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**INFLUENCE OF REGISTRARS' GENDER ON MANAGERIAL
EFFECTIVENESS IN NIGERIAN UNIVERSITIES**

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Abstract

This study examined the influence of registrars' gender on managerial effectiveness in Nigerian universities. The study adopted a survey research technique of the correlation type. The target population consisted of universities that have experienced both male and female registrars. In the 13 universities sampled, 2500 out of 15,483 staff, comprising senior academic and non-academic staff (16.15%), were randomly selected. An instrument titled "Registrars' Gender and Managerial Effectiveness Questionnaire" (RGMEQ) was used for data collection. Both

descriptive and inferential statistics were used to analyse the data collected. The findings indicated that the male registrars were more effective in planning and organizing activities, communication and personnel evaluation, while the female were more effective in motivating and supervising staff as well as in record keeping. Recommendations included that any university that appoints a male registrar should have a female deputy and vice versa in order to promote staff quality of work and job efficiency.

Key Words: Registrar's Gender, Managerial Effectiveness, Universities, Nigeria.

Introduction

The term "Registrar" refers to the chief administrative officer of the university registrarship today is different and much more difficult than what it was some decades ago. Today, the roles of registrar have become increasingly numerous, this is due to the fact that the university is becoming more complex because of its multi Jurisdictionally, placing on the registrar the tasks of personnel administration ensuring accountability, conducting personnel evaluation, organizational budgeting, students and staff discipline, organizing university programs and ensuring staff welfare. Therefore, registrarship cannot be isolated from these various responsibilities demanded by the job.

According to Ehianmator (1995), the responsibility of an administrator is so intricate that it is difficult to define in certain qualitative terms. An administrator is a leader, a consultant, an inspector, a public relations agent and above all, a bureaucratic machine. It is impossible to separate registrar from these roles.

A registrar is a professional who is an interpreter of the law and a keeper of rules and regulations, a coordinator and facilitator, a personnel manager and a personnel administrator, an administrator of central service who ensures that the activities of the various facets of the institution proceed, not in vacuum, but bear proper relation to the rest of the university, and making day-by-day routine and tactical decisions for the university, The registrar is the most sedentary serving staff ploughing all his/her time into his/her duties. By virtue of his/her calling, he/she has the largest hind-sight into goings-on in the university and therefore has the most reliable predictive ability. He gives advice that informs good decision-making. A keeper of records, he has information not accessible to others in the organization particularly those

who are birds of passage, and because he constantly applies rules and regulations he is the reliable reference point in these matters, as rules and regulations are the means by which an organization keeps itself on course, arbitrates deviant behaviour and retains its sanity. The minutes he takes and keeps are the materials of institutional history.

Different people have different ideas about what the registrar's roles are expected to be. But registrars are still regarded as Principal Officers in universities and as such they are responsible for the development and implementation of personnel matters. One recurring question is how a registrar provides academic leadership to the academic community who are experts, sometimes more than he is in their particular fields of study.

While it is true that a registrar cannot be a technical consultant in each disciplinary area taught in the university, he can be a change agent, administering academic activities by bringing proposals to the staff and by encouraging them to teach and research with innovations. It is believed that the very fact that administrators are expected primarily to achieve established organizational objectives make it unrealistic to expect them to be innovative (Morphet, 1994). This is far from the truth.

The position of the registrar as an administrative executive is very crucial. Sometimes, the registrar makes policy decisions and executes such decisions. According to Obemeata (1994), whatever precise functions one may choose to attribute to an administrator as a head of an administration, it is essential that he must be someone who is responsible for running an administration in the sense that he is responsible for policy and decision-making. He determines the direction and objectives of the administration. This is much more than controlling the personnel policy of the university. Both male and female registrar are expected to perform the functions of the regardless of their gender.

Statement of the Problem

Human resources management is vital to any organization. It is the most valuable asset any organization can possess. It determines the success or failure of any organization. Registrars are human resources managers in the universities and the way they carry out their jobs have a great influence on the achievement of institutional objectives.

The enormity of registrars' duties makes people doubt if a female can occupy the position. Although, these are just mere opinions, assertions and imaginations as no empirical

investigations have laid claim to this. This is why this study was carried out to examine the influence of gender on job performance and managerial effectiveness of registrars in Nigerian universities. Consequently, the central problem of this study is to identify the inter relationship between registrars' gender and managerial effectiveness in Nigerian universities. This study was designed to specifically address the following:

- i. Who is more effective between male and female as a university registrar?
- ii. Who can better carry out management functions in the university between male and female registrar?
- iii. To what extent can a registrar's gender affect the performance of his/her responsibility?
- iv. What is the relationship between registrar's gender and managerial effectiveness in Nigerian universities?

Purpose of the Study

The importance of the study on the relationship between registrars' gen managerial effectiveness in the effective administration of universities Overemphasized. This is because apart from goal congruence in an institute frame of reference for its activities and a means by which to evaluate change and progress, registrars help to explain and relate the university as an organization to the public through their job performance and managerial ability. The main purpose of the study was to find out the relationship between registrar gender and managerial effectiveness in Nigerian universities.

Research Hypotheses

Ho1: There is no significant relationship between Registrar's supervisory roles and managerial effectiveness in Nigerian universities.

Ho2: There is no significant relationship between Registrar's record keeping and managerial effectiveness in Nigerian Universities.

Ho3: There is no significant relationship between Registrars' staff motivation and managerial effectiveness in Nigerian Universities.

Ho4: There is no significant relationship between Registrars' staff discipline and managerial effectiveness in Nigerian Universities.

Ho5: There is no significant relationship between Registrars' creating opportunity for staff development and managerial effectiveness in Nigerian Universities

Research Methods

The study adopted a survey research technique-based correlation. This is because it sought to examine the influence of registrar's gender on managerial effectiveness in Nigerian universities. The target population consisted of all the universities that have experienced both male and female registrars or still have a male or female Registrar. Purposive sampling technique was used to select 13 Universities. In these universities, 2500 staff comprising senior academic and non-academic staff were randomly selected out of 15,483. This represents about 71% of the total member of staff. In order to collect data for this study, an instrument titled research "University Managerial Effectiveness Questionnaire (UMEQ)" was used. The instrument was validated by distributing copies of the questionnaire to experts in the field of Educational Management and Guidance and Counselling in University of Ilorin for judgment and criticism. This helped to assess the appropriateness of the questionnaire's content and to determine content validity of instrument. In order to determine the reliability of the instruments, a pilot study was conducted using the instruments in three universities in the North Central Zones, these are: University of Abuja. Abuja. University of Agriculture, Makurdi and Kogi State University, Ayangba. A time-lag of three weeks between the first test and the retest of the instruments on the same respondents were given. The scores obtained during the first and second administration of the instruments of the test sample were correlated using Pearson Product Moment Correlation Statistics. The result obtained was 0.80 for UMEQ. Pearson product moment correlation statistics was used to test the hypotheses at .05 level of significance.

Presentation of Data

Ho1: There is no significant relationship between Registrars' Supervisory Roles and Managerial Effectiveness in Nigerian Universities

Table 1: Relationship between Registrars' Supervisory Roles and Managerial Effectiveness

Variable	N	X	SD	Cal.r	Tab.r	Decision
Supervisory Role	10759	10.94	2.90			
				.29	0.6	Ho1 Rejected
Managerial Effectiveness	10759	65.75	16.12			

Table 1 indicated that the calculated r value 0.29 is greater than the table value of 0.06. Since the calculated r value (.29) is greater than the table r value (0.06), the null hypothesis is reject and therefore there was a significant relationship between registrars' supervisory roles and managerial effectiveness in Nigerian Universities.

Ho2: There is no significant relationship between Registrar's Record Keeping and Managerial Effectiveness in Nigerian Universities.

Table 2: Relationship between Registrar Record Keeping and Managerial Effectiveness

Variable	N	X	SD	Cal.r	Tab.r	Decision
Record Keeping	10759	10.99	2.82			
				.42	0.6	Ho2 Rejected
Managerial Effectiveness	10759	65.75	16.12			

Table 2 showed that the calculated r value.42 is greater than the table value .06 Since the calculated r value (.42) is greater than the table r value (.06). The null hypothesis is rejected and therefore there was a significant relationship between registrar record keeping ability and managerial effectiveness in Nigerian Universities.

Ho3: There is no significant Relationship between Registrars' ability to motivate staff and managerial effectiveness in Nigerian universities

Table 3: Relationship between Registrars' ability to Motivate Staff and Managerial Effectiveness

Variable	N	X	SD	Cal.r	Tab.r	Decision
Motivation Staff	10759	11.24	2.97			
				.39	0.6	Ho3 Rejected
Managerial Effectiveness	10759	65.75	16.12			

In Table 3, the calculated r value of .39 is greater than the table r value of .06. It can then be concluded that the null hypothesis which stated that there is no Significant relationship between registrars' ability to motivate staff and managerial effectiveness is rejected.

Ho4: There is no significant relationship between registrar ability to discipline staff and managerial effectiveness in Nigerian universities.

Table 4: Relationship between Registrar ability to discipline staff and Managerial Effectiveness

Variable	N	X	SD	Cal.r	Tab.r	Decision
Staff Discipline	10759	11.36	16.12			
				.37	0.6	Ho4 Rejected
Managerial Effectiveness	10759	65.75	3.13			

In Table 4, the calculated r value 0.37 is greater than the table r value .06. Hence, the null hypothesis is rejected. That is, there is significant relationship between registrars' ability to discipline staff and managerial effectiveness in Nigerian universities.

Ho5: There is no significant relationship between male and female registrars' creating opportunities for staff development and managerial effectiveness.

Table 5: Relationship between creating Opportunities for staff Development and Managerial Effectiveness

Variable	N	X	SD	Cal.r	Tab.r	Decision
Staff Development	10759	10.85	2.98			
				.55	0.6	Ho5 Rejected
Managerial Effectiveness	10759	65.75	16.12			

From Table 5, the calculated r value (.55) is greater than the table r value (0.06). Therefore, the null hypothesis is rejected.

Discussion of Finding

This implies that the ability of a registrar to carry out supervisory functions is an important variable in determining managerial effectiveness in the universities. Moreover, the extent to which registrars can be found to carry out supervisory functions influenced their job performance, which in turn determined their managerial effectiveness. All staff members are entitled to quality supervision. Supervision is ongoing and includes two way communications to achieve the dual purposes of institutional and staff development. Supervisors play a leadership role in the accomplishment of organizational goal and the staff members should be given clear guidance regarding expectations about their role in the unit. Supervision should therefore create an environment that permits staff members to bring issues and problems they are facing to them. However, supervisor must provide feedback, or offer advice on problems that staff members may not be able to handle independently.

This finding therefore agree with the submission of Arminio and Creamer (2001) in a study conducted to examine quality supervision and organizational effectiveness that understanding cultural differences as it relates to competence and Supervisors are expected to motivation enhances managerial effectiveness. Supervisors are expected to appreciate and utilize different perspectives and styles of diverse workers and view them as assets. This means that the accuracy, with which university records are kept, is dependent upon registrars' ability,

which is very important in ensuring managerial effectiveness in the universities. Record is any paper, photograph, microfilm, drawing, charts, magnetic tape or any copy of a printout thereof that has been generated or received by any university and has been used by that university or its successors as evidence of its activities or because of the information contained therein. Records are not mentally kept but either in written forms or through mechanical devices.

Good record keeping supports a strong information management culture and is part of good corporate governance. A university record is any recorded Information created, received, used or maintained as created, received, used or maintained as evidence of information about the conduct of the University's activities. University records may be created by any staff of the entities when undertaking official business and making decisions related the university's activities.

With the recently passed bill on Freedom of Information Acts by the National Assembly, every institution is expected to preserve "full and accurate records" of their activities in accordance with the law. Record keeping in university system should be a systematic part of the essential parts of its activities. This will enable records to be identified, captured and retained in an accessible and usable format, preserving their evidential integrity for as long as they are required. The implication of this is that registrar's ability in ensuring that university records are accurate, complete, up-to-date and readily available for decision making would enhance the achievement of university objectives as this study has indicated that there is a significant relationship between registrar's record keeping practices and managerial effectiveness in Nigerian universities.

Another finding also established was a significant relationship between registrars' ability to motivate staff and managerial effectiveness in Nigerian Universities. This implies that the ability of registrars to motivate staff is an important determinant of managerial effectiveness in Nigerian Universities.

There was also a significant relationship between registrars' ability to discipline staff and managerial effectiveness in the universities. This therefore implies that the extent to which registrar can control university staff using a system of punishment in order to ensure obedience to university rules and regulation is an important determinant of managerial effectiveness in Nigerian universities. Discipline can be regarded as readiness or ability to respect authority and observe conventional or established laws of the society or of any other institutions. It implies

self-control, restraint, respect for self and respect for others. It calls for sacrifice, perseverance, tolerance and recognition of human dignity.

Management views discipline as existing in an institution when members of staff behave in a manner that facilitates the realization of the set objectives of the institution. It is a state of rational concern and result oriented behaviour by members of an institution. Conversely, when members of a given institution exhibit dysfunctional and indecency capable of frustrating, jeopardizing, slow down or completely impeding the attainment of the set objectives of such an organization, a state of indiscipline is said to exist. Indiscipline is a state of disregard for laid down rules and regulations that govern and regulate the management and operations of an organization. It is a state of disorder capable of making the achievement of institutional goals impossible.

One major role of registrars in Nigerian universities is the maintenance of discipline. In particular, his/her management function lead him/her to planning, organizing, motivating, controlling, supervising and evaluating the activities of staff with a view to achieving the goals of the university. Discipline, though an abstraction, can be planned, organized, controlled, supervised and evaluated in the university in order to accomplish the university's goals and managerial effectiveness in the system (Agbentas 1990).

There was a significant relationship between registrars' ability in creating opportunities for staff development and managerial effectiveness in the universities. The act of allowing staff development in the university system cannot be over emphasized. The most important asset of any institution is its human capital and in order to have the best of the working force in today's globalization, training and re-training of personnel is very important. No institution, however well planned it may be, no equipment however costly it may be, will compensate for a poorly trained staff. Registrars should therefore take every available opportunity for training of their staff as this pays a big dividend in terms of staff productivity and enhancement of achievement of the institutional goals and objectives.

Conclusion and Recommendation

In comparing male and female registrars' managerial capability, the situational approach is found to be more appropriate in the sense that behaviours which a manager needs to perform in order to be effective under a given environment are the same. Consequently,

registrars, whether male or female, with different characteristics may use different behavioural approaches in order to achieve his or her desired goals. According to Putnam et al (1985), "it is not to state that there are no biological or cultural difference between male and female managers, but that those difference may or may not be relevant to their managerial capability" (p.330)

Registrar gender may relatively be unimportant if we are so focused on appropriate situational responses for leaders. If a male registrar and a female registrar work under the same environment there will be no significant difference in their managerial effectiveness. This study has proved that female registrar manage the university effectively like their male counterparts.

Members of the university community need to realize that people, with their widely divergent abilities and advantages, should be looked at first and foremost as individuals rather than as simply members of one sex or the other. Many of the problems that have confronted women have also confronted men; these are human problems not women's problem. While some studies suggest that female administrators can bring about managerial effectiveness, others say male administrators can do this better than female administrators. When institutions are able to involve both men and women equally on the basis of individual merit, they will be better placed to work for the achievement of organizational goals.

There is at present time a growing awareness on the part of males that their options have been limited by societal norms about what is the proper performance of male administrator that will enhance managerial effectiveness. The reshaping of future organization will assist men as well as women since traditional hierarch has hampered the development of the full potential of both in today's administrative process.

The future challenge of organizations is to accept a variety of administrative styles. There is no one best style of leadership. It all depends on the organization and the task to be done. If organizations continue to become flatter and less hierarchical, some of the administrative styles traditionally associated with women administrators will be most appropriate in those organizations. Both men and women should feel free to adopt administrative styles that will help them succeed.

The recognition of a diversity of administrative styles will allow male and female administrators to lead in a way that will draw upon their individual strengths. The university

as a complex organization will provide an avenue for both male and female registrars to flourish and, as a result, it will gain strength and flexibility.

In conclusion, we are in a period of transition with regard to our thinking about gender differences in administrative styles. The cultural factors supporting differences in administrative styles are in a period of flux. It seems likely that as more women assume administrative roles and as gender role stereotypes fade away, the very notion of sex differences in administrative styles will also disappear. It can be seen that different administrators have different styles, but we will not automatically associate one style with female and another with male. Males and females alike will be challenged to develop the type of styles and skills that will be needed to lead the organization to achieve its goals and objectives. The following recommendations were made

1. Any university that appoints a male Registrar should have a female deputy in order to promote staff quality of work and job efficiency since both of them are efficient in different areas of university administration;
2. Gender should not be a determining factor in the appointment of a Registrar of a university;
3. Female should be encouraged to take up employment in the university administration and encouraged to work hard to attain managerial positions;
4. In the administrative process of the universities, women should be given the same opportunities as men. This will help to develop their full potentials and contribute same to the development of universities.
5. In the appointment of registrars, emphasis should be placed on the best kind of ability in terms of administrative prowess and managerial skills, coupled with endowment of empathy, intuitiveness, inventiveness, adaptability, awareness of growth as a process rather than as an end, protective feelings toward others and a capacity to respond emotionally as well as rationally.

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