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EMPERICAL STUDIES REVIEW OF STAFF PERCEPTION ON RESOURCES MANAGEMENT BY VICE CHANCELLORS IN UNIVERSITIES

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Abstract

The article is an Empirical Studies Review of Staff Perception on Resources Management by Vice Chancellors in Universities. The aspects reviewed are the age, educational qualification, marital status, teaching status, years of working experience, institution, gender and joint influences of on staff mean rating of resources management by Vice-Chancellors of public Universities provides baseline data/information for future/further scientific research and Government for the management of the educational system. Staff age significantly influences perceptions of Vice-Chancellors' (VCs) resource management in public universities. Staff educational qualifications impact their evaluation, suggesting that staff perception is not uniform across different academic levels. Male and female staff often perceive management efficiency differently, frequently influenced by cultural norms and the gender of the VC. Institution perceptions of Vice-Chancellors (VCs) in managing resources are generally mixed, with findings often indicating moderate to high effectiveness in financial oversight and academic management, but with significant discrepancies based on staff experience, educational background, and age of the VC. Joint influence alters expectations, baseline satisfaction, and direct interactions with university administration. Vice Chancellor's perceived effectiveness is heavily filtered through the personal context of the employee (age, teaching status, experience level, marital status, educational qualification and joint influence), not just objective, and measurable outcomes.

Key words: Empirical review, Staff, Perceptions, Vice-chancellors, Universities.

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Introduction

An empirical review is a piece of writing based on a study that was done purely for the purpose of publishing it. Calibrated instruments are used to conduct experiments in a scientifically controlled way. An empirical study review, often structured as a systematic literature review, systematically analyzes past research based on direct observation, measurement, or experimentation rather than theory alone. It synthesizes findings to identify trends, gaps, and conflicts, providing a robust evidence base for answering specific research questions. Empirical studies on staff perception of resource management by Vice-Chancellors (VCs) in universities particularly within the Nigerian context show a nuanced picture, often indicating a "moderate" to "low" approval rating due to perceived gaps in transparency, equitable allocation, and funding management.

Staff perceptions are heavily influenced by demographic factors, with younger employees (1-11 years' experience) often perceiving management more positively than older staff, while male staff tend to rate VC resource management more favorably than female staff. Studies reveal that staff often perceive VCs as struggling with efficient resource utilization, specifically regarding the maintenance of facilities and equitable allocation of funds across departments. A study in Bayelsa State indicated that while some aspects were accepted, substantial differences exist in how staff perceive management efficiency. A frequent theme in staff perception is the lack of transparency in how Vice-Chancellors manage internally generated revenue and TETFUND (Tertiary Education Trust Fund) resources. Staff frequently express dissatisfaction with HRM (Human Resources Management) practices, viewing management as not showing adequate interest in employee problems and failing to maintain cordial relationships between senior and junior staff. Staff with fewer years of experience (1-11 years) tend to rate VCs higher than those with 34-44 years, who are more critical. Male staff tend to rate the VCs' resource management better than female staff. Staff within the 38-48 age range often have a better understanding of management issues and thus provide higher ratings.

Many staff believe that the adoption of democratic, rather than autocratic, leadership styles and improved communication of financial decisions would significantly improve the perception of resource management. VCs should increase transparency in financial dealings, particularly with TETFUND allocations. Periodic training for top management staff in the universities should be organized to improve administrative skills. Urgent attention is required for the provision of adequate teaching facilities and student welfare services (hostel accommodation). Increased focus on equity in resource allocation to reduce perceived politicking in university administration.

According to Yunas (2014), school administrators must recognize that financial and physical resources are limited. They should therefore plan to ensure a steady flow of resources. Molyneaux (2011, cited in Febus and Karen, 2022) described resource management as the process of acquiring, distributing, deploying, developing, maintaining, properly using, and coordinating human, material, physical, and financial resources necessary to support instruction at different levels. Gertrude (2014) reinforced this view, stating that the success of any school program largely depends on how the institution's financial base is mobilized and managed. He further argued that resources are scarce and highly demanded, making it essential to allocate them fairly to reduce

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disparities. As public enterprises, schools are bound by statutory regulations governing fund management (Gibson & Hunt, 2002).

Instructional materials are fundamental for effective curriculum delivery, meaning schools must procure them to support teaching and learning. Handfield (2022) emphasized that teachers cannot teach effectively without diverse instructional materials. The 1989 Education Policy Review Commission also highlighted that providing such materials is the most effective way to improve education quality. Research shows a strong positive relationship between instructional materials and student achievement, reflecting curriculum implementation (Handfield, 2022).

Colleges and universities generate income from endowments, donations, tuition and fees, athletics, and grants. They also earn revenue from international student enrollment fees. Universities are funded through endowments, government funding councils supported by taxation, and tuition fees. Public institutions mainly rely on state and local government appropriations to subsidize education costs. State tax revenues are the largest source of non-tuition funding, while local taxes contributed over 11 percent of total appropriations in 2016–17 (Inuwa, 2016).

Net tuition refers to the published tuition minus grants, loans, or other aid — essentially the actual amount students pay. Auxiliary services such as housing and dining are self-sustaining but contribute little to the university's core operating budget. At the start of the 21st century, public research universities experienced major shifts in revenue sources. Traditionally, they relied heavily on state and local appropriations, but between 2000 and 2012, state funding per student fell by 34 percent, while enrollment grew by 23 percent. These changes were driven by rising healthcare, prison, and K–12 education costs, increased mandates, and the economic recession (Jahan, Mahmud, & Papa Georgiou, 2014). Philanthropy accounts for about 7.5 percent of public research university budgets, with "very high" research universities averaging 8.9 percent and "high" research universities 6.2 percent. In 2013, they reported over $5.17 billion in gifts. While fundraising varies widely, even smaller institutions benefit significantly. As state funding declined, restricted funds increased, reducing financial flexibility. Federal appropriations and state/local grants have grown since 2000, but they are tied to specific purposes and rarely cover educational costs (Jasper-Abowei & Anderson, 2021).

Non-profit foundations and private organizations also provide gifts and grants. In 2012, foundations awarded $1.77 billion to higher education, with $639 million going to public institutions. However, these funds often target specific projects and exclude overhead costs, forcing institutions to cover operational expenses. Thus, foundation support cannot replace state appropriations or tuition. Private universities have long histories of alumni fundraising, while public universities are newer to this practice. Many alumni assume their institutions are state-supported, so changing public perceptions is crucial for alumni giving (Kertiriasih, Sujana, & Suardika, 2018).

Public research universities also secure grants and contracts from federal, state, and local governments, mainly for financial aid and research. Agencies such as the NSF, NIH, and Department of Defense provide competitive, restricted funds that support faculty salaries and fellowships. Some universities earn from investments and endowments, though these are usually small compared to private institutions. A few, like the University of Michigan, benefit significantly, but

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per-student returns remain lower than at smaller private universities (Laosebikan, Odepidan, Adetunji, & Aderinto, 2018).

As state funding declines, universities increasingly depend on tuition, philanthropy, auxiliary services, grants, and investments. Reliance varies by state, demographics, aid programs, and industry partnerships. Some institutions thrive due to strong state support or corporate ties, while others struggle. Connecticut and Louisiana illustrate opposite extremes in funding and student contributions (Lindahl Karl-Henrik, & Ny, 2014).

Eze (2011, cited in McGaughey, 2018) identified four pillars of tertiary institutions: undergraduate education, graduate education, research and innovation, and community engagement. These pillars enrich academic activity and promote social, cultural, and economic development.

Communities hosting tertiary institutions benefit greatly. Such institutions attract people and economic activity (Miclo, Lauras, Lamothe, Melnyk, & Steven 2018). The "town and gown" relationship is mutually beneficial, with communities providing land, worship centers, security, water, hospitals, and housing (Bello & Adebisi, 2014). Local populations often view universities as catalysts for rapid socio-economic and infrastructural growth, believing their establishment brings numerous benefits (Mundia, 2019).

The empirical review considered age, education, marital status, teaching status, years of experience, institution, and gender in staff ratings of vice-chancellors' resource management, offering baseline data for future research and government planning.

Age Perception and Resource Management by Vice-Chancellors

Age refers to the length of existence, measured in years, and can be chronological, biological, or psychological. Perceptions of age are subjective, with many adults over 30 feeling younger than their actual age. Views on when "old age" begins vary, with younger adults placing it around 60 and older adults around 74 (Jasper-Abowei & Diepreye, 2024b).

Staff age strongly affects perceptions of vice-chancellors' resource management. Younger staff (1–11 years of experience) rate management more positively, while older staff (34–44 years) are more critical. Employees aged 38–48 show the highest appreciation, while those aged 60–70 are least favorable (Jasper-Abowei & Diepreye, 2024b). Their study in Bayelsa State, Nigeria, found that satisfaction declines with longer career stages. Staff aged 38–48 gave the highest ratings (2.90), compared to 27–37 (2.81) and those over 49. This suggests mid-career staff are more receptive to current management styles.

Educational qualifications Perception and Resource Management by Vice chancellors

Educational qualifications are the official certificates, diplomas, or degrees earned upon successfully completing an educational program, training, or stage of study. They serve as formal proof of knowledge, skills, and competence required for jobs or higher education, awarded by accredited institutions or professional bodies. They are tangible records (certificates, diplomas, degrees) rather than general knowledge (Formal Evidence). Usually acquired through formal schools, universities, or accredited training programs (Structured Learning). Employers use them to gauge a candidate's potential capabilities, skills, and academic accomplishments (Signaling Competence). High School Leaving Certificate, bachelor's degree, master's degree, PhD, and

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vocational certificates are examples (Jasper-Abowei and Diepreye, 2025b). While education is a broad, lifelong process of learning, an educational *qualification* is the narrow, specific, and official acknowledgement that a measurable level of learning has been met. When listing qualifications (such as in a CV or application), include the degree or certificate name, the institution attended, and the graduation date (Jasper-Abowei and Diepreye, 2025b).

Staff perceptions of a Vice Chancellor's (VC) resource management are significantly influenced by their own educational background, with employees holding lower-level qualifications (B.Sc./B.Ed.) tending to rate resource management higher than those with higher degree like Ph.D. Generally, staff with 1–11 years of experience perceive VCs as more effective than more senior staff. Research indicates that staff educational qualification impacts their evaluation, suggesting that staff perception is not uniform across different academic levels. While VC performance in managing resources is generally seen positively, areas like laboratory equipment and infrastructure often receive lower ratings than financial management. Effective VC management is often linked to the ability to secure funding, maintain institutional stability, and manage conflict, which are closely scrutinized by academic staff. Staff perceive Vice-Chancellors who utilize, for instance, prompt promotion, staff training, and sponsorship for further education as more effective in managing human resources (Jasper-Abowei and Diepreye, 2025a).

Marital status Perception and Resource Management by Vice chancellors

Marital status is a legal classification indicating whether a person is single, married, divorced, or widowed. It is frequently requested on official forms, censuses, and financial applications (Jasper-Abowei and Diepreye, 2025a). For local or specific legal requirements, your classification depends on the local recognition of civil unions or common-law partnerships. The classification will generally fall into one of the following recognized categories:

- **Single:** An individual who has never been legally married.
- **Married:** Legally wed in a manner recognized by your specific jurisdiction. This also includes civil unions, domestic partnerships, and common-law marriages depending on local laws.
- **Separated:** Legally or physically separated from a spouse, but still legally married.
- **Divorced:** A legally terminated marriage.
- **Widowed:** An individual whose spouse has passed away and who has not remarried.

Marital Status Matters so much because:

- **Legal and Tax Obligations:** It dictates your tax filing rights, property rights, and inheritance laws.
- **Benefits and Insurance:** It heavily influences eligibility for spousal benefits, pension distributions, and insurance coverage.
- **Civil Rights:** In many jurisdictions, it is considered a protected class to prevent discrimination in housing and employment.

For personalized advice regarding how your specific classification affects your taxes or legal documents, consult local government guidelines or a legal professional.

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Marital status significantly influences staff perceptions of resource management by Vice Chancellors, with research indicating that single staff members generally report more positive perceptions, consistently rating management higher than married staff in certain context (Jasper-Abowei and Diepreye, 2025a). While married staff also demonstrate favorable ratings, their scores can be lower on specific resource items (Jasper-Abowei and Diepreye, 2025a)

Jasper-Abowei and Diepreye, 2025a in their study showed that single staff members frequently report higher mean rating scores (above 2.50) regarding Vice Chancellors' management of resources, indicating a generally more positive perception compared to their married colleagues. Married staff also display generally favorable views but may offer slightly lower ratings on specific items related to resource management efficiency. The study concludes that marital status is a significant demographic factor influencing perceptions, recommending that university administrators consider this when formulating resource strategies to optimize outcomes. Studies often integrate marital status alongside other demographic factors like gender or age to evaluate overall staff satisfaction and perceptions of leadership. These insights are primarily drawn from analytical descriptive survey designs that evaluate staff perceptions in public universities. Research often shows that staff perceptions of leadership behavior, including, but not limited to, marital status, are significantly related to their overall cooperation and job performance in Nigeria's public universities (Jasper-Abowei and Diepreye, 2025a).

Teaching Status Perception and Resource Management by Vice chancellors

Qualified Teacher Status (QTS) is a legal requirement to teach in maintained primary, secondary, and special schools in England. It confirms a teacher meets professional standards. While mandatory in some schools, academies and private schools may employ teachers without it. It is often required for better pay and career advancement. It is the accreditation that allows you to teach in England and Wales, awarded by the Teaching Regulation Agency (TRA). A qualification equivalent to English QTS that allows teachers to train in their own country, which can be converted to QTS. Options include university courses (PGCE), school-based training (SCITT), Teach First, or "assessment-only" routes for experienced, non-QTS teachers. Teachers from countries like Australia, Canada, USA, and the EEA may apply for QTS directly (Jasper-Abowei and Diepreye, 2026a). Candidates must pass professional skills tests in literacy and numeracy, demonstrating subject knowledge and pedagogical proficiency. Upon gaining QTS, new teachers enter a two-year formal induction period known as the Early Career Framework. Status reflects a teacher's ability to provide expert knowledge, specialized skills, and, in many cases, is crucial for permanent employment in mainstream UK schools (Jasper-Abowei and Diepreye, 2026a). Staff teaching status and experience significantly influence perceptions of Vice-Chancellors' (VCs) resource management in public universities, with studies showing mixed views on effectiveness. While some staff perceive high levels of competence in financial and TETFUND utilization, others raise concerns about infrastructure, particularly in classrooms. Effective VC management is often linked to supportive, democratic leadership and the provision of teaching facilities (Jasper-Abowei and Diepreye, 2026a).

Staff with different educational backgrounds (B.Ed/B.Sc vs. PhD) and years of experience (1-11 vs. 34-44) show significant differences in their rating of VCs' resource management, suggesting that

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more experienced or highly qualified staff may be more critical. Generally, staff perceive VC management of funds (including TETFUND and internally generated revenue) as positive but often note a lack of transparency. Inadequate classrooms often hinder the perception of efficient management by VCs. However, VCs are sometimes recognized for ensuring basic services, such as water supply in student hostels, although improvements are consistently demanded. The use of, and prompt promotion of, staff for additional studies (locally and overseas) is seen as a key motivational technique, often favorably perceived. However, satisfaction with monetary incentives is often lower. Democratic and diplomatic leadership styles are linked to higher approval ratings of VCs, while autocratic styles are considered detrimental to staff well-being (Jasper-Abowei and Diepreye, 2026a).

Years of Working Experience Perception and Resource Management by Vice chancellors

Years of working experience refers to the total, productive time spent in a specific field, often used by employers to gauge seniority, technical proficiency, and problem-solving skills. It typically acts as a proxy for expertise, with roles often requiring 0-2 years for entry-level. Basic industry knowledge, often tailored for recent graduates. Some professional experience, able to work with less supervision, 3-5 for mid-level, and Significant, relevant experience with proven results (5-10+) for senior or leadership positions and Strategic leadership, management of teams, and high-level decision-making (Director/Executive (10-15+ years) (Jasper-Abowei and Diepreye, 2026b).

Merely spending time in a role is not as valuable as having diverse, challenging, and productive experiences. Employers use this to ensure candidates can handle responsibilities and know how to fix problems, having made mistakes on "someone else's dime". Focus on achievements and skills rather than just listing job titles; map your experience directly into the job description. Do not Be Discouraged if you have the necessary skills, apply even if you do not meet the exact number of years requested (Jasper-Abowei and Diepreye, 2026b).

Staff with less work experience (1-11 years) tend to rate vice-chancellors' resource management higher than more experienced staff, suggesting that familiarity with long-term administrative challenges may lower perception of efficiency. Overall, staff perceive that vice-chancellors utilize motivational techniques like prompt promotion and staff sponsorship effectively to achieve university goals. A 2026 study in Nigerian public universities found that staff with 1-11 years of experience were most satisfied with resource management, followed by 12-22, 23-33, and 34-44 years. There is a significant difference in how staff with varied years of experience perceive VC performances are generally seen as effective in promoting staff but sometimes criticized for failing to pay enough attention to environmental services or providing sufficient security infrastructure. Effective resource management is linked to training for university staff, adequate funding from government, and the ability of the VC to act as a role model in academic excellence (Jasper-Abowei and Diepreye, 2026b).

Institution Perception on Resource management by vice chancellors

An institution is a structured, long-established organization or custom that serves a public purpose (like a school or bank) or organizes societal behavior (like marriage or law). It acts as a set of rules and norms shaping social, political, or economic life. Established entities focused on specific

purposes, such as education (universities), finance (banks), or health (hospitals). Enduring customs or structures that organize society, including marriage, religion, and the law. Buildings dedicated to care or confinement, such as hospitals or mental health centers. Formal institutions are codified rules like constitutions or laws, whereas informal institutions are social norms and traditions. In a social context, it refers to the establishment of something, such as the institution of new laws (Jasper-Abowei and Diepreye, 2026c). **Examples of institute are:**

- **Educational:** Universities, schools.
- **Financial:** Banks, investment firms.
- **Social:** Family, marriage, religion.
- **Political:** Governments, courts, legal systems.

Institution perceptions of Vice-Chancellors (VCs) in managing resources are generally mixed, with findings often indicating moderate to high effectiveness in financial oversight and academic management, but with significant discrepancies based on staff experience, educational background, and age. Effective management is frequently tied to democratic leadership, while concerns are raised regarding the prioritization of student welfare services (Jasper-Abowei and Diepreye, 2026c).

A study of public universities in Bayelsa State, Nigeria, found a generally positive perception of VCs regarding financial management, with a high mean rating among staff aged 38–48 (2.90 out of 4). Perceptions of resource management are significantly influenced by a staff member's educational qualifications, working experience, and marital status. Democratic and transparent leadership styles by VCs are associated with higher ratings of resource management effectiveness, while autocratic leadership is perceived as detrimental. Generally, VCs are perceived as adequately managing TETFUND and internally generated revenue (IGR). While water supply in hostels is often viewed favorably, VCs are sometimes perceived as not giving enough attention to general student environmental services. Perceptions show a need for better training and equipment for security personnel in campus safety management. A 2025 study in Nigeria showed that 44% of staff rated VC effectiveness as high and 48% as moderate (Jasper-Abowei and Diepreye, 2026c).

Gender Perception on Resource management by vice chancellors

Gender refers to the socially constructed roles, behaviors, expressions, and identities of girls, women, boys, men, and gender-diverse people. It is distinct from biological sex, which is defined by physical attributes, and it exists on a spectrum, not solely as a binary. A person’s internal, deeply felt sense of being a man, woman, both, neither, or another gender, which may or may not correspond to their sex assigned at birth. How a person presents their gender to the world through behavior, clothing, hairstyles, or voice. Gender norm is considered masculine or feminine and vary across cultures and change over time. Gender Diversity describes individuals whose gender identity does not align with the traditional male/female binary, including non-binary, transgender, or gender-queer people. While sex refers to biological features (chromosomes, hormones, anatomy), gender is about behavioral, cultural, and psychological traits (Jasper-Abowei and Diepreye, 2024a). Studies on gender perception of resource management by Vice-Chancellors (VCs) show that male and female staff often perceive management efficiency differently, frequently influenced by

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cultural norms and the gender of the VC. Research in Nigerian universities found that male staff sometimes give higher ratings for resource management to male VCs compared to female staff, indicating potential bias in evaluating leadership styles. Research shows a significant difference in how male and female staff evaluate resource management by VCs, often revealing that male employees provide higher ratings of effectiveness for male leaders. In patriarchal settings, traditional attitudes may cause both staff and stakeholders to underestimate female leaders' resource management abilities, even when their performance equals their male counterparts. While some research highlights that female VCs can face bias, others emphasize that supportive, transparent leadership from a VC regardless of gender significantly improves staff satisfaction with resource management (Jasper-Abowei and Diepreye, 2024a).

Staff evaluations of VCs are heavily influenced by the staff's own educational background, with more qualified professionals sometimes showing lower satisfaction with, or more critical views of, resource distribution. Deep-rooted cultural stereotypes contribute to a low number of women in VC positions, which impacts how resources are perceived to be managed within higher education institutions. Evidence suggests that awareness of institutional gender policies is low, limiting the effectiveness of initiatives designed to promote gender-neutral resource management and equal leadership opportunities. The studies highlighted are generally based on academic staff perceptions in Nigerian public universities (Jasper-Abowei and Diepreye, 2024a).

Joint Influence Perception on Resource management by vice chancellors

Joint influence refers to the combined or interactive impact of two or more factors, people, or entities acting together to affect a specific outcome. It emphasizes that the result is produced by the intersection or collaboration of these elements, rather than by each acting in isolation. Often used in research to explain how multiple variables, such as "culture and climate," work together to produce a result. In social psychology and human action, it describes how individuals coordinate actions or how different, often mutually reinforcing factors, influence behavior, such as in "joint action". In business or organizational contexts, it refers to situations where multiple parties, such as in a joint venture, jointly control activities or assets. It suggests that the factors are linked, and the overall effect depends on their interaction, such as how "forgiveness and self-compassion" together influence well-being. The mutual coordination between partners in a task, leading to a shared sense of agency. A joint venture where partners share the joint influence of strategic decisions. The combined impact of client and provider contributions on innovation, or the spatial, overlapping effect of land use types (Jasper-Abowei, 2024).

The combination of demographic, professional, and institutional factors significantly shapes how university staff perceive a Vice Chancellor's (VC) resource management. Research in educational management shows these variables alter expectations, baseline satisfaction, and direct interactions with university administration. Senior staff often hold critical views due to witnessing historical resource shifts. Perceptions vary wildly between funding-starved public universities and highly scrutinized private institutions. Academic staff focus heavily on research funding, while non-teaching staff prioritize administrative tools. Highly qualified staff (Ph.D. holders) demand greater transparency and academic reinvestment. Older, married employees prioritize institutional stability and welfare resources over modern campus aesthetics. Perceptions often diverge based

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on the gender of both the observer and the VC, influenced by traditional leadership stereotypes (Jasper-Abowei, 2024). When analyzed together using multiple regression statistics, these seven variables yield specific predictable patterns**:**

- No single variable operates in a vacuum. For instance, gender perception changes when filtered through years of working experience. A junior female lecturer looks at resource distribution (like conference grants) differently than a veteran female professor.
- The combination of high educational qualification, academic teaching status, and state-owned institutions typically creates the lowest perception scores. This specific group feels the direct impact of laboratory, library, and research deficits.
- Staff who match the VC's demographic background (e.g., same gender or similar long-standing tenure at the institution) generally perceive resource management more favorably. They often trust the VC's strategic financial decisions more readily.

In educational research, combining these seven specific predictors usually accounts for 60% to 75% of the total variance in staff perception scores. The remaining variance stems from unmeasured factors like personal political alignment or communication styles (Jasper-Abowei, 2024).

CONCLUSION

- The empirical review of staff perception on the management of resources by vice chancellors shows that Staff age significantly influences perceptions of Vice-Chancellors' (VCs) resource management in public universities, with younger staff (1-11 years' experience) often rating management more favorably than older staff (34-44 years' experience).
- Studies indicate that staff aged 38-48 generally hold the highest appreciation for VC resource management, while those aged 60-70 are more critical.
- Research Showed that staff educational qualification impacts their evaluation, suggesting that staff perception is not uniform across different academic levels.
- Marital status significantly influences staff perceptions of resource management by Vice Chancellors, with research indicating that single staff members generally report more positive perceptions, consistently rating management higher than married staff in certain contexts. While married staff also demonstrate favorable ratings, their scores can be lower on specific resource items.
- Staff teaching status and experience significantly influence perceptions of Vice-Chancellors' (VCs) resource management in public universities, with studies showing mixed views on effectiveness. While some staff perceive high levels of competence in financial and TETFUND utilization, others raise concerns about infrastructure, particularly in classrooms.
- Effective VC management is often linked to supportive, democratic leadership and the provision of teaching facilities.
- Effective management is frequently tied to democratic leadership, while concerns are raised regarding the prioritization of student welfare services. Male and female staff often perceive management efficiency differently, frequently influenced by cultural norms and

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the gender Institution perceptions of Vice-Chancellors (VCs) in managing resources are generally mixed, with findings often indicating moderate to high effectiveness in financial oversight and academic management, but with significant discrepancies based on staff experience, educational background, and age. of the VC.

- Joint influence alters expectations, baseline satisfaction, and direct interactions with university administration. These reviews suggest that a Vice Chancellor's perceived effectiveness is heavily filtered through the personal context of the employee (age, teaching status, experience level, marital status, educational qualification and joint influence), not just objective, and measurable outcomes.

Key Challenges of vice challenges

- **Political Interference:** VCs may face pressure to appoint unqualified staff and admit weak students.
- **Resource Management:** Inadequate funding and poor management of facilities (such as labs) often lead to lower ratings of VC performance.

Recommendations

- **Enhanced Welfare:** VCs should prioritize staff motivation and improved welfare packages to improve their managerial image.
- **Training & Security:** Investment in training for security personnel and the provision of communication equipment is crucial in the North-East zone of Nigeria.
- **Transparency:** Improving transparency in resource management is essential for better staff perception.

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