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Evaluating the Influence of Organisational Politics on Business Educators' Job Performance in Federal Universities in South-South, Nigeria

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Abstract

This study investigated the influence of organisational politics on Business Educators' job performance in Federal Universities in South-South, Nigeria. The research focused on three key dimensions of organisational politics: favouritism, internal power struggles and manipulative allocation of resources. Descriptive survey design was used. The population of the study was 96 Business Educators in five federal universities. Given the relatively small number of the target population, a census approach was adopted to optimize statistical precision. Organisational Politics and Business Educators' Job Performance Questionnaire was used for data collection. The instrument was validated by experts, and achieved a Cronbach's alpha reliability co-efficient of 0.70. 85 copies of the questionnaire out of 96 copies administered, representing 91.9% were returned in useable form. Simple linear regression was used for data analysis. The findings indicated that favouritism, internal power struggles, and manipulative resource allocation each have a significant negative influence on Business Educators' job performance. The study recommended the implementation of transparent, merit-based policies to reduce favouritism, the establishment of effective conflict resolution mechanisms to manage internal power struggles and the adoption of equitable resource allocation practices. University management and policy makers are encouraged to promote fairness, accountability, and supportive work environment to mitigate the adverse effects of organisational politics, and enhance the professional performance of Business Educators in Federal Universities.

Keywords: Organisational Politics, Job Performance, Business Education, Federal Universities, Nigeria.

Introduction

Business Education serves as the bedrock for vocational and economic development, equipping individuals with essential pedagogical and entrepreneurial competencies (Uko & Ekpe, 2023; Bassey & Ebieme, 2026). The effectiveness and efficiency of this programme in Federal Universities in Nigeria is inextricably linked to Business Educators' job performance, characterized by high instructional quality, consistent research productivity and administrative commitment (Yangaiya & Sayyadi, 2025; Ebieme et al., 2024). Despite its vital roles, academic staff performance in Nigeria is frequently hampered by a challenging professional landscape, including increased teaching loads and a high stake "publish or perish" culture (Akpan et al. 2011). Scholarly discourse has increasingly identified perceived organisational politics as a critical disruptive factor that undermines this performance by replacing meritocracy with informal power dynamics (Vigoda – Gadot, 2000).

Organisational politics refers to self-serving behaviours through which individuals or groups seek to influence decision-making and resource distribution outside of formal merit-based channels (Pfeffer, 1992; Muiruri, 2023). In Nigerian public universities, these political activities often manifest in three critical dimensions: favouritism, internal power struggles, and manipulative resource allocation. Favouritism, including cronyism, godfatherism and nepotism, has been shown to destroy administrative structure by awarding professional recognition based on personal rather than objective achievements (Seniwoliba & Ibrahim, 2023). Such practices create a sense of procedural unfairness, which erodes employee motivation and institutional efficiency.

Furthermore, internal power struggles and the formation of rival alliances distract Business Educators from their core mandate of research, teaching and community service (Nwambuko et al., 2026). High levels of workplace conflict arising from these struggles are significantly correlated with low morale, reduced productivity, and poor commitment among academic staff (Jamiu & Abiodun, 2025). These dynamics are often compounded by manipulative resource allocation, where the provision of facilities, research grants, and even promotional incentives are politicised to favour specific groups (Nwazor & Eriken, 2025). In South-South, Nigeria, researchers have found that such political interference not only impedes individual productivity but also constrains the overall performance of higher education institutions.

While some studies suggest a varied relationship between politics and performance depending on job context, the prevailing consensus in Nigerian literature points to a significant negative influence. This study, therefore evaluates the specific

influence of these political dimensions; favouritism, internal power struggles and manipulative resource allocation in Federal Universities in South-South, Nigeria, providing empirical evidence to guide institutional reforms and enhance academic governance.

Statement of the Problem

The primary mandate of Business Educators in Federal Universities is to produce highly skilled workforce capable of driving Nigeria's economic and entrepreneurial aspirations. However, there is a growing and disturbing paradox within the ivory towers of the South-South region: while lecturers are expected to adhere to the highest standards of meritocracy and academic excellence, the operational environment is increasingly stifled by a thick cloud of organisatonal politics.

Despite the rigorous criteria for academic advancement, there are persistent outcries regarding the infiltration of favouritism, nepotism, godfatherism and parochial interests on the appraisal and recognition of staff. When professional advancement depends on political alignment rather than "what an educator has published", the psychological contract between the educator and the institution is severed. This sense of injustice is further exacerbated by incessant internal power struggles and departmental "wars of attrition" that consume the time and emotional energy required for high-impact research and innovative instructional delivery.

Furthermore, the manipulative allocation of resources – where access to research grant, office facilities, and conference sponsorships are weaponized as political tools create lopsided playing field that punishes merit and rewards loyalty. While general studies have touched on workplace politics, there is a critical "empirical silence" regarding how these specific political dimensions uniquely cripple the Business Education programme, which is inherently practical and resource-dependent. If these political undercurrents remain unaddressed, Business Educators' job performance will continue to plummet, leading to a systemic decay in the quality of graduates and the eventual collapse of the vocational goals of the department. Therefore, the problem of this study is: how do favouritism, internal power struggles and manipulative resource allocation influence Business Educators 'job performance in Federal Universities in South-South Nigeria?

Objectives of the Study

The main objective of this study is to investigate the influence of perceived political behaviour on Business educators' job performance in federal universities in South-South, Nigeria. Specific objectives are:

1. To evaluate the influence of favouritism on Business Educators' job performance in Federal Universities in South-South, Nigeria.
2. To determine the influence of internal power struggles on Business Educators' job performance in Federal Universities in South-South, Nigeria.
3. To assess the influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria.

Research Questions

The following questions were raised for the study.

1. What is the influence of favouritism on Business Educators' job performance in Federal Universities in South-South, Nigeria?
2. What is the influence of internal power struggles on Business Educators' job performance in Federal Universities in South-South, Nigeria?
3. What is the influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria?

Research Hypotheses

The following null hypotheses testable at. 05 level of significance were formulated to guide the study.

$H0_1$: There is no significant influence of favouritism on Business Educators' job performance in Federal Universities in South-South, Nigeria.

HO_2: There is no significant influence of internal power struggles on Business Educators' job performance in Federal Universities in South-South, Nigeria.

HO_3: There is no significant influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria.

Literature Review

Concept of Organisational Politics

Organisational politics is conceptualised as a pervasive, albeit informal, social phenomenon within institutions where individuals or groups engage in self-serving behaviours to influence decision-making and resource distribution (Pfeffer, 1992). Muiruri (2023) described it as the pursuit of personal agenda without regard to organisational attainment. It is a self-interested behavior that conflicts with formal organisational goals (vigoda-Gadot, 2007). Scholars argue that politics exists in the "shadow" of formal institutional structures, often functioning as a mechanism to bypass merit-based systems (Vigoda-Gadot, 2000; Muiruri, 2023). In the ivory towers of Nigerian Universities, perceived organisational politics (POP) is viewed as a significant environmental stressor that shapes the psychological contract between the academic staff and the administration (Ikebudu, 2024). While some theorists suggest that politics can be a tool for institutional change, the prevailing view in educational management literature is that it acts as a "de-motivator" that erodes professional commitment and institutional efficiency (Ikebudu, 2024).

Theoretical Framework

The theoretical foundation of this study is anchored on two prominent theories: Organisational Justice Theory and Resource Conservation Theory. These theories provide a multi-dimensional lens for understanding how political undercurrents influence Business Educators' job performance (professional output).

Organisational Justice Theory – Jerald Greenberg (1987)

The primary anchor for this study is the Organisational Justice Theory pioneered by Greenberg (1987). The theory focuses on the individual's perception of fairness within an Organisation and how those perceptions influence workplace attitudes and behaviours. Greenberg categorized justice into three dimensions: distributive (fairness of outcomes), procedural (fairness of the processes used to determine outcomes), and interactional (fairness of interpersonal treatment).

In the context of this study, the theory explains why favouritism and manipulative resource allocation are so detrimental to Business Educators' job performance. When a lecturer perceives that resources, such as research grants or office space, are distributed based on political loyalty rather than merit (distributive injustice), or that the processes for promotion are biased (procedural injustice), their motivation to excel is significantly diminished. As noted by Greenberg (1987), the perception of unfairness leads to retaliatory behaviours, including reduced work effort and withdrawal from departmental responsibilities.

Conservation of Resources Theory – Stevan E. Hobfoll (1989)

Finally, the Conservation of Resources Theory, proposed by Hobfoll (1989), provides a psychological explanation for the decline in productivity caused by political conflict. Hobfoll posited that individuals have a finite pool of resources (time, mental energy, and emotional stability) and strive to protect these resources from loss.

For Business Educators in Federal Universities, internal power struggles act as a significant "resource drain". Navigating departmental politics requires immense emotional and cognitive effort, and self-regulation skills (Imagha & Ebieme, 2024). According to Hobfoll, when staff are forced to utilize their limited resosources to defend themselves against political maneuvers or to secure basic work facilities, they experience "resource depletion". This depletion manifests as burnout and a decreased capacity to engage in core mandates like instructional delivery and high-impact research.

Empirical Framework

Nwambuko et al (2026) investigated the relationship between organisational politics, employee productivity and organisational performance in Nigerian public universities, focusing on the mechanisms through which political behaviours influence institutional outcomes. A mixed-methods approach was adopted, involving 412 academic and non-academic staff from six purposively selected federal and state universities. Quantitative data were collected using structured questionnaires and analysed through descriptive statistics, regression and mediation analyses, while data from open-ended questions were thematically analysed to contextualize political behaviours and productivity issues. Findings indicate that organisational politics is moderately prevalent, with leadership politicization and favouritism being the most salient forms. This work is relevant to the study because it did not only consider

organisational politics, job performance, but was also carried out in the Nigerian educational sector just like the present study, though non-academic staff were included in the study.

Jamiu & Abiodun (2025) investigated the impact of workplace politics on academic staff productivity in Nigerian Universities, offering insights into how political dynamics within the workplace influence staff performance. Using a cross-sectional survey design, data were collected from academic staff across several universities, focusing on their perception of workplace politics, job satisfaction, and self-reported productivity levels. The analysis revealed a significant negative correlation between workplace politics and staff productivity, highlighting that a politically charged environment, characterized by favouritism, lack of transparency, and politically motivated decisions can demotivate employees and reduce their output. This work is relevant to the present study because it considered favouritism, one of the sub-variables of organisational politics outlined in the present study. Also, the study was carried out in the educational sector just like the current study.

The review of empirical works on organisational politics and job performance revealed that studies were carried out on various angles or dimensions of organisational politics, but not on Business Educators' job performance in Federal Universities, South-South, Nigeria. By focusing specifically on Business Educators in the South-South region, this study would fill a significant gap identified in the literature, moving beyond general corporate studies to address the unique political complexities of the Nigerian federal university system.

Methodology

The study adopted descriptive survey research design because, as Nworgu (2015) posited, it provided the most effective blueprint to systematically gather, analyse, and describe factual data regarding organisational politics and Business Educators' job performance across Federal Universities in South-South, Nigeria without manipulating the workplace variables. The population of the study comprised 96 Business Educators in five Federal Universities in South-South, Nigeria, namely; University of Uyo, University of Calabar, University of Port Harcourt, University of Benin and Federal University, Otuoke, Bayelsa State. The choice of South-South Nigeria was informed by the paucity of literature on organisational politics with particular reference to how it influences Business Educators' job performance. Given the relatively small number of the target population, a census approach was adopted to optimize statistical precision. This iin line with Osuala (2005) cited in Ebieme & Udida (2026) who posited that the entire population should be studied when the population is relatively small. The instrument used for data collection was Organisational Politics and Business Educators' Job Performance Questionnaire (OPBEJPQ). The modified 4-point Likert scale instrument was validated by two experts in Business Education and one in Measurement and Evaluation. In order to establish the reliability of the instrument, it was administered to 10 Business Educators, who were not part of the main study. After pre-testing the instruments, the data were subjected to the estimation of reliability co-efficient using Cronbach's alpha. The overall co-efficient of 0.70 was obtained and this was deemed adequate for the main study. This was given support

by Nunnally & Bernstein's (20l0) assertion cited in Ebieme & Bassey (2026) that a reliability co-efficient of .05 and above should be accepted particularly at the early stage of the research. The instrument was administered to the respondents by the researcher and assistants in their respective offices during official working hours, having obtained permission from Heads of Departments. In the copies of the questionnaire, the respondents responded by indicating their degree of agreement or disagreement to each statement by ticking along the column provided. Scoring of the copies of the questionnaire was guided as follows: Strongly Agree (SA)-4, Agree (A)-3, Undecided (UN)-0, Disagree (D)-2, Strongly disagree (SD)-1. 85 copies out of the 96 copies administered representing 85.5% were returned in useable form.

The descriptive and inferential statistics were used in the study. Simple linear regression was used to answer the research questions and was also used to test hypotheses formulated at .05 level of significance. In order to take decision as regard research questions, any R-.value that fell between 0.10-0.39 was regarded as low, 0.40-0.59 moderate, 0.60-0.79 high and 0.80-0.99 very high. In terms of the hypotheses, whenever the p- value was less than .05 level of significance, the null hypotheses was rejected and also whenever the p- value is greater than the .05 level of significance, the null hypotheses was accepted.

Data Analysis, Interpretation of Results and Discussion of Findings

Research Question One

What is the influence of favouritism on Business Educators' job performance in Federal Universities in South -South, Nigeria?

Table 1: Result of Simple Linear Regression of the influence of favouritism on Business Educators' job performance in Federal Universities, South-South, Nigeria **(N=85)**

Variables	R	R^2	Adjusted R^2
Favouritism			
	0.732	0.536	0.530
Business Educators' job performance			

The result in Table 1 shows a correlation coefficient (R-value) of 0.732, indicating a high positive relationship between favouritism and Business Educators' job performance in Federal Universities in South -South, Nigeria. The coefficient of determination (R^2 – value) of 0.536 also shown in Table 1 indicates that 53.6 percent of the variance in Business Educators' job performance in Federal Universities, South -South, Nigeria is explained or predicted by favouritism. This means that there is influence of favouritism on Business Educators' job performance in Federal Universities in South -South, Nigeria.

Research Question Two

What is the influence of internal power struggles on Business Educators' job performance in Federal Universities in South-South, Nigeria?

Table 2: Result of Simple Linear Regression of the influence of internal power struggles on Business Educators' job performance in Federal Universities, South-South, Nigeria **(N=85)**

Variables	R	R^2	Adjusted R^2
Internal power struggles			
	0.614	0.377	0.370
Business Educators' job performance			

The result in Table 2 shows a correlation coefficient (R-value) of 0.614, indicating a high positive relationship between internal power struggles and Business Educators' job performance in Federal Universities, South -South, Nigeria. The coefficient of determination (R^2 – value) of 0.377 also shown in Table 2 indicates that 37.7 percent of the variance in Business Educators' job performance in Federal Universities in South -South, Nigeria is explained or predicted by internal power struggles. This means that there is influence of internal power struggles on Business Educators' job performance in Federal Universities in South -South, Nigeria.

Research Question Three

What is the influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria?

Table 3: Result of Simple Linear Regression of the influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria **(N=85)**

Variables	R	R^2	Adjusted R^2
Manipulative resource allocation			
	0.818	0.669	0.665
Business Educators' job performance			

The result in Table 3 shows a correlation coefficient (R-value) of 0.818, indicating a very high positive relationship between manipulative resource allocation and Business Educators' job performance in Federal Universities in South -South, Nigeria. The co-efficient of determination (R^2 – value) of 0.669 also shown in Table 3 indicates that 66.9 percent of the variance in Business Educators' job performance in Federal Universities, South -South, Nigeria is explained or predicted by manipulative resource allocation. This means that there is influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria.

Hypothesis One

There is no significant influence of favouritism on Business Educators' job performance in Federal Universities in South -South, Nigeria.

Table 4: Result of Simple Linear Regression of the influence of favouritism on Business Educators' job performance in Federal Universities, South -South, Nigeria **(N=85)**

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	2138.62	1	2138.62	79.67	.00[b]
	Residual	2228.17	83	26.85		
	Total	4366.78	84			
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.30	2.26		3.21	.00
	Favouritism	1.74	.18	.73	9.78	.00

The result in Table 4 shows the F-ratio of 79.67 with the corresponding probability level of significance of .00 alpha at 1 and 83 degrees of freedom. This level of significance is less than .05 on which the decision is based. With this result, the null hypothesis was rejected. The result in Table 4 also shows an unstandardized coefficient (B) of 1.74 which indicates that for every one-unit increase in favouritism, Business Educators' job performance in Federal Universities in South-South, Nigeria decreases by 1.74. Furthermore, the t-value of 9.78 with a corresponding significance level of .00, which is also less than .05, reinforces that there is a significant negative influence of favouritism on Business Educators' job performance in Federal Universities in South-South, Nigeria.

Hypothesis Two

There is no significant influence of internal power struggles on Business Educators' job performance in Federal Universities in South -South, Nigeria

Table 5: Result of Simple Linear Regression of the influence of internal power struggles on Business Educators' job performance in Federal Universities, South -South, Nigeria **(N=85)**

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	1648.25	1	1648.25	50.32	.00[b]
	Residual	2718.53	83	32.75		
	Total	4366.78	84			
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.39	2.80		3.35	.00
	Internal power struggle	1.52	.21	.61	7.09	.00

The result in Table 5 shows the F-ratio of 50.32 with the corresponding probability level of significance of .00 alpha at 1 and 83 degrees of freedom. This level of significance is less than .05 on which the decision is based. With this result, the null hypothesis was rejected. The result in Table 5 also shows an unstandardized coefficient (B) of 1.52 which indicates that for every

one-unit increase in internal power struggles, Business Educators' job performance in Federal Universities, South-South, Nigeria decreases by 1.52. Furthermore, the t-value of 7.09 with a corresponding significance level of .00, which is also less than .05, reinforces that there is a significant negative influence of internal power struggles on Business Educators' job performance in Federal Universities in South-South, Nigeria.

Hypothesis Three

There is no significant influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria

Table 6: Result of Simple Linear Regression of the influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria **(N=85)**

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	2322.59	1	2322.59	94.30	.00[b]
	Residual	2044.19	83	24.63		
	Total	4366.78	84			

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.32	1.42		7.97	.00
	Manipulative resource allocation	1.27	.10	.82	12.96	.00

The result in Table 6 shows the F-ratio of 94.30 with the corresponding probability level of significance of .00 alpha at 1 and 83 degrees of freedom. This level of significance is less than .05 on which the decision is based. With this result, the null hypothesis was rejected. The result in Table 6 also shows an unstandardized coefficient (B) of 1.27 which indicates that for every one-unit increase in manipulative resource allocation, Business Educators' job performance in Federal Universities in South-South, Nigeria decreases by 1.27. Furthermore, the t-value of 12.96 with a corresponding significance level of .00, which is also less than .05, reinforces that there is a significant negative influence of manipulative resource allocation on Business Educators' job performance in Federal Universities in South-South, Nigeria.

Discussion of Findings

The first objective of the study was to assess the influence of favouritism on Business Educators' job performance in Federal Universities in South-South, Nigeria. The result of testing hypothesis one revealed a significant negative influence of favouritism on Business Educators' job performance. The finding of the study supports a study by Jamiu & Abiodun (2025) who found that a politically charged environment characterised by favouritism, lack of transparency and politically motivated decisions demotivate employees and reduce their

output. The finding shows that when favouritism increases, it destroys Business Educators' morale and directly drives down their job performance.

The second objective of the study was to determine the influence of internal power struggles on Business Educators' job performance in Federal Universities in South-South, Nigeria. The result of testing hypothesis two revealed a negative significant influence of internal power struggles on Business Educators' job performance. The finding of the study supports a study by Jamiu & Abiodun (2025) who found that internal power struggles negatively significantly influenced staff productivity. The finding implies that, the more time Business Educators waste navigating internal power struggles, the less energy they have left to perform well in their roles.

The third objective of the study was to evaluate the influence of manipulative resource allocation on Business Educators' job performance in Federal Universities, South-South, Nigeria. The result of testing hypothesis three revealed a negative significant influence of manipulative resource allocation on Business Educators' job performance. The finding of the study supports a study by (Nwambuko *et al.,* 2026; Jamiu & Abiodun, 2025) who found in their separate studies that selective allocation of critical and scarce resources in the workplace hinders effective job performance. The finding reveals that when tools and funding are unfairly manipulated, Business Educators are left without resources they need to do their jobs effectively and efficiently.

Finally, the breakdown of job performance in this study reveals that while employees (Business Educators) might maintain regular, basic attendance to avoid disciplinary action, their creative output, active research, and organisational citizenship behaviours (OCB) drop significantly (Ebieme et al, 2026).

Conclusion and Recommendations

The study concluded that organisational politics serves as a critical determinant of Business Educators' job performance within Federal Universities, South-South, Nigeria, exerting a predominantly negative influence on academic productivity and institutional morale. The evidence suggests that when informal power play, favouritism and non-meritocratic decision making characterise the workplace, educators experience diminished motivation, reduced commitment to research and teaching mandates, and heightened job dissatisfaction.

Based on the findings and conclusion, the following recommendations are made:

1. Federal university administrators in South-South, Nigeria should establish an anti-favouritism, nepotism, and godfatherism policy that institutionalises a merit-based reward system. This includes using Al-driven tools or objective key performance indicators (KPIs) for appraisals to ensure that promotions, assignments, and recognitions are based strictly on professional competence and documented achievements rather than personal or social ties.
2. To mitigate the hostile interpersonal tensions created by "internal fights", faculties should implement conflict resolution frameworks and transparent governance models.

By fostering an ethical climate where decision-making criteria are clear and inclusive, institutions can improve psychological safety, reducing the time educators spend navigating office politics and increasing their focus on teaching and research.

3. Federal Universities in South-South, Nigeria should adopt independent audits and accountability mechanisms for the distribution of critical academic resources, such as research grants and infrastructural support. Ensuring that stewardship of public resources is transparent and competence-based rather than serving as a tool for political leverage. This will prevent the demoralisation of Business Educators whose performance currently go unrecognised.

Contribution to Knowledge

This study has provided fresh empirical evidence on how informal power structures specifically affect Business Education, a field that requires high ethical standards and practical industry alignment. While general management studies exist, this research uniquely maps the detrimental effects of favouritism, internal power struggles and manipulative resource allocation within the Federal University System of South-South, Nigeria, providing localized data point that was previously under-researched. The study has contributed to organisational behaviour theory by confirming that organisational politics acts as a "performance inhibitor" rather than just a workplace nuisance. It has extended the application of organisational politics scale (POPS) to the Nigerian academic environment, proving that power struggles significantly drain the "psychological capital" of educators, leading to reduced research output and poor classroom delivery.

Implications of the Study

The findings of the study imply that widespread favouritism leads to "mediocrity trap", where academic appointments and promotions are based on social ties rather than merit. This discourages highly qualified educators from striving for excellence. The theoretical and scholarly implications of the study is that, it provides empirical support for Social Exchange Theory and Equity Theory within the Nigerian academic context. It also reinforces the idea that educators reciprocate perceived unfairness (politics) with reduced performance and disengagement. In addition, the implication of the study is that, it signals to the Federal Ministry of Education and University Governing Councils that current administrative structures are vulnerable to political manipulation. It highlights the urgent need for transparent accountability mechanisms and independent oversight of resource distribution.

Suggestions for Further Research

Future studies should conduct a comparative evaluation of the influence of organisational politics on Business Educators' job performance between Federal and Private Universities in Nigeria. This would determine if the lack of "private ownership in Federal institutions

exacerbates political maneuvers compared to the more profit-driven, performance-based management styles of private institutions.

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