

**IMPACT OF LEADERSHIP STYLES, PROPRIETORSHIP AND FUNDING ON  
ADMINISTRATORS' EFFECTIVENESS IN UNIVERSITIES IN THE SOUTH-  
WEST, NIGERIA**

**BY**

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## CERTIFICATION

I certify that this research was carried out by Matthew Oluwole OJO (Matric. No. 29650) in the Department of Adult Education, Faculty of Education, University of Ibadan, Nigeria under my supervision.

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## **DEDICATION**

This work is dedicated to Almighty God, the creator of Heaven and earth, whose protection, power and promise I enjoyed throughout the programme.

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## ABSTRACT

Optimum performance of the university system is dependent on decision-making, teamwork, planning, control, coordination and communication system, which are measures of effectiveness of the administrators. There are evidences that administrators' work schedule in the Nigerian university system had been hampered by internal and external interferences; a trend that had raised concerns among stakeholders. Previous studies have focused on the effects of financial, environmental, institutional and governmental factors with little or no consideration for the combined influence of leadership styles, proprietorship, and funding on administrators' effectiveness. This study, therefore, determines the impacts of leadership styles, proprietorship and funding on administrators' effectiveness in universities in South-West Nigeria.

The descriptive survey design was adopted. The purposive sampling technique was used to select five universities; one each of: state, private, generalised federal university, federal university of technology and federal university of agriculture. The technique was also used to select 30 Principal Officers, 54 Deans/Provosts, 242 Heads of Departments/Directors of Units and 194 Deputy Registrars/Deputy Bursars/Deputy Librarians/Faculty Officers from the five selected universities. Leadership Style ( $r=0.95$ ), Proprietorship ( $r=0.98$ ) and Funding ( $r=0.99$ ) Scales and Administrators' Effectiveness Questionnaire ( $r=0.98$ ) were used for data collection. These were complemented with In-depth Interview with 20 selected university administrators. Four research questions were answered and three hypotheses tested at 0.05 level of significance. Data were analysed using descriptive statistics, Pearson product moment correlation, multiple regression and content analysis.

The three predisposing factors had a joint impact on administrators' effectiveness in the universities ( $F_{(6,1468)}=15546.92$ ,  $R=.99$ ), and accounted for 98.5% in the variance of administrators' effectiveness. Proprietorship ( $\beta=.53$ ), funding ( $\beta=.42$ ) and leadership styles ( $\beta=.20$ ) had relative contributions to administrators' effectiveness. Components of proprietorship, namely: federal ( $r=.53$ ), state ( $r=.23$ ), and private ( $r=.98$ ) correlated with administrators' effectiveness. Also, democratic ( $r=.94$ ), autocratic ( $r=.92$ ) and *laissez faire* ( $r=.90$ ) leadership styles correlated with administrators' effectiveness. Funding sources namely: government subvention ( $r=.76$ ), internally generated revenue ( $r=.77$ ), endowments ( $r=.80$ ), donations ( $r=.79$ ) and tuition ( $r=.77$ ) correlated with administrators' effectiveness. The three predisposing factors significantly impacted on administrators' effectiveness as follows: decision-making ( $r=.75$ ), teamwork ( $r=.80$ ), planning ( $r=.78$ ), control ( $r=.77$ ), coordination ( $r=.65$ ), and communication system ( $r=.05$ ). There existed a difference in administrative effectiveness on the proprietorship: federal ( $\bar{x}=20.98$ ), state ( $\bar{x}=16.53$ ), and private ( $\bar{x}=12.70$ ). Differences were noted in the perception on administrative effectiveness among the Principal Officers, their Deputies, academic heads and Directors of Units.

Democratic leadership styles, private proprietorship and endowment funding impacted positively on administrators' effectiveness in universities in the South-West, Nigeria. To ensure improved administrators' effectiveness in the universities, there is a need for application of democratic leadership style, freedom from proprietors' interference and adequate funding.

**Keywords:** Leadership styles, University proprietorship, Funding of universities, University administrators' effectiveness.

**Word count:** 464

## ABBREVIATIONS AND ACRONYMS

BU	Babcock University, Ilisan-Ogun State
DVC	Deputy Vice-Chancellor
FUTA	Federal University of Technology, Akure
FUNAAB	Federal University of Agriculture, Abeokuta
IDI	In-depth Interview
ITF	Industrial Training Fund
JAMB	Joint Admissions and Matriculation Board
LAUTECH	Ladoke Akintola University of Technology, Ogbomoso
MCA	Multiple Correlation Analysis
NPE	National Policy on Education
SIWES	Students' Industrial Works Experience
UCI	University College, Ibadan
UI	University of Ibadan
VC	Vice-Chancellor

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

University education plays major in the promotion of socio-economic, political and cultural development in Nigeria. In view of this, the Federal Government of Nigeria (FGN) identified seven goals which all tertiary institutions in Nigeria must pursue. The goals are: contribute to national development through high level relevant manpower training; develop and inculcate proper values for the survival of the individual and society; develop the intellectual capability of individuals to understand and appreciate their local and external environments; acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society; promote and encourage scholarship and community service; forge and cement national unity; promote national, and international understanding (NPE, 2004). These goals are to be achieved through teaching, acquisition of knowledge, conservation and application of knowledge, and dedicated service to communities. The achievement of these goals is best achieved in the context of human capital production whereby concerted efforts will be on administrators' effectiveness in the university system.

The university during the medieval period, started as guilds of teachers and scholars. The 16<sup>th</sup> century brought distinctive feature to university administration: Bologna (student centred), Paris (faculty centred), Salemo (faculty and student centred). Gradually, university system grew to institutions of higher learning providing facilities for teaching, research and award of academic degrees, (Etteh, 1997, Adebayo, 2005). However, the United Nations, therefore, encouraged developing nations to accord top priority to educational development (UNESCO, 1992).

Nigerian university system started with two Commissions (Sir Elliot Commission and Justice Asquith Commission) set up in 1943 by the British colonial government, charged to look into possibility of establishing a university in the West African colonies. The reports of the commissions recommended the establishment of a University College, which metamorphosed to the establishment of University College, Ibadan (UCI) in 1948. The

UCI was affiliated to the University of London and its administrative processes were from the colonial office in London (Ikelegbe, 1995). The UCI started with a number of problems ranging from rigid constitutional provisions, poor staffing, and poor administrative structure. The administrative imbroglio caused the Visitation of 1952 and subsequent Ordinance of 1954 which recommended definite schedule for the Registrar who became the head of the registry and responsible to the Principal (now Vice-Chancellor) (Ike, 1997; Fafunwa, 2000).

The Nigerian university system at inception, was a social investment funded and supported financially by the Nigerian government, colonial office, international scholarships and revenues derived from tuition fees. The UCI remained the only university in Nigeria till 1959 when additional four universities: University of Lagos, Ahmadu Bello University, Zaria, University of Nigeria, Nsukka and University of Ife (now Obafemi Awolowo University) were established. The military incursion into Nigeria's political governance from January 1966 introduced centralization to university administration. Different control measures were introduced to university administration. Notable among the measures are: the enabling Decree that empowered the National Universities Commission (NUC) with enormous powers over the accreditation of all the universities as well as the establishment of Joint Admissions and Matriculation Board (JAMB) and its discriminatory criteria of 40 percent merit, 30 percent catchment area, 20% educationally less developed states and 10% discretionary for university staff and benefactors wards, among other admission policies.

Consequent upon this, it becomes inevitable for the Nigerian federal government to change university education from the exclusive to concurrent legislative list where federal and state governments compete to establish universities. State governments established universities without adequate provision for the funding. The federal government controlled the national fiscal policy, state governments also rely on federal government subvention for execution of their capital projects. Besides, the federal government introduced free tuition in all federal universities and pegged accommodation fees to ninety naira per session and also pegged fees charged on use of university facilities. These measures had adverse consequences on the administration of public universities. However, university system is related to factors of efficiency in human capital formation and production of high

level manpower. Be that as it may, adequate planning, coordination, teamwork, interpersonal relations, communication system is prerequisite to university administration (Okudu (1979), Salami (1999)). However, leadership styles in the university system are related to administrators' effectiveness which are connected to critical management skill, involving the ability to encourage the administrators towards attainment of university common goals. Leadership styles focus on development value system of employees, their motivational level and moralities with the development of their skills (Ismail, et al, 2009). Michael (2011) notes that administration of higher educational institutions is concerned with determination of values, their systems of decision-making and resource allocation, their mission and purpose, the patterns of authority and hierarchies of and relationship of universities as institutions to different academic worlds. Interestingly, administration of Nigerian universities is legally provided for in their acts and statutes; and the government is expected to provide the enabling policy and legal frameworks for them to function as observed by Okebukola (2006). This shows efforts of Nigeria as a nation put in place for effective leadership or administration in higher institutions.

The administration of Nigerian university system has two dimensions: the external and internal levels. At the external is the Federal Government in control through the National Universities Commission (NUC), a body charged with the coordination of university management. At that level, the first on the organogram is the visitor who is usually Head of State who established them as federal universities and governors in cases of state universities, (Adegbite, 2007) cited by Uche and Atanakak (2004). At the apex of internal university administration is the Vice-Chancellor who is both the academic and administrative head in charge of university administration. He is ably supported by one or two Deputy Vice-Chancellors and a number of senior academic staff such as the provosts/deans, heads of departments/directors of units. In addition, the registrar, bursar, librarian as well as an array of other senior administrative staff assist the Vice-Chancellor in managing the affairs of the university. However, the leadership styles adopted in the system directs the cause and effect relationship on the organisation which invariably affects attainment of their goals. The production of high level manpower by the universities depends on the administrators' effectiveness predicated upon leadership styles, funding and proprietorship which determine the direction of the operational policy of the university (Adegbite, 2007). It follows, therefore, that most Nigerian universities lack



adequate funding, well equipped laboratories, functional libraries, comfortable teaching, learning and stimulating environment among other basic requirements for the university system.

Consequent upon this, it becomes inevitable for the Federal Government to design appropriate guidelines for the operation of university system with the ultimate goal of production of high level manpower. Therefore, university system in Nigeria can be divided into the public (federal or state) and private, corporate, individual and faith-based universities. Federal government of Nigeria set up National Universities Commission (NUC) in 1962 and Joint Admissions and Matriculation Board (JAMB) in 1974 to streamline university system in Nigeria; and the policy entrenched in the National Policy on Education (NPE) introduced to guide production of high level manpower. This policy requires huge investment through adequate funding, appropriate leadership styles and interest of the proprietors. Therefore, investment in university education, federal, state or private proprietors, requires proactive administrative milieu to safeguard university system. This demands a huge investment through appropriate funding within the proprietor's limited resources to enhance production of high level manpower and pave way for socio-economic and political development predicated on effective administrative system.

At the inception, when universities were under the exclusive legislative list, only Federal Government established universities; funding of universities was not onerous and the governance of the universities followed the Acts and Statutes that established them. Since 1972, when universities came under concurrent legislative list; the federal government, state government compete to establish universities and private/corporate/faith-based/individuals also compete to establish universities. As at 2013, there were 116 universities in Nigeria made up of: 36 federal, 35 state, and 45 private universities. Between 1948 and 1962 the focus of universities was liberal education, the size was compact, staff were a mix of expatriates and Nigerians, students paid tuition, funding was adequate, there were scholarships and graduates of the university were of equal standard with their foreign counterparts. This was corroborated by a former expatriate lecturer in 1965 (Professor Christopher K. Ingold) to what he saw in the University thus: "The

University of Ibadan, in the short period of 15 years, has risen to pre-eminence in a continent and parity in the world as a university” (Okudu, 1985).

The military *coup d'etat* of 15 January, 1966 and subsequent civil war between 1967 and 1970 brought military intervention to university administration. Consequently, different control measures were introduced by the military government to university administration; notably among them is the Joint Admissions and Matriculation Board (JAMB); charged to moderate and enforce federal character in the JAMB admission policy, notably starting from the year 2000 to be based on 35% students' admission on merit; 45% catchment area and 20% consideration for Educationally Less Developed States (ELDS). However, between 1974 and 2000, the admission policy for federal universities was based on 30% admission policy to be based on merit; 40% for catchment areas; 20% for ELDS while 10% was for discretion. Tuition fee was also made free for undergraduate programmes in federal universities. The federal military government in addition, introduced centralized administration system to universities promulgated various decrees to empower the National Universities Commission exclusive power on university system.

Consequently, the federal military government experimented with private ownership of universities in 1983 but this was proscribed by Decree 4 of 1984 by the federal military government in a bid to rationalize the quality of university degrees. The establishment of private universities was revisited again by the National Minimum Standards and Establishment of Institutions (Amendment) Decree No. 9 of 1993; and started in 1999. The provision of the Act/Statute of every Nigerian university prescribed the vision, mission and the broad powers conferred on the management and defined their basic duties and responsibilities. The management of the Nigerian university system is vested in the Visitor, the Chancellor, the Pro-Chancellor, the Registrar, the Bursar, the Librarian, the Provost or the Deans of the faculty/college. Be that as it may, the Nigerian university system (federal, state and private) is guided by the National Policy on Education which specifies its objectives as:

- contributing to national development through high level manpower training;
- developing and inculcating proper value for the survival of the individual and society;

- developing individual capability of individuals to understand and appreciate their local and external environments;
- acquiring both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- promoting and encouraging scholarship and community service;
- forging and cementing national unity; and
- promoting national and international understanding and interaction, (NPE, 2004)

The 1962 Act of the University of Ibadan, specified that: ‘the university shall consist of the Chancellor, Pro-Chancellor and Council, Vice-Chancellor and Senate, a body to be called Convocation, a body to be called Congregation, the Campuses and Colleges of the university, all other persons who are not members of the university in accordance with the provision made by the Act’. The first schedule of the Act highlighted the principal officers, the purpose, its administration, its governance, the university setting and its supreme governing body. The Senate was charged with the organization and control of the teaching, admission, and discipline of students and promotion of research activities in the university.

Be that as it may, it is noteworthy that the Head of Nigerian Government is a Visitor to all federal universities; the state governor is Visitor to the number of university established by his State, individuals and corporate bodies are the Visitor to their type of universities. It is obvious that primary functions of the university – teaching, research and community service - are paramount in university system and must not suffer for good service delivery in the production of high level manpower. The Nigerian government had reported severally that ‘government alone cannot fund university education’; advised universities not to expect that government could provide enough grants, and requested universities to source funds to augment the government grants. On the contrary, the same federal government pegged hostel fee as low as ninety Naira (N90) per bed space per session, and instituted free tuition in all federal universities. Surprisingly, the same government that continued to establish more universities, enforced application of federal character in the admissions process and staffing in the federal universities and demanded production of high level manpower. State universities charged tuition fees, applied state character in admissions. On the other hand, private universities charged operational fees, apply their

own criteria to woo candidates, and they are not bound by government circulars on salaries, wages, pensions scheme and do permit not unionism among staff and students.

However, some of the variables relevant in the administration of the Nigerian university system on governance, funding, leadership styles, motivation, autonomy, and pattern of administration which enhanced administrators' effectiveness in the universities faced myriad problems with the increased student population at the expense of inadequate funding. Despite Nigerian university system having public universities; owned and funded by the government while the private universities are owned and funded by individuals, corporate bodies and religious bodies, it is obvious that solution has not been found to the problems confronting administrators in the Nigerian universities (Adebayo, 2005).

The need arises; therefore, to unravel the reasons why leadership styles, proprietorship and funding on administrators' effectiveness in Nigerian universities kept occurring. Although there has been previous studies on university administration, particularly in the south-west, Nigeria, covering wide areas as decision-making and committee system (Ogunmodede, 1986, Olutade, 2005), personnel retention (Okunrotifa, 1985), influence of federal government (Idachaba, 1996), multilateral bargaining (Abu, 1996), leadership behaviour (Ofi, 1996), deregulation of university system (Agboola, 2012), collegiate system of administration (Itakpe 2012); none of these focused on problems associated with impact of leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria, with a view of determining the effectiveness or otherwise of administrators' effectiveness in the Nigerian university system. Similarly, there is dearth of studies on the leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria, hence, the need for this study.

## **1.2 Statement of the Problem**

The Nigerian university system comprises federal universities, state universities and private universities. As at 2013, there were 116 universities in Nigeria which were made up of 36 federal universities, 35 state universities, and 45 private universities. It is pertinent to add that more universities continued to be established. As it is, the Act or

Statute of Nigerian university system differs, yet the major objective of every university is the production of high level manpower for the socio-economic, political and cultural development of the country and beyond. In this sense, all developing nations want relevant and efficient university system that meet the needs of the socio-economic and political development. This in turn is dependent on adequate public funding of the system because robust financing is the prerequisite of effective and functional university education system.

Given the military government interregnum of 1966 to 1970, the short lived oil boom of the early 1970s in Nigeria and the harsh economy, at the turn of events in the 1980s, most African countries including Nigeria, were confronted with exponential demand for university education. Be that as it may, a major challenge facing university education today is the mismatch between the demands for university education and the ability or willingness of government to provide adequate public resources to meet the demand. This challenge between available resources and the growing demands for university education is a problem on leadership styles, proprietorship and funding. This has adverse effects on teaching, learning, research and the provision of infrastructural facilities which devolve generally on the university administrators in Nigerian universities.

In the same vein, this challenge has also raised concerns about the effectiveness of the administrators in addressing the problem of the gap between leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria. Most previous studies had focused more on other administrators'-related factors than on the leadership styles, proprietorship and funding in universities in the south-west, Nigeria. This study, therefore, investigates the impact of leadership styles, proprietorship and funding on administrators' effectiveness in the selected universities in the south-west, Nigeria.

### **1.3 Objectives of the Study**

The general objective of this study is to establish the impact of leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-

west, Nigeria, vis-à-vis its contributions to growth and development of Nigerian universities. The specific objectives include:

- (i) to determine the relationship between leadership styles and administrators' effectiveness in universities in the south-west Nigeria;
- (ii) to assess the contribution of funding sources on administrators' effectiveness in universities in the south-west Nigeria;
- (iii) to determine the influence of components of proprietorship on the administrators' effectiveness in universities in the south-west Nigeria;
- (iv) to examine the influence of committee system on universities in the south-west Nigeria;
- (v) to determine the effectiveness of the administrators in universities in southwest, Nigeria,
- (vi) to assess the perception of administrators' effectiveness on job performance in universities in south-west, Nigeria,
- (vii) to assess interference of the proprietorship on the effectiveness of administration in universities in the south-west Nigeria.

#### **1.4 Research Questions**

In order to achieve the objectives of the study stated above, the following research questions are posed:

- RQ<sub>1</sub>:** What are the joint and relative effects of the independent variables (funding, leadership styles and proprietorship) on administrators' effectiveness in universities in the south-west Nigeria?
- RQ<sub>2</sub>:** Do components of proprietorship have any influence on administrators' effectiveness in universities in the south-west Nigeria?
- RQ<sub>3</sub>:** Do leadership styles have impact on administrators' effectiveness in universities in the south-west Nigeria?
- RQ<sub>4</sub>:** Does the type of university run have any impact on administrators' effectiveness in universities in the south-west Nigeria?

## 1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

**H0<sub>1</sub>:** There is no significant relationship between funding sources (government subvention, internally generated revenue, endowments, donations and tuition) and administrators' effectiveness in universities in the south-west Nigeria.

**H0<sub>2</sub>:** There will be no significant relationship between predisposing factors (funding, leadership styles and proprietorship) and administrators' effectiveness in universities in the south-west Nigeria.

**H0<sub>3</sub>:** There will be no significant difference between administrators' effectiveness on proprietorship of federal, state and private universities in the south-west Nigeria.

## 1.6 Significance of the Study

The study of impact of leadership styles, proprietorship and funding on administrators' effectiveness universities in the universities in south-west, Nigeria would be useful and beneficial to university administrators. The study will assist policy formulation on university administration with a view to proffer solutions to myriads of problems confronting Nigerian university system. This study also draws attention of university administrators to the contribution of administration on growth and development of Nigerian universities, be it public or private universities. The study would serve as effective reference point for proprietors of universities whether Federal, State or Private universities in Nigeria.

The findings would highlight new techniques for administering universities and would, therefore, be of immense benefit to administrators/managers of universities in Nigeria.

## 1.7 Scope of the Study

The study focuses on administrators' effectiveness in universities in the south-west, Nigeria. It is restricted to leadership styles, proprietorship and funding in universities in the south-west, Nigeria. Five universities from the thirty-two universities in the south-west, Nigeria were selected on the following justifications:

- University of Ibadan, established in 1948, is the premier, generalised and first university in Nigeria,
- Federal University of Technology, Akure, is one of the first specialized universities of technology established in 1988;
- Federal University of Agriculture, Abeokuta, established in 1988, is one of the universities of agriculture established in Nigeria;
- Ladoke Akintola University of Technology, Ogbomoso, established in 1990, is a state university jointly owned by two states (Oyo and Osun states);
- Babcock University, Ilisan-Ogun State, is one of the pioneer private universities established in 1999.

The selected universities fulfilled the criteria of being in operation for more than ten years, possession of large numbers of management, academic, and non-teaching staff as well as students. They are generalised, technology, agriculture, state and private/faith-based universities. A total of five universities were covered. Data were obtained from selected principal officers, deans/provosts, heads of departments/directors of units, deputy registrars/bursars/librarians and faculty officers. The choice of the south-west, Nigeria is borne out of the experience of the researcher in university administration and the fact that the first Nigerian university established in January 1948 was in the south-west, Nigeria. It is necessary to note that Nigerian universities adopted formal administration as bedrock to function effectively and efficiently in spite of numerous problems which the researcher is out to investigate.



## 1.8 Operational Definition of Terms

In order to avoid ambiguity and misrepresentation of words and concepts, some terms need to be clarified for clear thought and proper understanding. The definition of words and terms employed in this study are given below:

**Administration:** process of organising people and resources efficiently so as to direct activities towards common goals and objectives according to Act/Statute of the university.

**Administrators:** are principal officers, deans/provosts, and head of departments/directors of units, deputy registrars/bursars/librarians and faculty officers who are in the fore-front of university administration, guided by the act/statute/edict of each university.

**Funding:** the grant given to universities by their proprietors for execution of day to day activities.

**Leader:** Administrative head of a unit/department, Vice-Chancellor, Provost, Deans of faculties, head of departments/directors of units, deputy registrars/bursars/librarians and faculty officers in the university.

**Public University:** university established and funded by the federal or the state governments in Nigeria.

**Private University:** a university established and funded by corporate bodies, accredited individuals, religious or faith-based university.

**Proprietor:** Federal, State government; individuals and corporate bodies that establish and fund universities and supervise their daily activities.

**State University:** a university established and funded by a State government of Nigeria.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

This chapter provides an overview of the previous literature on leadership styles, proprietorship and funding of university administration. Some basic concepts such as university management, management process, scientific management, human relations, managerial roles, university administration, and administration of Nigerian universities, patterns of university administration, and models of administration and impact of leadership styles, proprietorship and funding shall be defined and explained. This chapter also deals with empirical evidences supporting the rationale for this study. The theoretical framework relevant to this study such as systems, leadership, and motivation and two-factors were explained. The appraisal of the literature reviewed in this study, showing the gaps in the previous studies especially on how leadership styles, proprietorship and funding impacts administrators' effectiveness in universities was carried out. Finally, four research questions and three hypotheses formulated for this study were listed.

#### **2.1 Review of Related Literature**

University administrators particularly in developing countries are faced with multiple problems due to unstable economic situation and increasing government stringent funding and interference. Whereas it is obvious that continued growth in the demand for university education being the central organ for the production of high level manpower depend on sufficient funding and effective administration (Ladipo, 2000). The experience of inadequate facilities, decrease in funding, expansion in proprietors' interference, poor communication system, lack of academic freedom and autonomy and poor faculty retention. The issue of poor funding, institutional autonomy, leadership styles, proprietors' interference and university administration concepts are very vital in the attainment of educational goals that many scholars had studied in the past and had made some recommendations and meaningful contributions that formed the foundation of this study. The literature that is related to this study is examined in what follows with a view to bringing out their contributions to the existing knowledge on the subject matter as well as identify the gap in knowledge which relevant previous studies did not fill.

### **2.1.1 Concept of Leadership Styles**

The study of university administrators' effectiveness is one of the most enduring interests especially among the professions that have their root in the study of institutional management at large. University management and leadership styles, according to Salami (1999) are a framework of continuous study of the process and actors involved in educational decision-making and decision-execution. Decision-making in this sense implies decision made over all educational issues including capital and recurrent expenditure in universities. Policy analysis in universities seeks to understand the processes through which missions of the universities are accomplished among other interests underlying the various views relevant to a given policy.

Leadership style is the life blood of any organisation and its importance cannot be overemphasized. The notion of leadership has been used in variety of ways in social science literature. In spite of the mounting literature on leadership, the concept is still imprecisely defined. In fact, definitions of leadership are almost as numerous as the number of scholars and researchers interested in the concept. The lack of specific definition of leadership posed a problem in the study of the concept. Commenting on the definitional problem of leadership, Ofi (1996) states that there is no simple and satisfying definition of leadership since the phenomenon is complex and variable to be captured by one definition. However, some definitions enumerated by some scholars who have studied the phenomenon, report that, no dominant paradigm for studying it; and little agreement regarding the best strategies for developing and exercising it; (Ofi, 1996, Bennis, 2007, Vroom & Jago, 2007). While Omolayole (2006) views leadership as that kind of direction, which a person can give to a group of people under him in such a way that these will influence the behaviour of another individual, or group. Ofi (1996) describes leadership as the "process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task"

Leadership style is concerned with the identification of managerial styles of leaders in relation to their peers and subordinates. In university administration, leadership is confined to the behaviour of principal officers and heads of units as they interact with their

subordinates and superiors. It is well documented that leadership styles is dependent on a variety of factors, such as subordinate behaviour, task structure and focus on determining the level of operation. Sanda (1992) on the issue of university administration recommends that both students and faculty members must have opportunity to communicate their concerns to the administrators and while doing this, they must be given the confidence that their views are considered and understood. In essence, Sanda (1992) is stressing the importance of conducive channels of communication. He concludes that accessibility and willingness to listen to individuals, combined with an apparent concern with equity for individuals while achieving and maintaining quality, are strong points in any administration and will be recognised and appreciated by students and university community.

Sanda (1992) and Ofi (1996) highlight attributes that are of interest to university administrators. Sanda (1992) opines that in the university organisation, there are various semi-autonomous units, priorities that cannot be forced on the administration. The determination of priorities becomes meaningful when a wide variety of faculty is involved. He stresses that administrative responsibility for determination of priorities must be a shared one, and it must in great part be related to the governance pattern. In conclusion, Sanda (1992) highlight some leadership characteristics relevant in university administration. She avers further that leaders must fulfill three functions: the leader must provide for the well-being of the led; provide a social organisation in which people feel relatively secure, and provide a set of beliefs.

Fiedler (1969) posits that leadership style refers to a kind of relationship whereby someone uses his ways and methods to make many people work together for a common goal. In contemporary leadership theories, many leadership styles have been presented, including (i) transactional leadership, (ii) transformational leadership, (iii) autocratic leadership, (iv) democratic leadership and (v) *laissez-faire* leadership; Burns (1978); Bass, 1990; Ofi, 1996); Ojokuku, et al (2012). These leadership styles, which centre around McGregor's Theory 'X' and 'Y' assumptions, are democratic, autocratic, dictatorial, and *laissez faire* leadership styles.

**Transactional leadership:** The transactional leaders are always willing to give something in return for following them. It can be a number of things, including performance review, promotion, new responsibilities or a change in duties. Transactional leadership style defined as exchange of rewards; targets between employees and management. (Ojokuku, et al (2012) opines that transactional leaders fulfill both sides of the organisation and employees. Transactional leadership is creative, manages, sustains, and controls achieving specific goals. Maintaining status quo on established goals more efficiently, may be a better fit with transactional leadership of goals. Transactional leadership develops from the exchange process between leaders and subordinates. The leader provides rewards in exchange for subordinates' performance and follower compliance through incentives and rewards with focus on task compliance. Bass (1990), Bennis (2007).

**Transformational leadership:** Transformational leadership acts as a bridge between leaders and followers to develop clear understanding of follower's interests, values and motivational level. It helps followers achieve their goals of working in the organisational setting and improved practices and changes in the environment. Basically, transformational leadership style focuses on the development of followers and their needs. Burns (2008) stresses that transformational leaders focus development of value system of employees; their motivational level; moralities, and development of their skills. Transformational leadership is ultimately tied to change, brings about personality factors of a leader such as self efficacy and need for achievement in addition to demographic attributes. Akinbobola (2008) reports that transformational leadership is better for non-routine situations such as decision-making; concludes transformational leadership superiority over transactional leaders in the area of organisational change. He stressed further that transactional leader work within the organisation's values and missions; follow existing rules; procedures and norms. Akinbobola (2008) quoted Pablo (1992) who proposed and found that top management team demographic homogeneity, that is, similarity in sex, age and job tenure predict escalation of commitment. In some organisations with managers of varying sex, age and job tenure the variations affect their decision-making behaviour.

**Autocratic leadership:** The autocratic leaders are classical "do as I say" types. There is no shared vision and little motivation beyond coercion. Ogunsanwo (1983), stresses that

the autocratic leader make unilateral decisions, dictate work methods, limit worker knowledge about goals to just the next step to be performed, and sometimes give feedback that is punitive. There is no shared vision and little motivation beyond coercion for workers under autocratic leaders, Michael (2010); Ojokuku et. al. (2012).

**Democratic leadership:** Tannenbanum and Schmidt, (1958) in Ojokuku (2012) describe democratic leadership as one where decision-making is decentralized and shared by subordinates. Every worker has equal stake as well as shared levels of expertise with regard to decisions as democratic leaders imbibe group decision-making, let the group determine work methods, make overall goals known, and feedback used as opportunity for helpful coaching, Bennis (2007).

**Laissez-faire leadership:** A *laissez-faire* leader gives the group complete freedom; provide necessary materials; participate only to answer questions, and avoid giving feedback. The subordinates are given little or no direction at all, and are allowed to establish their own decisions. The leader of a research establishment may adopt *laissez-faire* leadership style. Giving individual research workers freedom of choice to organise and conduct their research as they themselves want.

### 2.1.2 Leadership Styles and University Administration

Relationship between leadership styles and organisational performance has been discussed often. Researchers show that leadership styles have a significant relationship with organisational performance, and different leadership styles may have a positive correlation or negative correlation with the organisational performance, depending on the variables used by researchers, Ojokuku,et al (2012), Omolayole (2006). Ofi (1996) compares leadership style with leadership performance in selected universities, and finds that leadership styles have a significantly positive correlation with the organizational climate in the administration of Nigerian universities.

Nwekeaku (2013) defines leadership as management of an organisation, whose central task is the effective co-ordination and development of the available human and material resources for the attainment of the organisational goals. Leadership and management are twin factors that determine the direction of the operational policy of any organisation which universities are related. Most Nigerian universities lack adequate funding, well equipped laboratories, functional libraries, conducive learning and stimulating

environment and other basic requirements for academic performance, Ofi (1996), Oduye (2001), Amakiri (2003). The quality and quantity of research and development of a university are determined by the ability of the Vice-Chancellor to mobilise human and material resources of the university. He is the chief academic and administrative officer who co-ordinates the recommendations of the governing council and management of the university as well as the various schools/faculties and departments, students union, staff union among others, for the attainment of university mission and vision, Salami (1999), Amakiri (2003).

According to Dressel quoted by Ofi (1996), leadership styles of the organisation is dependent on a variety of factors, such as subordinate behaviour, task structure and that manager should focus on identifying those factors which are of greatest support in determining leadership behaviour. Accessibility and willingness to listens to individuals, combined with an apparent concern with equity for individuals while achieving and maintaining quality, are strong points in any administration and this will be recognised and appreciated by subordinates.

The leadership in the university is hierarchical. At the apex is the Vice-Chancellor who is the chief academic officer as well as chief administrative officer of the university and liaison officer between the university and the proprietor, between staff and students. The university Act/Law stipulates the hierarchy of university principal officers to include the Chancellor, a ceremonial officer who attends convocation ceremony; followed by the Pro-Chancellor and chairman of the university governing council, an external source, followed by the Vice-Chancellor who is chairman of senate and chief administrative officer of the university. The Vice-Chancellor is the first among equals as his leadership qualities dictate the level of success in the administration of the university he heads.

At the inception of the UCI, the foundation Principal (now Vice-Chancellor) (Professor Mellanby), adopted autocratic leadership style, he dominated his administration which led to his inability to have effective administration. Thus, the University College under his administration witnessed instability and disagreements particularly on certain decisions he took. The maladministration led to 1952 visitation instituted by the Colonial Office. The visitation highlighted three problems: (a) domination of the administration by the



Principal, (b) no definite schedule for the Registrar and (c) hoarding of information from the university community. As part of the recommendation of the Visitation, the registrar was given definite schedule as head of the administration, (Tamuno, 1992; Fafunwa, 1997). The university administration has peculiar characteristics. As the Vice-Chancellor and Chairman of Senate, the Vice-Chancellor occupies the apex position. He is followed by the faculty divided into departments and units. The harmonisation of different units worked together to produce graduates, and different lecturers teach and examine their various subjects with a view to produce graduates, (Sanda, 1992, Salami, 1999).

Sanda (1992), is of the opinion that universities witness conflicts from various units. This may be from students, the senior non-teaching staff; the academic staff or the host community. The university management includes the principal officers, deans/provosts, heads of departments/directors of units, deputy registrars/bursars/librarians and faculty officers who are in the frontline of university administration. Their leadership styles predispose the administration's effectiveness. Thus, different situations call for different leadership styles, that is, during student crisis, the Vice-Chancellor may use his discretion to close down the university and report to Senate later for ratification of his action. Decisions sent as recommendations to Senate, and Senate decisions are sent to Governing Council and later to the Proprietor or the Visitor, Salami (1999), Olutade (2005), Itakpe (2012). The Vice-Chancellor is the chief of the shrine and has the ability to diversify university administration to his choice (Alele-Williams (1988)

### **2.1.3 Concept of University Management**

The Nigerian university system comprises of federal, state, private and faith based universities. Pigors and Myers (1984) define management as the organisational leadership; its central task is the effective co-ordination and development of the available human and material resources for the attainment of the organisational goal. As management utilises human and non-human resources of a university for the attainment of its goal which includes research, and development, the leadership pumps "life" to management and determines its operational efficiency. Nwekeaku (2013) states that leadership and management complements each other, as Nigerian universities experienced disequilibrium between the leadership and management of the institutions. However, the lack of adequate funding, well equipped laboratories, functional libraries, conducive



learning and stimulating environment and other basic requirements for the university system hamper efficient leadership and management of Nigerian universities. Biobaku (1975) observes that “university management is the management of men and women with the most highly developed and developing minds and intellects.” Also Adebayo (1981) defines university management as “the organization and direction of persons in order to accomplish a specified end”. In another view, Sanda (1992) reports that management and administration are used interchangeably by different professions, in a business enterprise; ‘manager’ is used, while in academic enterprise, ‘administration’ is adopted. Tamuno (1998) In another perspective; Salami (1999) states that academic enterprise differs from the army whose sole object is “the defeat of the enemy”; it also differs from the industrial enterprise whose aim is the production of goods and services, subject to the overriding condition that it must make profits. In academic enterprise, the product is the work of a host of individual minds, each teaching and investigating in his own subject, in his own way; their efforts can be laid alongside one another, but they cannot be added together into a sum total of victory or defeat, profit or loss. The process requires planning, organizing, commanding, communicating, coordinating and controlling. All these constitute administration.

Salami (1999) reports that the administration of universities like their counterparts in other business organisations, is to “keep papers moving”; formulate issues and arguments, count, inform and render all necessary assistance to the committees they serve but should be in accordance within the regulations which they have no formal power to determine. Salami (1999) quotes Rev S. A Osinulu (1986) a former university registrar who points out that ‘university management’ is the ‘management of academic human resources’. Salami (1999) also observes that ‘management of a university’ differs from civil service because “the role of the civil service” is to ‘serve government of the day, make policies, and execute the policies’. A university is an autonomous public institution, with varied degree of autonomy from country to country; and accountable to no one in its internal administration. For proper discharge of its mission, the university traditionally possesses the freedom to determine what to teach and how to teach it. The subjects and the techniques of its research function depends on the quality of its leadership and management. University administration is not only free from political influence and profit making, it is the ‘coordination of the activities of academic staff and students without

interfering with academic decisions' in order to produce good citizens to develop the cultural life and capacities of the individual and to produce efficient manpower for economic development.

It is necessary to point out the peculiarities of university administration which distinguish it from industrial enterprise, civil service and the army. The first distinction is the examination and high degree of concentration of intellects which characterized the university which Salami (1999) quoted Biobaku in Graieine C. Moodie and R. Eustace (1978) who labeled 'university management' as "republican" and observed that "its essentials may be summed up into propositions which are; decisions on any issue should be taken by 'those who know most' about it, 'those who know most'; will vary according to the nature of the issue.

Olutade (2005) and Sanda (1992) observe that the degree of complexity attendant on university administration is hardly to be encountered in any other situation. Some universities are residential institutions with municipal characteristics such as halls of residence; staff quarters; elementary and secondary schools; comprehensive health clinic; student buttery; the stadium; swimming pool; zoological gardens; security; water scheme; recreation clubs; power plant; drainage and sewage; and a host of others as inherent responsibilities which compete with primary academic schedules of Senate, Convocation, Congregation; Faculty Boards and Board of Studies.

However, university administration has a range of functionaries which include: the Visitor, Chancellor, Pro-Chancellor, Vice-Chancellor, Provost, Dean, Directors, Heads of Departments, External Examiners, Hall Masters, Registrar and Deputy Registrar, Bursar, Deputy Bursar, Librarian, Deputy Librarian, Auditor, Security Officer and a host of other staff which distinguish it from general administration. The management and leadership style of the university to a large extent, differ from that of the civil service, military, business or general administration. However, Ogunmodede (1985); and Olutade (2005) Babalola (2006) observe the functions of management in the universities as not straight forward compared with other organisations. It is not only because of intangibility of the output of these educational set ups, but also the duo type of management which involves both the academic and non-teaching staff that dominates the administration. Okudu (1985)

in Olutade (2005) and Sanda (1992) opine that “university administration require bright and intelligent men and women in the administration” - because universities have become dynamic institutions which require their management staff, professional skills and application of modern skills to carry responsibilities at different levels of the administration.

According to Ofi (1996), Tamuno (1998), Salami (1999), and Itakpe (2012), university administration differs from other educational institutions, because universities have bonds of loyalty not only to the country which support them but also to the international company of universities all over the world. This double loyalty is essential because a nation’s university degrees, like its currency, must be universally acceptable in other nations of the world. The formulation of policies is a joint responsibility of both the Governing Council and Senate which are the apex hierarchy of Nigerian universities. However, the Governing Council is the highest political body and the governing body of the universities and its membership comprises external and internal members. The external members are people with outstanding character outside the university community who have significantly contributed to the development of the society; they consist of government appointees representing variety of interests in the society. On the other hand, the internal members of the Governing Council are the insiders who are the staff of the university who gained their membership through elections from Senate and Congregation. The composition of Governing Council is usually specified in the various University acts and as variously amended by Decree No. 11 of 1993 and Decree No. 25 of 1996 respectively for federal universities and as entrenched in the Acts of the State and Laws of the private universities, (UI calendar 2007).

The Governing Councils in the university of Ibadan, Federal University of Technology, Akure, Federal University of Agriculture, Abeokuta, Ladoke Akintola University of Technology, Ogbomosho, have the ultimate control of the university finances and also the responsibility of protecting the university properties. In Babcock University, Ilishan-Ogun State, the Board of Trustees and University Administrative Committee function side-by-side with the Governing Council, (UI calendar (2002), Babcock Law, 1999).

According to Oxford Advanced Learner's Dictionary, 6<sup>th</sup> edition (2000), management is the art of running and controlling a business or an organisation. Another definition by Hughes (1998) is that management is the art of managing, conducting or supervising something like a business, especially the executive functions of planning, organizing, coordinating, directing, controlling and supervising, industrial or business project with responsibility for results; and judicious use of means to accomplish an end. The Latin origin of the word 'management' comes from "manus" meaning: 'to control by hand'. According to Hughes (1998), this theory postulates that management can be seen as a generic term, which refers to purposive activities, directed to meet group or collective ends. It is purposive because it always has something to offer the organisation. That is, it is a means to an end. Management involves the integration of human and material resources in order to achieve predetermined ends through coordination, control and direction of people in an organisation.

Management covers practically every aspect of human endeavour. It could be examined from the standpoint of its being a practice to ensure that a conceptualized "social policy" is translated into actual implementation. Salami (1999) sees management as the art and service of systematic and careful arrangement of the resources, both human and material available to an organisation for the achievement of its objectives.

In another vein, Sanda (1992) synthesizes several views into what he calls 'functions of management'. The three main ones are strategy, managing internal components and managing external components, all of which have subsidiary parts. The focus of management is based on two dimensions: establishing objectives, priorities for the organisation on the basis of forecast of the external environment and the organisation's capacities, in devising operational plans to achieve these objectives.

Managing internal components involves organizing and staffing, Salami (1999). The manager establishes structure (units and positions with assigned authority and responsibilities) and procedures to coordinate activities and take action). In staffing, he tries to fit the right persons in the key jobs. The capacity of the organisation is embodied primarily in its members and their skills and knowledge; the personnel management system recruits, selects, socializes, trains, rewards, punishes and exits the organisation's

human capital, this constitutes the capacity of the organisation to achieve its goals and respond to specific directions from management. In broad terms, the collective role of administrators in Nigerian Universities is to:

(a) act on behalf of the proprietors of the organisation; In the university system the Visitor is the Head of State for federal universities; Governor for State universities and financier or corporate bodies for Private universities; to whom the senior management or principal officers are responsible to:

(b) to set objectives for the organizations;

(c) to achieve those objectives through the process of managing

(d) to sustain corporate values in their dealings with other organisations staff, and general public, (UI calendar, 2002, Olutade, 2005).

However, in the Nigerian universities, management or principal officers act on behalf of the proprietors and its 'political masters' Omopupa & Abduraheem (2013). Universities are, in turn accountable to the general public. Management is viewed in different perspectives by different authors. It is, therefore, not possible to produce one generally acceptable definition for administration and management as they are often used interchangeably. Henry Fayol (1845-1925) reported by Fabunmi (2000) avers that 'private organisations particularly industrial concerns prefer to use the word 'management' as more embracing, while civil service, the army and educational systems prefer to use 'administration'. They listed five functions of management to include:

(a) Planning: This involve selecting objectives, the strategies, policies, programmes and procedures for achieving the objectives either for the organization as a whole or for a part of it. Planning might be done exclusively by managers who later are responsible for performance; however, advice on planning decisions might also be provided by 'staff management' who do not have authority for putting the plans into practice;

(b) Organizing: This involves establishment of a structure of tasks which need to be performed to achieve the goals of the organization, giving tasks into jobs for individuals, creating groups within sections and departments, delegating authority and providing systems of communication to co-ordinate activities within the organisation;

(c) Commanding: This is giving instructions to subordinates to carry out tasks over which the manager has authority for decisions and responsibility for performance;

- (d) Co-ordinating: This is the task of harmonizing the activities of individuals and groups within the organisation which will inevitably have different ideas about what their own goals should be. Management must reconcile differences in approach, effort's interest and training of the separate individuals and groups. This is achieved by making individuals and groups aware of their work as contribution to the goals of the organisation;
- (e) Controlling: This is the task of measuring and correcting the activities of individuals and groups to ensure that their performance is in accordance with set plans. Plans are made, but they will be achieved when activities are monitored; and deviations from the plans identified and corrected.

Fayol's analysis of management functions is only one of several similar types of analysis. Other functions which may be identified are staffing, that is, filling positions in the organisation with people, leading unlike commanding, is concerned with the impersonal nature of management and acting as organisation's representative in dealing with other organisations. The management theory as reported by Salami (1999), Fabunmi (2000), Olutade (2005) is relevant in the administration of Nigerian universities because universities plan, organize, co-ordinate, direct, control and supervise under the superintending purview of the Governing Council and Senate.

#### **2.1.4 Management Process and University Administration Concept**

Peter Drucker between 1940s and 1950s cited in Fabunmi (2000) researched on management concept and worked as a business adviser to a number of United States Corporations. He grouped the operations of management into five categories to include:

- (a) Setting objectives for the organization;
- (b) Organizing the work;
- (c) Motivating employees;
- (d) The job of measurement;
- (e) Development of people.

According to Drucker (1950) every manager performs all the five functions listed above, no matter how good or bad the manager is. He emphasizes the importance of communication in business organisation evident in items (a), (c), and (d) above. He also describes management as 'economic performance'. The university as a kind of organisation established to pursue a common goal, comprised of different groups of people, professors, elites, academic staff, non-teaching staff, technical staff, administrators and a host of other workers, Sanda (1992). The university system can be categorized into three broad groups, using the number of the recognized existing trade unions as criteria. The first category is the academic staff, whose duty is to teach, examines research, formulate policies and also engage in community duties and other functions relevant to their fields. Universities are established by Laws/Acts and their constitutions are entrenched in the Acts/Laws that set them, Adebayo (1981), Sanda (1992) and Salami (1999). Universities do not make financial profit like business organisations. Salami, (1999), Olutade (2005), posit that managers of organisations have basic functions which include: management of financial resources; in this respect as business organisation focus profit maximization, but universities have peculiar characteristics which are peculiar and vital to them. Fabunmi, (2000) emphasises three features of management as follows:

- (a) Managing a business; the purpose of which is:
  - (i) to locate customers; and
  - (ii) innovation
- (b) Managing managers; the requirements of which are:
  - (i) management by objectives;
  - (ii) proper structure of manager's jobs;
  - (iii) creating the right spirit in the organisation;
  - (iv) making provision for the managers of tomorrow;
  - (v) arriving at sound principles of organisation structure; and
- (c) Managing workers and work.

Drucker (1950), Sanda (1992), Fabunmi (2000), views can be concluded that 'managers always consider both short-term and long-term consequences of their actions to mean that decisions taken should be for the future. This view is relevant to administrators' effectiveness in Nigerian universities since each university practices its objectives and



governance in its Act/Edict. The management process is relevant to university administration, and the idea is corroborated by the view of Adebayo (1980), Salami (1999) and Olutade (2005).

### **2.1.5 Scientific Management and University Administration**

Taylor (1971) propounds management principles based on well-recognised, clearly defined and fixed principles rather than depend on hazy ideas. His purpose was to maximise efficiency and suggested that by offering workers more pay for being efficient, both the workers and the employers would benefit. He formulated scientific management principles. Thus every single subject, large or small, becomes the question for scientific investigation or reduction to law. He argues that management should apply techniques to solve identified problems. The techniques are:

- (a) The scientific selection and progressive development of workmen, workmen should be trained, and given jobs which they are best suited;
- (b) The bringing together of the science to select workers and apply techniques to decide what should be done, to maximise outputs; ad
- (c) The constant co-operation between management and workers.

According to Taylor (1971), the man who is fit to work at any particular organisation should understand the science of the trade. However, it is the principle of scientific management to do things, learning new things, to improve their ways in accordance with the science of work and in return get increased pay. The method of scientific management approach leads to:

- (i) contribution of management towards greater efficiency,
- (ii) increase productivity;
- (iii) encourage workers.



The application of scientific management is relevant to university administration. It is relevant to consider application of Taylor's principles in university administration to enable university administrators achieve university goals.

Appleby (1994) opines that management system see that the workers in any organisation understand the science of work on the educational level of the workers. In the university system, educational qualifications and research work enhance promotion of the academic staff while basic qualifications and cognate experience are pre-requisite for the promotion of non-teaching staff, UI Information Handbook, (2000).

### **2.1.6 Human Relations and University Administration**

Elton Mayo (1949) in Bartol & Martin (1991) studied and developed a theory which emphasised the importance of human relations in organisations. The theory was against dehumanizing aspects of the scientific management school of thought. Dehumanizing does not only refer to the thinking of Taylor himself, but to the tendency of management techniques introduced with the cooperation and approval of the workforce. He was inspired by his experience at the Hawthorne plant of the Western Electric Company (known as the 'Hawthorne's experiments'). Like the scientific management propounded by Taylor, Mayo (1949) focused management as it affected the workers; but his viewpoint was entirely different. He believed that economic motive only, could not lead to workers efficiency.

Mayo's (1949) experiment at Western Electric took place in Chicago in the thirties. The relationship between fatigue and output was noted as contributory factor to output. Following series of interviews with the subjects in the experiments, the Hawthorne researchers concluded that it was the interest and attention that were previously unrecognised became a motivating factor. Thus, the science of work was observed to be of greater importance than the improved conditions and other variables that had been introduced. They thought of 'attitudes to people', may be more important than such factors as rest periods, benefits, money and a host of other benefits, and people prefer to be treated as human beings rather than instrument.

Mayo (1949) in his experiments wrote ‘management by consultation with the girl workers’, by clear explanation of the experiments and the reasons for them, by accepting the workers’ verdict, scored a success in two most important human matters - the girls became a self-governing team, and a team that cooperated wholeheartedly with the management group, group values and norms that influence individual’s behaviour at work. Thus, the human relations theory emphasized “people without organization” as against the classical theory which focuses “organisation without people”. The Mayo’s (1949) experiment appeared to confirm human attitudes (both individuals and work group) and the relationship between management and work groups were of key importance to motivate workers’ production efficiency.

Mayo (1949) identifies the functions of management and calls it elements of management. The five functions identified are: planning, organising, commanding, co-ordinating and controlling. Apart from the above, Barton & Martin (1998) identified four basic functions of management thus: planning, organising, leading and controlling. In another vein, Ajayi and Oni (1992) identified seven basic functions of management which are: initiating, planning, organising, co-ordinating, communication, controlling and directing. However, Mayo (1949) cited in Barton and Martin (1998) identified fourteen principles of management which are: division of labour, authority, discipline, unity of command, unity of direction, subordination of individual interest, remuneration, centralisation (or decentralisation), scalar chain (line of authority), order, equity, stability of tenure of personnel, initiative and *esprit de corps*.

It might be added that the principles of human relations have been successfully introduced in the management ‘hierarchy’ of many organisations, and yet they were intended to apply to workers. Clearly, there is still room to improve on human relations theory in work organisations which compare favourably with the administration of universities in Nigeria – funding, remunerations, academic freedom and university autonomy, (Oduye, 2002; Fashina, 2003).

### 2.1.7 Managerial Roles and University Administration

Henry Mintzberg (1973) researched and reported on how workers can do better in their work in a book titled "*The Nature of Management Work*" (Mintzberg, 1973). The classical view found that the manager organises, coordinates, plans and controls. Mintzberg (1973) cited by Salami (1999) identifies three types of roles which a manager must play:

- (a) Interpersonal roles arising from the manager's formal authority which include;
  - (i) Ceremonial role; which took up to 12% of chief executive's time interacting with other people,
  - (ii) 'leader role' which involves hiring, firing and training of staff,
  - (iii) 'liaison role', when the managers make contacts outside the vertical chain of command.

Mintzberg (21973) finds that the purpose of these contacts is to build up an information system, to extend influence both within and outside the organisation. In Nigeria universities, the Vice-Chancellor performs dual managerial roles - as the administrative and academic head of the university and also the principal spokesman for the university on external relations (Salami, 1999).

- (b) 'Informational' roles - which is access to every member of staff, and external contacts than any of them? He identifies three types of information role:
  - (i) To monitor the environment, and receives information from subordinates or peers in other departments;
  - (ii) To disseminate information acquired both formally and informally through the network of contacts, to subordinates;
  - (iii) To provide information to interested parties, either within or outside the organization;
- (c) Finally, the manager has a number of 'decisional' roles. The manager's formal authority and access to information roles include;
  - (i) A manager acts as an 'entrepreneur' by initiating projects, possibly in a small scale, a number of which may be on the go at any one time, to improve the department or to help it react to a changed environment. It also involves:
    - (ii) responding to pressures over which the department has no control;
    - (iii) taking decisions on 'allocation of scarce resources'; and
    - (iv) negotiating with workers in time of conflict.

- (a) Mintzberg research reveals that managerial work is disjointed and discontinuous; and conducted on daily basis. He says further that:
- (b) a manager has no regular or routine duties to perform;
- (c) a manager works on aggregated information obtained from information system; and
- (d) finally, management cannot be a science or a profession.

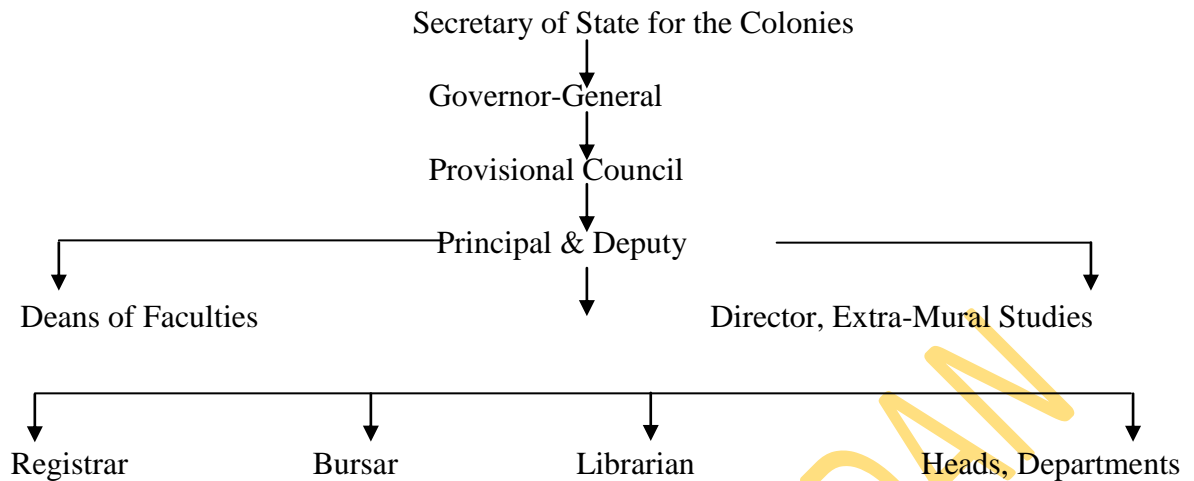
Mintzberg (1973) reports that management is a matter of judgment and intuition gained from experience in particular situations rather than from abstract principles. The manager is, therefore, forced to do many tasks superficially. Brevity, fragmentation and verbal communication characterize his work. Mintzberg School of management science concentrated on ideas that are easily susceptible to scientific analysis. The idea practiced in a university system was reported by Etteh (1997), Ojo, J. D. (an administrator and professor of law) (1999) that managerial roles are performed by administrative heads who are either the chairmen of various committees, heads of departments, deans of faculties and Vice-Chancellors and Chairmen of Senate. However, the decisions of Senate are thereafter sent as recommendations to Council for further necessary consideration before finally sent to the proprietors of the universities.

### **2.1.8 Concept of University Administration**

The evolution of university education in Nigeria dates back to the end of World War I, when some wealthy Africans in Lagos sent their children overseas for higher education and professional studies. Some of them on return to Nigeria agitated for the establishment of institutions of higher learning in Nigeria. Consequently, Yaba Higher College established in 1932, formally opened in 1934, became the nucleus for higher education and university development in Nigeria.

Subsequently, the British pattern of university education began in Nigeria with the establishment of University College Ibadan (UCI) in January 1948. The governance of the UCI was from the Colonial Office in London, the pattern of administration was characterized with the use of executive powers, Tamuno (1973), Olutade, 2005). The administrative pattern of the UCI then is shown in figure I below

**Figure 2.1: Hierarchy of UCI Governance 1948-1954**



**Adapted from University of Ibadan Calendar 2002-2007**

As depicted in Figure 2.1 above, the Secretary of State who was at the apex, wielded executive power from the Colonial Office in London, (Sanda, 1992). The internal administration of UCI started with the Principal (now Vice-Chancellor), who dominated the administrative scene of UCI between 1948 and 1954. The trio who dominated the administration were the Principal (Professor Kenneth Mellanby); the Registrar (Mr. F.G.P. Hunter), and the Librarian (Mr. W.J. Harris) (Sanda, 1992). The administrative bottlenecks of UCI caused the Visitation of 1952 and three weaknesses highlighted were:

- (a) Domination of the administration by the Principal;
- (b) No definite schedule for the Registrar; and
- (c) Inadequate communication of policies within the campus itself.

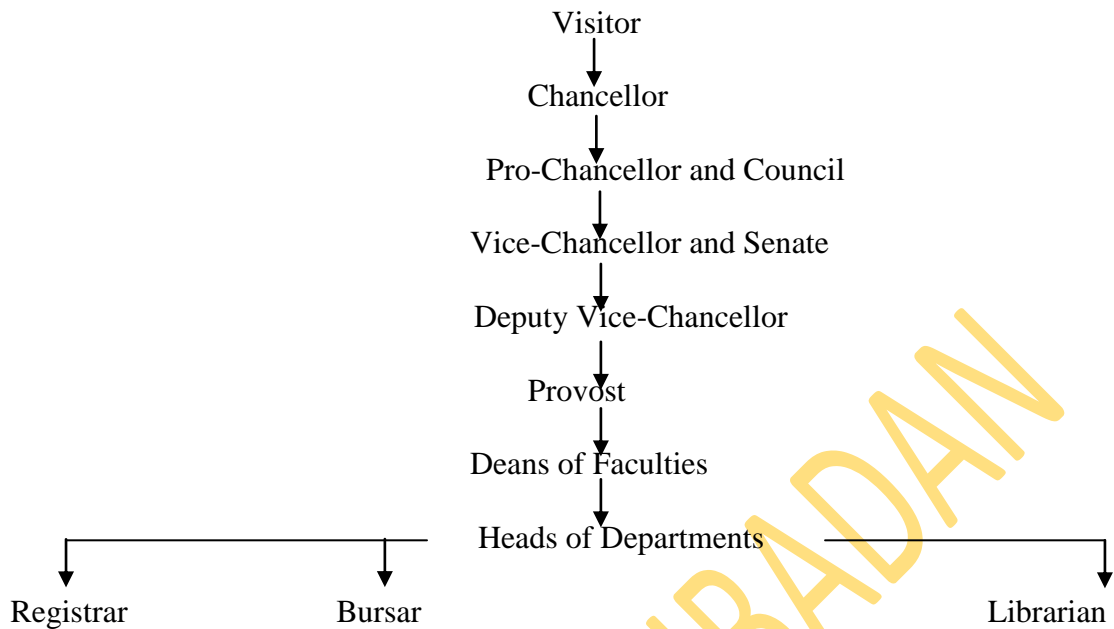
The recommendation of the 1952 Visitation led to 1954 Education Ordinance which gave the Registrar definite schedule as head of the central administration, (Fafunwa, 1997). Subsequently, the advent of political independence and exodus of foreigners showed that only UCI was inadequate for production of high level manpower for Nigeria vastly pursuing political independence. Consequently, Nigerian government set up two separate independent commissions in 1959: first Commission - Sir Eric Ashby Commission, charged to survey Nigeria's needs of post-school certificate and higher school education over 20 years (1960-1980); second Commission led by Professor Harbinson was required to study 'high level manpower' needed over ten years (1960-1970). The Ashby

Commission based its report on Professor Harbinson's findings and recommended establishment of additional four universities made up of University of Nigeria, Nsukka; Ahmadu Bello University, Zaria; University of Lagos; and University of Ife (now Obafemi Awolowo University). However, UCI remains the only university in Nigeria between 1948 and 1960 (12 years). Between 1960 and 1962, the number increased to five universities; 1963 to 1972, 13 universities; 1980-1986, it got to 20 universities; 1987 the number increased to 22 and in 2004, the number increased to 116. Be that as it may, as universities increased in number, the administration also expands.

The pattern of university administration in Nigeria from 1960 is shown in Figure II below:

UNIVERSITY OF IBADAN

**Figure 2.2: Hierarchy of University Administration from 1960**



**Adapted from University of Ibadan Calendar, 1999-2002**

From Figure 2.2 above, the Head of State became the Visitor; who is as at the apex of the university administration. Thus, as universities expanded in number, size and complexity, the pattern of administration became democratic and diverse. Despite the adoption of democratic principles in university administration, the use of executive power was applied along with the committee system (Salami, 1999; Olutade, 2005). The universities in Nigeria adopted similar pattern of governance. Thus, the Visitor is at the apex and wielded executive powers as he appointed all other principal officers.

Hitherto 1972, only Federal Government established and funded universities. The governance and administration of every university followed its Act/Law that established it. At the inception of the UCI, liberal education and the sciences were focused; the size was compact, students paid tuition, and there were foreign donors towards university development - Ford Foundation, Rockefeller Foundation, United Nations Development Programme among others. Scholarships, bursary awards and student indigent scheme were available which made the university education less onerous for the management (Ajayi and Tamuno, 1988).

Arising from the pattern of UCI administration adopted in 1948, graduates of the UCI were of high standard and equal ranking with foreign graduates; the academic staff and students were both Nigerians and foreigners. Membership of university governing Council and Senate were moderate. Coupled with the above scenario, was the impact of the military *coup d'etat* of January 15, 1966 and subsequent civil war between 1967 and 1970 which brought the military into university administration. The military experimented and intruded into university administration and introduced control measures: Joint Admissions and Matriculation Board (JAMB); and the National Universities Commission (NUC) established in 1962 as an administrative unit in the Cabinet Office got more powers via University (Miscellaneous) Decree No. 4 of 1977 charged with the power to accredit, approve budgetary allocations, advise the Visitor on funding, expansion and establishment of new faculties/ universities.

Hitherto 1972, when university education was under the exclusive legislative list, the Nigerian government took control over the universities, as the federal military government from 1972 transferred university education to the concurrent legislative list whereby both Federal and State governments established universities. In addition, in 1983, the Supreme Council allowed establishment of private universities in Nigeria, within a twinkle of an eye, 26 private universities had sprung up within a year (1983-1984).

The Nigeria military government, in a bid to control standard; through Decree No 4 of 1984 cancelled and abolished establishment of private universities in Nigeria. In order to develop learning for natural development in the learning organisation, the Nigeria Government resorted to opening universities across the country and increased access into these institutions. Hence, Private Universities resurfaced again from 1999; 28 Private universities established in Nigeria between 1999 and 2006. The Law establishing each university specified the governance and pattern of its administration (Alele-Williams, 1988, Sanda, 1992). Thus, the motive of establishing Federal, State or Private Universities in Nigeria followed the direction of its founding fathers (Salami, 1999).

The objective of Nigerian universities centered on manpower needs of the country, specified in the National Policy of Education:



- teaching
  - research and development
  - virile staff development programmes
  - generation and dissemination of knowledge
  - a variety of modes of programmes including full time, part-time, block release, day-release, sandwich
  - access to training funds such as those provided by the Industrial Training Fund (ITF)
  - Students Industrial Work Experience Scheme (SIWES)
  - maintenance of minimum education standards through appropriate agencies
  - inter-institutional cooperation
  - dedicated service to the community through extra-mural and extension service.
- (NPE 2004).

The general aim of universities in Nigeria is ‘development of high level manpower’ which makes people become skilled and responsible citizens. Therefore, the proprietors of universities are expected to adhere to basic obligations of universities which include:

- (a) concentrating on training students; (b) carrying out teaching and research; (c) providing services for the entire nation; and (d) ensuring that the quality of education and teaching meet the requirements laid down by the Federal Government.

From humble but dignified beginning of 104 students in 1948, NUC memo 2006 shows that student enrolment in Nigerian universities has grown by over 1,200 per cent between October 1999 and March 2006. The analysis of the comparative performance of Nigerian University system between October 1999 and March 2006 shows student enrolment stood at 57,542 in October 1999 got to 300,618 in 1999 and got to 750,235 in March 2006 (NUC, 2006). Be that as it may, the Federal government laid down policies which bind all universities whether federal, state, or private university; which is instituted through agencies like the NUC and JAMB. The exercise is set out as stated thus: the NUC by Decree No. 49 1988 empowered the Commission to lay down minimum standards of all universities in the federation and to accredit their degrees and other academic awards. Omolewa (2001) indicates that from July 1987, the University Senate began gradually to

lose control over both content and scope of the various universities. However, NUC has power of accreditation of courses and its objectives include:

(a) To advise the Head of State through the Minister on the creation of new Universities and other degree granting institutions;

(b) To prepare after consultation with all the State Governments, the National Manpower Board and such other bodies as it considers appropriate, periodic master plans for the balanced and co-coordinated development of universities in Nigeria and such plan shall include:

- the general programmes to be pursued by the universities in order to ensure that they are fully adequate to national needs and objectives;
- recommendations for the establishment and location of new universities when considered necessary; and
- recommendations for the establishment of new faculties or postgraduate institutions in existing universities or disapproval to establish such faculties/objection to the approval of such.

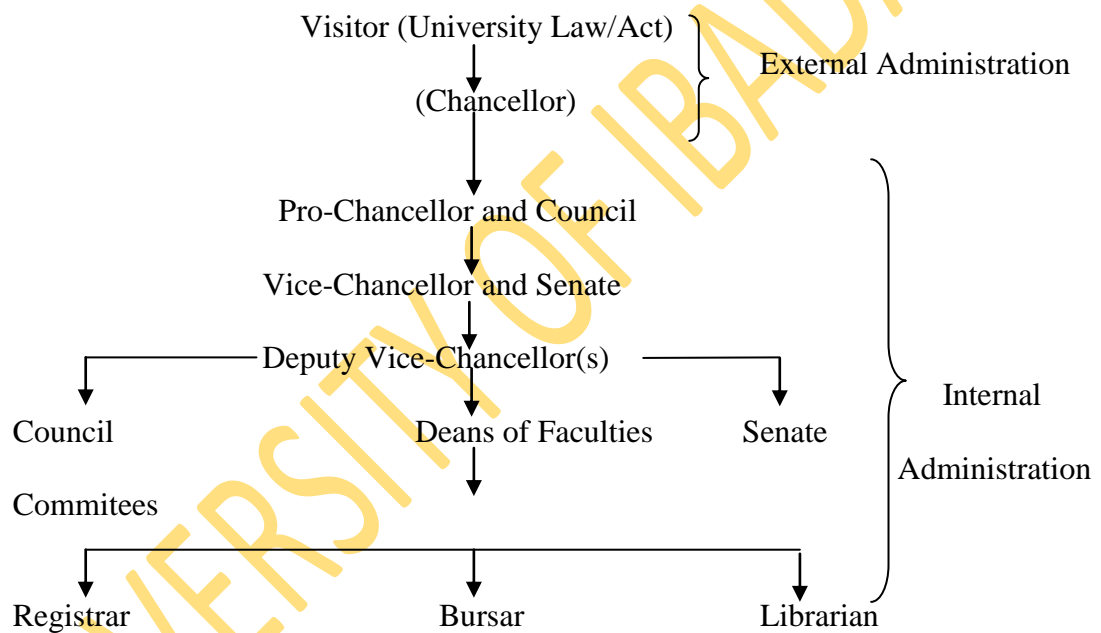
(c) To act as the agency for channeling all external aids to the universities in Nigeria. The Joint Admissions and Matriculation Board (JAMB) have exclusive control on admissions to public universities.

The different actors in the Nigeria University administration - notably the Council, Senate, Academic Staff, Administrators, Students, - all work to maintain university autonomy towards attaining university goals. It is, therefore, important for universities to focus the successful fulfillment of the seven principal functions of the university namely: Teaching, Certification, and Research, storage of knowledge, publication of texts, public service, and enlightened commentary (Alele-Williams, 1988).

Since the university possesses the climate and human resources to solve the problem of the society and also remains the reservoir of the finest talents in any country, it requires autonomy to function objectively. However, Nigeria universities encountered different administrative problems at various stages of development. It started under colonial government (1948-1960), political independence 1960-1966; the military governance from January 15, 1966 followed by the civil war 1967-1970 and military governance continued till October 1979. The second republican government from October 1979 till December

1983 and the military came back and governed from January 1984 to May 28, 1999. Different government applied different methods to development education in the country. Be that as it may, every government tried to sustain university education and its autonomy against arbitrary domination of the administration of universities. More importantly, Nigeria government looked up to universities to contribute to national unity. The successful fulfillment of this responsibility depends on how successful the Vice-Chancellor administers his university. Be that as it may, the structure of formal administration of Nigeria Universities is hierarchical as shown in Figure 2.3 below:

**Figure 2.3: Organisational structure of Nigerian Universities**



**Adapted from U.I. Calendar 2002-2007**

At the apex of formal administrative structure of Nigerian universities (Figure 2.3) is the Visitor who according to the provision of the Act, is the Head of State of Nigeria (for Federal universities), Governor (for State universities) and as determined by the proprietor of Private universities. The Law/Act establishing universities is signed by the Visitor who also appointed the Chancellor, the Pro-Chancellor and the Vice-Chancellor for the universities. Therefore, formal administration in Nigeria universities derived from external source, that is, the Visitor. The Pro-Chancellor and Council, and Vice-Chancellor

and Senate, are the main internal authority bodies. They are at the apex of formal organizational structure of the universities. As the Council is vested with formal authority on general management of affairs of the universities on control of resources, properties and personnel of the university; Senate is responsible for organization and control of all academic matters on teaching, research, admissions, discipline of staff and students and award of diplomas and degrees. The administrators of the universities employed use of Boards, Committees and individuals to facilitate formal administration at various levels in the University. The University of Ibadan Act 1962 paragraph 13(a) stipulates that:

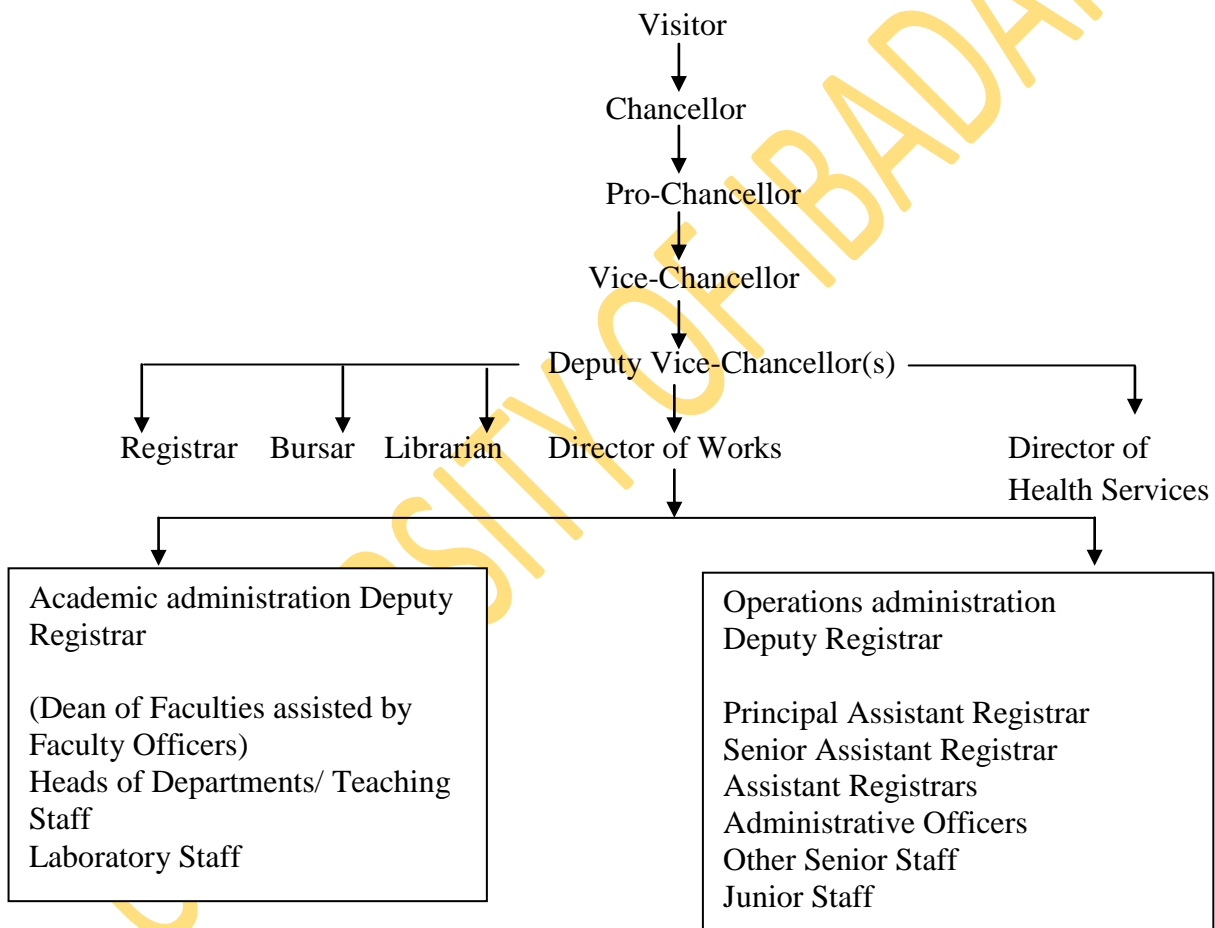
*Anybody or persons established by this Act, shall, without prejudice to the generality of the powers of that body, have power to appoint committee(s) consisting members of that body. . . to authorize a committee established by it to exercise, on its behalf, such functions as it may determine.*  
(UI Calendar, (2002-2007).

This pattern of administration is employed by Nigerian universities, be it Federal, State or Private. To facilitate the work of university administration, the Governing Council meets quarterly while Senate meets monthly. Besides, the Vice-Chancellor takes executive action on some urgent matters which he reports to Senate for ratification or noting, Ladipo (2000), Olutade (2005).

University administration the world over particularly in developing nations is faced with the problem of increased student population and inadequate funding. Nowadays, the existing size of the universities, the complex organisation structure, socio-economic factors; federal government interference on university autonomy and students admissions, curriculum design and faculty/department expansion exercised through JAMB, NUC and Minister of Education make formal internal administration of Nigeria Universities complex. In his observation, Olutade (2005) and Akintayo (2004) explain that poor management of university education system is one of the constraints towards achieving educational goals.

As the Visitor control the formal internal administration by appointing Principal Officers, funding, institution of Visitation and removal of the Vice-Chancellors (and transferred them to States other than their state of appointment, during military era) the pattern of formal internal administration of Nigeria Universities is reflected in the Law/Act that set them up. The two arms of formal administration in Nigerian universities are the academic administration and the operations administration. The pattern of administration of Nigeria universities, from the Visitor to the junior staff is shown in Figure 2.4 below

**Figure 2.4: Hierarchy of University Administration from Independence**



**Adapted from University of Ibadan Calendar 2002-2007**

From the pyramid of power shown in Figure 2.4 above, two lines of administration (academic and operations) are feasible. This pattern is adopted in all universities in Nigeria.

The Vice-Chancellor is the beginning of formal internal administration and vested with the authority on decision-making in the university. As chief executive and chief academic officer, s/he is responsible for the day-to-day internal administration of the university. This is reflected in the University Act which states that - the Vice-Chancellor shall have the general function, in addition to other functions conferred on him by the Law/Act of the university (Olutade, 2005). In order to facilitate the work of the Vice-Chancellor, s/he is assisted by a crop of other Principal Officers - the Deputy Vice-Chancellor(s), Deans, Provosts, Registrar, Bursar and Librarian. As an example, in the University of Ibadan, the Vice-Chancellor was to have one Deputy Vice-Chancellor. Since 1993 due to expansion of duties, the University of Ibadan adopted two Deputy Vice-Chancellors in the administrative duties. The schedules of the Deputy Vice-Chancellors are: Deputy Vice-Chancellor (Administration):

(a) Council responsibilities:

- Finance and general purpose
- Appointments and promotion of academic staff
- Senior staff disciplinary committee
- Chairman, committee on re-organisation of workers maintenance department

(b) Senate responsibilities:

- Development
- Students disciplinary committee
- Board of directors, university bookshop
- University media centre
- Vehicle rehabilitation loan committee
- Committee on religious matters
- Internal revenue board

(c) Departmental:

- Establishment of division matters relating to appointments of senior non-teaching and deferment of leave for all staff
- Health service
- Public utilities – electrical/telecommunication/water and general supervision of works and maintenance department and all construction projects

- Alumni, university consultancy services, research and development and friends of the university
- Board of trustees of pensioners, and any other duties assigned by the vice-chancellor.

**Deputy Vice-Chancellor (Academic) duties are:**

- (a) Council schedules to include:
  - Finance and general purpose committee
  - Appointments and promotions committee of academic staff
  - Appointments and promotions committee for senior non-teaching
  - Senior staff disciplinary committee
  - Endowment appeal fund committee
- (b) Senate assignments to include:
  - Development committee
  - Students disciplinary committee
  - Board of institute of African studies
  - Academic planning sub-committee of the development committee
  - Chairman, Library committee
  - Chairman, Career Board
  - Chairman, Committee of Provost and Deans
  - Academic Link Board, among others, and any other duties assigned by the Vice-Chancellor, (Memo in UI Vice-Chancellor's office, 2013).

Next in university administration is the Registrar who is the chief administrative officer and custodian of regulations, assisted by other administrators, and responsible to the Vice-Chancellor for the day to day administration of the university (other than finance). The Bursar is responsible for the financial affairs of the university and responsible to the Vice-Chancellor. The Librarian is responsible for library affairs of the university and responsible to the Vice-Chancellor. The Registrar, Bursar, Librarian, Provost, Deans and Director of Units are all assisted by administrative, professional and technical staff. The Registrar is the Secretary to Council and Senate (UI. Act, 1962) but not a member as he has no voting right, while Registrars' delegates (administrators) service all the committees and boards in the universities. Internal administration of Nigerian Universities derives

from the structure of University Laws which provide not only broad powers but a governing pattern that makes way for easy administration. The structure presents a complex pyramid. The diffusion in organisational structure, roles and functions are meant to facilitate the process of decision-making and formal internal administration in the universities, Ogunmodede (1986), Sanda, (1992), Ladipo (2000).

For the purpose of administration, the Governing Council in Nigerian Universities is the supreme governing body while University Senate is responsible for academic matters (Ladipo 2000); the functions of the two bodies are specified in their Law/Act.

The University of Ibadan Act 1962 amended in 1993, as a sample, stipulates as follows:

1) The Council shall be the governing body of the university and shall have the general management of the university and in particular, the control of property and expenditure of the university;

2) . . . the Council shall have power to do anything which in its opinion is calculated to facilitate one of the activities of the university. (UI Calendar 2002-2007).

Nigeria experimented with private universities between 1980 and 1983 and abolished them by Decree No. 19 of 1984, but in May 1999 private universities was resuscitated and there were eight private universities as at 2004 and 16 in 2006. Nigeria, therefore, started operating federal, state and private universities. The governance of universities depends on the proprietors (Head of State, State Governor or accredited person for private universities who control the funding, appointment of principal officers and governance of the universities, Ladipo (2000).

The Oxford Advanced Learner's Dictionary of current English defines a university as a community made up of a group of people living in one place, district or country considered as a whole, and work for the benefit of the community. Thus, a university is established to pursue a common goal, through its staff comprising academic, non-teaching, and technical staff among of other workers. University as an organisation involves formal arrangement of people, material and other structure that could make it functional to the benefit of interaction with her environment for goals' achievement. According to Olutade (2005), an



organization does not exist in a vacuum, it interacts with the internal (immediate) and external environments.

Administration in the universities is complex compared with their counterparts in the business world. It is characterised by multiple goals and objectives, Nigerian universities, for example, have to contend with numerous and often conflicting goals and objectives. It functions to satisfy the goals of high level manpower development for the wider society, skill development for its individual students and production of cultured individuals with survival value orientations as well as an objective view of society. (Sanda, 1992). The British pattern of university administration transferred to Nigeria in 1948, adopts committee system to assist decision-making, and this view was supported by the University of Ibadan Act 1962, Section 13(1) which states that:

*Anybody or persons established by this Act, shall, without prejudice to the generality of powers of that body, have power to appoint committees subject to provisions of Subsection (7) of Section four of this Act, to authorize a committee established by it to exercise, on its behalf, such of its functions as it may determine. (UI Calendar, 2002-2007)*

Ogunmodede (1986), Oduneye (2000), Olutade (2005) report that having a committee reduced “tyranny of an executive” and permit members participation in decision-making and decision-execution. As committee system serves as balanced-wheel to formal administrative authority structure, Nigeria universities like universities the world over, adopts committee system as a technique of policy formulation and management. Olutade (2005) observed that committee system is highly related in Nigeria university administration; he cite Alele-Williams (1988) who reported that “university is governed on committee system which is usually ridden by politics”. However, committee system as reported by Ogunmodede (1986) and Olutade (2005) is a decision-making method, preferred to any other type of decision-making approach. Ogunmodede (1986) and Sanda (1980) also observed that decision-making is one of the activities of committee system in any organisation. Ogunmodede (1986) cited Koontz et al (1980) who also noted the significance of the use of committee practice in the world, and the fact that the instrument by which the university is established prescribes specific committees and also paved the

way for future formation of others as part of governing structures. The fact that committees constitute most striking features of university administration may suggest that the committee system has become indispensable in the university administration. The use of committees in universities is imperative in that the committee or participative method of decision-making is entrenched in the Act/Law establishing universities in Nigeria (Olutade, 2005).

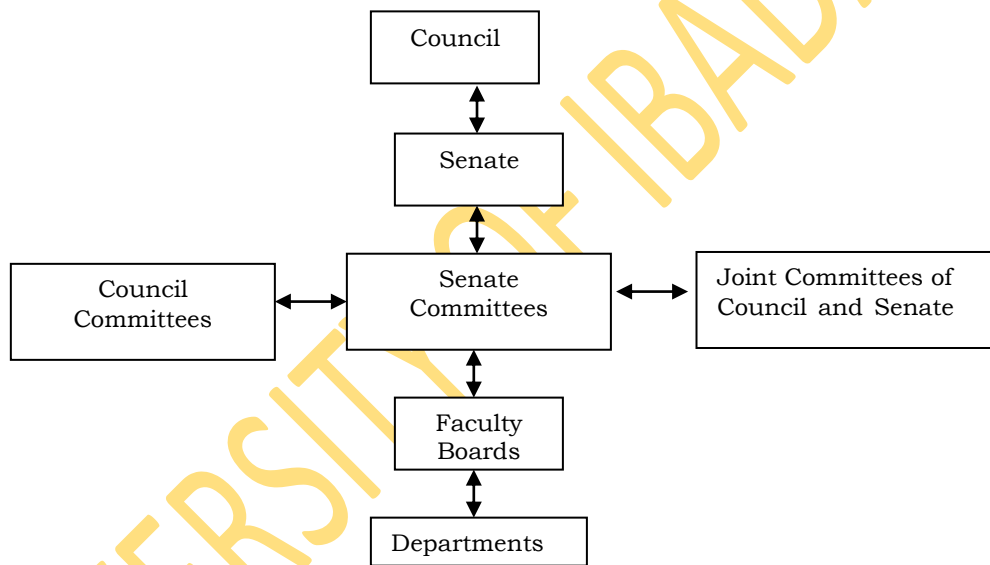
The introduction of committee system in the university administration reflects necessities imposed by size, complexity of university administration and relevance of committee system to its functions. Olutade (2005) also explains, 'there was evidence that committees in all types of organisation continue to increase'. The committee system, as instrument and technique of governance, has thus found a fertile ground in the administration of institutions and organisations. Therefore, Ogunmodede (1986) and Olutade (2005) posits that "committee system is regarded as an essential means of decision-making and decision-execution in the university system, than in other business organisations". Adamolekun (1995) in Olutade, (2005) highlighted seven reasons why universities adopts committee system in decision-making and administration. The reasons are:

- (i) handy for doing basic work while preserving authority where it belongs such as the Senate and Governing Council;
- (ii) blunts the edge of mistrust of professional administrators – as well as tried to avoid their limitations in dealing with professional academics;
- (iii) moreover, it is used to harness information for academics so that there can be more effective decision-making and planning;
- (iv) it is valuable for tapping expertise and ensuring that everything is taken into consideration;
- (v) it is a means of democratizing participation, devolution of responsibility and fostering a sense of general belonging on the part of everybody;
- (vi) it is a means of practicing administrative and executive openness; and
- (vii) finally, there are internal politics arising from vested interest of groups and personal desire for power and control.

The committee system acts as a foil and takes the wind off the sails of individuals and

groups who might be interested in accumulating influence around themselves in their own interest. Kayode (2000), Olutade (2005) corroborated the idea that formation of policy is the joint responsibility of university Governing Council and Senate. Most administrative and management functions are initiated and implemented through a network of committees and boards which are statutorily chaired by either the Pro-Chancellor or Vice-Chancellor as may be appropriate. However, the committee system is relevant in formal administration of Nigerian universities. The network of committee system in university administration is depicted in Figure 2.5 below:

**Figure 2.5: Network of Committee System**



**Adapted from University of Ibadan Calendar, 2002-2007**

From Figure 2.5 above, the network of committee system in university administration is visualized from Council to Senate and other segments of the university. According to Olutade (2005), the pattern of university administration transferred to University College Ibadan in 1948, revised under University of Ibadan Act 1962 has become a nucleus for other Nigeria universities as universities were established by Acts/Laws and committee system is entrenched as part of the instrument of formal administration. The idea is illustrated in University of Ibadan 2002-2007 calendar, page 72, paragraph 23, thus. “Committees appointed under Section 13 of the Act may be either appointed for a limited

and specific purpose with instructions to report to the Governing Council on completion of their work.” Both public universities (Federal or State) and Private universities entrenched in their Act ‘statutory Council and Senate committees’ to enhance their administration and management.

The committees in operation in the University of Ibadan between as stipulated in the 2002 and as stipulated in the Calendar were 24 standing boards and committee of Council and 21 standing boards and committees of Senate. The standing boards and committees in the University of Ibadan, as example for Nigeria universities, are listed here under the heading

### **STANDING BOARDS AND COMMITTEES OF COUNCIL**

1. Finance and General Purposes Committee
2. Appointments and Promotions Committee for Academic Staff
3. Appointments & Promotions Committee for Senior Staff (Non Teaching)
4. Appointments, Promotions & Disciplinary Committee for Junior Staff
5. Senior Staff Disciplinary Committee
6. Projects Committee
7. Housing Allocating Committee
8. Board of Governors of the University Staff School
9. Council Committee on Community Development
10. Council Committee on Security
11. Council Committee on Petitions
12. Endowment Appeal Fund Committee
13. University Staff Housing Loan Committee
14. Board of Health
15. Joint Council/Senate Committee on Naming of Buildings and Streets
16. Joint Council/Senate Committee on Honorary Degrees
17. Telephone Committee
18. Estate and Property Development Board
19. Adult sub-committee of finance and general purpose committee
20. Campus Tree Management Committee
21. Board of Management of Veterinary Teaching Hospital

22. Board of Universities Media Centre
23. Internal Revenue Board
24. Board of Director's of U.I. Ventures.

#### **STANDING BOARDS AND COMMITTEES OF SENATE**

1. Development Committee
  - a) Academic Planning Sub-Committee
  - b) Finance Sub-Committee
  - c) Research Grants Sub-Committee
2. Students Welfare Board
3. Career Board
4. Board of Extra-Mural Studies
5. Board of the Institute of Child Health
6. Board of the Institute of African Studies
7. Committee of Provost/Deans
8. Business Committee of Senate
9. Library Committee
10. Publications Committee
11. Student Disciplinary Committee
12. Faculty Student Disciplinary Committee
13. Ceremonials Committee
14. Computer Committee
15. Senate Curriculum Committee
16. University Spots Committee
17. Committee on Laboratory Technology Training
18. Press Council
19. Board of Abadina Media resource centre
20. Health and Safety Committee
21. University Media Centre. (UI Calendar 2002-2007)

However, Olutade (2005) citing Fielden Lockwood Report (1973) reports that committees became main decision-making bodies in universities. From this statement, one can infer, there is, no substitute for committees. Also, Oduneye (2000) and Ogunmodede (1986)

report that “without committee, the administrative and academic life of the multipurpose organizations would be chaotic and dull; the institutions will in fact not exist”. Ogunmodede (1986) also concludes, that ‘without committees, lives of the organizations would be dull, and chaotic’. Thus, it can be deduced from the above reports that the choice of committees as instrument of management is not a mere chance but essential. Table I shows the summary of committees in the selected universities for this study.

**Table 2.1: Summary of Committees of the Selected Universities**

S/No	University	No of committees	Vice-chancellor as chairman	Registrar as chairman	Chairman others	Total
1	Ibadan	44	25 56.8%	3 6.8%	16 36.3%	44
2	Federal University of technology, Akure	38	20 52.6%	2 5.3%	16 42.1%	38
3	Federal University of Agriculture, Abeokuta	35	23 65.7%	1 2.8%	11 31.4%	35
4	Ladoke Akintola University of Technology, Ogbomoso	18	13 72.2%	2 11.1%	3 16.7%	18
5	Babcock University Ilisan, Ogun State	17	8 47.1%	1 5.8%	8 47.1%	17
	<b>Total</b>	<b>152</b>	<b>89</b> <b>58.6%</b>	<b>9</b> <b>5.9%</b>	<b>54</b> <b>35.5%</b>	<b>152</b>

*Source: Field survey, 2013*

Table 2.1, shows the Vice-Chancellor chaired 89 (58.6%) from 152 committees in the selected universities which corroborate Sanda (1992) and Olutade (2005) who report that “committee system allows for maximum efficiency and optimization of abilities”. It was also reported by Olutade (2005) that “every university is as effective as its committees’ system”, this placed premium on the composition and quality of committees including Governing Council, Senate, Faculty Boards and departmental committees.

Based on the findings and reports of researchers on committee system on university system, it became obvious that committee system is relevant in formal administration of Nigeria universities.

### **2.1.9 Proprietorship of Nigerian Universities**

The university education system in Nigeria before independence comprised only University College, Ibadan (UCI) and the governance was directed from the British colonial office in London. The funding, examination, curricula, certification, staffing were exclusive of the colonial government. The imminence of independence show that only the UCI could not produce enough manpower for the country, Nigeria. However, Ashby Commission was set up in 1959 to work on modalities for the school certificate holders for 1960 to 1980, twenty years. Another committee of Professor Harbinson was to consider manpower requirements for the independent Nigeria. The Ashby Commission based her recommendation on Professor Harbinson’s findings and recommended establishment of additional four universities: University of Lagos (UNILAG), Ahmadu Bello University, Zaria (ABU), University of Ife (now Obafemi Awolowo University)(OAU) and University of Nigeria, Nsukka (UNN). Only two, University of Ibadan and University of Lagos were federal universities and the other three were regional universities. These five universities are first generation universities in Nigeria. Then university education was in the exclusive legislative list. The military intervention in Nigeria governance brought changes to Nigerian university system with the change of university education to the concurrent legislative list since 1972 whereby federal and state governments established universities. Since then, there is continued increase in the number of universities. Thus, Nigeria operates three tiers of universities, which are, the federal universities, the state universities and the private or faith-based universities.

The type of proprietorship of a university determines the governance as entrenched in their respective Act of Statute that guide the establishment of the university. The Vice-Chancellor, is the chief administrative, chief executive officer, leader and liaison officer between the university and the stakeholders of the university, s/he co-ordinates the activities of the university in order to realise the objectives of the institution. The registrar, the bursar, the librarian, the deans of faculties and students affairs, the heads of departments, directors of units, and other key functionaries of the university are the management and they are assisted by a crop of other cadres of staff. They see to the daily operation of the university policies and programmes, Nwekeaku (2013). In Omopupa and Abduraheem's (2013) view, the establishment of higher educational institutions was in pursuit of meeting the global challenges of production of high level manpower that will serve in different capacities and contribute positively to socio-economic, political and cultural development of the country.

Akinkugbe (1988) and Olutade (2005) posited that university administration started in Nigeria with British pattern of administration with the commencement of UCI in 1948. Nigerian government established UCI based on the recommendations of two separate commissions (Asquith and Elliot commissions) set up by the British Colonial Government in 1943. The proprietor of UCI was British Colonial Government in conjunction with Nigerian government. Initially, administration of UCI was dictated from the Colonial Office in London. Ajayi & Tamuno (1973) report that the Principal, (now Vice-Chancellor), dominated the administration; he combined three offices of Principal (now Vice-Chancellor), Chairman of Provincial Council (equivalent of Governing Council); Professor of Entomology; and wielded executive power. The Registrar was not given definite schedule; this created discord and led to first Visitation in 1952 which highlighted three problems: (a) domination of administration by the Principal, (b) inadequate dissemination of information within UCI community, and (c) no definite schedule of work for the Registrar. The 1952 Visitation recommended that 'the Registrar should head registry administration' and probably this was the beginning of formal administration in Nigerian universities.



Amakiri (2003) posits that education is widely accepted as major instrument for promoting socio-economic and political development in Nigeria. Universities educate future leaders and develop high level technical capacities that will enhance national development. Aside, Amakiri (2003) further remarks that the main purpose and relevance of university education at higher level is regarded as instrument of social change and economic development. The National Policy on Education specifies how higher education institutions in Nigeria should pursue the goals of national development, (NPE 2004). Education was initially placed on Exclusive Legislative List whereby only Federal Government established universities, with the military intervention in Nigerian government, education was changed to Concurrent Legislative List; from 1972, federal and state governments compete to establish universities. The increased demand for university education led to deregulation of university education in 1999 which paved way for establishment of private universities in Nigeria. However, the three types of universities in Nigeria: federal; state and private were established by Acts/Laws promulgated by the Federal Government and supervised by established agencies. The Head of State as Visitor to all the federal universities; appoint their principal officers, fund and give directives on governance of the universities. The State governors perform similar function in their respective State universities. However, the NUC and JAMB are the accredited agents charged with the supervision and streamlining Nigerian university system. Alele-Williams (1988), Omolewa (2001).

Universities organised around key decision structure and each organ of the structure is very important but does not have direct influence on general matters of the day today administration of the university, except through central administration. The proprietor of a university determines the overall objectives of the university from time to time but the federal government had the general superintendence power over all educational matters. That notwithstanding, the proprietor of the university has no direct control over the general administration of the university. To some extent, this is to allow academic freedom and pave way for the sustainable development for cultural independence in matters of academic freedom and intellectual development in the university. The three types of university proprietors are the federal, the state and private or faith-based. Each has patterns of governance but it is obvious that every university is guided by the National Policy of Education. Common to the university is the proprietor who stands as the Visitor,

wields power in the appointment of Chancellor, Pro-Chancellor, Vice-Chancellor and a host of other principal officers. Visitor and proprietor to all the federal universities is the president and head of state, the subvention and governance pattern is entrenched in the Act or Statute of each university. The state governor performs similar role in the state universities. In the private/faith-based, the proprietor exercises power over all facets of the university and charges operational fees. Nwekeaku (2013) opines that administration of university revolves around the Vice-Chancellor, who is the chief executive and leader of the university, co-ordinates the activities of his administration in order to realise the goal of the institution. The registrar, the bursar, the librarian, the deans of faculties and students, the heads of departments, directors of units, among others are the administrators who are central to the university administration.

Private universities have direct control by the founder, that is, individual, corporate or religious bodies. The governance is as specified in the university law but in-house rules are often made to affect the effectiveness of the university. Example, NUC (2003) reports that in one private university, which has the World Mission Agency of the university as an arm of the governance. The founder, a bishop, in his capacity as the visioner of the university, serves as the life-chancellor, and the chairman of the board of trustees. It is the board of trustees that appoints members and also elects the chairman for the board of regents (governing council). The board is the apex governing body of the university and the proprietor is the life-chancellor and chairman to finance and general purpose committee, and chairman to all committees that award contracts.

The differences in the administration of private/faith-based universities from what is obtained at the public (federal and state) universities may have adverse effect in the long-run. (NUC 2003). Proprietors indicate their sources of funding and vision for the university. The financier of universities influences and determines the governance and administration. According to Adebayo (2005) the financier wields financial power to control the university's administration. The Law/Act that set up universities laid foundation for the composition, governance, objectives and administrative structure. Ogunmodede (1986), Oduneye (2000) and Olutade (2005) aver that decision-making and decision-execution of universities follow the Law/Act that set them up. An example is the

composition of Governing Council and Senate with their boards and committees to facilitate formal administration of universities.

The administrators of the Nigerian universities are confronted with myriad of problems, which are reported by Akinkugbe (1998). Some of the problems include:

- dwindling financial resources in spite of the relative plethora of tertiary institutions;
- student population explosion with acute accommodation and feeding problems, crisis in the laboratory, library and lecture room facilities;
- student vices such as examination malpractices, violence, cultism, rioting, all leading to periodic university closure;
- staff and faculty problems as well as: inadequate teaching and research facilities; flagging commitment, divided loyalty; inefficient management of resources, and lack of proper accountability; declining academic quality and research output; poor international mix of scholars; sexual harassment; curriculum content pitfalls; crises of remuneration; and flight of human resources known as brain-drain. Akinkugbe (1988), Oduye (2001) Amakiri (2003) linked most of the vices to 'poor funding, with consequent compromise of human fulfillment and material resource'.

Both federal and state universities in Nigeria are experiencing undue interference from both government and domiciled communities as they constantly interfere in the programmes and activities of the universities, especially in admissions of students, recruitment of staff, among other areas through the instrument of federal or state character or quota system and catchment areas. The interference tends to compromise merit for mediocrity in terms of students admitted and staff recruited.

The onus of the above problems devolves on the Vice-Chancellor and leadership strategies adopted to achieve the objectives. However, it is important for university administrators to learn the effective use of committees' network. Therefore, committee system has become the bedrock of university administration and critical in its daily operations (Olutade, 2005).

### **2.1.10 Pattern of Administration of Nigerian Universities**

Universities in Nigeria are the creation of the governments. It is natural that government should have a say in their administration. The process and pattern of university administration since the emergence of universities in Nigeria differ from business organisation, civil service and the military. It is relevant to identify the difference between university management, the business and the military or civil service. According to Biobaku (1976) cited by Salami (1999) 'university management' is the management of men/women with highly developed and developing minds and intellect. Academic enterprise differs from the army whose sole object is 'defeat of the enemy'. It differs from the industrial firm whose aim is 'production of goods and services', 'subject to maximise profit'. That said, university administration differs because its product is the work of a host of individual minds, each teaching and investigating in his own subject and in his own style; their efforts cannot be added together into a sum total of victory or defeat, profit or loss.

At the inception, the primary functions of the university: teaching; research, and public service, was moderated from the Colonial Office in London. The British colonial secretary was at the apex authority directing the admissions, appointment of staff, curricula, certification from the colonial office in London.

It is relevant to point out that university administration has peculiarities which distinguish it from general administration. First is the examination and high degree of concentration of intellectuals which characterized the university. According to Adamolekun (1985) in Olutade (2005), the degree of complexity attendant on university administration is hardly encountered in any other organisation. Many universities are residential institutions with municipal characteristics – halls of residence, staff quarters, elementary and secondary schools, health services, and a host of other units are inherent responsibilities which jostled with traditional academic functions of Senate, Convocation, Congregation, Faculty Boards and Board of Studies.

University administration, to an extent, differs from general administration in many respects. According to Sanda (1992), Salami (1999), and Kayode (2000) the functions of

the management in higher institutions of learning are not straight forward as they are in other organisations. Also Ojo, J. D. (1992) reports that university administration requires first class graduates to function as good administrators in the university system. However, the scope of university administrators' function in Nigeria has now become very wide and has become fascinating and challenging profession.

However, Sanda (1992), Ojo, J. D. (1992) and Salami (1999) opine that the 'university administration is orthodox in nature because policy formulation is a joint responsibility of two apex bodies in Nigeria universities' (governing Council and Senate). The Governing Council is the highest political body and governing body of public universities. The composition of Governing Council is specified in Nigeria University Acts and amended by Decree No. 11 of 1993 and Decree No. 25 of 1996 respectively. According to various Acts of public universities, the Pro-Chancellor is Chairman of the Governing Council who invariably is appointed by the Visitor (head of state for the federal and governors of the states for the state universities).

According to Salami (1999), the functions of university administrators are not straight forward as they are in other organisations. It is not only because of its peculiarities of the output of the universities, but also the two-tier system of management which allows both the academics and non-academic staff to dominate the theatre of power. Also, tasks are assigned to career administrators and in proving their mettle perform demands of a new complex university administration. As Sanda (1992) observes, universities have become very complex institutions requiring their management staff, professional commitment, the exercise of modern skills and the shouldering of responsibilities at all levels university administration.

Thus, the importance of university administration can no longer be dispensed with. Salami (1999) points out that in most universities, the administrators are in a position to play important roles in facilitating and executing changes in education. Those who operate as 'facilitators' do attempt to serve directly as 'change agents' or as what can be called 'process initiators'. As evidence regarding the need for a change is inevitable, the administrator might be justified in assuming the role of an 'advocate'. When evidence is weak, or volatile, the administrator takes action to ameliorate the situation.

The scope of university administrators has become very wide and has also become fascinating and confronted with challenges emanating from the proprietors of the universities. The university administration from inception is orthodox in nature. The formulation of policies is a joint responsibility of the governing Council and Senate. These are the two apex bodies in Nigerian public (federal and state) universities. Its membership comprises external and internal members. The external members are chosen from people of outstanding characters, technocrats outside the university community who have made significant contribution to the society. They consist of government appointees representing variety of interests in the society. The other memberships are the internal members of the governing Council who are the insiders who invariably are the staff of the university. They gain membership through elections from the university Senate and Congregation. The composition of the governing Council is specified in the Nigerian university Acts or Statute and as variously amended by Decrees No. 11 of 1993, Decree No. 25 of 1996, and subsequent legislations that might come from the government. The Head of State and Commander-in-Chief of the Armed Forces is the Visitor to all federal universities while state Governors holds such office in the state universities.

The governing Councils in the universities of Ibadan, Federal University of Technology, Akure, Federal University of Agriculture, Abeokuta, Ladoke Akintola University of Technology, Ogbomoso, have the ultimate control of the university finances and also the responsibility to protect the properties.

University Senate, on the other hand, has no external members. Senate's main responsibilities are: charting academic programmes; organising and controlling teaching, examinations, curricula, staff and students' discipline, admissions and research. It is paramount to point out the position of the Vice-Chancellor as the university's *primus inter pares*, (first among equals) who is chief academic and chief administrative officer of the university. He doubles as the liaison officer between Senate and Council, between staff and students, between the university and the stakeholders, among others. The Vice-Chancellor is responsible to the Governing Council in financial matters. He is also responsible to Senate in academic matters. Kayode (2000) observes that the 'Vice-chancellor thus command considerable authority and goodwill which if adequately

chanelled result in the advancement of the objectives and programmes of the university towards realisation of specified goals.

The day to day executive functions of the university administration are vested in the Vice-Chancellor. The increased responsibilities made some universities adopt the use of two Deputy Vice-Chancellors, one for academic duties while the second is for administrative duties. Besides, the Vice-Chancellor is assisted by a crop of principal officers, such as, Registrar, Bursar, and Librarian. Other prominent administrative officers include: Provost, Deans, Directors of units, Deputy Registrars, Deputy Bursars, Deputy Librarians, and Faculty Officers, who invariably are assisted by sub-deans, faculty officers, examination officers, programme co-ordinators, among others.

Salami (1999) observes that the basic functions of university management are: planning, organising, co-ordinating, staff, directing and controlling, which invariably are the core functions of the university. Some of the decisions on the university management are made at the executive level, using executive power to direct some matters that are urgent and cannot be delayed to be decided by the committees of Senate or Council, such matters are however, reported and taken to Senate or Council for ratification or for noting. The university Law or Statutes stipulate the direction pattern of each university, however, the pattern of governance and administration are similar in public (federal and state) universities. According to Ogunmodede (1986), Oduleye (2000) and Olutade (2005), Nigerian universities adopt committee system in their administrative structure. However, these committees are statutorily chaired by the Pro-Chancellor, the Vice-Chancellor, the Vice-Chancellor's nominee as may be appropriate.

However, it was noted during the survey that there is a difference between the public (federal and state) and private universities. In Babcock University, the sample of private universities in this study, a unique administration was found there. The Proprietor was "The Registered Trustees of the Seventh-Day Adventist Church in Nigeria" established by Babcock Law 1999 in line with the Education (National Minimum Standards and Establishment of Institutions) (Amendment) Decree No. 9 of 1993. The Visitor of the University shall be the President of the General Conference of Seventh-Day Adventists who perform similar duties like the Visitor to federal universities. The Chancellor of



Babcock University was not appointed but by virtue of being the President of the African-Indian Ocean Division of Seventh-Day Adventist and by virtue of his elected office in the organisation of the Proprietors. The Chancellor of Babcock University is the Chairman of Council. He may delegate any of his functions to the Pro-Chancellor but the Chancellor automatically ceases to function in the official capacity from the moment he vacates office to which he is elected by the proprietors. Another dimension of the administration in Babcock University is that the Pro-Chancellor is the President of Seventh-Day Church in Nigeria by virtue of his elected office in the organization of the proprietors. The Pro-Chancellor is the Chairman of Board of Trustees and acted for the Chancellor, when so authorized by Council, whereas, in public universities, the Pro-Chancellor is the Chairman of Council while Registrar is the Secretary.

It was also noted in Babcock University Law 1999 that the head of world level of the Mission is the Visitor; while the head of African level is Chancellor and head of Nigerian level is the Pro-Chancellor. Another observation is that the Vice-Chancellor who functions as a member of the university governing council, member and secretary to the board of trustees and served as member and chairman of Senate. The Vice-Chancellor in Babcock has executive power to refuse to admit any person as a student without assigning any reason; may suspend any student, and exclude any student from any department of the university. The Deputy Vice-Chancellor (administration) is the chief administrative officer, assisting the vice-chancellor in the administration of the university (BU Law, 1999).

The governing council of universities (public and private) has the ultimate control of university finances and responsibility of protecting the properties. The Senate unlike the Governing Council had no external members and its main schedule include charting academic programmes, organise and control teaching, examinations, curricula, admissions and research. However, the Vice-Chancellor performed as chief executive officer - a strategic position in the governance of the university. As reported by Alele-Williams (1988) "the vice-chancellor's office commanded considerable authority and goodwill which if adequately channeled will result in the advancement of the objectives and programmes of the university". In every university, enormous day-to-day executive functions of the university are vested in the Vice-Chancellor. In Nigerian universities,



Vice-Chancellors are assisted by a number of Principal Officers which include Deputy Vice-Chancellor(s), Registrar, Librarian, Provost of the College of Medicine and their Deputies; Deans, Heads of Departments, Director of Institutes, assisted by Sub-Deans, Faculty Officers, Examinations Officer, Programme Coordinator, Administrators, technical and executive officers. According to Ogunmodede (1986), Oduneye (2000) and Olutade (2005), university administration has widened; changes were influenced by the government in power but there are limits to a vice-chancellor's ability in decision-making and decision-execution.

University administration, at inception, was compact and small, but has now reached a stage where the concept of rigid administration appears impossible. Alele-Williams (1988) and Tamuno (1998) observe declined quality of graduates of Nigerian universities and stated: "...at home we are no longer proud of our university products, and abroad our university graduates are finding it increasingly difficult to secure postgraduate admissions. This is a national embarrassment", (p.10). It is no wonder that Oduye (2001) warns that care must be taken so that 'the ship should not be allowed to sink'. He states that drastic action is required to curb the problem.

The problem confronting university administration in Nigeria was reported by Alele-Williams (1988), Oduye (2001), Amakiri (2003) as inadequate funding which invariably affects teaching, learning, infrastructural development, motivation of staff, among others. Olutade (2005) also observe the interference of Federal Government in public universities which has continued to increase; centralisation of the administration. He noted the roles of the National Universities Commission (NUC), and the Joint Admissions and Matriculation Board (JAMB) both established by the Federal Government is now sharing power with the university administrators. It has been observed that the central bodies are so powerful to the extent of influencing actions of the government in the universities.

### **2.1.11 Funding and University Administration**

At inception of university system in Nigeria in 1948, education was made a social affair whereby the Federal Government funds the university. Researchers amongst whom are Amakiri (2003), Ubogu (2011) report the problem confronting higher education in Nigeria as under-funding. This being so as government revenue was reported to have reduced sharply while the national economy itself is in total chaos. The government that statutorily bear the cost of higher education has now changed to requesting universities to source additional fund to supplement government subvention as 'government alone cannot fund university education again'. All the federal universities are funded by government subvention but government has instituted free tuition, pegging fees paid for use of university facilities as low as ninety naira per session, and instituted control measures over admissions exercise with Joint Admissions and Matriculation Boards criteria of federal character. This is how catchment and educationally less developed states criteria crept into admission policy for undergraduate courses in all federal universities. State universities apply state character and do not apply free tuition. Private universities charge operational fees and not bound by government circulars on salaries, wages and pensions.

The experience in Nigeria has necessitated the need to seek for sources of education funding because it has become obvious that government alone cannot finance university education. Akinsanya (2007) in Ubogu (2013) posits that underfunding will inhibit educational growth. He proffers options of financing higher education to include:

- support from federal and state governments constituting more than 98% of the recurrent costs and 100% of capital cost;
- tuition fees;
- private contributions by commercial organisations in the form of occasional grants for specific purposes;
- consultancies and research activities; and
- community participation, auxiliaries (enterprises, licenses, parents, alumni association).

It is recommended by various scholars, Oduye (2001), Amakiri (2003) Ubogu (2013), among others, that Nigerian government should ensure that allocation of funds in tertiary

educational institutions be based on quality of research and number of students; apex government should ensure that policy makers consider full implementation of autonomy of tertiary educational institutions, and all stakeholders must become involved in the financing of higher education in the country.

## **2.2 Theoretical framework**

### **2.2.1 Systems Theory and University Administration**

The systems theory propounded by Bertalanffy (1968) in Olutade (2005) views the organisation as a whole which involves the analysis of the organisational management in terms of its relationship between technical and social variables in the system. A system is an entity composed of interdependent parts, each of which contributes to the characteristics of the whole. Cars, computers, and television sets are all examples of systems. They are made up of many parts, each of which works in combination, with all the others to form an entity with specific properties. These parts are interdependent; if one is omitted or malfunctions, the entire system will not operate properly to accomplish an overall goal.

However, a functioning car is a system, if one removes the carburetor, the car will not function again. Similarly, Bush (1995) simply defines a system as “a collection of parts that operates interdependently to achieve a common purpose”. Heylighen and Joslyn (2007) view a system as a set of interrelated inter-dependent or inter-acting elements or an organized or complex whole; on the other side, it is seen as ‘a combination of parts forming a unitary whole’. In addition, Olutade (2005) cited Bertalanffy (1968) who perceives a system as ‘a set of elements in a dynamic interaction, organised for a goal’. He highlighted that real systems are open to, and interact with, their environment which can ‘acquire qualitatively new properties through emergence, resulting in continual evolution’. In the analysis, all organisations have common elements or concepts. These are: system environment, boundary, input, output, process, state hierarchy (control), goal directedness, and feedback (Heylighen and Joslyn 2007). All organisations are systems since, the parts of organizations in a general sense, are people (the social component) and the technology they use to get work done, called ‘socio-technical systems’. Just as a doctor examines his patients’ respiration, metabolism, pulse, eating habits and other vital functions before

making diagnosis, an effective administrator or manager should gather information on all relevant parts of the organisation, diagnose the problem and take corrective action.

In explaining performance of an organisation as a system, Mullins (1997) uses organisational theories like classical, human relations, systems, and contingency theory amongst others. Out of those mentioned above, the systems theory best describes the approach organisations must follow to achieve good result. The reason is because system theory incorporates the other approaches and is not isolated from its operating environment. Its attention is focused on the total work organisation and the interrelationship of structure and behaviour, and the range of variables within the organization. The theory encourages managers to view organisations both as a whole and as part of a larger environment; the idea being that any part of an organisation's activities affects all other parts. The systems theory has its demerits on the following grounds. On the positive side, the functional systems approach has been commended for clearing the way for communication of knowledge, for action, and for creation. The theory cannot take into account the relationship between force and the conflicts that arise between the elements of every socio-economic system.

The effect of systems theory in management is that writers, educators, consultants, among others, are helping managers to look at the organisation from a broader perspective. Systems theory recognizes the various parts of the organisation, and, in particular the interrelation of the parts, for example, the co-ordination of administration of a university system with the administration of faculties, departments or units. The systems theory is relevant to the study of administrators' effectiveness in the university system in Nigeria because it emphasizes 'systems continual interaction with the broader external environment of which it is a part' (Mullins, 1998). University administration is not isolated from its environment in line with systems thinking. The university system is a product of its environment which constitutes the input to the organisation. The general view of university administration is the 'committee system' based on decentralization and democratic principles of management approach. In which case, the focus is on devolution of administration as practiced in university administration which Salami (1999) refers to as the 'degree of delegated powers and authorities to subordinate cadres of the organisation'. The basic idea of systems theory in organisational setting provides information that sees a

system as “organised contribution of parts” and “between the system and the environment”.

In university administration, the management comprises of sub-systems (faculties and administrative units) that are combined together to achieve the goals of the university. The major argument of the concept is that, rather than deal separately with the various segments of organisations, the university system is a unified purposeful system composed of interrelated parts. The systems theory rests on the fact that each of the components performs specific functions for the survival of the whole. The following inputs: funds, teaching, learning, examinations, staffing, research, and resource mobilisation are vital elements of university administration, Sanda (1992); Salami (1999).

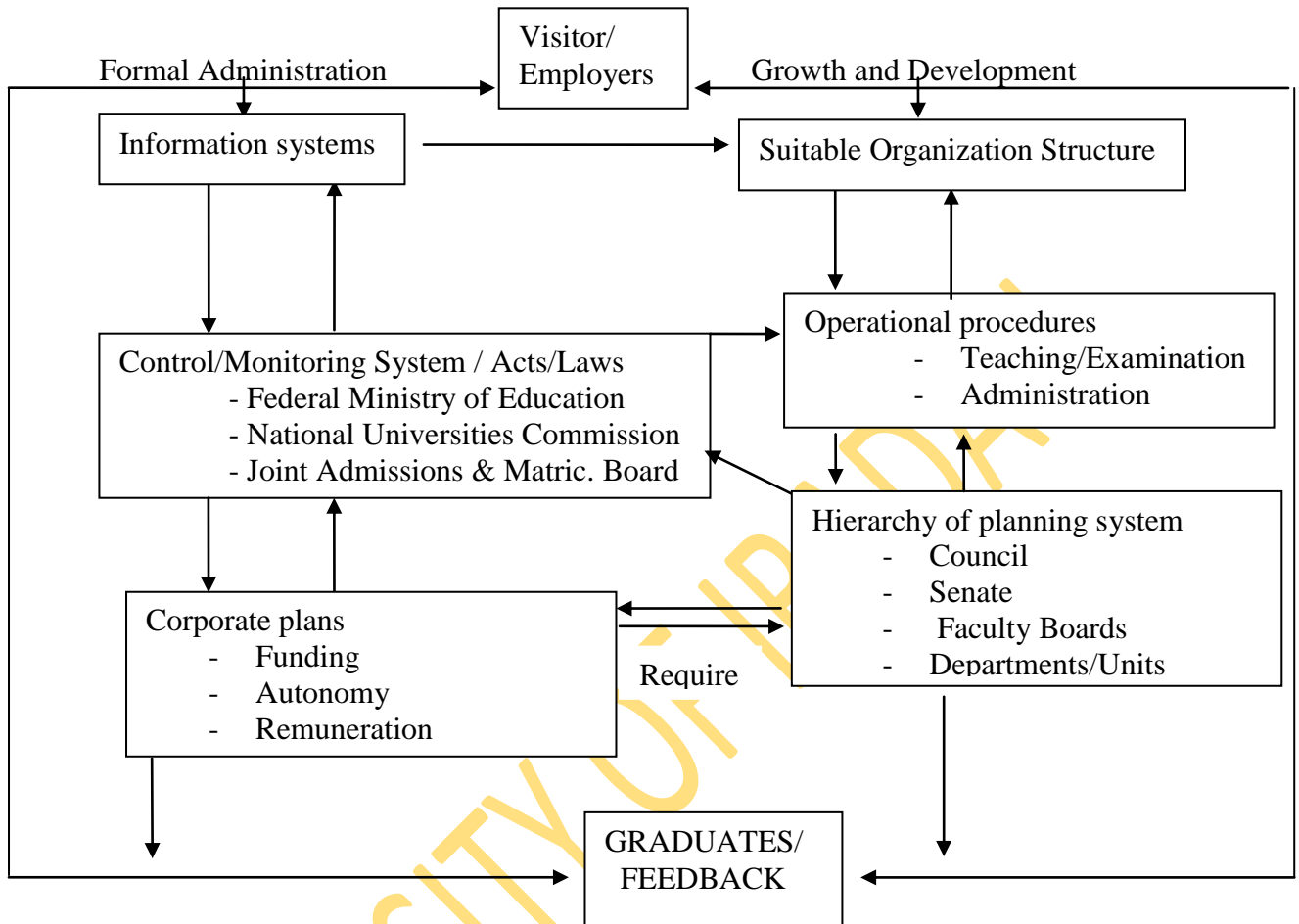
People must stop acting as if nature were organised into disciplines like universities, it is inherent in the systems theory that there should be delegation of authority to sub-systems and this gives the managers a way to view the organisation as a unified whole. It, therefore, implies that activities of each part affect the activities of other parts in a network, Ackoff (1960) in Olutade (2005). In the administration of Nigerian universities, academic and non-teaching staff (senior and junior) comprised the systems which are divided into units or departments, faculties or colleges and converges at Senate and Council levels. However, the adoption of a systems approach involve marked change in administration of organisations and whatever classification is given to managerial activities and responsibilities. Administration has become more dynamic and complex because of:

- (a) a greater rate of change and uncertainty in the external environment;
- (b) new techniques and the revolution in knowledge and technology especially information technology and micro-circuit that turn the world to a global village;
- (c) problem of coordinating and integration as more jobs become specialized.

Sanda (1992), Ofi (1996) and Olutade (2005) report that ‘systems theory’ recognises varieties of inputs and offers a way of interrelating differences by reconciling them within the whole. It is an approach which emphasise ‘theory and conformity’.

The interrelationship of a systems theory is shown in Figure 2.6 below

**Figure 2.6: Integrated Systems Approach Model on University Administration**



*Source: Modified from Appleby, R.C. (1994)*

Figure 2.6 above, shows that Government establishes universities through legislation of Acts or Laws and appoints the supreme governing body (governing Council). The university sets up the Senate. The authority incorporated in the Acts/Laws is vested in the governing Council and Council exercises such authority for the governance of the university. The formal authority incorporated in the Acts/Laws vested in the Senate and Senate exercises such authority for the management of academic affairs. But there is interaction between Council and Senate.

Matters of mutual interest are referred from Council to Senate and from Senate to Council. To facilitate the day to day administration of the universities, Council operates on part-time basis, delegates formal authority for some decision-making to the committees, Boards

and principal officers of the institutions. Decisions made and approved are passed from the Committees/Boards/principal officers to the decision execution levels for implementation by individuals in the different groups constituting the universities. There is feedback from the decision execution levels to the decision-making bodies and individuals. Contact between Council and decision execution levels is through various heads of divisions who also receive directives on decisions made from committees and the principal officers. The possibility of some other factors influencing decision execution/implementation from within and outside the universities such factors may include interest groups, financial and material resources. Council as the supreme body is the only recognised link between the university and the government (external source of formal authority). Council interacts with the Government through National Universities Commission on financial matters and Ministry of Education for legislative matters while government's intervention with the universities is through the same agencies. The university, according to Sanda (1992) involves human beings (students, academic and non-teaching staff), physical and material (funds, equipment and infrastructural facilities) as input and all these factors are processed through teaching, learning, examination, research activities, and administration; to achieve 'outputs', which are the graduates.

The systems approach developed by Tavistock of Human Relations School in the 1950s had its base on the General System Theory, pioneered in the 1930s. The approach was based on the idea that a work organisation can be treated as an open system; which takes in 'context' - (socio-demographic data, in university type); 'inputs' (capital, labour, information, and materials, from its environment); 'process' (teaching, learning, examination, certification) and converts them into 'outputs' which are 'graduates' to the environment as products. However, the 'systems' analogy is relevant to the university system; because universities:

- draw attention to the dynamic aspects of organisation;
- creates an awareness of sub-systems, each with potentially conflicting goals to be integrated; and
- focus on interrelationships between different branches of the organisation, and its environment.



### **2.2.2 Leadership Theory and Administration of Nigerian Universities**

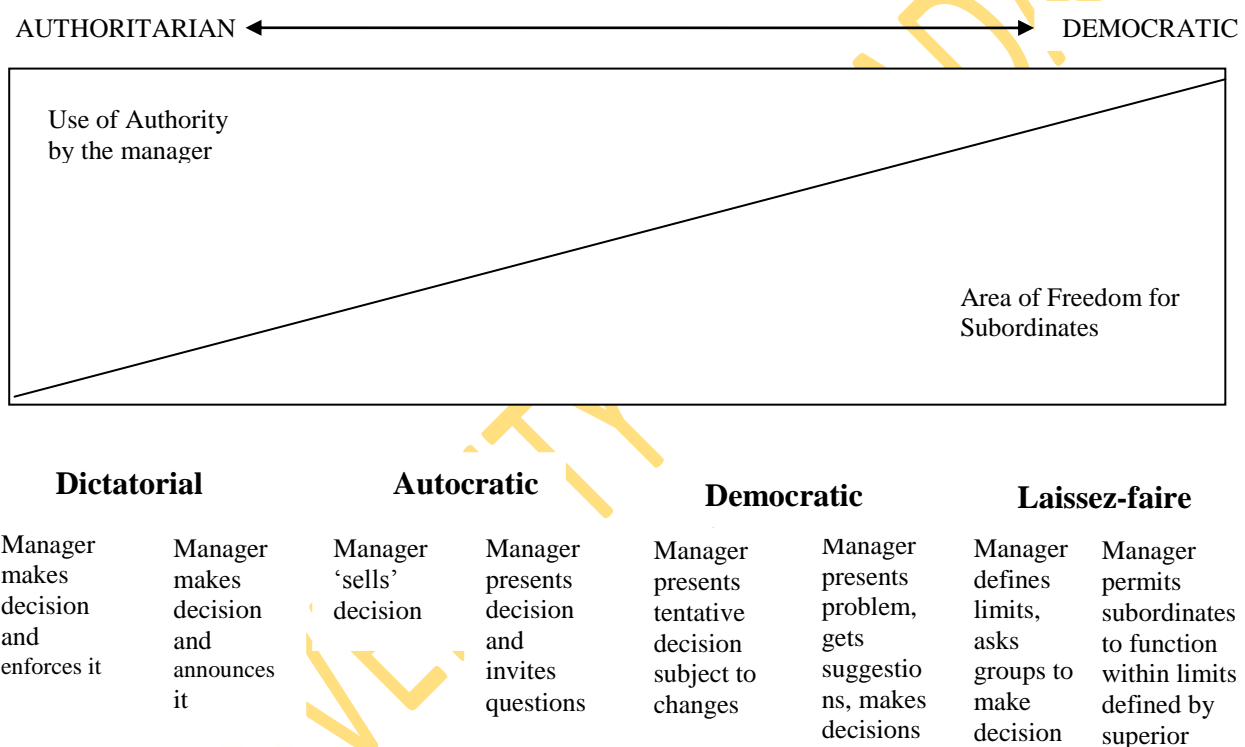
Leadership is the 'process of influencing others to work willingly towards achievement of organisation's goals', and to the best of their capabilities. The essence of leadership is followership and in other words, that is, the 'willingness of people to follow' which makes a person a leader, (Appleby, 1994), Ofi, 1996). Leadership is seen as the ability of management to induce subordinates to work towards group goals with confidence and keenness. The Chamber's Dictionary defines a leader as 'a person who leads or goes first', in an orchestra, 'the principal first violin', head of a party, expedition; 'the leading editorial article in a newspaper'; 'a horse in a front place in a team'; 'the principal wheel in any machinery' or a person who is 'first among equals'. The British model of university administration established in Nigeria in 1948 was bedeviled with autocratic leadership. The then, Principal of the University College Ibadan (UCI), (Professor Mellanby combined three functions, (was Principal, Chairman of the Provisional Council and a Professor of Entomology). He dominated both the academic and administrative scene of the UCI. The Registrar, Bursar, Librarian and Deans were relegated to a level of subordinate staff, (Ladipo, 2000). However, maladministration and disagreement followed and that led to the institution of a Visitation in a bid to rescue the situation, (Olutade, 2005).

Early theories of leadership suggested that there are qualities, and personality traits which make a good leader. These might be aggressiveness, intelligence, drive for achievement, interpersonal skills, administrative ability, imagination, certain upbringing and education, the 'helicopter factor' (i.e. the ability to rise above a situation and analyze it objectively). Ofi (1996) reports that there are variegated list of traits of leadership. Alternative approaches to leadership theory developed over the years, are: Styles theory, Leadership theory, and Contingency theory of leadership. The pattern of university administration transferred to Nigeria in 1948 was based on hierarchical leadership structure, the Principal (now Vice-Chancellor) was the chief academic and administrative officer, he was Chairman of Senate, automatic member of Council, liaison officer between university and government, between students and staff, and between the general public. Salami (1999) comments that the Vice-Chancellor occupies a position of enviable importance in Nigerian universities. However, Olutade (2005) corroborated this view that a 'leader cannot avoid the exercise of authority when taking some decisions'. A leader can try to avoid acting dictatorially, and he can act as 'one of the boys' but he must accept the consequences of being a leader. McGregor quoted in Olutade (2005) wrote that 'since no important decision



ever pleases everyone in the organisation, he must also absorb the displeasures, and sometimes severe hostility, of those who would have taken a different course'. However, McGregor cited by Olutade (2005) suggests that a 'leader must exercise his authority' and this can be done in a number of different ways. The style of leadership might vary. It is generally accepted that a leader's style of leadership can affect the motivation, efficiency and effectiveness of his subordinates. Thus, four different styles of leadership were identified Appleby (1994). They are shown in Figure 2.7:

**Figure 2.7: Continuum of leadership styles**



*(Adapted from Management Principles by Appleby (1994))*

Figure 2.7 above, shows that there are alternative ways which a manager can relate with the subordinates. From the extreme left, as depicted in the box, emphasis is on the manager while at the extreme right emphasis is on subordinates. The middle is the optimum where no change is the best policy.

- (a) **Dictatorial Leadership:** The manager forces subordinates to work by threatening punishment and penalties. The psychological contract between the subordinates

and their organisation would be coercive. Dictatorial leadership might be rare in commerce and industry but it is not uncommon in the style of government in some countries of the world, or in the style of parenthood in many families.

- (b) **Autocratic Leadership:** Decision-making is centralized in the hands of the leader himself, who does not encourage participation by subordinates; indeed subordinates' ideas might be actively discouraged and obedience to orders would be expected of them. The autocratic style is common in many organisations, and one can identify examples from working experience. Doctors, matrons, and sisters in hospitals tend to practice an autocratic style; managers/directors who own their company also tend to expect things to be done their way.
- (c) **Democratic Leadership:** Decision-making is decentralized, and shared by subordinates in participative group action. To be truly democratic, the subordinate must be willing to participate.
- (d) **Laissez-faire Leadership:** Subordinates are given little or no direction at all, and are allowed to establish their own decisions. The leader of a research establishment might adopt a *laissez-faire* style, giving individual research workers freedom of choice to organise and conduct their research as they themselves want.

These four divisions of leadership styles are really a simplification 'continuum' or range of styles, from the most dictatorial to the most *laissez-faire*. The four types are used at various levels of administration in organisations. Ajayi and Tamuno (1973) reports that the first Principal of the University College Ibadan between 1948 and 1952 applied dictatorial and autocratic leadership style to university administration. The then Principal (Professor Mellanby) saw himself 'as the University', relegated the Registrar as a supporting staff and deans of faculties as faculty secretaries. The leadership crises caused the Visitation of 1952, the findings led to the Education Ordinance of 1954 which recommended the Registrar to be the head of central administration and responsible to the Principal.

The democratic style of leadership favours decentralization. It is relevant to university administration which adopts use of committees and boards (Ogunmodede, 1986) and (Olutade 2005). In university administration, leadership styles relate to management and

favours interaction, consultation, supervision, delegated authority, vertical and horizontal communication.

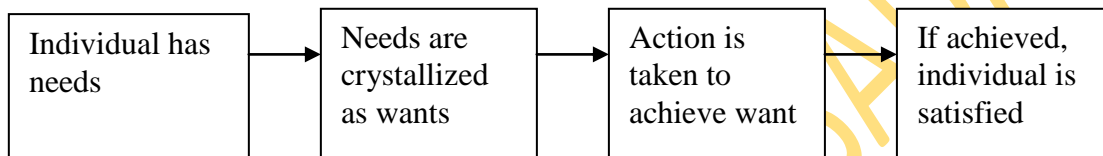
Leadership styles' theory is relevant to Nigerian university administration as it is based on interaction, consultation, supervision, delegation, and communication. The leadership theory posits that different situations demand different choice of leadership to be employed (Ofi, 1996). From the colonial period, university administration has hierarchical structure with a wide base (Ogunmodede, 1986), and (Olutade (2005). However, the pattern of university administration transferred to UCI (now University of Ibadan from 1962) became a model for other Nigerian universities. The choice of leadership style and use of authority depends on the proprietor of universities. In the Nigerian university system, federal and state universities are the public universities, federal and state character apply as guide in the administration, while private universities rely on their financier. However, different forces influence management of Nigerian universities. The forces are: (a) forces in the management belief in team work and confidence on members; (b) forces in the subordinates; (c) forces in the situation; and (d) time pressure: need for immediate decision under pressure militates against participation. That notwithstanding, leadership styles theory is relevant in university administration because different situations like student crisis, staff industrial action; among others, demand different styles of leadership, Ofi (1996), Salami (1999).

### **2.2.3 Motivation Theory and University Administration**

Maslow's (1970) posits that motivation theory is considered relevant to organisations of which universities can be included. However, this study centres generally on leadership styles, proprietors and funding on administrators' effectiveness in Nigerian universities in the south-west, Nigeria. Maslow (1970) views the need hierarchy to be applicable to people in general, every human being has to fulfill these needs in life at one point or the other. According to this theory, a person whose needs are all met is healthy than a person with one or more unmet needs who is at risk for illness or may be unhealthy in one or more of the human dimensions – physically, emotionally, intellectually, socially, or spiritually.

In a study, Fabunmi (2000) reports that people strive to meet their needs at each level; however, the dominant needs within one level may vary at different times in life. This is because human being is seen as living being who continue to grow and develop from conception to death. Every individual has needs which he wants to fulfill; he might want money and a position of authority. Depending on the strength of his needs, he may take action to achieve them. If he is successful in achieving them, he will be satisfied. This is shown in the diagram, below

**Figure 2.8: The Process Continuum of Human Needs**



*Adapted from Fabunmi, (2000)*

From Figure 2.8 above, the human needs graduate from needs to wants; followed by action, before motivation sets in. Motivation, is therefore, seen as the urge to take action to achieve wants. Management has the power to create motivators which will motivate employees to perform at the desired level.

Fabunmi (2000) grouped motivation theories under three headings:

- a) satisfaction theories: These theories based on the assumption that a ‘satisfied worker’ will work harder. Some theories hold that people work best within a compatible work environment;
- b) incentive theories: These theories are reported based on the assumption that individuals will work harder in order to obtain a desired-reward, that is, positive reinforcement, and
- c) Intrinsic theories: These theories are based on the belief that higher order-needs are more prevalent in modern man because people work hard in response to factors in the work itself.

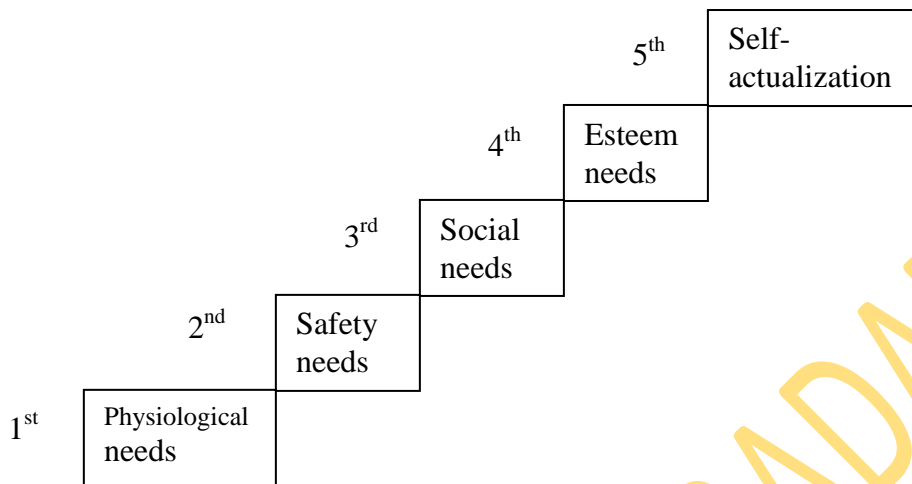
Fabunmi (2000) also citing Maslow (1970) recognises seven innate needs of which the first two include primary needs such as described and categorised here under:

Physiological needs - the need for food, shelter, and clothing, among others:

- a) Safety needs - freedom from threat;
- b) Love needs - for relationships, affection, or sense of belonging;
- c) Esteem needs - for competence, achievement, independence, and their reflection in the perception of others, i.e. recognition, appreciation, status, respect,
- d) Self actualization needs - for the fulfillment of personal potential, the desire to become everything that one is capable of becoming;
- e) Freedom of enquiry and expression - for social conditions permitting free speech and encouraging justice, fairness and honesty;
- f) Knowledge and understanding needs - to gain and order knowledge of the environment to explore, learn, experiment, among others.

Maslow (1970) as reported by Fabunmi (2000), put forward certain propositions about the motivating power of man's innate needs: (a) man's need can be arranged in a 'hierarchy of relative pre-potency'; (b) each 'level' of need become a motivating factor; and (c) a need which has been satisfied no longer motivates an individual's behaviour. Fabunmi (2000) comments that the need for self actualisation can hardly be satisfied. Another hierarchy of the human needs is presented in the figure below.

**Figure 2.9: Human Needs Hierarchy**



**Adapted from Fabunmi (2000): Management and Motivation**

From Figure 2.9, the needs move from one step to a higher one. First is physiological needs, which are hunger, thirst, shelter and a host of other requirements needed to make ends meet. After this need has been fulfilled, the second, 'safety needs' follows under which are, protection against danger, and financial security; followed by the third needs in motivation hierarchy which are social needs; the needs are requirements for love, belonging or affection and acceptance by others. The fulfillment of this type of need is through the team work, pride in group performance and loyalty to the organisation. The fourth motivation needs follows after the third has been met. The fourth step is esteem needs otherwise known as ego needs. The needs are self-esteem, recognition by peers, self respect and opinion of others. Self-actualization is the highest motivation needs.

The needs are important as it involve individual's feelings about the value and satisfaction at work. The needs are the function of personal attitudes, ambition and aspiration towards self development and creativity.

This motivation concept is considered relevant in university administration because it tries to identify some factors that motivate workers at any level of the university system. In a university setting, pre-requisites for promotion and employment differ between the academic and non-teaching staff. Academic staff lay emphasis on research and

contribution to knowledge by way of publications and attendance at conferences while the non-teaching staff is promoted on basic qualification, efficiency, and additional responsibility. Thus, it is relevant to state that if universities are under-funded, teaching and research will suffer and academics may become frustrated (UI Staff Handbook, 2000).

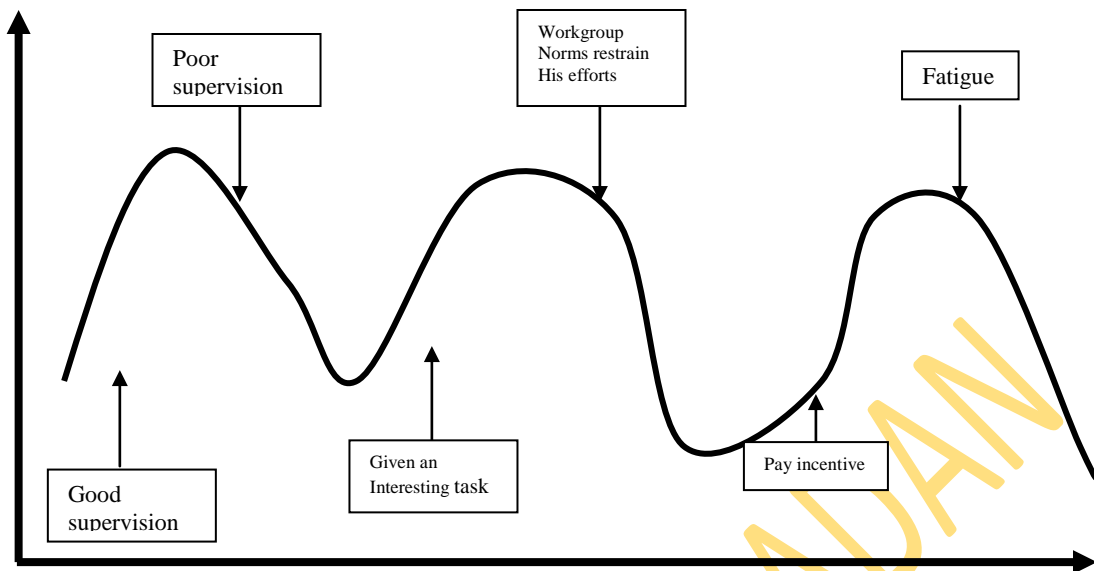
Fabunmi (2000) also posited that the various levels of the Maslow's (1970) need hierarchy overlaps to some extent, an individual may be motivated by needs at a lower level after the higher levels had been acquired. Subsequent researchers shed doubt on Maslow's (1970) assumptions that human needs can be put into a hierarchy. In Maslow's terms, individuals experience several needs at different levels of the hierarchy at the same time. It has not been proved that stimulating individuals' needs would in turn spark off certain behavioural reaction (from individual's motivation). The same need may cause different behaviour in different individuals. One person might seek to satisfy his need for esteem by being promoted whereas another individual might seek esteem by leading a challenge against authority. It is occasionally difficult to reconcile the willingness of individuals to forgo the immediate satisfaction of needs and to accept current 'suffering' to fulfill a long-term goal (e.g. the long studentship of the medical profession or accounting profession).

Stemming from Maslow's (1970) research finding, systems and contingency approach to motivation have been developed by a number of writers, notably Williams (1978) cited by Fabunmi (2000). A systems and contingency approach means that:

- a) the motivation of an individual cannot be seen in isolation but depends on the system within which he operates his work group and his environment;
- b) the motivation of an individual will also depend on circumstances. Different people react to the same environment in different ways, and a person's motivation is likely to vary from day to day, according to his mood, events at work, and his fatigue as well as 'hygiene' and 'motivator' factors in his work.

Gray (1994), and Williams (1978) cited by Fabunmi (2000) developed a 'field theory' which means that an individual's motivations varying over time could be illustrated in a graph, Figure 2.10 below; depicting the amount or degree of motivation of individuals:

**Figure 2.10: Contingency Continuum of Motivation**



**Adapted from Gray, H. L. (1994)**

From Figure 2.10, the continuum depicts from good supervision compared with poor supervision, the effect of remuneration as incentive which motivates workers in the organisation. However, the systems and contingency schools of thought are of the opinion that if a manager wishes to improve the motivation of his subordinates, he must take all the circumstances of the particular situation into account, differences between individuals, the external environment, individual expectations, work groups, variations in circumstances from day to day or month to month.

The conclusion of the systems and contingency approach might be that motivation depends on many interrelated factors which an administrator or manager wishes to improve. Motivation in organisations is faced with complex problems for which there may be no obvious ready-made solution. The motivation theories are relevant to university administration as university administrators experienced severally, conflicts and industrial actions which led to closure of universities for long periods with its concomitant effect on quality of graduate output. The strike actions were reportedly caused by underfunding, poor remuneration of workers and academic freedom as well as agitation for university autonomy. (Moja, 1995).

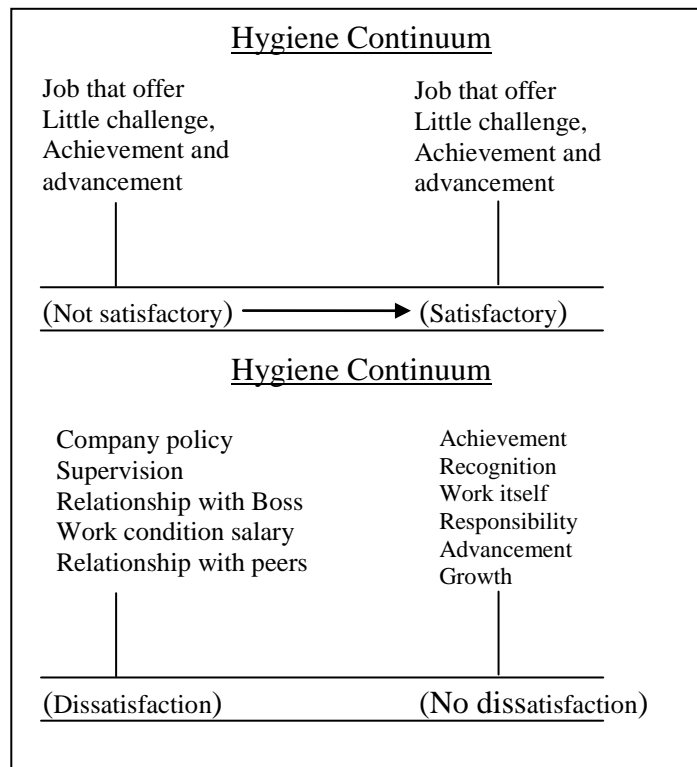


#### **2.2.4 Two-Factor Theory (Motivation-Hygiene Theory)**

The two-factor theory otherwise called motivation-hygiene (or motivation-maintenance) was propagated by Herzberg in 1958. The two-factor theory of motivation is used to analyse any evidence that de-motivate employees at work. It states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene. Motivating factors are those aspects of the job that make people want to perform and provide people with satisfaction, for example, achievement at work, recognition and promotion opportunities which are considered to be intrinsic to their job. The hygiene factor, on the other hand, includes aspects of the working environment such as pay, company policies, supervisory practices and other conditions of service.

Applying Herzberg's (1958) model, these evidences may include a low level of productivity, poor quality of production and service, poor employee-employer relationships, strikes and industrial disputes concerning pay and/or working condition complaints. It involves two categories of factors which relate to motivation (see figure 2.11) below.

**Figure 2.11: Two-Factor Theory (Motivator-Hygiene Theory)**



*Adapted from Fabunmi (2000): Motivation Theory*

Figure 2.11, shows the first category of the two-factor theory called the hygiene or maintenance factors. This concerns the work environment and includes status, interpersonal relations, supervision, company policy and administration, job security, working conditions, salary and personal life. These are important factors that must receive proper attention in the job for motivation to occur. On the other hand, hygiene factors do not motivate the employee but rather keep him or her from being dissatisfied. The second category of factors is called motivators, which relate to the work itself. They relate to recognition, advancement, growth potential, and responsibility. Only if both hygiene and motivator factors are properly maintained that motivation will occur.

### **Positive Contributions of the Two-Factor Theory**

The research on two-factor theory has shown that:

- i. a given factor (e.g. pay) may cause satisfaction in one sample and dissatisfaction in another;

- ii. satisfaction or dissatisfaction of a factor may be a function of the age and organisation level of the worker; and
- iii. individuals may confuse company policies and supervisory style with their own ability to perform as factors causing satisfaction or dissatisfaction.

This theory is relevant to the study of leadership styles, proprietorship and funding on administrators' effectiveness in Nigerian universities because it analyses the factors that cause satisfaction or dissatisfaction within a work place. In the same way, one observes the factors that determine whether there is dissatisfaction or no satisfaction which is not part of the work itself, but rather are external factors. It is, therefore, the process of providing incentives or a threat of punishment to cause some workers to do something.

Hertzberg (1958) reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. This motivation hygiene theory set to explain the satisfiers. Motivation and dissatisfiers Hygiene factors, used the term 'hygiene' in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction which by themselves do not provide satisfaction.

### **2.3 Developing a Framework for This Study**

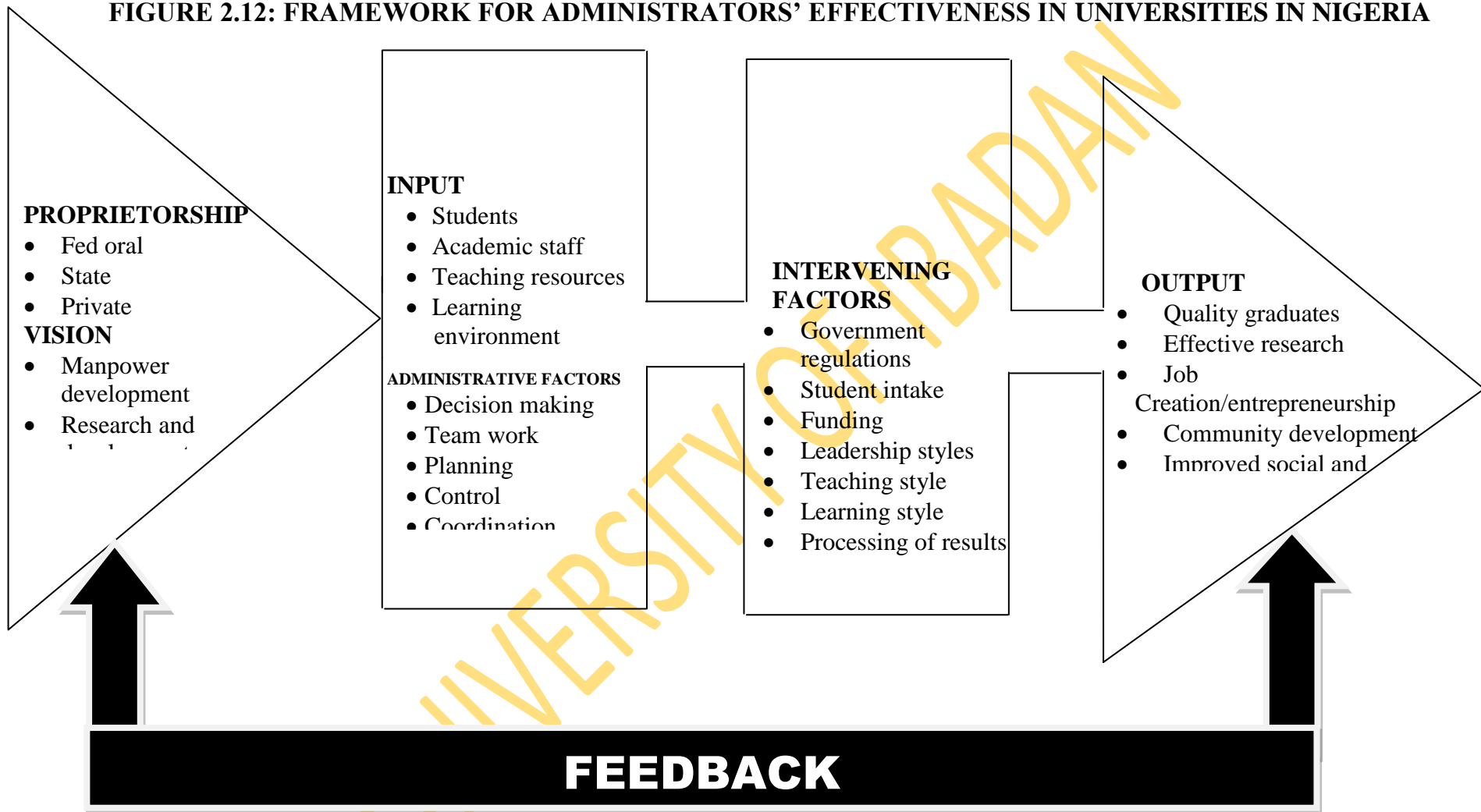
A framework is the structure of concept put together, which inter-relates the theory involved in a question while a concept is a word or phrase that symbolizes several interrelated ideas. A concept does not need to be discussed to be understood while a theory is to be discussed. However, since we are using interrelated concepts in the conceptual framework designed by the researcher, the relationships between the concepts and theories are discussed below: Theories are regarded as a conceptual analogue of issues, events or ideas potentially relevant in the explanation of observed relationships in given phenomena. Thus, theory provides the necessary explanatory proposition upon which a study could be meaningfully anchored.

In view of this, this Chapter Two provides theoretical frame of references upon which this study is anchored, by reviewing relevant theoretical positions on impact of leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria (Mullins, 1996).

However, Mullins (1996) believes that the study of management and organisation is the development of managerial thought and might be termed as management theory. Managerial act rests on assumptions, generalisations, and hypotheses which are theories. As assumptions are implicit theories, sometimes quite conscious, if 'X' is done, 'Y' will occur. Thus, theory and practice complement each other. Therefore, the study on formal administration of universities in Nigeria is seen as relevant and it underscores the nature and extent of mutual interdependence which exhibit between the staff and pave ways for goals achievement. In this study, administrators' effectiveness practice in its context of management in relation to efficiency and performance can be explained from the perspective of the following theories: Systems theory; Management theory; Motivation theory, and Leadership theory.

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**FIGURE 2.12: FRAMEWORK FOR ADMINISTRATORS' EFFECTIVENESS IN UNIVERSITIES IN NIGERIA**



Source: Adapted from Appleby, R.C. (1994) Modern Business Administration. London, Pitman Publishing Company (See Appendix iii)

The framework diagram above shows the factors that make up the independent variables of leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria. Under the leadership styles, we have democratic, autocratic and *laissez-faire* styles. In proprietorship there are the federal, state and private ownerships. Also in funding, the following variables are being considered to have impact on administrators' effectiveness. The factors are: government subventions, internally generated revenue, endowments, donations, tuition fees. The intervening factors for effective administration in Nigerian universities are: government regulations, admission criteria, inadequate funding, inflationary measures, industrial action, brain drain and systems collapse.

The measures adopted by the administrators to achieve effectiveness are: decision-making, teamwork, planning, control, co-ordination and communication system. All these factors if successfully used will invariably lead to better performance and enhance the output in form of production of quality graduates, effective education delivery, manpower development, community service and improved workers' motivation.

#### **2.4 Appraisal of Literature Review**

In the literature reviewed, there is a general belief among the scholars and researchers that the most important predictor of growth and development of Nigerian university system is governance which is premised on effective administrative structure. The need for effective administration of Nigerian university system cannot be over-emphasized. This necessitated a critical study of the impact of leadership styles, proprietorship and funding on administrators' effectiveness in the selected universities in the south-west, Nigeria. Thus, for easy review of relevant literature on this study, major concepts, factors and variables responsible for the university system were critically examined with a view to determining the strengths, weaknesses, opportunities, and hindrances to the administration of Nigerian universities.

The first part of the literature review focuses on the concept of management and university administration. The second part deals basically with empirical studies relevant to university administration.

From the review of literature, it is obvious that the dimensions of growth and development of university system rest on administrators' effectiveness. Consequently, administration remains sine qua non for efficient performance in organizations, be it business, social, military or university. The assumption that effective administration is supported by many schools of thought and empirical literature has been ventilated in this study.

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## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the methodology and description of the procedure adopted in carrying out this research under the following sub-headings: research design, population of the study, sample and sampling technique, research instrument, validity and reliability of the instrument, administration of the instrument and method of data analysis will be highlighted and discussed in sequence.

#### **3.1 Research Design**

The descriptive survey research design of *ex-post facto* was adopted for this study. This type of design is usually adopted when the researcher does not manipulate the variables of the study. This design was adopted to investigate the leadership styles, proprietorship, and funding on the administrators' effectiveness as correlates of university growth and development in Nigeria. Therefore, all the variables have already occurred, what the researcher was interested in, was to observe the effect on administrators' effectiveness in Nigerian universities.

#### **3.2 Population of the Study**

The population of the study comprises all the principal officers, deans/provosts, heads of departments, directors of units, deputy registrars/bursars/librarians and faculty officers of the selected universities in the south-west, Nigeria. Therefore, the target population for the study was 550 as shown in table 3.1 below:



**Table 3.1: Population of the Study**

<b>CATEGORY</b>	<b>UI</b>	<b>FUTA</b>	<b>FUNAAB</b>	<b>LAUTECH</b>	<b>BU</b>	<b>TOTAL</b>
Principal Officers	6	6	5	5	8	30
Deans and Provosts	17	7	9	12	9	54
Heads of Departments/Directors of units	117	45	35	31	27	257
Deputy Registrars/Bursars /Libraries/Faculty officers	85	29	25	35	35	209
Total	225	89	74	83	79	550

*Source: Field survey 2013*

### **3.3 Sample and Sampling Technique**

A purposive sampling technique was adopted to select the respondents that participated in the study. In the first instance, five universities were randomly selected from all universities in the south-west, Nigeria. They are: University of Ibadan (UI), Federal University of Technology, Akure (FUTA); Federal University of Agriculture, Abeokuta (FUNAAB); Ladoke Akintola University of Technology, Ogbomoso (LAUTECH) and Babcock University, Ilisan-Ogun state (BU). The choice of the universities hinges on the basis of their being pioneers for their types of universities; that is, generalized, specialized (technology and agriculture); state and private/faith universities. They have also operated for over ten years, a stream of time which could allow for valid analysis on their operation. The subjects chosen were those in the position to evaluate effectiveness of the administrators vis-à-vis how they complement the growth and development of Nigerian universities.

### **3.4 Instrumentation**

The major instruments used for this study were four sets of scales and In-depth Interview (IDI) from 20 respondents. The four sets of scale were: Leadership Style Scale, Proprietorship Scale, Funding Scale, and Administrators' Effectiveness Questionnaire

The Scales were structured along four-point rating scale, to measure the variables in the study.

The second research instrument is In-depth Interview (IDI). This consists of eight items, self-developed oral questions which the respondents were required to respond to. The four items scale were presented to experts in order to ensure face and content validity of the instrument.

### **3.5 Validation of the Instrument**

The instrument was designed in line with the study objectives. The draft questionnaire was subjected to criticism from experts in measurement in the field of Adult Education, practicing university administrators and the researcher's Supervisor. Their comments, suggestions, and corrections were incorporated into the final draft of the questionnaire.

### **3.6 Reliability of the Instrument**

In order to determine the reliability of the instrument, a pilot study was used to measure the reliability of the instrument. The instrument was tested and re-tested on a sample of twenty-five randomly selected participants from Obafemi Awolowo University, Ile-Ife, which is another Federal university outside the study population. The Pearson product moment correlation coefficient was used to establish the reliability of the instrument. The correlation coefficient for the scale were leadership style Scale ( $r = 0.95$ ), Proprietorship Scale ( $r = 0.98$ ), Funding Scale ( $r = 0.99$ ) and Administrators' Effectiveness Questionnaire ( $r = 0.98$ ). The Scales indicated that the instrument's reliability was high.

### **3.7 In-depth Interview Schedule and Guide**

The qualitative method of in-depth interview (IDI) was used as supplement to the survey method in order to ensure that information which may not be captured by the survey technique, is captured through mutual interaction of the researcher with the respondents. This is important because the sets of questionnaire used may not serve the purpose of getting sufficient information from them. A total of 20 IDI sessions was conducted with cross-sectional respondents; one each of principal officer, dean/director of unit, head of department and deputy registrar/bursar/librarian/faculty officer per each of the five

selected universities used for the study. The IDI sessions were conducted with the aid of discussion guide and tape recorder to store up responses apart from note taking.

**Table 3.2: Schedule of In-depth Interview (IDI) session conducted for the study**

S/No	University	Location of IDI	No. of Session	Date
1	University of Ibadan	Ibadan	4	June/July, 2013
2	Federal University of Technology	Akure	4	June/July, 2013
3	Federal University of Agriculture	Abeokuta	4	August/September, 2013
4	Ladoke Akintola University of Technology	Ogbomoso	4	August/September, 2013
5	Babcock University	Iisan-Ogun State	4	August/September, 2013

**In-depth Interview Guide:**

- 1) Influence of leadership styles, (democratic, autocratic and *laissez faire*) on administrators' effectiveness in universities.
- 2) Intervention of proprietorship on the administrator's effectiveness in universities.
- 3) Impact of funding (government subvention, internally generated revenue, endowments, donations and tuition) on the administrator's effectiveness in universities.
- 4) Effectiveness of university administrators in Nigerian Universities.

**3.8 Procedure for Administration of the Instrument**

The instrument was personally administered by the researcher with the help of five research assistants (one research assistant in each of the universities). Before the distribution of the questionnaire, the researcher sought permission from the Registrars of the selected universities.

### **3.9 Procedure for Data Analysis**

The data collected in this study was analyzed using descriptive statistics of frequency counts and simple percentages for the demographic data. RQ1 was analysed using multiple regression (MRT) at 0.05 level of significance; RQs 2 & 3 using Pearson Product Moment Correlation Coefficient and RQ4 were analysed using frequency counts and percentages. Hypotheses 1 & 2 were analysed using Pearson Product Moment Correlation Coefficient, while Hypothesis 3 was analysed using mean. Content analysis was used for the (IDI).

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## CHAPTER FOUR

### DISCUSSION OF FINDINGS

This chapter contains the results and discussion from the analysis of data collected through research instruments. The findings are presented in tables, followed by their interpretations and discussions. This was done on four parts: the first deals with demographic information of the respondents of the study, the second reports on the answer to research questions, the third is on testing the hypotheses while the fourth report was content analysis of the In-depth Interview.

#### 4.1 Demographic Characteristics of the Respondents

The study considers the characteristics of the respondents for the study as determinants of the leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria. In addition, the characteristics provide the demographic elements that define the appropriateness of the participants for the study.

**Table 4.1: Frequency Distribution of Respondents by Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Males	416	80.0
Females	104	20.0
<b>Total</b>	<b>520</b>	<b>100.0</b>

**Source: Field Survey, 2013**

Table 4.1, above shows gender frequencies of the participants in the study. It reveals that majority of the respondents 416 (80%) are males, while 104 (20%) are females.

**Table 4.2: Frequency Distribution of Respondents by Marital Status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	60	11.5
Married	457	87.8
Separated/Divorces	1	0.2
Widow/Widower	2	0.4
<b>Total</b>	<b>520</b>	<b>99.9</b>

*Source: Field Survey, 2013*

Table 4.2 above shows 457 (88.1%) of the respondents were married, while 60 (11.5%) were single. However, 2 (0.4%) respondents were widowed and only 1 (0.2%) was separated/divorced.

**Table 4.3: Frequency Distribution of Respondents by Years in University**

**Employment**

<b>Years in University</b>	<b>Frequency</b>	<b>Percentage</b>
Below 5 years	92	17.7
6 –10 years	73	14.0
11-20 years	110	21.2
21-30 years	220	42.3
30 + years	25	4.8
<b>Total</b>	<b>520</b>	<b>100.0</b>

**Source: Field Survey, 2013**

Table 4.3 above, revealed that 220 (42.3%) respondents had served their universities between 21 – 30 years; 110 (21.2%) had served between 11 to 20 years; also 73 (14.0%) had put in 6 to 10 years while 92 (17.7%) had served below five years. It is observed that 25 (4.8%) respondents had served their universities for more than 30 years.

**Table 4.4: Frequency Distribution of Respondents by last year of Promotion**

<b>Last year of Promotion</b>	<b>Frequency</b>	<b>Percentages</b>
1989-1993	8	1.5
1994-1998	10	1.9
1999-2003	172	33.1
2004-2008	330	63.5
<b>Total</b>	<b>520</b>	<b>100.0</b>

**Source: Field Survey, 2013**

Table 4.4 above shows 330 (63.5%) were promoted in 2003/2004 session; 172 (33.1%) promoted between 1999/2003; 10 (1.9%) promoted between 1994/1998 and only 8 (1.5%) respondents promoted between 1989 and 1993.

**Table 4.5: Frequency Distribution of Respondents by Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
21-30 years	60	11.5
31-40 years	68	13.1
41-50 years	191	36.7
51-60 years	196	37.7
Above 60 years	5	1.0
<b>Total</b>	<b>520</b>	<b>100.0</b>

**Source: Field Survey, 2013**

Table 4.5 above shows the age distribution of respondents in the study. The majority of respondents, 196 (37.7%) were between 51-60 years, while 191 (36.7%) were between 41-50 years. Furthermore, 68 (13.1%) were between 31-40 years while 60 (11.5%) were between 21-30 years and only 5 (1.0%) were above 60 years.

**Table 4.6: Frequency Distribution of Respondents by Educational Qualification**

<b>Educational Qualification</b>	<b>Frequencies</b>	<b>Percentages</b>
First Degree	132	25.3
Master's Degree	80	15.4
Master of philosophy	44	8.5
Doctoral degree	220	42.3
Others (WASC/NCE/Professionals)	44	8.5
<b>Total</b>	<b>520</b>	<b>100.0</b>

**Source: Field Survey, 2013**

Table 4.6 above shows educational background of the respondents. It reflects that qualifications of the respondents portray the quality of their responses. The table indicates that 44 (8.5%) had qualifications below first degree; 220 (42.3%) had doctoral degree (Ph.D); 44 (8.5%) had Master of Philosophy (M.Phil); while 80 (15.4%) had Master's Degree and only 132 (25.3%) had first degree.

**Table 4.7: Frequency Distribution of Respondents by Designation**

<b>Designation</b>	<b>Frequency</b>	<b>Percentages</b>
Vice-Chancellor	05	0.9
Deputy Vice-Chancellor	10	1.9
Registrar	05	0.9
Bursar	05	0.9
Librarian	05	0.9
Deans	30	5.8
Provosts	24	4.6
Heads of Departments	189	36.3
Directors of Units	53	10.2
Deputy Registrars	53	10.2
Deputy Bursars	38	7.3
Deputy Librarians	35	6.7
Faculty Officers	68	13.1
<b>Total</b>	<b>520</b>	<b>100.0</b>

**Source: Field Survey, (2013)**



The information on Table 4.7 above indicates the distribution of respondents by designations and positions. The majority of the respondents were the heads of departments 189 (36.3%), followed by the faculty officers 68 (13.1%). 53 (10.2%) and 53 (10.2%) were directors of units and deputy registrars respectively, 38 (7.3%) were deputy bursars, 35 (6.7%) were deputy librarians, the principal officers were 5 (0.9%) for Vice-Chancellors, 10 (1.9%) for Deputy Vice-Chancellors while Registrar, Bursar and Librarian represents 0.9% respectively

#### **4.2 Research Questions**

Four research questions were presented for the study in order to investigate the impact of leadership styles, proprietorship and funding on administrators' effectiveness in the selected universities in the south-west, Nigeria.

##### **4.2 Research Question 1**

What are the joint and relative effects of the independent variables (funding, leadership styles and proprietorship) on administrators' effectiveness in universities in the south-west, Nigeria?

**Table 4.8a: Analysis on the joint contribution of the independent variables (Funding, leadership styles (Dictatorship, Autocratic, Democratic and Laissez Faire) and Proprietorship) on Administrators' Effectiveness**

A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remarks
Regression	5936.390	6	7656.065	1554	.000	Sig.
Residual	722.915	1468		6.92		
Total	6659.306	1474	.492			

$F(6,1468) = 15546.92; R = .992, R^2 = .985, \text{Adj.}R^2 = .984 P < .05$ .

Table 4.8a above, shows the joint contribution of the three independent variables to the prediction of the dependent variables on administrators' effectiveness. The table also shows a coefficient of multiple correlation ( $R=.992$  and a multiple  $R^2$  of  $.985$ ). This means that 98.5% of the variance in administrators' effectiveness was accounted for by the three predictor variables when taken together. The significance of the composite contribution was tested at  $P < .05$ . The table also shows that the analysis of variance for the regression yielded an F-ratio of 15546.92 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

**Table 4.8b: Relative contribution of the independent variables (Funding, leadership styles (Dictatorship, Autocratic, Democratic and Laissez-Faire) and Proprietorship) on Administrators' Effectiveness**

Model	Unstandardized Coefficient		Standard Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	.284	.114		2.489	.013
Funding	.486	.018	.424	27.324	.000
Leadership styles	.215	.025	.201	3.987	.000
Proprietorship	.815	.054	.531	45.736	.000

Table 4.8b above, reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz: funding ( $\beta = .424$ ,  $P < .05$ ) leadership styles ( $\beta = .201$ ,  $P > .05$ ), and proprietorship ( $\beta = .531$ ,  $P < .05$ ) respectively. Hence, funding, leadership styles and proprietorship were significant.

**Research Question 2**

Do components of proprietorship have any influence on the administration of universities in the south-west, Nigeria?

**Proprietorship ownership (federal) and administrators’ effectiveness**

To determine the relationship between components of proprietorship (federal, state and private) and administrators’ effectiveness in universities in the south-west, Nigeria as raised in research question 2; Pearson Product Moment Correlation analysis was used. The result is presented in Table 4.9 a, b, and c.

**Table 4.9a: Pearson Product Moment Correlation Coefficient on Relationship between Federal Proprietorship and administrators’ effectiveness**

Variables	Me an	Std. Dev.	N	R	P	Re mark
Federal Proprietorship	20.1320	11.2378	520	.530**	.000	Sig.
Administrators’ effectiveness	12.3490	7.4289				

\*\* Sig. at .05 levels

It is shown in the above table 4.9a, that there is relationship between federal proprietorship ownership and administrators’ effectiveness in universities in the south-west, Nigeria ( $r = .530^{**}$ ,  $N = 520$ ,  $P < .05$ ). The findings of the study indicate that federal proprietorship ownership and administrators’ effectiveness in universities in the south-west, Nigeria was significantly correlated. The findings reveal that federal proprietorship ownership influences administrators’ effectiveness in universities in south-west, Nigeria.

**Table 4.9b: Pearson Product Moment Correlation Co-efficient on Relationship Between State Proprietorship and administrators' effectiveness**

Variables	Me an	Std. Dev.	N	R	P	Re mark
State Proprietorship	11.3456	11.2378				
Administrators' effectiveness	5.3469	7.4289	520	.230*	.000	Sig

\* Sig. at .05 level

It is shown in the above table 4.9b, that there was relationship between state proprietorship ownership and administrators' effectiveness in universities in south-west, Nigeria ( $r = .530^{**}$ ,  $N = 520$ ,  $P < .05$ ). The findings of the study indicate that state proprietorship ownership and administrators' effectiveness in universities in the south-west, Nigeria were significantly correlated. The findings reveal that state proprietorship ownership influences administrators' effectiveness in universities.

**Table 4.9c: Pearson Product Moment Correlation Co-efficient on Relationship between Private Proprietorship and administrators' effectiveness**

Variables	Mean	Std. Dev.	N	R	P	Remark
Private Proprietorship	17.3602	15.5718				
Administrators' effectiveness	12.8219	9.6789	520	.980**	.000	Sig

\*\* Sig. at .05 level

It is shown in the above table 4.9c, that there was relationship between private proprietorship ownership and administrators' effectiveness in universities in the south-west, Nigeria ( $r = .980^{**}$ ,  $N = 520$ ,  $P < .05$ ). The findings of the study indicate that private proprietorship ownership and administrators' effectiveness in universities in south-west, Nigeria was significantly correlated. The findings reveal that private proprietorship ownership influences administrators' effectiveness in universities. Tables 9 a, b and c show that the components of proprietorship namely federal ( $r = .53$ ), state ( $r = .23$ ) and private ( $r = .98$ ) correlated with administrators' effectiveness in universities.

### Research Question 3

Do leadership styles have impact on administrators' effectiveness in universities in the south-west Nigeria?

To determine the relationship between leadership styles (democratic, autocratic and laissez-faire) and administrators' effectiveness in universities in the south-west, Nigeria as raised in research question 3; Pearson Product Moment Correlation analysis was used. The result is presented in Table 4.10a, b and c.

**Table 4.10a: Pearson Product Moment Correlation on Relationship between Democratic Leadership Style and Administrators' Effectiveness**

Variables	Mean	Std. Dev	N	R	P	Remark
Democratic leadership style	15.5820	10.4228	520	.940**	.007	Sig.
Administrators' effectiveness	18.4576	06.3868				

\*\* Sig. at .05 level

It is shown in the above table 4.10a, that there is significant relationship between democratic leadership style and administrators' effectiveness in universities in the south-west, Nigeria. ( $r = .940^*$ ,  $N = 520$ ,  $P < .05$ ). The co-efficient of correlation and the significance level demonstrates that democratic leadership style is extremely important to administrators' effectiveness in universities in the south-west, Nigeria. The higher the levels of democratic leadership style the better the administrators' effectiveness in universities in the south-west, Nigeria.

Democratic leadership style on administrators' effectiveness was mentioned by some IDI participants by providing valuable information on this. One of the respondents says:

*In a university community, administrators, I mean good and intelligent ones, rely on participatory governance mechanism so as to build the trust, respect and commitment of coworkers because this style allows subordinates to have a say in decisions that affect their goals and how they work. (Director of a Unit)*

Another participant also adds:

*Leadership is critical to the effectiveness of administrator which in turn affects the university as a whole; adopting the democratic leadership style helps the administrator to perform his roles effectively. (Non-academic staff)*

**Table 4.10b: Pearson Product Moment Correlation on Relationship between Autocratic Leadership Style and Administrators' Effectiveness**

Variables	Mean	Std.Dev	N	R	P	Remark
Autocratic leadership style	13.8355	9.9678	520	.920**	.000	Sig.
Administrators' effectiveness	10.519	04.6896				

\*\* Significant at .05 level

It is shown in the above table 4.10b, that there was significant relationship between autocratic leadership style and administrators' effectiveness in universities in the south-west, Nigeria. ( $r = .920^*$ ,  $N = 520$ ,  $P < .05$ ). The co-efficient of correlation and the significance level demonstrates that autocratic leadership style is extremely important to administrators' effectiveness in universities in south-west, Nigeria. The higher the levels of autocratic leadership style the better the administrators' effectiveness in universities in south-west, Nigeria. In one of the universities studied, one administrator had this to say:

*Autocratic principles may not always lead to demeaning of one's subordinates also it may cause a reign of terror by intimidating the morale of subordinates. It may affect communication system between him/her and subordinates. (Faculty officer).*

**Table 4.10c: Pearson Product Moment Correlation on Relationship between *laissez-faire* leadership style and Administrators' Effectiveness**

Variables	Mean	Std. Dev	N	R	P	Remark
<i>Laissez faire</i> leadership style	11.0921	8.1350	520	.900**	.000	Sig.
Administrators' effectiveness	8.4521	03.4521				

\*\* Sig. at .05 level

It is shown in the above table 4.10c, that there is significant relationship between *laissez-faire* leadership style and administrators' effectiveness in universities in the south-west, Nigeria, ( $r = .900^*$ ,  $N = 520$ ,  $P < .05$ ). The co-efficient of correlation and the significance level amply demonstrates that *laissez-faire* leadership style is extremely important to administrators' effectiveness in universities in the south-west, Nigeria. The higher the level of *laissez-faire* leadership style, the better the administrators' effectiveness in universities in the south-west, Nigeria. From the tables Xa, b and c, it shows that democratic ( $r = .94$ ), autocratic ( $r = .92$ ) and *laissez-faire* ( $r = .90$ ) leadership styles correlated with administrators' effectiveness in universities in the south-west, Nigeria.

*Laissez-faire* leadership style on administrators' effectiveness was expressed by the IDI participants either good or bad. One of them noted that:

*Administrators who use this style leave everything to the mercy of their subordinates where such subordinate may have the necessary skills and competence to execute the work.*  
(Bursar)

Another participant argues that:

*Laissez faire leadership style is not the best leadership style to use in a university system because complete delegation without follow up mechanism may create performance problems.*  
(Head of Department)

Table 4.10a, b, and c above, shows that 408 (78.6%) respondents agree that universities should be free to appoint its Vice-Chancellors without proprietors interference while 112 (21.5%) disagree, 122 (23.5%) respondents agree that the military interference in university governance has affected universities administration while 398 (76.5%) respondents disagree, 67 (12.9%) respondents agree that universities enjoy autonomy and academic freedom under democratic dispensation than military government while 453 (87.1%) respondents disagree. 460 (88.5%) respondents agree that universities enjoy autonomy and academic freedom under the democratic dispensation than military government while 60 (11.5%) respondents disagree, 480 (92.3%) respondents agreed that the registrar should be a member of council to enhance effective representation of the registry while 40 (7.7%) respondents disagree, 461 (88.7%) respondents agree that application of different leadership styles to different situations is required in Nigerian universities while 59 (11.3%) respondents disagree and 438 (84.2%) respondents agreed that interference of proprietors control measures dictate the Vice-Chancellors' leadership styles in Nigerian universities while 82 (15.7%) respondents disagree.

The rating of items on Leadership Styles' factor as stated below indicates that universities should be free to appoint Vice-Chancellors without proprietors interference (Mean = 3.5980), (Standard Deviation = .7183), was ranked highest in the mean score rating and was followed by the military interference in university governance which shows that it has affected universities administration (Mean = 3.5647), Standard Deviation = .8224). Universities enjoy autonomy and academic freedom under the democratic dispensation than military government (Mean = 3.4434), (Standard Deviation = .8294); the Vice-Chancellor's leadership style affects effective university administration (Mean = 3.2027), (Standard deviation = .9024). The registrar should be a member of Governing Council to enhance effective representation of the registry (Mean = 3.0264), (Standard Deviation = .8079); application of different leadership styles to different situations is required in Nigerian universities (Mean = 1.8793), (Standard Deviation = .8804); and lastly followed by interference of proprietors control measures dictate the Vice-Chancellors' leadership styles in Nigerian universities (Mean = 1.6176), (Standard Deviation = .7684).



#### Research Question 4

Does the type of university have any impact on administrators' effectiveness in universities in the south-west, Nigeria?

**Table 4.11: Frequency Distribution of Respondents' View between University Autonomy Factors and Administrators Job Performance**

Statements	SA	A	SD	D	Mean	Std	Total
The brain-drain experienced in the Nigerian universities was due to poor funding\unattractive conditions of services	415 79.9%	168 13.1%	24 4.7%	12 2.4%	3.6814	.7387	520 100.0%
University autonomy enables universities admit qualified candidates to enhance good quality graduates	370 71.1%	117 22.6%	17 3.2%	17 3.2%	3.6149	.7015	520 100.0%
University autonomy is prerequisite to effective university administration	370 71.7%	103 19.8%	28 5.4%	16 3.1%	3.5790	.7924	520 100.0%
Operation of federal\state "catchment area of admission" in public universities adversely affects the quality of graduates	358 68.7%	102 19.7%	26 5.0%	34 6.6%	3.5200	.8270	520 100.0%
University autonomy leads to peaceful industrial relations in the universities	340 65.3%	105 20.3%	33 6.4%	42 8.0%	3.4454	.8888	520 100.0%

Table 4.11 above, shows the analysis of items on University Autonomy Factor as stated below. The brain-drain experienced in the Nigerian universities was due to poor funding and unattractive condition of service (Mean = 3.6814), (Standard Deviation = .7387), was ranked highest in the mean score rating and was followed by university autonomy which enables universities admit qualified candidates to enhance good quality graduates (Mean = 3.6149), (Standard Deviation = .7015); University autonomy is prerequisite to effective university administration (Mean = 3.5790), (Standard Deviation = .7924); Operation of federal/state "catchment area of admission" in public universities adversely affect the quality of graduates (Mean = 3.5200), (Standard Deviation = .8270); and lastly followed

by university autonomy which leads to peaceful industrial relations in the universities (Mean = 3.4454), (Standard Deviation = .8888).

### Hypotheses Testing

**H0<sub>1</sub>:** There is no significant relationship between funding sources (government subvention, internally generated revenue, endowments, donations and tuition) and administrators' effectiveness in universities in the south-west, Nigeria.

**Table 4.12a: Pearson Product Moment Correlation on Relationship between Funding through Government Subvention and administrators' effectiveness**

Variables	Mean	Std. Dev.	N	R	P	Remark
Government subvention	11.5820	10.4678	520	.76**	.000	Sig.
Administrators' effectiveness	8.6239	06.2540				

\*\* Sig. at .05 level

It is shown in the above table 4.12a, that there is significant relationship between funding through government subvention and administrators' effectiveness in universities in the south-west, Nigeria. ( $r = .76^*$ ,  $N = 520$ ,  $P < .05$ ). Therefore, the null hypothesis was rejected.

In the IDI conducted among administrators, one of the participants expressed her views on the influence of government subvention and administrators' effectiveness in the universities.

She stresses that:

*Since inception of universities in Nigeria, the government has been the major funder of the system. The early 1970's oil boom which forced the government to take over all state universities and emerging seven new universities and introduction of three federal specialized universities and compulsory free-tuition showed the role of the government in university education. The economic doldrums of late 1970's and increased number of applicants seeking admission to*

*universities encouraged states to struggle to establish individual state universities. Probably the above facts encouraged stakeholders to decide that tuition should continue to be free and government should bear the cost of education.*

**Table 4.12b: Pearson Product Moment Correlation on Relationship between Funding through Internally Generated Revenue and administrators' effectiveness**

Variables	Mean	Std. Dev.	N	R	P	Remark
Internally generated revenue	11.6891	10.7630	520	.77**	.000	Sig.
Administrators' effectiveness	8.7739	06.5803				

\*\* Sig. at .05 level

It is shown in the above table 4.12b, that there is significant relationship between funding through internally generated revenue and administrators' effectiveness in universities in the south-west Nigeria. ( $r = .77^*$ ,  $N = 520$ ,  $P < .05$ ). Therefore, the null hypothesis is rejected. A male administrator used in the IDI asserted that most administrators created internally generated revenue. In fact, he said:

*It is appropriate for university administrator to source for funds to keep the system moving. Let me categorically say this: federal government source of fund is not adequate to run the university. That is why there is need for ways of generating within the system.*

**Table 4.12c: Pearson Product Moment Correlation on Relationship between Funding through Endowments and administrators' effectiveness**

Variables	Mean	Std. Dev.	N	R	P	Remark
Endowments	14.1945	13.7630	520	.80**	.000	Sig.
Administrators' effectiveness	10.4709	09.5803				

\*\* Sig. at .05 level

It is shown in the above table 4.12c, that there is significant relationship between funding through endowments and administrators' effectiveness in universities in the south-west, Nigeria. ( $r = .76^*$ ,  $N = 520$ ,  $P < .05$ ). Therefore, the null hypothesis is rejected. One of the Vice-Chancellors used in the IDI asserted that most administrators asserted that most administrators' source revenue is through endowment. He recalls that:

*Funding is prerequisite to university effective administration  
There are many ways to generate additional funds to augment  
government's grants endowment is one of the proprietors  
should not be left to fund universities alone.*

**Table 4.12d: Pearson Product Moment Correlation on Relationship between Funding through Donations and administrators' effectiveness**

Variable	Mean	Std.Dev.	N	R	P	Remark
Donations	16.0217	5.6263	520	.79**	.000	Sig.
Administrators' effectiveness	10.9851	4.9115				

\*\* Sig. at .01 level

It is shown in the above table 4.12d, that there is a significant relationship between funding through donations and administrators' effectiveness ( $r = .79^{**}$ ,  $N = 520$ ,  $P < .01$ ). Hence, funding through donations had influenced administrators' effectiveness in the study. The null hypothesis is therefore rejected.

A male administrator respondent during the in-depth interview submitted that:

*Donations and gifts from 'lovers of education' assist the administrator in discharging his or her role.*

There is no significant relationship between Administrators' Effectiveness and Proprietorships' power.

**Table 4.12e: Pearson Product Moment Correlation on Relationship between Funding through Tuition and administrators' effectiveness**

Variable	Mean	Std.Dev.	N	R	P	Remark
Tuition	26.0217	5.6263	520	.77**	.000	Sig.
Proprietors' power	16.5281	3.6652				

\*\* Sig. at .01 level

It is shown in the above table 4.12e, that there is a significant relationship between funding through tuition and administrators' effectiveness ( $r = .77^{**}$ ,  $N = 520$ ,  $P < .01$ ).

Hence, Proprietors' power had influenced administrators' effectiveness in the study. Null hypothesis is rejected.

A female administrator in the IDI explained the importance of funding:

*Fees from use of university properties, investment in stocks, university consultancy services as well as tuition as means of funding universities which go a long way to augment university funding.*

Tables 4.12a-e show that 483 (92.9%) respondents agree that proprietors of universities can increase their funding source to the universities through government

subvention while 37 (7.1%) respondents disagreed, 462 (88.8%) respondents agreed that universities can be funded through the administrators' generating internal revenue (IGR) in the universities while 58 (11.2%) respondents disagreed, 470 (90.4%) respondents agreed that one of the funding source of an administrator is through endowments while 50 (9.6%) respondents disagreed, 448 (86.1%) respondents agreed that universities can be properly funded through donations from philanthropists and various individuals while 72 (13.8%) respondents disagreed, 441 (84.8%) respondents agreed that proprietors should get fund to universities through tuition from which can impact on administrator effectiveness in universities while 79 (15.2%) respondents disagreed.

Table 4.12a-e above, shows the rating of items on Funding sources, thus: endowments (Mean = 3.8631), (Standard Deviation = .3987), was ranked highest in the mean score rating and was followed by donations from philanthropists and various individuals (Mean = 3.7417), Standard Deviation = .6067), tuition (Mean = 3.6705) Standard Deviation = .7467); generating internal revenue (IGR) (Mean = 3.0061), Standard Deviation = .8452); government subvention (Mean = 2.5532), Standard Deviation = 1.0879). The findings show that funding sources affect administrators' effectiveness in universities in the south-west, Nigeria. Funding sources namely; government subvention ( $r = .76$ ), internally generated revenue ( $r = .77$ ), endowments ( $r = .80$ ), donations ( $r = .79$ ) and tuition ( $r = .77$ ) correlated with administrators' effectiveness in universities in the south-west, Nigeria.

**H0<sub>2</sub>:** There will be no significant relationship between predisposing factors (funding, leadership styles and proprietorship) and administrators' effectiveness in universities in the south-west, Nigeria.

**Table 4.13a: T-test showing the Significant Difference between Administrators' Effectiveness and Proprietorship of Federal, State, and Private Universities**

Source	Sum of Square	Df	Mean Square	F	Sig	Eta Square
Corrected Model (Explained)	2181.12	2	1415.12	211.22	.000	.280
University type (Main effect)	8419.18	500	232.17			
Error Residual	10135.23	512				

From the table 4.13a above, it is shown that there existed a difference in administrative effectiveness on the proprietorship ( $F_{2,512} = 211.22$   $P < .05$ ).

**Table 4.13b: Table Showing the Mean Scores of the Analysis**

Type of University	Mean	SD	N
Federal	20.98	14.132	170
State	16.53	12.198	180
Private	12.70	10.985	150
Total	50.21	37.315	500

From the above table 4.13b, it is shown that the Federal Universities had the highest mean score of Mean score of 20.98; this is followed by State universities with Mean score of 16.53 and lastly the Private universities with a mean score of 12.70. This indicates that federal universities had more of administrative effectiveness on the proprietorship, followed by the state universities and the private universities respectively. This implies that administrators' effectiveness is more effective in federal universities.

### Hypothesis 3:

**H<sub>03</sub>:** There is no significant difference between administrators' effectiveness on proprietorship, funding and leadership styles of federal, state and private universities in the southwest Nigeria.

**Table 4.14: Correlation Matrix showing relationship between the predisposing factors (proprietorship, funding and leadership styles) and administrators' effectiveness**

	Decision making	Team work	Planning	Control	Coordination	Communication system
Proprietorship, funding and leadership styles	1					
Decision making	.750**	1				
Team work	.800**	.480**	1			
Planning	.780**	.263**	.425**	1		
Control	.770**	.352**	.356**	.235**	1	1
Coordination	.650**	.572**	.404**	.345**	1	1
Communication system	.050**					
Mean	47.3733	32.3876	32.7138	38.6649	56.6080	53.097
S.D	5.5787	5.8970	5.114	4.5211	9.4301	7.456

\*\* = Sig. at  $P < .001$  level; \* = Sig at  $P < .05$  level

### Interpretation and discussion

It is shown in table 4.14, that all the three predisposing factors are significant with administrators' effectiveness with .75\*\*, .80\*\*, .78\*\*, .77\*\*, .65\*\* and .05\* co-efficient values respectively. Correlation matrix is used to show the relationship between proprietorship, funding and leadership styles and administrators effectiveness. From the above table, it is shown that the three predisposing factors are significantly related to administrators' effectiveness in terms of decision-making, teamwork, planning, control, co-ordination and communication system in universities in the south-west, Nigeria. Teamwork had the highest co-efficient value with .80\*\*. This is followed by planning which is .78\*\*, control is next with is .77\*\*, next is decision-making with .75\*\*, coordination with .65\*\*, and communication system with .05\*.



To complement this finding, qualitative measure was taken and reports thus:

A respondent from Babcock University says:

*As far as I know, there is no difference in administrators' milieu in pursuance of decision-making and decision-execution in universities in Nigeria, be it federal, state or private. Despite difference in proprietorship in Nigerian universities, yet similar pattern of administration is employed thus, committee system, governing council, senate, among others are in place. (Deputy Registrar)*

Another respondent from FUTA says:

*All universities in Nigeria have common vision and mission based on the production of high level and quality graduates for the socio-economic and political development of the country guided by the National Policy on Education. Other things being equal, the attainment of universities rest on the administrators' effectiveness. (Dean)*

Another participant from LAUTECH says:

*The basic responsibility of university administrators is production of quality graduates who can be universally acceptable and can compete with their counterparts anywhere in the world. This scenario is premised on adequate funding, academic freedom and university autonomy. Aside from public universities being funded by the government while private/faith-based rely on tuition fees and the founder, yet the central theme is the production of quality graduates. (Bursar)*

Also another respondent from UI says:

*The universities in Nigeria though are federal, state and private, and their funding, governance pattern, Act/Law/Statute differs in content, yet the vision and mission focus production of quality graduates. There is no discrimination in the type of university of graduate applicants to post-graduate studies in any university which corroborates the fact that type of proprietorship does not have adverse effect on the administrators' effectiveness in Nigerian universities. (Deputy Bursar)*

Another respondent from FUNAAB says:

*University administration is a delicate occupation and tedious which demands conducive environment for harmonious operation otherwise administrators' effectiveness will be hampered. Pattern of administration in form of decision making, team work, planning, control, coordination and communication system follow similar pattern and type of proprietorship does not inhibit administrators' effectiveness in Nigerian universities. (Deputy Registrar)*

The finding shows that there are significant relationship between proprietorship, funding and leadership styles and administrators' effectiveness in Nigerian universities. This finding corroborates Amakiri (2003), Adebayo (2005) who affirms that quality of university graduates should be universally acceptable and not localized. Consequently, Oduye (2001) opines that 'the ship of university should not be allowed to sink' and admonished university stakeholders to provide enabling environment in form of adequate funding and university autonomy to pave way for effective administration.

One other issue that dominates the discussion during the in-depth interview was the fact that the proprietors of universities should accord autonomy to admit students of their choice and academic freedom to reduce the level of NUC control. They were unanimous

in their views that government has tremendous role to play to ensure adequate funding which will continue to affect the quality of graduates. Some of the participants were of the view that Federal Government should contribute to funding state and private universities along with the federal universities while majority agree that the existing universities can produce more quality graduates if adequately funded rather than continue to establish more universities. The conclusion of the participants was that for administrators effectiveness in Nigerian universities, proprietors should allow university autonomy, academic freedom and provision of adequate funds.

**Involvement of Proprietors on Governance of Universities:** It was a consensus among the 20 participants (100%) that proprietors contribute to the governance and leadership of universities which enhance achievement of university mission and vision, while only one participant prefers Vice-Chancellor's executive power. However majority, 18 (90%) of the participants claimed they had the knowledge of autocratic leadership of the Vice-Chancellors, in the past.

**Involvement of Proprietors on university administration:** 20 (100%), all the participants claimed that there was need for proprietors to be actively involved, but with caution in the administration of Nigerian universities. It was the consensus that the effect was significantly noted in private universities whereby the proprietors influenced the administration in all spheres.

One (5%), participant who worked briefly as academic staff in a private university before he left remarked:

*...was aware of in-house rules made to regulate both staff and students, light-out time at night; code of conduct of dressing for students and staff, its contravention carried penalties and subjecting female students to virginity test, among others.*

*(Director)*

### **Summary of In-depth Interview**

It is insightful to note that all the participants were aware of impact of leadership styles, proprietorship and funding on administrators' effectiveness in Nigerian universities. The contributions of the proprietors were noted to be a contributory factor in the efficiency of the administrators in Nigerian university system. The consequences are devastating on public universities where inadequate funding was widely noted and yet, tuition fee is made free made tuition-free, establish additional universities, and operate federal character in admissions to all first degree programmes.

The discussants suggested that adequate funding, reduction of federal character in admissions policy; good educational background, university autonomy and academic freedom and less political interference will enhance better performance of Nigerian universities.

UNIVERSITY OF IBADAN

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, POLICY IMPLICATIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The study examines the extent to which leadership styles, proprietorship and funding correlates with the administrators' effectiveness in universities in the south-west, Nigeria. To achieve this, the study is divided into five major chapters following the university guidelines. Chapter One deals with the background, statement of the problem, statement of the objectives, significance of the study, scope of the study, research questions, as well as defining the related terms as they apply to this study.

The second chapter focuses on reviewing related literature and theoretical framework of the study. A critical review of the empirical study is done, there is a theoretical framework generated and also related theories are raised for this study. An appraisal of the literature is also carried out. Three hypotheses were also stated to guide the study.

The study adopts descriptive survey research design, involving a sample size of 520 respondents, representing the principal officers, deans/provosts, heads of departments/directors of units deputy registrars/bursars/librarians and faculty officers in the selected universities in the south-west, Nigeria. The respondents responded to the questionnaire on 'impact of leadership styles, proprietorship and funding on administrators' effectiveness in the selected universities in the south-west, Nigeria'. The questionnaire was complemented with In-depth Interview sessions. The demographic data collected on the respondents were analyzed using descriptive statistics of percentages and frequency counts, Pearson product moment correlation, multiple regression analysis.

The result of the study reveals that leadership styles, proprietorship and funding impact positively on administrators' effectiveness in universities in the south-west, Nigeria. The findings of the study are:

- i. The three predisposing factors viz, leadership styles, proprietorship, and funding were all significant: funding ( $\beta = .424$ ,  $P < .05$ ) leadership styles ( $\beta = .201$ ,  $P > .05$ ), and proprietorship ( $\beta = .531$ ,  $P < .05$ ) respectively contribute to administrators' effectiveness in universities in south-west, Nigeria.
- ii. The components of proprietorship namely federal ( $r = .53$ ), state ( $r = .23$ ) and private ( $r = .98$ ) correlated with administrators' effectiveness in universities in south-west, Nigeria.
- iii. The findings show that democratic ( $r = .94$ ), autocratic ( $r = .92$ ) and laissez faire ( $r = .90$ ) leadership styles correlated with administrators' effectiveness in universities in south-west, Nigeria.
- iv. Funding sources namely; government subvention ( $r = .76$ ), internally generated revenue ( $r = .77$ ), endowments ( $r = .80$ ), donations ( $r = .79$ ) and tuition ( $r = .77$ ) correlated with administrators' effectiveness in universities in south-west, Nigeria.
- v. The three predisposing factors significantly impact on administrators' effectiveness in universities in south-west, Nigeria as follows; decision making ( $r = .75$ ), team work ( $r = .80$ ), planning ( $r = .78$ ), control ( $r = .77$ ), coordination ( $r = .65$ ) and communication system ( $r = .05$ ).
- vi. There existed a difference in administration on the proprietorship: federal ( $\bar{x} = 20.98$ ), state ( $\bar{x} = 16.53$ ) and private ( $\bar{x} = 12.70$ ).

## 5.2 Conclusion

From the results and findings of the study, it is established that leadership styles, proprietorship and funding impact on administrators' effectiveness in universities in the south-west, Nigeria. The study establishes that administrators' effectiveness is desirable and invariably, it influences growth and development of Nigerian university system. The democratic leadership style, private proprietorship and endowments funding impact positively on administrators' effectiveness which invariably could reduce administrative bottlenecks and sustain Nigerian university system from continued frustration.

### **5.3 Policy Implications of the Study**

There is a need to have a policy that will play down subtlety on proprietors of universities to encourage Nigerian universities rank best among universities outside the country. Recently, NUC reported that no Nigerian university ranked among 2000 universities of the world. Thus, adequate funding, leadership styles and university autonomy should be taken into consideration as areas to focus by the Federal Government of Nigeria.

Also Federal Government should put in place policy guideline that will resuscitate tuition fees in public universities since it has become obvious that government alone cannot fund universities effectively. Private universities charge operational fees, yet many Nigerians patronise them, hence, there is need to pay fees in public universities.

Policies in private universities should be flexible to allow both staff (academic and non-academic) and students participate in some areas of decision-making as it operates in the public universities. This is with the aim of contributing to effective administration in the private universities.

### **5.4 Recommendations**

Based on the findings of the study, it is established that leadership styles, proprietorship and funding impact on administrators' effectiveness in universities in the south-west, Nigeria. The following recommendations are therefore made:

- a) To ensure improved administrators' effectiveness in the universities, there is need for the application of different leadership styles, freedom from proprietors' interference and adequate funding.
- b) That proprietorship or ownership of the universities impact on the administrators' effectiveness in the universities, a policy should, therefore, be formulated to give free hand to the administrators to exercise their responsibilities within the ambit of the law without the constant interference of the proprietors at federal, state, or private/faith-based university.
- c) The funding of the universities influences the administration of the universities. The administrators should be given the freedom to run the institutions in accordance with the financial regulations of the universities without the

interference of the proprietors. Universities should, therefore, be adequately funded to provide equitable welfare scheme for the workers.

- d) Leadership styles also influence greatly on the administrators' effectiveness of the universities. The administrators should, therefore, run the universities adopting the administrative guidelines of the institutions and should be encouraged through promotions, participation in management decisions-making, a carefully worked out remuneration scheme, among others, for the administrators.
- e) Adequate personnel machinery should be put in place to ensure constant training and retraining of the administrators, in form of seminars, workshops, conferences, special courses within and outside the country to boost the standard of the administrators in information technology in order to catch up with global practice.
- f) There should be meaningful dialogue between the administrators and proprietors of universities and good lines of communication should be maintained to avoid misunderstanding and misinterpretation of intentions and reduce conflicts among them.

### **5.5 Contribution to Knowledge**

First, the work will fill the existing gap in the literature on leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria.

The study has shown that adequate funding is prerequisite to university growth and development. It is discovered that both public and private universities are not adequately funded by their proprietors, hence their poor performance.

The study also shows that leadership style, funding, university autonomy are potent factors to guarantee improved quality of university administration.

Further, there is need for application of different leadership styles, freedom from proprietors' interference and adequate funding to pave way for effective administration in the Nigerian university system.



## **5.6 Limitations of the Study**

The study was supposed to cover all the universities in Nigeria; the study covered only five universities in the south-west, Nigeria. University of Ibadan; Federal University of Technology, Akure; Federal University of Agriculture, Abeokuta; Ladoke Akintola University of Technology, Ogbomosho and Babcock University, Ilesha-Ogun State. The researcher lacked research grant for the study which would have helped to widen the scope of the study. Also the study was further constrained by lack of adequate time. The top principal officers of the universities were not ready to make available sufficient time to assist the researcher. Despite the identified problems, the quality of the study was not adversely affected.

## **5.7 Suggestions for Further Studies**

This study focuses on the impact of leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria (UI, FUTA; FUNAAB; LAUTECH, and BU). The following suggestions are made for further research:

1. Comparative analysis of University Acts/Laws as related to policies and decision-making in all Nigerian universities.
2. Study on the efficiency and effectiveness of all universities, public and private as related to Nigerian National Policy on Education.
3. Study on the effect of continued delay of resuscitation of tuition fees in public universities in Nigeria.
4. Critical analysis of continued establishment of more universities in the face of inadequate funding of existing ones in Nigeria.

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UNIVERSITY OF IBADAN



**APPENDIX I**

**DEPARTMENT OF ADULT EDUCATION  
FACULTY OF EDUCATION  
UNIVERSITY OF IBADAN**

**THE IMPACT OF LEADERSHIP STYLES, PROPRIETORSHIP AND FUNDING ON ADMINISTRATORS' EFFECTIVENESS IN UNIVERSITIES SCALE**

Dear Respondent,

**Introduction**

My name is M. Oluwole OJO. I am a postgraduate student of the Department of Adult Education, Faculty of Education, University of Ibadan. I am carrying out a research to examine the impact of leadership styles, proprietorship and funding on administrators' effectiveness in universities in the south-west, Nigeria.

Participation in this study is voluntary and all information provided will be treated with the utmost confidentiality and will be used for research purposes only.

Thank you.

Matthew Oluwole OJO.

**Demographic Information**

**Instruction:** Please circle or tick (✓) your response in the appropriate boxes and write where necessary

1. Sex: (a) Male      (b) Female
  
2. Age: (a) 21-30 years  
         (b) 31-40 years  
         (c) 41-50 years  
         (d) 51-60 years  
         (e) Above 60 years
  
3. Marital Status:      (a) Married  
                                 (b) Single  
                                 (c) Separated/Divorced  
                                 (d) Widow/Widower
  
4. Religion: (a) Christianity    (b) Islam      (c) Traditional  
                 (d) Others specify .....
  
5. Academic Qualification:      (a) Undergraduate



- (b) First Degree
- (c) Master Degree
- (d) M. Philosophy
- (e) Ph.D.
- (f) Others: Specify: .....

6. Designation: Vice-Chancellor ( ) Deputy Vice-Chancellor ( ) Registrar ( )  
 Deputy Registrar ( ) Bursar ( ) Deputy Bursar ( ) Librarian ( ) Deputy Librarian ( )  
 Provost ( ) Deputy Provost ( ) Dean ( ) Sub-Dean ( ) Head of Dept ( )  
 Director ( ) Others; Specify.....

7. Salary Grade Level: a) HATISS grade ( ) (b) UASS grade ( )

8. Number of years in the present employment:

(a) Less than 5 years ( )

(b) 06-10 years ( )

(c) 11-20 years ( )

(d) 21-30 years ( )

(e) Above 30 years ( )

9. Year of last promotion: Specify: .....

Please mark (√) accordingly, using the under-listed rating scales:

SA = Strongly Agree A = Agree D = Disagree SD = Strongly/Disagree

S/N	Leadership Styles Statements	SA	A	D	SD
1.	Democratic leadership styles of administrators facilitate their effectiveness in decision making process and teamwork.				
2.	Administrators using democratic leadership style aids their effectiveness in planning and control				
3.	Administrators using democratic leadership style aids their effectiveness in coordination and communication system				
4.	Administrators' using autocratic leadership style aids their effectiveness in decision making process and teamwork.				
5.	Administrators using autocratic leadership style aids their effectiveness in planning and control				
6.	Administrators using autocratic leadership style aids their effectiveness in coordination and communication system				
7.	Laissez faire leadership style of universities administrators impact on their effectiveness in terms decision making process and teamwork.				
8.	Laissez faire leadership style affects administrator effectiveness in planning and control				
9.	Laissez faire leadership style impacts positively in coordination and communication system used by administrators				
S/N	Proprietorship Scale Statements	SA	A	D	SD
1.	Similar pattern of admission policy should be adopted in all the				

	Nigerian universities				
2.	The type of university (Federal, State, and Private) affects the standard of internal administration in Nigerian universities				
3.	The resuscitation of payment of fees in Federal/State Universities will enable these institutions access to more funds to administer the universities				
4.	Operation of federal character in admissions should be cancelled in federal universities to enhance improved standard of graduates.				
5.	Committee system is the bedrock of effective internal university administration in Nigerian universities.				
6.	Student representation on committees enhance internal administration				
7.	The supervisory role of National Universities Commission on universities enhances internal administration.				
<b>Funding Scale Statements</b>					
<b>S/N</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	proprietors of universities can increase their funding source to the universities through government subvention				
2.	universities can be funded through the administrators generating internal revenue(IGR)				
3.	one of the funding source of an administrator in university is through endowments				
4.	universities can be properly funded through donations from philanthropists and various individuals				
5.	proprietors should get fund to universities through tuition.				
6.	Inadequate funding is a major handicap affecting internal university administration				
<b>Administrators' Effectiveness Scale Statements</b>					
<b>S/N</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	universities administrator effectiveness is a function of their ability to make decision on time				
2.	My effectiveness as an administrator has made me to be able to encourage teamwork among employees				
3.	Planning is one of the key functions of administrators				
4.	Effectiveness of administrator is a function of control				
5.	Administrator effectiveness leads to good coordination in the University system				
6.	Administrators' effectiveness can be achieved through good communication system within the Universities				

UNIVERSITY OF IBADAN, IBADAN  
DEPARTMENT OF ADULT EDUCATION

IN-DEPTH INTERVIEW GUIDE

Warm up and explanation

**A. Introduction**

Welcome participants

Describe what IDI is - a method in which the researcher asks open-ended questions orally and record the respondents answer.

**B. Purpose**

We will be discussing leadership styles, proprietorship and funding on administrators' effectiveness in universities in the South-West, Nigeria.

I am interested in your comments. Both positive and negative ones are welcome. Please, feel free to disagree with one another. I will like to have many points of view. All comments are confidential and for research purposes only. I will also want you to speak one at a time so that the tape recorder can pick your voices appropriately.

**C. Self introduction**

Ask each participant; kindly tell us your name and something about yourself.

**Section I – Institution Identification**

1. Name \_\_\_\_\_ of \_\_\_\_\_ University

2. Position/Designation:.....

**Section II: Guiding Questions**

1) What is your view on Impact of Leadership Styles, Proprietorship, and Funding on

## Administrators' Effectiveness?

Probe for:

- ❖ The use of democratic style
- ❖ The use of autocratic style
- ❖ The use of laissez faire leadership style

2) How do you get funds for the running the university?

Probe for:

- ❖ The sources

3) Don't you think the type of proprietor has impact on administrators' effectiveness in the universities?

Probe for:

- ❖ Federal university
- ❖ State university
- ❖ Private university

4) Kindly assess the performance of the administrators in the universities?

Probe for:

- ❖ Planning
- ❖ Decision-making
- ❖ Team-work
- ❖ Control
- ❖ Coordination
- ❖ Communication system

5) Do you have any other comment relevant to administrators in the universities?

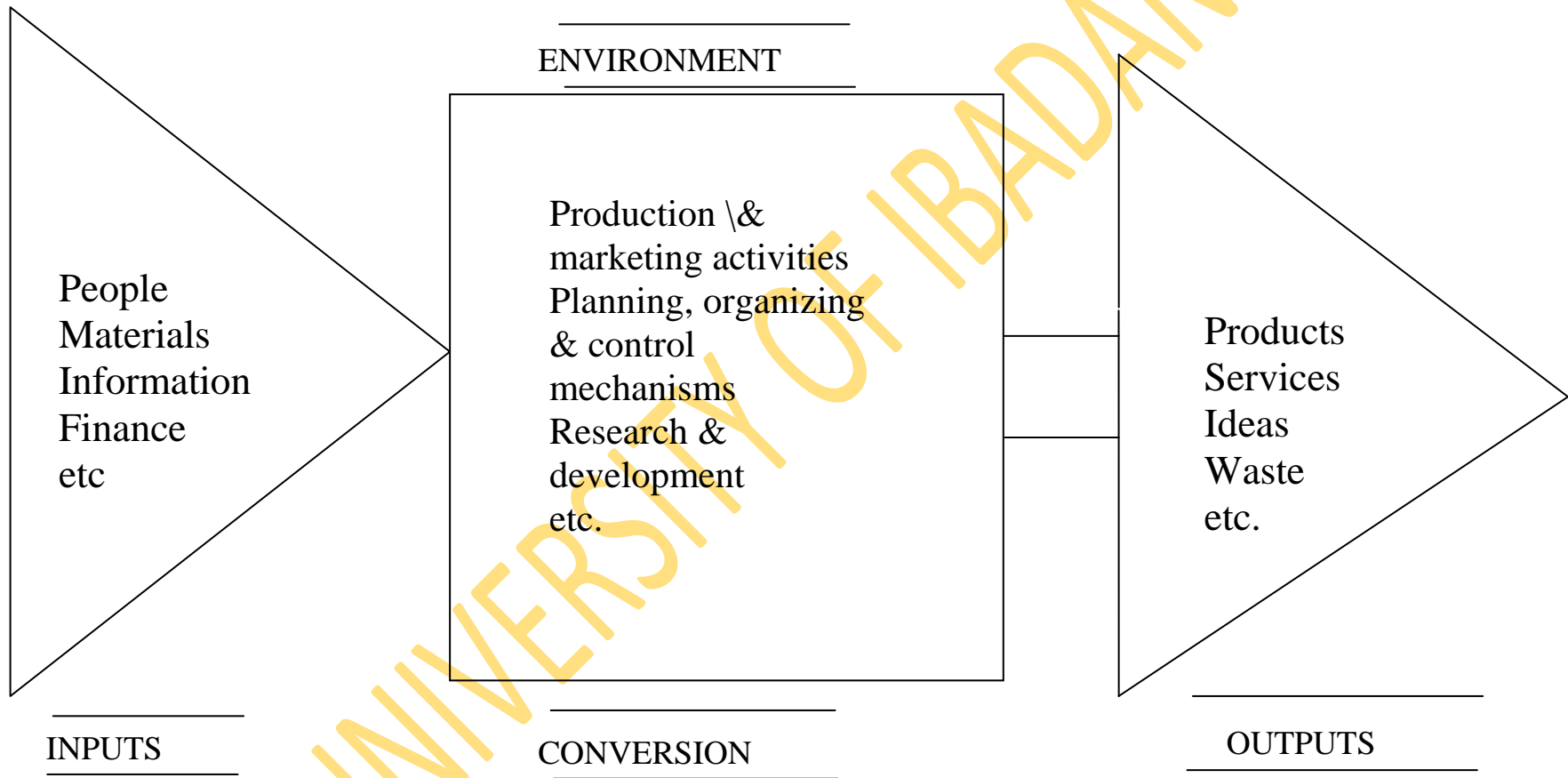
## **Conclusion**

Summary of the key points of the discussion.

**Thank you.**

**APPENDIX III**

**MODEL OF OPEN SYSTEM**



Appleby, R.C. (1994). Basic model of the organisation and an open system. *Modern Business Administration*, London, Pitman Publishing Company