholders interference can have negative or positive influence on tertiary institutions base on their actions or activities. Therefore administration

officers critically prioritize and focus their planning on only the most important stakeholders, those with power, proximity and urgency.

Therefore, stakeholders should interfere in the issue of appointment of competent and well qualified academics through competitive interviews, assist in ensuring quality assurance through programme regulations, consider national norms to specify minimum standard and help in the protection of students from exploitation, unethical money extortions from the authorities. Stakeholders interference in planning and administration will ensure that our graduates are no longer half-bake graduates that poses a threat to national development. They also ensure that graduates acquire skills, knowledge needed to play important role in this 21st century, because the country needs the production of quality manpower for the nation's economic growth and development.

Recommendations

Based on the findings of this study, the following recommendations were made:

- Stakeholders should partner to create curriculum planning, formulation and implementation as a collective responsibility of planning and administration of tertiary institutions in Rivers State.
- Through effective collaboration and critical collective efforts, stakeholder's and institutional leaders should positively engage in the funding and planning of the administration of tertiary institutions in Rivers State.
- Stakeholders' should have a positive interference in the adequate provision of facilities through alignment and the administration of tertiary institutions in Rivers State.

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