

## **EXAMINATION OF THE POWER DYNAMICS AND ACCOUNTABILITY FOR EFFECTIVE ADMINISTRATION OF STUDENT ACADEMIC CAREERS IN BAYELSA STATE PUBLIC UNIVERSITIES**

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### **ABSTRACT**

*The study examined power dynamics and accountability for effectively administering student academic careers in Bayelsa State public universities. The research design for this study is the descriptive research design. The study's population comprised 3826 teaching staff from the four public universities in Bayelsa State. However, due to proximity and accessibility, this study focused on Niger Delta University, Amassoma, which has 1282 teaching staff. A simple random sampling technique selected a sample of 128 teaching staff, representing 10% of the university's teaching staff. The instruments for data collection were questionnaires named the "Power Dynamics and Accountability for Effective Administration of Student Academic Career Questionnaire (PDAEASACQ)," which were developed by the researcher. The instrument was validated its reliability tested using Cronbach's alpha and the result yielded a 0.75 coefficient indicating that the instrument is reliable. Mean and standard deviation were answered and the hypotheses were tested using an Independent t-test at a 0.05 level of significance with the aid of Statistical Package for the Social Sciences (SPSS) version 26.0. The study revealed that power dynamics significantly influence the administration of student academic careers, with both male and female administrators perceiving the impact of power dynamics similarly. The study concluded that power dynamics and accountability enhance the effective administration of student academic careers in Bayelsa State public universities. The study recommends among others that university administrators prioritize accountability and transparency in their decision-making processes.*

### **INTRODUCTION**

A career is more than just a means of earning a living; it is a vital aspect of personal identity and fulfilment. A well-chosen career brings happiness, financial stability, and social impact (Budayová et al., 2022). It allows individuals to apply their skills, knowledge, and passions to make meaningful contributions to society. However, the pursuit of higher education is a transformative journey that extends beyond the academic realm, laying the foundation for a fulfilling and successful career. A student's academic career and future profession are intricately linked, with each influencing the other in profound ways. The academic career of a student represents a profound transformative journey that extends far beyond mere knowledge acquisition, embodying a complex ecosystem of institutional interactions, developmental processes, and strategic interventions. Within the intricate of higher education, the administration of student academic careers emerges as a critical nexus where institutional power, governance structures, and accountability mechanisms converge to shape educational outcomes and individual trajectories.

Student academic career administration involves systematic processes, strategic interventions, and institutional practices designed to support, guide, and optimize students' educational experiences from enrollment through graduation (Ward, 2022). This comprises the interactions between administrative authorities, academic personnel, institutional policies, and student populations, creating a dynamic environment where power relations significantly influence educational quality, student development, and institutional effectiveness. These serve as the foundational infrastructure that determines the quality of educational experiences and supports holistic student development that contributes to the broader societal goal of producing competent, well-rounded graduates capable of addressing complex professional and social challenges. In the context of Bayelsa State's

public universities, this administrative domain represents a critical intervention point for addressing educational inequities, promoting academic excellence, and fostering an environment of transparent and responsive governance.

Power dynamics which is an integral part of academic administrative structures play a pivotal role in shaping student experiences and institutional outcomes. These dynamics manifest through various channels: decision-making processes, resource allocation, policy formulation, academic regulations, and interpersonal interactions between administrative personnel and students (Mousa, 2024). The distribution and exercise of institutional power significantly influence students' academic trajectories, access to opportunities, and overall educational experience. Accountability, on the other hand, emerges as a fundamental mechanism for ensuring transparency, fairness, and effectiveness in student academic career administration (Ricci, 2023). It represents a systematic approach to establishing clear responsibilities, implementing robust monitoring mechanisms, and creating responsive feedback systems that enable continuous improvement of administrative practices. In the context of Bayelsa State's public universities, accountability serves as a critical safeguard against potential administrative arbitrariness and ensures that institutional resources and processes are aligned with students' developmental needs. The intersection of power dynamics and accountability in student academic career administration reveals complex challenges and opportunities.

### **Statement of the Problem**

The administration of student academic careers in Bayelsa State public universities faces several systemic challenges that fundamentally affect the effectiveness of educational governance and student developmental processes. Despite the critical importance of transparent, responsive administrative mechanisms, significant gaps persist in understanding and addressing the intricate power dynamics that shape students' educational experiences. Preliminary observations reveal substantive misalignments between institutional administrative practices and student developmental needs. These misalignments manifest through opaque decision-making processes, inconsistent policy implementations, and potential systemic barriers that impede students' academic progression and holistic development. The absence of robust accountability frameworks creates environments where administrative discretion can potentially undermine students' fundamental educational rights and opportunities.

Furthermore, the absence of robust accountability frameworks creates environments where administrative discretion can undermine students' fundamental educational rights and opportunities. This lack of accountability exacerbates existing power imbalances, compromising student well-being and academic success. However, critical gaps exist in the current understanding of how power relations within university administrative structures impact student academic trajectories. The lack of comprehensive research exploring these dynamics in Bayelsa State's public universities represents a significant knowledge deficit. It is against these premises that this study examines the power dynamics and accountability for the effective administration of student academic careers in Bayelsa State public universities.

### **Aim and Objectives of the Study**

This study aims to examine the power dynamics and accountability for the effective administration of student academic careers in Bayelsa State public universities. The specific objectives are to:

- examine the power dynamics influencing the administration of student academic careers in Bayelsa State Public Universities
- investigate how accountability impacts the effective administration of student academic careers in Bayelsa State Public Universities
- identify strategies for promoting accountability and improving power dynamics in student academic career administration in Bayelsa State Public Universities.

## Research Questions

The following questions were raised to guide the study:

- How do power dynamics influence the administration of student academic careers in Bayelsa State Public Universities?
- How does accountability impact the effective administration of student academic careers in Bayelsa State Public Universities?
- What are the strategies for promoting accountability and improving power dynamics in student academic career administration at Bayelsa State Public Universities?

## Hypotheses

The following hypotheses were formulated and statistically tested at a 0.05 level of significance:

**HO<sub>1</sub>:** There is no significant difference in the mean rating of male and female administrators on how power dynamics influence the administration of student academic careers in Bayelsa State Public Universities.

**HO<sub>2</sub>:** There is no significant difference in the mean rating of male and female administrators on how accountability impacts the effective administration of student academic careers in Bayelsa State Public Universities.

## Theoretical Framework

### Social Exchange Theory (SET)

Social exchange theory was developed by George Homans, a sociologist. It first appeared in his essay "Social Behavior as Exchange," in 1958 (Homans in Cropanzano et al., 2017). Homans studied small groups, and he initially believed that any society, community or group was best seen as a social system. To study that social system, it was first necessary to look at an individual's behaviour, instead of the social structures individuals created. It was by studying small groups that Homans began to see the rewards and punishments each member of the group got from the group and other members. He developed a framework of elements of social behaviour: interaction, sentiments and activities. These elements all had to be considered regarding a group's internal and external systems. He used this framework to study several groups a study he published in "The Human Group," his first book (Homans in Cropanzano et al., 2017). The social exchange theory states that people make decisions by consciously or unconsciously measuring the costs and rewards of a relationship or action, ultimately seeking to maximize their reward (Nickerson & Mcleod, 2023). This theory focuses on face-to-face relationships and isn't meant to measure behaviour or change at a societal level. According to social exchange theory, a person will weigh the cost of a social interaction (negative outcome) against the reward of that social interaction (positive outcome). These costs and rewards can be material, like money, time or a service. They can also be intangible, like effort, social approval, love, pride, shame, respect, opportunity and power. Each person wants to get more from an interaction or relationship than they give. When a relationship costs a person more than it rewards them, they end it. But when a relationship provides enough rewards, they continue it. What is or is not enough depends on various factors, including a person's expectations and comparisons with other possible interactions and relationships. Another aspect of social exchange theory is that people expect equity in exchange. People expect to be rewarded equally for incurring the same costs, and when they are not they are displeased (Buye, 2020).

This theoretical framework is relevant to the current study because it provide comprehensive analytical knowledge of understanding the complex administrative role of student academic career management. Specifically, the selected theoretical perspectives offer critical insights that directly address the study's core research objectives by illuminating the intricate mechanisms of institutional power, governance, and accountability. It also enables a nuanced examination of how administrative power is constructed, exercised, and potentially transformed within educational institutions. The

study leverages theoretical perspectives to unpack the subtle yet profound ways in which institutional structures, policies, and interpersonal interactions shape student academic experiences. This allows for a deeper investigation beyond surface-level administrative processes, revealing the underlying power dynamics that significantly impact student trajectories.

### **Conceptual Clarification**

#### **Power Dynamics**

Power dynamics in education is how systematic social, institutional, and interpersonal power relationships shape teaching and learning experiences. At the interpersonal level, power dynamics fundamentally influence interactions between students and teachers across various educational contexts. Chan et al. (2017) asserted that power dynamics demonstrate how hierarchical relationships can significantly impact learning experiences. These dynamics are not uniform but contextually embedded, reflecting broader social structures and institutional norms. Johnson-Bailey and Cervero (2018) defined power dynamics as the complex interpersonal and institutional mechanisms through which authority, influence, and control are negotiated, exercised, and potentially contested within educational settings.

Menashy (2019) opined that power dynamics in education are the intricate networks of influence, resource allocation, and decision-making processes that shape educational partnerships, particularly in international development contexts. Jon (2012) defined power dynamics as the multidimensional interactions and hierarchical relationships that emerge between different student groups, particularly focusing on the cultural, social, and institutional factors that mediate power relationships in higher education environments. Chan et al. (2017) defined power dynamics in educational clinical settings as the hierarchical relationships and communicative interactions that fundamentally shape learning experiences, knowledge transmission, and professional socialization between students and instructors.

Adolfsson and Alvunger (2020) saw power dynamics as the complex institutional mechanisms through which governance, policy implementation, and organizational structures create and reproduce educational inequalities and opportunities at local and systemic levels. Emerson (2020) conceptualized power dynamics in educational evaluation as the strategic negotiations, representation strategies, and institutional practices that determine how educational interventions are assessed, interpreted, and legitimized within international development frameworks.

#### **Dimensions Power Dynamics in Education**

Power dynamics in education represent a complex system of interactions, relationships, and structural influences that shape learning experiences across multiple dimensions. These dynamics fundamentally emerge through a few interconnected domains:

**Interpersonal Power Dynamics:** focuses on direct interactions between educators and students, characterized by hierarchical relationships, communication patterns, and personal authority. These dynamics are negotiated through classroom interactions, assessment practices, and individual communication strategies (Sawyer, 2019). The power balance influences knowledge transmission, student engagement, and learning outcomes, reflecting broader social and cultural contexts.

**Institutional Power Dynamics:** operate at organizational levels, involving governance structures, policy implementation, and resource allocation mechanisms. Educational institutions create systematic frameworks that determine access, opportunities, and educational experiences (Viennet & Pont, 2017). These dynamics manifest through admission policies, curriculum design, administrative decisions, and structural arrangements that privilege certain knowledge systems and marginalize others.

**Cultural and Identity-Based Power Dynamics:** explore how social identities, cultural backgrounds, and historical contexts shape educational experiences (Spencer et al., 2020). These dimensions reveal how race, gender, socioeconomic status, and cultural capital intersect to create unequal learning environments. Power dynamics in this domain demonstrate how systemic inequalities are reproduced through educational practices, influencing students' educational trajectories and opportunities.

**Global and Transnational Power Dynamics:** examine international educational partnerships, development interventions, and cross-cultural educational interactions. These dynamics involve complex negotiations between global actors, national educational systems, and local contexts (Caniglia et al., 2017). International aid, educational collaborations, and knowledge exchange processes reveal intricate power relationships that extend beyond traditional institutional boundaries.

### **Accountability**

Accountability can be defined as the systematic mechanism of institutional responsibility where educational administrators are obligated to transparently demonstrate their performance, resource management, and decision-making processes to stakeholders, including students, faculty, governing boards, and the broader educational community (Lingard et al., 2017). Accountability also involves creating clear channels of communication, establishing performance standards, and providing comprehensive explanations for administrative strategies, resource allocations, and strategic decisions affecting students' academic trajectories. In the same vein, accountability is an ethical construct that transcends mere procedural compliance, encompassing moral responsibility, transparency, responsiveness, and commitment to students' holistic development. This perspective views accountability as a dynamic process of continuous improvement, characterized by institutional reflexivity, responsive governance, and genuine commitment to students' academic and personal growth.

Accountability in educational administration encompasses five key interconnected dimensions. Performance monitoring involves systematically tracking institutional effectiveness, measuring administrative outcomes, and assessing how well universities meet their academic objectives and student development goals (Maki, 2023). Resource management transparency requires clear, comprehensive reporting of financial allocations, budget utilization, and strategic resource deployment to ensure ethical and efficient use of institutional funds. Ethical decision-making focuses on maintaining integrity in administrative processes, ensuring fairness, avoiding conflicts of interest, and making choices that prioritize student welfare and academic excellence. Stakeholder communication involves creating robust, open channels of dialogue between administrators, students, faculty, and external partners, facilitating information exchange and collaborative problem-solving (Gillen, 2024).

### **Power Dynamics and Administration of Student Academic Careers**

Power dynamics in student academic career administration create complex hierarchical interactions that profoundly shape educational experiences (Morrow, 2020). Administrators and institutional leaders exercise significant control through policy formulation, resource allocation, curriculum design, and strategic decision-making processes. These power structures determine students' academic opportunities, progression pathways, and institutional access. Structural power relationships manifest through formal and informal mechanisms of institutional governance. Decision-making processes reflect unequal power distributions, where administrative authorities predominantly define academic standards, disciplinary procedures, and performance evaluation criteria (Morrow, 2020). Students often occupy subordinate positions, navigating institutional expectations and constraints.

Institutional power dynamics influence scholarship opportunities, academic support services, and career development resources. Marginalized student groups may experience more significant challenges in accessing institutional capital, with power dynamics potentially reproducing existing social inequalities within educational environments. The interaction between institutional authority and student agency creates a dynamic understanding where academic careers are negotiated, constrained, and potentially transformed. Power dynamics fundamentally mediate students' educational experiences, determining their potential for academic success and professional development within higher education systems.

### **Accountability and Effective Administration of Student Academic Careers**

Accountability fundamentally transforms the administration of student academic careers by establishing transparent, responsive, and ethical institutional practices (Bohlens, 2025). It ensures administrators are responsible for creating equitable academic environments, systematically monitoring performance, and maintaining high-quality educational standards. Through robust accountability mechanisms, universities develop comprehensive systems for tracking student progress, evaluating institutional effectiveness, and addressing potential academic challenges. These processes create clear pathways for student support, resource allocation, and strategic intervention, promoting more responsive and student-centred administrative approaches.

Accountability drives continuous institutional improvement by compelling administrators to regularly assess and refine academic policies, ensuring they remain aligned with evolving educational needs and student welfare (Swargiary, 2024). It establishes mechanisms for performance evaluation, resource management transparency, and ethical decision-making that directly impact students' academic trajectories. Accountability creates structured communication channels and performance monitoring systems, accountability empowers students to understand and engage with institutional processes. This transparency reduces arbitrary administrative practices, promotes fairness, and supports students' comprehensive academic development, ultimately enhancing the quality of educational experiences and institutional governance.

### **Strategies for Promoting Accountability and Improving Power Dynamics in Student Academic Career Administration**

The following strategic approaches for promoting accountability and improving power dynamics in student academic career administration include:

**Transparent Governance Mechanisms:** involve establishing clear, accessible communication channels that enable comprehensive reporting of administrative decisions, resource allocation, and institutional performance (Adeusi et al., 2024). This strategy creates opportunities for stakeholder engagement, reducing information asymmetries and promoting institutional trust by providing students and faculty with comprehensive insights into administrative processes.

**Participatory Decision-Making Frameworks:** this involves encouraging students and faculty to be actively involved in institutional governance, through a structured platform for collaborative policy development, universities can democratize administrative processes, redistribute power dynamics, and ensure that diverse perspectives inform strategic academic decisions, ultimately enhancing institutional responsiveness and inclusivity (Li & Zhao, 2020).

**Performance Monitoring and Evaluation Systems:** this involves developing a robust and standardized mechanism for assessing administrative effectiveness, tracking institutional performance, and identifying areas requiring improvement (Nasambu, 2016). These systems create accountability by establishing measurable benchmarks, promoting data-driven decision-making, and ensuring continuous institutional development aligned with students' academic needs.

**Ethical Leadership Development:** this involves focusing on cultivating administrative competencies that prioritize transparency, fairness, and student-centred approaches (Klaray, 2024). In implementing comprehensive leadership training programs, universities can transform institutional culture, promoting ethical practices, reducing power imbalances, and creating more

responsive, accountable administrative environments that support students' holistic academic development.

### **Review of Related Empirical Studies**

Emerson (2020) conducted a study on power dynamics in international development evaluations. The study utilized the Girls Education Challenge (GEC) programme as a case study. GEC was a multi-million-dollar program that supported 37 education projects in 18 countries in Africa and South Asia. Interviews were conducted with 13 evaluators and 10 programme representatives - staff from organizations that were part of the GEC programme. Results: The study concluded that donors wield significant power over evaluations and there are few avenues for less powerful stakeholders to speak truth to power. At best, donors can help to increase the quality and utilisation of evaluations. At worst, they can hinder culturally responsive evaluation practices. Furthermore, the status quo favours international evaluators and utilises local researchers merely as hired hands overseeing the logistics of data collection. Conclusion: The main implication of this study is that evaluators need to conduct formal or informal power analyses to identify power asymmetries and potential power-sharing opportunities and strategies.

Wallerstein et al. (2019) examined power dynamics in community-based participatory research: A multiple-case study analysis of partnering contexts, histories, and practices. The National Institutes of Health-funded Research for Improved Health study (2009-2013), having surveyed 200 partnerships, then conducted seven in-depth case studies to better understand which partnership practices can best build from community histories of organizing to address inequities. The diverse case studies represented multiple ethnic-racial and other marginalized populations, health issues, and urban and rural areas and regions. Cross-cutting analyses of the qualitative results focus on how oppressive and emancipatory forms of power operate within partnerships in response to oppressive conditions or emancipatory histories of advocacy within communities. The analysis of power was conducted within each of the four domains of the community-based participatory research conceptual model, starting from how contexts shape partnering processes to impact short-term intervention and research outputs and contribute to outcomes. These results demonstrate how community members draw from their resilience and strengths to combat histories of injustice and oppression, using partnership principles and practices toward multilevel outcomes that honour community knowledge and leadership, and seek shared power, policy, and community transformation changes, thereby advancing health equity.

Cook et al. (2018) explore supervisee perception of power in clinical supervision: The power dynamics in supervision scale. The study developed the Power Dynamics in Supervision Scale (PDSS) and investigated its psychometric properties with a sample of 267 supervisees. Results from the polytomous Rasch model indicated that the PDSS items ( $n = 16$ ) explained 51.77% of the variance as a single factor. Item locations on the logit scale indicate supervisees perceive differing levels of power, meaning that PDSS items adequately identified differences in power perceptions among supervisees. Supervisees perceived themselves as possessing the most power in maintaining healthy boundaries with their supervisors, a willingness to feel vulnerable in supervision, and feeling empowered in supervision. They also perceived their supervisors as possessing the most power in identifying interventions to use with clients, setting goals for supervision, and providing feedback about clinical skills in supervision. Implications for supervisors and supervision research are provided in light of the findings.

### **METHODOLOGY**

The research design for this study is the descriptive research design. The study's population comprised 3826 teaching staff from the four public universities in Bayelsa State. However, due to proximity and accessibility, this study focused on Niger Delta University, Amassoma, which has 1282 teaching staff. A simple random sampling technique was used to select a sample of 128 teaching staff, representing 10% of the university's teaching staff. The census sampling technique was

adopted to sample the entire population of the study. The instruments for data collection were questionnaires named the "Power Dynamics and Accountability for Effective Administration of Student Academic Career Questionnaire (PDAEASACQ)," which were developed by the researcher. Both questionnaires consisted of three sections. Section A collected demographic data, and section B for the various research questions using a 4-point Likert rating scale with the options Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with values of 4, 3, 2 and 1 respectively. The instrument was validated its reliability tested using Cronbach's alpha and the result yielded a 0.75 coefficient indicating that the instrument is reliable. Mean and standard deviation were answered and the hypotheses were tested using an Independent t-test at a 0.05 level of significance with the aid of Statistical Package for the Social Sciences (SPSS) version 26.0. However, 128 questionnaires were administered, and after two weeks, a total of 106 (83%) copies of questionnaires were retrieved as valid and used for the analysis.

### Answers to Research Questions

Research Question 1: How do power dynamics influence the administration of student academic careers in Bayelsa State Public Universities?

Table 1: Showed Descriptive Statistics for power dynamics influence the administration of student academic careers

	N	Mean	S.D	Decision
1.University administrators' decisions impact my teaching career progression	106	2.881	1.02	Agree
2.My opinions and concerns are considered by university administrators in decision-making processes.	106	2.792	0.99	Agree
3.Favoritism or bias plays a role in the administration of student academic careers	106	3.192	1.28	Agree
4.level of transparency and accountability in the decision-making processes affecting teaching career progression	106	2.969	0.97	Agree
<b>Grand mean</b>	106	<b>2.958</b>	<b>1.06</b>	<b>Agree</b>

Research question one states how power dynamics influence the administration of student academic careers in Bayelsa State Public Universities. The analysis shows a grand mean score of 2.95 (Grand Mean Score:  $2.95 \pm 1.06$ ) which is higher than the criterion mean of 2.50 indicating that power dynamics significantly influence the administration of student academic careers in Bayelsa State Public Universities. This finding implies that the administration of student academic careers in Bayelsa State Public Universities is positively shaped by power dynamics, suggesting that the exercise of power and authority plays a crucial role in determining student academic outcomes.

Research Question 2: How does accountability impact the effective administration of student academic careers in Bayelsa State Public Universities?

Table 2: Showed Descriptive Statistics for accountability impact on the effective administration of student academic careers

	N	Mean	Std. D.	Remark
5.My university administrators are held accountable for their decisions affecting student and staff academic careers.	106	3.028	.851	Agreed
6.I receive clear explanations for administrative decisions related to my teaching career and profession	106	2.916	.922	Agreed
7.The absence of accountability mechanisms contributes to inconsistencies in the administration of student academic careers.	106	2.627	.835	Agreed



8. The responsiveness of university administrators to student concerns and complaints regarding academic career administration is transparent.	106	2.5003	.930	Agreed
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**Grand Mean** **2.767** **.884**

Research question two states how accountability impacts the effective administration of student academic careers in Bayelsa State Public Universities. The analysis shows a grand mean score of 2.76 (Grand Mean Score:  $2.76 \pm .88$ ) which is higher than the criterion mean of 2.50 indicating that accountability has a significant positive impact on the effective administration of student academic careers in Bayelsa State Public Universities. This finding implies that when university administrators are held accountable for their actions, the administration of student academic careers is more effective, transparent, and responsive to student needs.

Research Question 3: What are the strategies for promoting accountability and improving power dynamics in student academic career administration at Bayelsa State Public Universities?

Table 3: Showed Descriptive Statistics for the strategies for promoting accountability and improving power dynamics in student academic career administration

	N	Mean	Std. D.	Remark
9. Transparent Governance Mechanisms	106	3.451	.920	Agreed
10. Participatory Decision-Making Frameworks	106	2.562	.985	Agreed
11. Performance Monitoring and Evaluation Systems	106	3.032	1.016	Agreed
12. Ethical Leadership Development	106	2.892	1.075	Agreed
<b>Grand Mean</b>	106	<b>2.982</b>	<b>.999</b>	

Research question three analyses what are the strategies for promoting accountability and improving power dynamics in student academic career administration at Bayelsa State Public Universities. The analysis shows a grand mean score of 2.98 (Grand Mean Score:  $2.98 \pm .99$ ) which is higher than the criterion mean of 2.50 indicating that transparent governance mechanisms, participatory decision-making frameworks, performance monitoring and evaluation systems and ethical leadership development are the strategies for promoting accountability and improving power dynamics in student academic career administration at Bayelsa State Public Universities. This finding implies that the implementation of these strategies can significantly enhance accountability and mitigate the negative effects of power dynamics in the administration of student academic careers in Bayelsa State Public Universities, ultimately leading to a more transparent, equitable, and student-centred academic environment.

### Test of Hypotheses

**Ho1: There is no significant difference in the mean rating of male and female administrators on how power dynamics influence the administration of student academic careers in Bayelsa State Public Universities.**

Table 3. Test of Difference between the opinion of the respondents on how power dynamics influence the administration of student academic careers

Status	N	$\bar{X}$	SD	Df	t-cal	t-tab	P-value	Decision
Male Administrators	59	2.95	0.93	104	2.50	1.96	0.03	Accept
Female Administrators	47	2.92						

### Survey Data, 2024

Hypothesis one tested whether there is no significant difference in the mean rating of male and female administrators on how power dynamics influence the administration of student academic careers in Bayelsa State Public Universities. The t-test analysis revealed no significant difference in the mean ratings of male and female respondents. Specifically, the calculated t-value (2.50) was

less than the tabulated t-value (1.96) at a 0.03 significance level with 104 degrees of freedom. Therefore, the null hypothesis is accepted. This means that there is no significant difference in the mean ratings of male and female administrators on how power dynamics influence the administration of student academic careers in Bayelsa State Public Universities.

**HO<sub>2</sub>: There is no significant difference in the mean rating of male and female administrators on how accountability impacts the effective administration of student academic careers in Bayelsa State Public Universities.**

Table 3. Test of Difference between the opinions of the respondents on how accountability impacts the effective administration of student academic careers

Status	N	$\bar{X}$	SD	Df	t-cal	t-tab	P-value	Decision
Male Administrators	59	2.76	0.88	104	4.28	1.96	0.01	Accept
Female Administrators	47	2.72						

Survey Data, 2024

Hypothesis two tested whether there is no significant difference in the mean rating of male and female administrators on how accountability impacts the effective administration of student academic careers in Bayelsa State Public Universities. The t-test analysis revealed no significant difference in the mean ratings of male and female respondents. Specifically, the calculated t-value (4.28) was less than the tabulated t-value (1.96) at a 0.01 significance level with 104 degrees of freedom. Therefore, the null hypothesis is accepted. This means that there is no significant difference in the mean ratings of male and female administrators on how accountability impacts the effective administration of student academic careers in Bayelsa State Public Universities.

## Discussions of the Findings

### Power dynamics and administration of student academic careers

The findings of hypothesis one revealed that power dynamics significantly influence the administration of student academic careers in Bayelsa State Public Universities. This suggests that power dynamics play a crucial role in shaping student academic outcomes. The study's results are consistent with Emerson's (2020) study, which emphasized the significant influence of power dynamics in international development evaluations. The study's finding shows that there is no significant difference in the mean ratings of male and female administrators on how power dynamics influence the administration of student academic careers is noteworthy. This suggests that both male and female administrators perceive the influence of power dynamics on student academic careers in a similar manner. The implications of these findings are significant because he emphasized on the need for administrators to conduct power analyses to identify power asymmetries and potential power-sharing opportunities and strategies. This can help to promote more equitable and transparent administration of student academic careers. Furthermore, the study's findings added that efforts to promote accountability and transparency in the administration of student academic careers must take into account the complex power dynamics at play.

### Accountability impacts the effective administration of student academic careers

The findings of this study revealed that accountability has a significant positive impact on the effective administration of student academic careers in Bayelsa State Public Universities. This suggests that when university administrators are held accountable for their actions, the administration of student academic careers is more effective, transparent, and responsive to student needs. The finding shows that there is no significant difference in the mean ratings of male and female administrators on how accountability impacts the effective administration of student academic careers is noteworthy. This implies that both male and female administrators perceive the impact of accountability on student academic careers in a similar manner. The implications of these findings are significant. Consistent with Wallerstein et al.'s (2019) study, which highlighted the

importance of shared power and community transformation in advancing health equity, the findings of this study suggest that promoting accountability in the administration of student academic careers can lead to more equitable and transparent outcomes. Furthermore, the findings suggest that university administrators must prioritize accountability in their decision-making processes to ensure that student academic careers are administered effectively and responsively. This can involve implementing measures such as regular performance evaluations, transparent communication channels, and participatory decision-making processes.

## CONCLUSION

In conclusion, this study examined the power dynamics and accountability in the administration of student academic careers in Bayelsa State Public Universities. The findings revealed that power dynamics significantly influence the administration of student academic careers, with both male and female administrators perceiving the impact of power dynamics similarly. Additionally, the study found that accountability has a significant positive impact on the effective administration of student academic careers.

## RECOMMENDATIONS

Based on the findings, the following recommendations were made:

- University administrators should implement participatory decision-making frameworks that involve students, faculty, and staff in the decision-making process to reduce the negative effects of power dynamics.
- Universities should provide training programs for administrators to recognize and address implicit biases and promote gender equality in the administration of student academic careers.
- Universities should establish clear policies and procedures for promoting accountability, including regular performance evaluations and monitoring, to ensure that administrators are held accountable for their actions.

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