

RELATIONSHIP BETWEEN MANAGEMENT OF VICARIOUS LIABILITY AND ADMINISTRATIVE EFFECTIVENESS IN STATE-OWNED TERTIARY EDUCATIONAL INSTITUTIONS IN BORNO STATE, NIGERIA

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Received: 26/01/2026

Accepted: 02/02/2026

Published: 03/02/2026

ABSTRACT

This study investigates the relationship between management of vicarious liability and administrative effectiveness in state-owned tertiary educational institutions in Borno State, Nigeria. The study adopted correlational survey research design. The research involved 3211 staff from these institutions, with a sample of 333 staff. The Management of Vicarious Liability Questionnaire (MVLQ) and Administrative Effectiveness Questionnaire (AEQ) were used to collect data. The results showed a high extent of management of tort of vicarious liability, moderate administrative effectiveness, and a positive relationship between management of tort of vicarious liability and administrative effectiveness. It was recommended that school administrators should regularly organize awareness on the legal implications of vicarious liability, the government should teach tortious liabilities in schools, and multimedia should be utilized by school administrators for awareness creation. The study highlights the importance of addressing the complex challenges faced by state-owned tertiary educational institutions in Nigeria.

Keywords: Law of Tort, Vicarious Liability, School Management, Administrative Effectiveness, Tertiary Education

1.0 INTRODUCTION

State-owned tertiary educational institutions in Nigeria are crucial for national development, nurturing human capital. However, their administrative effectiveness is often hindered by complex challenges, including managing vicarious liability. This paper examined the relationship between effective vicarious liability management and overall administrative effectiveness within these institutions in Borno State.

Vicarious liability, as defined by Martin and Law (2006), refers to the liability of one person for the conduct of another. They further elaborate that it is a legal liability imposed on an individual for torts or crimes committed by someone else. This concept primarily involves the liability of a superior for the actions of a subordinate (Malemi, 2017). Therefore, vicarious liability typically describes the responsibility of a superior for the conduct of a subordinate, such as an employer's liability for an employee's actions. In such cases, the superior officer bears the liability for wrongs committed by their subordinate when acting with the superior's authority.

The tort of vicarious liability is frequently observed in educational settings. For instance, it can arise when school drivers operate school buses to unauthorized destinations, leading to accidents, or when school heads fail to implement necessary precautionary measures to prevent accidents in laboratories and workshops. In essence, vicarious liability signifies the accountability of one person for the actions of another, particularly a superior for a subordinate's conduct. While a superior bears the primary liability, Ogunu (2015) posits that any vicarious liability incurred due to the subordinate's negligence would ultimately be borne by the subordinate. Malemi (2017) reiterates that vicarious liability is the responsibility of one person, usually a superior, for the actions of another, typically a subordinate, like an employer's liability for an employee.

According to Malemi (2017), school administrators can be held vicariously liable for wrongs committed by their subordinates during official duties. For example, if a school driver causes an accident while on a legitimate official assignment, the school administrator bears the liability. However, if the driver was not on an authorized official assignment, they would then be solely responsible for the incurred liability. Essentially, vicarious liability is the responsibility of one person for the actions of another, particularly a superior for a subordinate's conduct. This often applies to situations like an employer's liability for an employee's actions (Malemi, 2017). Therefore, the tortious liability of vicarious liability represents a legal obligation to compensate someone for damages that arise from one person's conduct due to another's responsibility (Malemi, 2017).

Effective tort management in educational institutions necessitates that school heads implement strategies to penalize those who default and, crucially, prevent the occurrence of tort liabilities. This can be achieved through various means, including creating awareness among staff and students. Terry and Franklin (2003) offer a more detailed perspective on the activities involved in this management function. They define management as a specific process encompassing planning, organizing, actuating, and controlling. These activities are performed to define and achieve stated objectives, utilizing both human resources and other available assets. More specifically, Manga (2022a) describes tort management in schools as the strategies adopted by school administrators to both raise awareness and safeguard school personnel against tortious acts.

Administrative effectiveness in an educational institution hinge on achieving the institution's core objectives. Bolatito (2020) draws a crucial distinction between effectiveness and efficiency: efficiency compares costs and results, striving for minimum costs in relation to inputs and outputs, while effectiveness simply means achieving a predetermined goal (Robbins & Coulter in Mukhtar, Hidayat & Habibi, 2020). In the perspective of Nigerian tertiary institutions, Ajewole (2017) outlines several key components of administrative effectiveness. These include a stable academic calendar, timely admission processing, prompt accreditation of academic programs by the National Universities Commission (NUC), and consistent maintenance of offices, buildings, and furniture. Furthermore, regular and uninterrupted electricity and water supply, adequate upkeep of campus facilities, and effective information management systems are vital. Quality staff recruitment and retention, regular meetings of statutory university organs, timely employee reviews and promotions, and staff punctuality and regularity at work also contribute significantly. Finally, the proper functioning of statutory organs as stipulated, sufficient information on student statistics for planning, and the timely processing of student results are all indicative of administrative effectiveness. Manga and Ogundele (2019) expand on this, stating that administrative effectiveness involves the efficient utilization of human, financial, material, time, and machine resources, alongside strong managerial skills. They emphasize that effective administration requires proficient policymaking, planning, organization, directing, coordinating, delegating, controlling, communication, supervising, staffing, reporting, and budgeting within an organization.

1.1 Realist Theory of Law

The realist theory of law, primarily advanced by Axel Hagestrom (1868-1739) and further explained by Manga (2022b), posits that law extends beyond the written text of statutes and judicial precedents. Instead, it encompasses the actual views and decisions made by judges and juries, often influenced by external factors. This theory suggests that judges, when rendering decisions, consider not only abstract legal rules but also socio-economic interests and public policy. Proponents of legal realism, including Axel Hagestrom, Hans Karl Olivarcronu (1878-1913), and Jerome Frank (1889-1957). Manga, (2022b) argue that law should be analyzed using value-free natural science methods. They believe law is inseparable from its practical application and its full scope can only be understood through its daily use (Halai, 2021).

This realist perspective is particularly relevant to the study of school administration because it highlights a key role of school leaders: ensuring justice for all staff and students. Jerome, as cited in Halai (2021), noted that a judge's decisions can be swayed by their mood, influenced by various factors that may not directly pertain to the case at hand. Consequently, ineffective school administrators might compromise their judgment regarding vicarious liability within their schools.

1.2 Empirical Studies on Tort Management and Administrative Effectiveness in Educational Institutions

Several empirical studies highlight the challenges and strategies related to managing torts and ensuring administrative effectiveness within educational settings.

Manga (2022a) investigated the application of administrative strategies to prevent torts such as malicious prosecution, nuisance, deceit, and vicarious liability in unity schools in Kebbi State. The study found that these strategies were applied unsatisfactorily. Consequently, it was recommended that schools develop specific rules to counter these torts, among other necessary actions. This research is particularly relevant as it addressed several variables pertinent to the current study, including malicious prosecution, nuisance, deceit, and vicarious liability.

In a related study, Manga (2022b) assessed the extent to which administrative strategies were applied to prevent trespass, negligence, and defamation in unity schools, also in Kebbi State. This study found that while unity schools did not satisfactorily apply the law of tort to prevent trespass to persons, they did implement measures against trespass on school land, negligence, and defamation. The recommendation from this study was for schools to develop strict rules against torts like assault and battery, ensuring the prosecution of those found guilty and referring serious cases to court. Offem and Ikediugwu (2021) explored the awareness of trespass among teachers and its impact on their work attitude, emphasizing its implications for school administrators. Their findings revealed a significant relationship between teachers' awareness of trespass and their work attitude, which directly affects school administration.

Further, Koko and Nkemjika (2022) examined the influence of education laws on human and material resource management in secondary schools in Abia State. The study found that education laws influence physical resource management by dictating practices such as carrying out corrective maintenance on school buildings to prevent hazards to students and teachers, and promptly addressing defective physical and material facilities to avoid torts of negligence. They recommended that the government consistently organize seminars for school administrators and teachers on relevant state laws concerning their profession.

Most recently, Musa and Manga (2023) investigated the relationship between the management of tort of trespass to person and administrative effectiveness in state-owned tertiary educational institutions in Borno State, Nigeria. Their findings indicated a high extent of management of tort of trespass to person and a moderate level of administrative effectiveness in these institutions. Crucially, the study also revealed a significant positive relationship between the management of tort of trespass to person and administrative effectiveness. The researchers recommended frequent training for school heads on the effective application of strategies for managing tortious liabilities related to trespass to person in schools, among other suggestions.

Bolatito (2020) investigated the relationship between school administrators' qualities, subordinates' characteristics, and administrative effectiveness in colleges of education across Nigeria's Northwest Geo-Political Zone. The study found that while administrators' qualifications largely determined their appointment to leadership roles, factors like seniority

and political affiliations sometimes superseded these qualifications. Manga (2020) conducted a study in Kebbi State's tertiary educational institutions, examining the management of security guard operations as a correlate of school effectiveness. The findings indicated that both the level of awareness of roles among security guards and the quality of planning for security operations were rated low. Despite this, these two variables showed a significant correlation with school effectiveness. Consequently, Manga recommended that school managers develop enlightenment strategies, such as regular training workshops, and implement scientific planning of security operations to foster a more secure school environment and enhance overall effectiveness.

Ajewole (2017) focused on the relationship between labor disputes, management strategies, and administrative effectiveness in public universities in Southwestern Nigeria. The study aimed to identify predominant forms and causes of labor disputes, among other objectives. It revealed that demonstrations were the most common form of labor dispute, with staff welfare being a primary cause. Management, it was found, frequently employed force in handling these disputes in tertiary institutions. The study also established a significant relationship between labor disputes, management strategies, and administrative effectiveness in Nigerian tertiary educational institutions. Finally, Victor (2017) ascertained time management strategies for principals' administrative effectiveness in secondary schools in Enugu State. The study's findings indicated that principals effectively managed their time through the adoption of meeting management strategies. However, it also revealed that principals did not widely adopt delegation strategies for time management, specifically in areas such as allowing assistants to make decisions on assigned tasks, having complete faith in staff ability when delegating, delegating tasks according to staff abilities, and setting limits for task completion.

2.0 STATEMENT OF THE PROBLEM

State-owned tertiary educational institutions in Nigeria are essential for national development and knowledge creation. Nevertheless, their administrative effectiveness is being challenged by various factors, including the management practices of vicarious liability. Vicarious liability is a legal doctrine which holds employers responsible for tortious acts committed by employees, posing significant risks to these institutions. Incidents leading to vicarious liability claims can range from academic misconduct to professional malpractice. These incidents can lead to financial penalties, reputational damage, erosion of public trust, disruption of academic calendars, and diversion of resources towards litigation and compensation. Many institutions in Nigeria, particularly in Borno State, lack robust frameworks for managing vicarious liabilities.

This lack of robust frameworks shows in insufficient legal awareness, inadequate risk assessment protocols, inconsistent policy enforcement, limited budgetary allocations for legal counsel and adequate insurance coverage, and weak internal grievance and dispute resolution mechanisms. The financial burden of avoidable legal judgments can worsen the precarious

funding situation in Nigerian education system, negatively impact staff morale, and strain relationships with regulatory bodies (such as National Universities Commission, National Business and Technical Examinations Board, National Commission for Colleges of Education) and the public. In view of this therefore, this study aims to investigate the relationship between management of vicarious liability and administrative effectiveness of state-owned tertiary educational institutions in Borno State, Nigeria.

2.1 Objectives of the Study

This study aims to:

1. Ascertain the extent to which the tort of vicarious liability is managed within state-owned tertiary educational institutions in Borno State.
2. Determine the level of administrative effectiveness in state-owned tertiary educational institutions in Borno State.
3. Investigate the relationship between the management of the tort of vicarious liability and administrative effectiveness in state-owned tertiary educational institutions in Borno State.

2.2 Research Questions

This study will seek to answer the following questions:

1. What is the extent of management of the tort of vicarious liability in state-owned tertiary educational institutions in Borno State?
2. What is the level of administrative effectiveness in state-owned tertiary educational institutions in Borno State?

2.3 Research Hypothesis

The following null hypothesis was tested:

1. There is no significant relationship between the management of the tort of vicarious liability and administrative effectiveness in state-owned tertiary educational institutions in Borno State.

3.0 METHODOLOGY

This study employed an explanatory correlational research design, a suitable choice given its aim to determine the relationship between the management of vicarious liabilities and administrative effectiveness in state-owned tertiary educational institutions in Borno State, Nigeria. As Creswell (2012) explains, an explanatory correlational design focuses on the extent

to which two or more variables co-vary, meaning changes in one variable are reflected in changes in the other (p. 340).

3.1 Population

The study's total population comprised 3,211 staff across nine state-owned tertiary educational institutions in Borno State, Nigeria. This included 1,174 academic staff (ranging from Graduate Assistants to Professors in universities, and Assistant Lecturers to Chief Lecturers in polytechnics, colleges of education, and monotechnics), 1,544 non-academic staff (from Grade Level one to Grade Level 16, encompassing various roles like registry, health unit, security, transport, secretarial, laboratory, and works department staff, as well as legal unit personnel), and 493 management staff (including Vice Chancellors, Deputy Vice Chancellors, Provosts, Rectors, Registrars, Bursars, Chief Librarians, Deans, Directors, Coordinators, and Heads of Departments). The population encompassed both male and female staff, individuals with varying levels of experience, and those holding qualifications from SSCE to PhD. Council members, who are not full-time employees, were excluded from the study.

3.2 Sample and Sampling Techniques

A sample size of 333 was drawn from the total population of 3,211, a number determined using Research Advisor (2006). Purposive sampling was used to select all state-owned tertiary educational institutions, as they constituted the specific target population of interest. To ensure equitable representation, the staff within these institutions were stratified into academic and non-academic categories, and proportionate sampling was then used to determine the sample size from each stratum and institution. Creswell (2012) defines a sample as a subgroup of the target population studied to generalize about the larger population. Within each institution and stratum, random sampling was employed to select individual participants, providing an equal opportunity for all subjects to be included in the sample, thereby minimizing bias and facilitating the generalization of findings. The final sample consisted of 153 academic staff and 180 non-academic staff.

3.3 Instruments for Data Collection

Management of Vicarious Liability Questionnaire (MVLQ): This instrument gathered quantitative data on the management of vicarious liability in tertiary educational institutions. It was adapted from Manga (2022a & 2022b) and tailored to the study's specific context. The MVLQ items were structured on a 5-point Likert scale, ranging from 1 (Very Low Extent) to 5 (Very High Extent). A mean score of 2.50 or above was set as the cut-off for a satisfactory extent of management of tortious liabilities.

Administrative Effectiveness Questionnaire (AEQ): Adapted from Ajewole (2017), this questionnaire collected data on administrative effectiveness. The original AEQ, which had 16

items, was modified by the researcher to 10 items, and the statements were restructured to suit the current study. These items were also structured on a 5-point Likert scale, ranging from 1 (Very Low Level) to 5 (Very High Level). A mean score of 2.50 or above indicated a satisfactory level of administrative effectiveness. Questionnaires were chosen as the data collection method to accommodate a large sample size, enabling the generalization of findings, which would be challenging with a qualitative approach.

3.4 Validity of the Instruments

The MVLQ, adapted from Manga (2022a & 2022b), was initially validated by experts. The researcher further ensured content validity by revalidating the adapted instrument with experts in educational management and law. Items were grammatically rephrased to align with the management of vicarious liability, such as changing "school has rules against tort of assault to person among staff and students" to "the school management ensures that adequate policies regarding trespass to person among staff and students are provided in students' handbook and staff manual."

The AEQ, adapted from Ajewole (2017), was also originally validated by experts. Its content validity, after modification, was re-determined by three experts in educational management and law.

3.5 Reliability of the Instruments

The adapted MVLQ had initial reliability indices of 0.79 (Manga, 2022a & 2022b). To ensure its reliability after modification, the researcher conducted a pilot test using a test-retest method over a five-week interval in a tertiary institution not part of the main study but sharing similar characteristics. The scores from this pilot study were correlated using Pearson Product Moment Correlation (PPMC), yielding a coefficient of 0.76, thus confirming the MVLQ's reliability.

Similarly, the AEQ, adapted from Ajewole (2017), had an initial reliability of 0.84. The researchers performed a pilot test using a test-retest method and calculated the correlation coefficient of the two sets of scores using PPMC, which resulted in a coefficient of 0.79, confirming the AEQ's reliability.

3.6 Method of Data Collection

Data collection involved the administration of questionnaires. The researchers, assisted by nine trained research assistants, directly distributed and collected the questionnaires. Research assistants were trained to explain the study's objectives to participants, ensuring clear understanding and effective responses. This direct delivery and recovery method aimed to achieve a high return rate. A total of 333 copies of both the MVLQ and AEQ were distributed based on the sample size. The researcher personally explained the study's purpose and

objectives during administration to eliminate suspicion and encourage effective participation. Ultimately, data analysis was based on 326 retrieved questionnaires.

3.7 Methods of Data Analysis

Both descriptive and inferential statistics were employed for data analysis. Descriptive statistics, specifically percentages and means, were used to describe the extent of management of vicarious liability and administrative effectiveness in state-owned tertiary educational institutions in Borno, Nigeria. This analysis was performed using Statistical Package for Social Sciences (SPSS) software. The hypothesis was tested using Pearson Product Moment Correlation (PPMC) to determine the relationship between the management of vicarious liability and administrative effectiveness, also utilizing SPSS.

4.0 RESULTS

Research Question One

What is the extent of management of tort of vicarious liability in state owned tertiary educational institutions in Borno State? This is presented on Table 1.

Table 1: Extent of Management of Vicarious Liability in State Owned Tertiary Educational Institutions in Borno State

S/N	Items Statement	Rate	\bar{X}	Extent	Decision
1	Subordinates are held liable for spoiling an official car on a personal unauthorized journey	77%	3.83	HE	Satisfactory
2	Subordinates are held liable for any damage caused to official property used for personal engagement	76%	3.78	HE	Satisfactory
3	Subordinates are held liable for accident with official car committed during unauthorized personal assignment	73%	3.63	HE	Satisfactory
4	Subordinates are held liable for unauthorized lending of official property to another person	74%	3.68	HE	Satisfactory
5	Subordinates are personally held liable for any bribe, fraud and theft they have committed	76%	3.80	HE	Satisfactory
6	Teacher are held liable for knowingly and negligently using defective and unsafe equipment in laboratory and workshop	73%	3.65	HE	Satisfactory
7	Superior officers are liable for any civil wrong committed by their subordinates as a result of poor monitoring, inspection and supervision	74%	3.69	HE	Satisfactory

8	School organizes enlightenment programme to create awareness on legal implication of vicarious liability	49%	2.48	LE	Unsatisfactory
Grand Mean (\bar{x})		72%	3.57	HE	Satisfactory

Source: Field Survey, 2023.

n=326

Analysis of data in Table 1, item one reveals subordinates are held liable for spoiling an official car on a personal unauthorized journey which was rated 77% with a mean score of 3.83, indicating high extent of management of vicarious liability related to damages caused as a result of unauthorized journey; subordinates are held liable for any damage caused to official property used for personal engagement was also rated 76% with a mean score of 3.78, indicating high extent of management of vicarious liability related to unauthorized use of official property; subordinates are held liable for accident with official car committed during unauthorized personal assignment was rated 73% with a mean score of 3.63, indicating high extent of management of vicarious liability related accident during unauthorized trip; subordinates are held liable for unauthorized lending of official property to another person was rated 74% with a mean score of 3.68, indicating high extent of management of vicarious liability related unauthorized lending of official property; subordinates are personally held liable for any bribe, fraud and theft they have committed was rated 76% with a mean score of 3.80, indicating high extent of management of vicarious liability related bribe taking by subordinates.

Also, teachers are held liable for knowingly and negligently using defective and unsafe equipment in laboratory and workshop was rated 73% with a mean score of 3.65, indicating high extent; superior officers are liable for any civil wrong committed by their subordinates as a result of poor monitoring, inspection and supervision was rated 74% with a mean score of 3.69, indicating high extent of management of vicarious liability related poor monitoring and supervision; school organizes enlightenment programme to create awareness on legal implication of vicarious liability was rated 49% with a mean score of 2.48, indicating low extent of management of vicarious liability related organisation of awareness programmes. Table 1 also shows that grand mean rating of management of tort of vicarious liability was 72% with a mean score of 3.57, indicating satisfactorily high extent of management of tort of vicarious liability in state owned tertiary educational institutions in Borno State.

Research Question Two

What is the Level of Administrative Effectiveness in State Owned Tertiary Educational Institutions in Borno State? This is presented on Table 2.

Table 2: Level of Administrative Effectiveness in State Owned Tertiary Educational Institutions in Borno State, Nigeria

S/N	Items Statement	Rate	\bar{X}	Level	Decision
1	School administrator ensures that issues of tortious liabilities are adequately and clearly spelt out and documented in staff and students handbooks	44%	2.19	LL	Unsatisfactory
2	Legal experts are involved in drafting and reviewing school handbooks to ensure that tortious liabilities are adequately captured	78%	3.91	HL	Satisfactory
3	Enlightenment programmes such as workshop and seminars are organized to create awareness on matters of tortious liabilities in schools	61%	3.05	ML	Satisfactory
4	School administration create an open door leadership climate which allows staff and students to freely report cases of tortious liabilities they are subjected to	77%	3.84	HL	Satisfactory
5	School administrators appoint a standing disciplinary committee to promptly investigate cases of tortious liabilities and make recommendations	74%	3.71	HL	Satisfactory
6	A legal expert is appointed as a member of the disciplinary committee to ensure legality is adhered to in tortious liabilities decisions	66%	3.29	ML	Satisfactory
7	Recommendations and decisions of the disciplinary committee on tortious liabilities cases are promptly implemented or executed	78%	3.90	HL	Satisfactory
8	Staff who are convicted of tortious liabilities are promptly punished without fear or favour	76%	3.78	HL	Satisfactory
9	School employ multimedia approach in awareness creation on tortious liabilities	45%	2.27	LL	Unsatisfactory
10	School administrator championed multi-ministerial approach to curriculum change to accommodate tortious liabilities in teacher education programmes	44%	2.18	LL	Unsatisfactory
Grand Mean (\bar{x})		64%	3.21	ML	Satisfactory

Source: Field Survey, 2023.

n=326

Analysis of data in Table 2 reveals school administrator ensures that issues of tortious liabilities are adequately and clearly spelt out and documented in staff and students handbook which was rated 44% with a mean score of 2.19, indicating low extent of documentation of tortious

liabilities issues in staff and students’ handbook; legal experts are involved in drafting and reviewing school handbooks to ensure that tortious liabilities are adequately captured was also rated 78% with a mean score of 3.91, indicating high extent of involvement of legal experts in drafting and reviewing staff and students’ handbook; enlightenment programmes such as workshop and seminars are organized to create awareness on matters of tortious liabilities was rated 61% with a mean score of 3.05, indicating moderate extent of organisation of awareness programmes for staff and students; school administrator create an open door leadership climate which allows staff and students to freely report cases of tortious liabilities they are subjected to was rated 77% with a mean score of 3.84, indicating high extent of management of accessibility to school administrators; school administrators appoint a standing disciplinary committee to promptly investigate cases of tortious liabilities and make recommendations was rated 76% with a mean score of 3.71, indicating high extent.

Also, a legal expert is appointed as a member of the disciplinary committee to ensure legality is adhered to in tortious liabilities decisions was rated 66% with a mean score of 3.29, indicating moderate extent of appointment of legal expert as disciplinary committee members; recommendations and decisions of the disciplinary committee on tortious liabilities cases are promptly implemented or executed was rated 78% with a mean score of 3.90, indicating high extent of implementation of committees’ recommendations; staff who are convicted of tortious liabilities are promptly punished without fear or favour was rated 76% with a mean score of 3.78, indicating high extent of fairness in penalty; school employ multimedia approach in awareness creation on tortious liabilities was also rated 45% with a mean score of 2.27, indicating low extent of utilization of multimedia in awareness creation campaigns; school administrator championed multi-ministerial approach to curriculum change to accommodate tortious liabilities in teacher education programmes was likewise rated 44% with a mean score of 2.18, indicating low extent; Table 2 also shows that grand mean rating of level of administrative effectiveness was 64% with a mean score of 3.21, indicating satisfactorily moderate extent of administrative effectiveness in state owned tertiary educational institutions in Borno State.

Hypothesis One (HO1)

There is no Significant Relationship between Management of Tort of Vicarious Liability and Administrative Effectiveness in State Owned Tertiary Educational Institutions in Borno State. This hypothesis was tested and presented in Table 3.

Table 3: Relationship between Management of Tort of Vicarious Liability and Administrative Effectiveness in State Owned Tertiary Educational Institutions in Borno State

Variables	N	Mean	SD	Df	r-Cal	P-value	Decision
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Tort of vicarious liability	326	3.73	.6609				
				324	0.192	0.000	Ho ₁ Rejected
Administrative Effectiveness	326	3.76	.6512				

Source: Field Survey, 2023.

Table 3 reveals the number of participants (n) = 326, and a correlation value (r) = 0.192 and P-value of 0.000. Testing the hypothesis at alpha level = 0.05 the p value is less than the alpha value, 0.000 < 0.05. Hence, the null hypothesis is rejected. This indicates that there is a positive relationship between management of tort of vicarious liability and administrative effectiveness. This means that management of tort of vicarious liability is significantly related to administrative effectiveness in state owned tertiary educational institutions in Borno State. By implication, it means management of vicarious liability will lead to administrative effectiveness in state owned tertiary educational institutions in Borno State, Nigeria.

5.0 SUMMARY OF FINDINGS

1. There is satisfactorily high extent of management of tort of vicarious liability in state owned tertiary educational institutions in Borno state, Nigeria.
2. There is satisfactorily moderate level of administrative effectiveness in state owned tertiary educational institutions in Borno state, Nigeria.
3. Management of tort of vicarious liability is positively related to administrative effectiveness in Borno State owned tertiary educational institutions.

6.0 DISCUSSION OF FINDINGS

This study yielded three significant findings regarding the management of tort of vicarious liability and administrative effectiveness in state-owned tertiary educational institutions in Borno State, Nigeria.

Firstly, the study revealed a satisfactorily high extent of management of tort of vicarious liability within these institutions. This aligns with the findings of Musa and Manga (2023), who similarly reported a high extent of management for the tort of trespass to person in Borno State's tertiary educational institutions. Secondly, the study found a satisfactorily moderate level of administrative effectiveness in the same institutions. This result also corroborates the work of Musa and Manga (2023), which indicated a moderate level of administrative effectiveness.

The third key finding established a positive relationship between the management of tort of vicarious liability and administrative effectiveness in Borno State's tertiary educational institutions. This conclusion is consistent with Musa and Manga (2023), who observed a

significant positive relationship between the management of the tort of trespass to person and administrative effectiveness in state-owned tertiary educational institutions in Borno State, Nigeria. Furthermore, this finding is in agreement with Manga (2022a). The consistency with Manga (2022a) might be attributed to the fact that both studies were conducted in Northern Nigeria and focused on educational institutions, which share similar characteristics despite differences in the specific educational levels examined. This positive correlation suggests that a high level of administrative effectiveness can lead to a reduction in cases of vicarious liability in schools. Conversely, effective management of vicarious liabilities in schools appears to enhance administrative effectiveness. However, it's worth noting that item 8 on Table 2 indicated a low extent of organization of awareness creation programmes on the legal implications of vicarious liability for staff and students. This highlights an area where improvements could be made despite the overall positive findings.

6.1 Recommendations

1. School administrators should ensure awareness creation on legal implication of vicarious liability is frequently organized. Government should ensure tortious liabilities are taught in schools especially in educational programmes such as degree in education. Multimedia should be exploited by school administrators for awareness creation on legal implication of tortious liabilities.
2. School management should establish or reinforce dedicated legal and compliance units with clear mandates to advise on risk, develop policies, and manage potential claims.
3. School managers should collaborate with government in advocating for and securing comprehensive insurance policies that cover a wide range of potential vicarious liability claims, protecting the institution from devastating financial losses.
4. School administrators should ensure that clear, accessible, and impartial channels exist for reporting misconduct and resolving disputes, fostering trust and accountability.

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