



Academic Planning Committees' Operations and Managerial Effectiveness of Vice-Chancellor in Selected Faculties in Niger Delta University, Bayelsa State

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ABSTRACT

The study investigated the Academic Planning Committees' Operations and Managerial Effectiveness of Vice-Chancellors in Selected Faculties in Niger Delta University, Bayelsa State. The study adopted an analytic descriptive research design. A research question and two hypotheses were postulated. The population of the study consisted of four hundred and five (405) staff (212 senior academic and 193 administrative). The sample size consisted of one hundred and one (101) staff (53 senior academic and 48 administrative); balloting 25% of the population size. The stratified random sampling technique was adopted. A self-structured questionnaire titled "Academic Planning Committees' Operations and Vice-Chancellors' Managerial Effectiveness Questionnaire (APCOVMEQ)" with 10 questionnaire items on a validated four-point rating scales response. The Cronbach Alpha value 0.87 was also obtained. Data obtained was analyzed using the mean (\bar{X}) analysis of variance and Z-test. Specifically, the mean (\bar{X}) was used to answer the research question while analysis of variance was used to test hypothesis 1 and Z-test was used to test hypothesis 2, all at 0.05 level of significance. The result showed that the roles of academic and administrative staff on academic planning committee enhanced managerial effectiveness of vice chancellor to a high extent in selected Faculties in Niger Delta University, Bayelsa State. While the following recommendations were made that: the various categories and ranks of lecturers should be adequately represented in the academic planning committee in the university since during implementation of the committee reports; all concerned people are involved; resources (financial and materials) that would enhance performance of academic planning committee should be provided and not allowed to remain part of limitations against effective function of committee and members of proven integrity, leadership orientation/training on the best leadership style, communication processes and the role of motivation in the effectiveness of academic planning committee should be given optimal consideration as recommended with full implementation.

Keywords: Academic Planning Committees' Operations, Managerial Effectiveness, The Vice-Chancellors' Administrations.

INTRODUCTION

The committee system in university management adopts diverse structures in decision making, the structure enables management to outline the roles played by members, it depicts leadership and followership, chairman and secretary of the body. As a result, the decision making structure using the committee system assumes the top-down approach, i.e., the senate-faculty-department-students (Koko, 2011). For example, the senate makes the decision/policy, faculty relates the decision to its members during board meetings, department takes the information back to its own board for implementation and

for the information of staff/students, if necessary, ideally, decision making structure in university should actually adopt the two-way process; that is, top-down and down-top approach.

The two-way approach is absolutely necessary because students are equally important members of the university community and should be listened to from time to time. When students' inputs in university governance are given its pride of place, management of human elements within the system becomes more cordial (Koko, 2015). Since every academic decision process adopts the top-down approach, it follows that university decision-making will be prone to rigidity and wastage of man-hour. Experience showed that Niger Delta University, Bayelsa State often plays down on students' inputs except through the unions. Hardly does management draft in the ideas made by students in actual governance decisions, such decisions are considered only when trouble shoots (Koko, 2015). What makes for effective academic planning decision-making is the speed with which matters are studied based on all alternative information, decisions made and successful implementation of decisions without any negative consequences or controversies; this committee is a working group organized in a cluster to coordinate the academic planning activities in the university system (Amadi, 2017).

In the management of university education in Niger Delta University, Bayelsa State; academic planning committee plays an important role in the decision making process. University system democratically established this committee to reflect the opinion of the cross sections of the staff on school planning, if such decisions are to be accepted, as a result many decisions made may arrive at a meaningful end that can facilitate the proper management and growth of the university education. Therefore, the committee is a devise for achieving coordination of activities and sharing information among various departments, institutes, faculties, and colleges of the university. Committees' decision helps to promote better coordination in the university and so the primary motive of instituting the committee has grown at the concern for democratizing decision making in the institution on academic planning. It also recognizes the need of the broadly based decision as university become more complex hence, the establishment of many committees in the institutions (Amadi, 2004).

In addition, from the qualitative data, which were obtained on the committee systems, it was apparent that eight main elements are of utmost significance. These elements posited by Amadi (2017) are:

1. The membership or composition of the committee
2. The leadership, chairmanship or convenership
3. The frequency or regularity of committee meetings
4. The time taken for a particular decision to be reached (one month, one year, four years) etc.
5. The record or minutes of proceedings (accuracy of documentation)
6. The adequacy or inadequacy or availability of administrative support (e.g. competent secretary, information bank or precedents regulations, etc)
7. Consistency or inconsistency of application of rules and regulations or other basis of reaching decisions
8. The timeliness or frequency of follow-up actions and implementation of decisions (decisions extract, communications of decisions, etc).

One thing that runs through all the listed elements are the enhancement or measurement of academic capacity, this is crucial to this committee as each university law and statutes established a number of authorities and offices, but the overall management and administration of responsibilities rest in decision of three statutory organs: the governing council, the senate and the vice chancellor, each with a defined sphere of responsibilities. Most of the other organs and officers of the university are subordinate to them; this does not apply to the offices of the visitor and the chancellor whose powers is limited to certain special circumstances and is not involve in the immediate normal functioning or operations of the university.

Academic Planning Committees' Operations

The Unit of Academic Planning and control was established in Nigeria Universities in the early 1980s in response to the need to co-ordinate and streamline the academic policies and activities arising from the sudden and sometimes uncoordinated growth and development, proliferation of programmes and or units in the Nigeria University System and Niger Delta University, Bayelsa State not an exception (Nwafor,

2014). There also arose the need to address the problem of data collection and management to guide the orderly academic development of the University, This orderly development involves Universitys' compliance with NUCs' Minimum Academic Standards (MAS) and norms and each University senate's stipulated academic requirements.

With the establishment of the office of Academic Planning and Control in the University charged with the performance of certain clearly defined duties, Uche (2011) established that it became possible for a uniform academic direction and purpose to be put in place and serve as a beacon for academic development in the various Universities.

Every university gives at least tacit approval of the traditional definition of quality and effective education. Odetunde (2004) emphasized that the process of higher education is comprised of three components; student inputs, student outputs and the university environment; and the customary measures of institutional quality include the number of volumes in the library, student/staff ratio, adequacy of physical facilities, the percentage of Ph.Ds in the academic departments, the examination score necessary for admission, the budget expenditure per Full-Time Student Equivalent (FTE), and the percentage of graduates enrolling in graduate programmes.

To improve the quality of teaching and learning, maintain acceptable academic standards, Aliu cited in Nwafor (2014) viewed the following:

- (a) To present to senate and the postgraduate school board for approval, departmental recommendations approved by the faculty board concerning external and internal examiners, the progress of student within the faculty.
- (b) To consider and recommend new academic programmes, departments and other units proposed to be created by departments at new knowledge may dictate and submit plans to expand faculties in existing departments to appropriate university committees.
- (c) To initiate periodic curricula by the faculty board, this makes a recommendation for consideration of the academic planning committee for critical scrutiny and onward transmission to senate for further consideration.
- (d) Ensures the maintenance of high standards in all the departmental programmes of study, through periodic curriculum review, improvement in teaching quality with extensive participation in tutorials and practical activities, by students, revision of research and outreach programmes of department.
 - a) Proposes and ensures that growth in student enrolment is matched by commensurate increase in physical and teaching facilities at, or about the same time.
 - b) Co-operates with all statutory quality control bodies (NUC, JAMB, Professional regulatory councils, external examiners, rationalization and accreditation bodies, visitation and administrative/academic audit panel, education review commission) by supplying relevant information and implementing recommendations emanating from such bodies.
 - c) Initiates academic and research linkages, affiliations and technical co-operation between departments in the university, and other national and foreign universities, research institutes, governments, non-governmental agencies, industries, private entrepreneurs, as well as short-term visits by senior and experienced teaching staff from older universities at home and abroad.
 - d) Sends out invitations, question papers (on final assessment examinations in the core undergraduate courses offered by the department), copies of postgraduate thesis, dissertations, projects or similar presentations to examiners, and to receive written assessments on all such from the external examiner for presentation to the faculty board, the postgraduate school board and the senate.
 - e) Causes the establishment of special instructional resource units in the department such as museums, botanical, sculptor and other gardens, herbarium, zoos, crop and livestock farms, audio-visual aid centres, language, laboratories, computer rooms, projects rooms, small manufacturing and plants for teaching, research and extension service.

Duties of the Director of Academic; Planning and Control United

The Unit serves as a quality control unit of the University guiding each unit on operating the academic brief of the University. In the view of Amadi (2004), it is the duty of the Director of Academic Planning and Control to seek, whenever necessary clarifications from the NUC, on academic matters at the implementation level and feed such clarifications to the vice-Chancellor and to appropriate sections of the University that sought such clarifications, in the first place.

To be able to perform this duty well, the Director must himself; be familiar with and keep abreast of these academic policy matters as well as ensure that the end-users are familiar with and comply with them. These duties demand that he plays an advisory role to the appropriate bodies whenever required such as during meetings of Senate, Academic Planning Committee. University Administration Management, University Board of Research and so on. Also, he has to coordinate/liaise with these bodies and communicate, as may be needed, any new information on academic policy matters and experiences gained from implementing them to NUC, Senate, University administration and so on (Nwafor, 2012). The Director must study and analyse how the University and the units within it are complying with NUC's parameters for funds allocation/performing on relevant items of the University performance Audit including accreditation. Based on such studies/analyses, the University and units with it, as the case may be, can then be advised on the needed line of action to remedy any problems or potential problems. (One of the most important duties of the Director of Academic Planning and Control Unit is) that of obtaining up-to-date, relevant and accurate data for processing and or for generating on the University matters. Nkwoh (2011) said such data include staff and student records, financial records, research, output, etc. Administratively, it is the duty of the Director to ensure that various Universities should be actively involved in the Management Committee of the computer-based Management Information System of the University. Because, the Director of Academic Planning and Control Unit works very closely with all segments of the Vice Chancellor's office as well as other principal offices, he needs to cultivate and nurture a good working and person; relationship with these offices as well as others.

Functions of the Academic Planning and Control Unit

The major functions of the Unit based on current practices in Niger Delta University, Bayelsa State, and fall into major sections. Each section is expected to head and to perform certain functions by virtue of its nomenclatures. All the sectional heads and those under them are functionally answerable to the director. The functions assigned to each section notwithstanding, the director can assign any section such other functions as may fall under the unit. The sections and their functions according to Nwafor (2014) and Okunumiri (2010) are "indicated below".

Academic Resource Planning Section

- a) Collection, analysis and interpretation of data from relevant University bodies
- b) Provision of data-based information on various aspects of University operations for use by the University as it deems fit. Some of those aspects include information on University academic/material resources, University facilities, etc.
- c) Period up-dating and analysis of data from relevant University bodies for the internal evaluation of the performance status of the University on all the NUC
- d) Approved funding parameters and other guidelines.
- e) Annual up-dating, projection, analysis and interpretation of data for the planning and preparation of the University budget and the subsequent resource allocation within the ambit of the approved budget, The Bursar is responsible for 'financial planning and implementation of the financial matters of the University. He works closely with the Director in the production and presentation of the University budget.
- f) Any other University function assigned to it and which has to do with careful collection, analysis and interpretation of data for purposes of meeting certain criteria etc. or for providing other University bodies (MIS, PIU, ETC) information they need.

Academic Programme and Feedback Planning Section

- a) Collecting relevant data on changing trends on university activities-enrolments, staff training and turnover, etc, and passing such data on for institutional-based research. Research findings should be ploughed back to university activities for improvement purposes.
- b) Ensuring that the University complies with and maintains standard, through passing necessary information to departments and the University at large on NUC's minimum academic standards.
- c) Storage and retrieval of relevant institutional data for approved researchers, especially on academic staff workload, areas of specialization University's research output, public service performance output, using feedback data for generating information that can be used for evaluating the internal operations of the University against approved criteria.
- d) Participating in University Curricula revision and or review activities as well as ensuring that the University complies with procedures and guidelines on the establishment of new programmes.
- e) Helping the University in producing and or revising long-term, medium-term and short-term academic briefs and or plans and modeling of such plans against reality and University goals.

The Concept of Managerial Effectiveness

The committee/vice-chancellor as the administrator guides control and provides leadership to support post and under-postgraduate's performance. To be managerially effective, the Niger Delta University's committee/vice-chancellor needs to be changed/innovative-driven agents.

The criterion for committee/vice-chancellor effectiveness is made up of the expectations held for the behaviour of members in the university system (Okorie, 2012). Therefore, the committee/vice-chancellor effectiveness is the congruence measures of the concordance between the role behaviour and the role expectation of the committeeship/vice-chancellorship. Universities committees/vice-chancellor managerial effectiveness depends on academic fitness that gives rise to a purposeful interaction; this can be achievable through the committees/vice-chancellors' managerial skills such as human, conceptual and technical skills that aid the university administration.

The Vice Chancellors' Administration

The university is a more democratic organization than a commercial venture, and although the buck indeed stops with the vice-chancellor, the institution is run by a committee system and under the general supervision and inspection of a governing council. A vice-chancellor who tries to model himself on the managing director of a company, or even worse, on the head of a military unit, is likely to run into trouble, on the one hand, with colleagues who expect the institution to be run democratically, though no less firmly and, on the other hand, possibly with the governing council (Nwafor, 2014).

This reveals the dilemma of a vice-chancellors' position and his success depends on how effectively he operates the committee systems to give effect to the mission of the university and to prevent arbitrary actions. An exposition by Anele (2012) observed obviously that personal traits have much to do with this, but so also does a good understanding and correct perception by the vice-chancellor of his proper duties, functions and responsibilities. He must give firm leadership, but must carry the university community along with, and through the various committees.

Statement of the Problem

The visitors' influence (through the council) or imposition of vice chancellors against the university's policy, delay implementation of decision making on academic planning which sometimes become unhealthy in Niger Delta University, Bayelsa State; for example, delay on academic matters such as computation of results at the departmental level to the faculty to school and college based on the organogram of the university and often times delay at the Senate to approve results on time, not approving results at the appropriate time to avoid unnecessary overstay on students that will attract more tuition fees and delay of destiny. Jaja (2014) reaffirmed that this is as a result of some factors; the vice chancellor chairs too many committees to allow for maximum efficiency and the optimization of his abilities and considerable delays and postponement/cancellation of meetings occur to the detriment of quick academic decision making and speedily implementation, university internal industrial action, Academic Staff Union of University (ASUU) strike or any other member in the Joint Action Committees (JAC) that had being a

norm in every administration in Nigerian government due to failure of the federal government of Nigeria to do what is needful in the education sector (honour their agreement with) that will promote the university system; also, students' demonstration on internal issues that can lead to academic delay.

Purpose of the Study

Based on the problems identified, the study's purpose investigates the academic planning committee operations and managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State. Specifically, the objective is to:

1. Ascertain the extent roles of academic planning committee enhance the managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State.

Research Question

Based on the objectives of the study, the following research questions guided the study:

1. To what extent do the roles of academic planning committee enhance managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State?

Hypotheses

The following hypotheses were tested at 0.05 alpha levels guided the study:

1. There is no significant difference in the mean responses of senior staff from six faculties in the university regarding the extent roles of academic planning committee enhance the managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State.
2. There is no significant difference between the mean responses of senior academic and administrative staff regarding the extent roles of academic planning committee enhances the managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State.

METHODOLOGY

The study adopted an analytic descriptive research design. The population of the study consisted of four hundred and five (405) staff (212 senior academic and 193 administrative)

Source: Academic Planning Office and Registrar's Office Niger Delta University Bayelsa State, 2018. The sample size consisted of one hundred and one (101) staff (53 senior academic and 48 administrative); balloting 25% of the population size. The stratified random sampling technique was adopted. A self-structured questionnaire titled "Academic Planning Committees' Operations and Vice-Chancellors' Managerial Effectiveness Questionnaire (APCOVMEQ)" with 10 questionnaire items on a validated four-point rating scales response options such as: Very Great Extent (VGE) = 4 points, Great Extent (GE) = 3 points, Moderate Extent (MoE) = 2 points and Minimal Extent (MiE) = 1 point was adopted. The Cronbach Alpha value 0.87 was also obtained.

Data obtained was analyzed using the mean (\bar{X}) analysis of variance and Z-test. Specifically, the mean (\bar{X}) was used to answer the research question while analysis of variance was used to test hypotheses 1 and Z-test was used to test hypotheses 2, all at 0.05 level of significance.

Research Question 1: To what extent do the roles of academic planning committee enhance managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State?

Table 1: Mean on Role of Academic Planning Committee in Managerial Effectiveness

S/N	Statements	Academic (N=53)			Admin. (N=48)		
		M	S.D.	RMK	M	S.D.	RMK
1	The opportunity for training and retraining of self and staff rest in the office of this committee that promote vice chancellors' managerial effectiveness	3.46	0.50	GE	3.47	0.50	GE
2	The vice chancellor is the chairman of this committee and his role enhances academic activities in the school	3.51	0.50	GE	3.42	0.49	GE
3	It not the responsibilities of the committee headed by the vice chancellor to minimize or put an end to plagiarism practices that negate university discipline among lecturers	1.48	0.51	MoE	1.58	0.50	MoE
4	The students' disciplines that promote teaching-learning, research and community services are part of duties of this committee for vice chancellors' effectiveness	3.46	0.50	GE	3.59	0.49	GE
5	The academic planning committee creates awareness on lecturers' requirements of minimum academic standard (MAS) in the university system.	3.49	0.50	GE	3.53	0.50	GE
6	The committees' tasks amongst others is departmental, faculty and college credibility on the demands of accreditation in the university	3.50	0.50	GE	3.47	0.50	GE
7	Enrollment norms, values, dos and don'ts are functions of the academic planning committee headed by the vice chancellor	3.45	0.50	GE	3.56	0.50	GE
8	The academic planning committee is ineffective towards vice chancellors' effectiveness in some university	1.84	0.78	MoE	2.09	0.92	MoE
9	The vice chancellor on the committees delay the fast pace of academic activities due to multi-roles in the university.	1.64	0.48	MoE	1.46	0.50	MoE
10	This committee under the vice chancellors' effectiveness is measures by providing accurate data for research study and other vital document for the university	3.52	0.50	GE	3.40	0.49	GE
	Grand Mean	2.93		GE	2.96		GE

Field data, 2019 (GE=Great Extent; MoE=Moderate Extent; RMK=Remark)

Table 1 shows the result on the extent academic and administrative staff perceived the roles of academic planning committee enhance managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State. As shown in the table, grand mean responses of 2.93 and 2.96 for academic staff and administrative staff respectively, indicate that both academic and administrative staff in the university perceived that the roles of academic planning committee enhance managerial effectiveness of the vice chancellor to a great extent.

Hypothesis 1: There is no significant difference in the mean responses of senior staff from six faculties in the university regarding the extent roles of academic planning committee enhance the managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State.

Table 2: ANOVA for Role of Academic Planning Committee in Managerial Effectiveness

Source of Variation	SS	DF	MS	Fcal	P-value	Fcrit	Decision
Between Faculties	4.244	5	0.849	56.551	0.000	2.229	Rejected
Within Faculties	10.687	95	0.115				
Total	14.931	100					

Field data, 2019

The result of hypothesis 1 is presented in Table 2. As shown in the table, calculated value of F (Fcal) is 56.551 while the critical value of F (Fcrit) at degrees of freedom (5, 95) and 0.05 level of significance is 2.229. Because calculated value of F is greater than the critical value of F, the hypothesis was rejected. This indicates that there was a significant difference in the mean responses of senior staff from six faculties in the university regarding the extent roles of academic planning committee enhances the managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State. This is evident by the mean values for each of the faculties Niger Delta University, Bayelsa State.

Table 3: Descriptive Statistics for Hypothesis 1

Faculties	Count	M	S.D.
Social Sciences	165	2.91	0.11
Sciences	150	2.86	0.12
Management Sciences	122	2.93	0.11
Education	91	2.98	0.12
Engineering	89	2.93	0.15
Law	101	3.11	0.13

As shown in Table 2, mean responses are 2.91, 2.86, 2.93, 2.98, 2.93 and 3.11 for Faculty of Social Sciences, Sciences, Management Sciences, Education, Engineering and Law respectively. Since the hypothesis was rejected, it was necessary to further find out where the difference occurred to have resulted in this significance difference so obtained from the analysis of variance. To do this, Turkey's post hoc test was employed. The SPSS output from this test showed that there was a significance difference between the mean responses of senior staff from the Faculty of Management Sciences and Faculty of Sciences. Significant difference also occurred between the mean response of senior staff from Faculty of Social Sciences and Faculty of Management Sciences; Faculty of Social Sciences and Faculty of Education; Faculty of Social Sciences and Faculty of Engineering; Faculty of Social Sciences and Faculty of Law regarding the extent roles of academic planning committee enhance the managerial effectiveness of vice chancellors in selected faculties in Niger Delta University, Bayelsa State. This is evident by p-value of 0.000(<0.05) for above pairs of faculties.

Table 4: Turkey’s Post Hoc Test for Hypothesis 2

Faculties	P-Value	Significant Level	Decision
Faculty of Management Sciences and Faculty of Sciences	0.000	0.05	Rejected
Faculty of Social Sciences and Faculty of Management Sciences	0.000	0.05	Rejected
Faculty of Social Sciences and Faculty of Education	0.000	0.05	Rejected
Faculty of Social Sciences and Faculty of Engineering	0.923	0.05	Accepted
Faculty of Social Sciences and Faculty of Law	0.000	0.05	Rejected

Hypothesis 2: There is no significant difference between the mean responses of senior academic and administrative staff regarding the extent roles of academic planning committee enhances the managerial effectiveness of vice chancellor in selected Faculties in Niger Delta University, Bayelsa State.

Table 5: Z-Test for Roles of Academic Planning Committee in Managerial Effectiveness

Staff	N	M	S.D.	DF	Z-cal	Z-crit	Decision
Academic	53	2.93	0.14	99	-2.07	1.96	Rejected
Admin.	48	2.96	0.15				

Field data, 2019

The result of hypothesis 2 is presented in Table 4. As shown in the table, the academic staff have mean and standard deviation scores of 2.93 and 0.14 respectively while administrative staff have mean and standard deviation scores of 2.96 and 0.15 respectively with a degree of freedom of 99 at an alpha level of 0.05. Since the calculated Z-value of -2.07 is greater than the critical Z-value of 1.96 with 99 degrees of freedom at 0.05 level of significance, the hypothesis is rejected. Therefore, there is no significant difference between the mean responses of senior academic and administrative staff regarding the extent roles of academic planning committee enhances the managerial effectiveness of vice chancellor in selected Faculties in Niger Delta University, Bayelsa State.

DISCUSSION OF FINDINGS

The result in research question 1 also showed that the roles of academic and administrative staff on academic planning committee enhanced managerial effectiveness of vice chancellor to a high extent in selected Faculties in Niger Delta University, Bayelsa State. The result shown that the opportunity for training and retraining of self and staff rest in the office of this committee; vice chancellors’ role enhances academic activities in the school; promoting teaching-learning, research and community services are part of the duties of this committee; creating awareness on lecturers’ requirements of minimum academic standard (MAS) in the university system; departmental, faculty and college credibility on the demands of accreditation in the university; functioning enrollment norms, values, dos and don’ts and providing accurate data for research study and other vital document for the university. On the other hand, vice chancellors’ ineffectiveness to minimize or put an end to plagiarism practices that negates university discipline among lecturers; ineffective academic planning committee in the university and the committees’ delay the fast pace of academic activities due to multi-roles in the university affect managerial effectiveness of vice chancellor in Niger Delta University, Bayelsa State (see in Table 1).

Also, result from hypothesis 1 showed that there is a significant difference in the mean responses of senior staff regarding the extent roles of academic planning committee enhances the managerial effectiveness of vice chancellor in selected Faculties in Niger Delta University, Bayelsa State. Turkey’s post hoc test showed that there was a significance difference between the mean responses of senior staff from the Faculty of Management Sciences and Faculty of Sciences. Significant difference also occurred

between the mean response of senior staff from Faculty of Social Sciences and Faculty of Management Sciences; Faculty of Social Sciences and Faculty of Education; Faculty of Social Sciences and Faculty of Engineering; Faculty of Social Sciences and Faculty of Law regarding the extent roles of academic planning committee enhance the managerial effectiveness of vice chancellors in selected faculties in Niger Delta University, Bayelsa State (see in Table 4).

Besides, hypothesis 2 reveals that there is no significant difference between the mean responses of senior academic and administrative staff regarding the extent roles of academic planning committee enhances the managerial effectiveness of vice chancellor in selected faculties in Niger Delta University, Bayelsa State.

In support of the above, the academic planning committee is an integral part of the office of the vice-chancellor, the director of this unit is directly responsible to the vice-chancellor for the day-to-day academic administration of the committee; Babajide (2009) established that the senate is, however, advised in academic matters by boards of colleges and faculties while Jaja (2014) also stipulated that the council is vested with the power to call for reports from the senate on any matter relating to instructions and teaching in the university; although this function is better performed by senate since senate is in charge of academic matters that head the academic planning committee. Jaja (2014) further stressed that the committee is germane to the Niger Delta University due to the systematic or scientific plan of academic activities in the system with the following responsibilities: collection and storage of publications of statistical nature from other Universities; documenting and storing information on the academic programmes of the University; preparation of research materials/papers on the basis of data supplied to it from the Feedback planning section and publication of University records, statistics, and research reports as may be directed/approved by the Vice-Chancellor.

CONCLUSION

Niger Delta University is governed by differentiated structures of management as to do anything which is authorized or required by the University Act or statute. Academic planning committee is virtually indispensable in the administration of the university. Therefore, based on the findings, it is evident that this committee has contributed immensely in the university operations and also increased participation of staff. However, the success of this committee depends on the incentives for effectiveness with regards academic responsibilities in the university.

RECOMMENDATIONS

The following recommendations were made based on the findings and conclusions of the study.

- 1) The various categories and ranks of lecturers should be adequately represented in the academic planning committee in the university since during implementation of the committee reports; all concerned people are involved.
- 2) Resources (financial and materials) that would enhance performance of academic planning committee should be provided and not allowed to remain part of limitations against effective function of the committee.
- 3) Members of proven integrity, leadership orientation/training on the best leadership style, communication processes and the role of motivation in the effectiveness of academic planning committee should be given optimal consideration as recommended with full implementation.

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