Inaugural Lecture Series 186

ADMINISTRATIVE STYLES FOR EFFECTIVE, PEACEFUL AND SUSTAINABLE UNIVERSITY ADMINISTRATION

By

E.A. Bamisaiye

Professor of Higher Educational Administration

LEADERSHIP CHARACTERISTICS AND ADMINISTRATIVE STYLES FOR EFFECTIVE, PEACEFUL AND SUSTAINABLE UNIVERSITY ADMINISTRATION
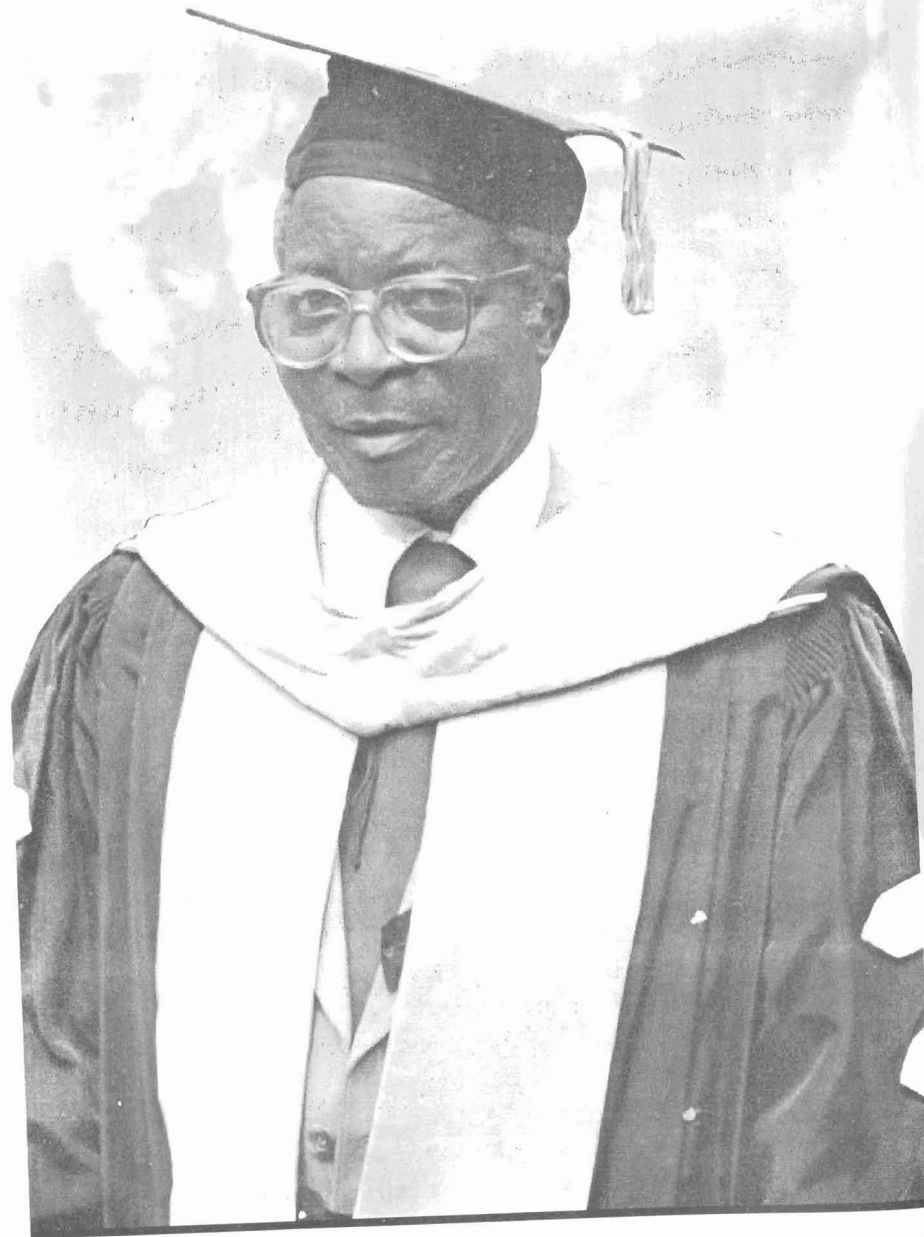
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E.A. Bamisaiye

Professor of Higher Educational Administration,

An Inaugural Lecture Delivered at Oduduwa Hall, Obafemi Awolowo University, Ile-Ife on Tuesday, 27th September, 2005.

Inaugural Lecture Series 186

**Obafemi Awolowo University Press Limited
Ile-Ife, Nigeria.**

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Professor of Higher Educational Administration,

Introduction

Nigerian universities like universities in Africa and in the developed nations have been established with the lofty ideas and objectives of training and producing highly skilled manpower to develop and manage national resources through technological development. Higher educational institutions were also established to produce political and administrative manpower to champion social renewal through cultural creativity.

Universities in Nigeria started as relatively small institutions of higher learning with initial enrolments of not more than two or three thousand. From their humble beginning, the universities were generously funded by Federal and State Governments and international agencies, thus the universities were well equipped with well trained staff and adequate resources. Majority of students enrolled in Nigerian Universities in those days were matured physically and mentally to cope with the high standard and requirements for university education.

The admission of students into the few available universities in those days and their graduation after the successful completion of their programmes were usually published in important newspapers. At the successful completion of their programmes, University graduates were certain to secure well-paid employments to start new standard of living.

Staff and students in those days had no cause to complain about the adequacy and implementation of staff and students welfare programmes. There was sound discipline among staff and students in Nigerian universities, consequently, peace prevailed on university campuses. University lecturers were among the highest paid government workers in the country and they could rub minds and shoulders with their international colleagues in terms of research publications through international seminars and conferences.

Being a university Vice-Chancellor in those days was a rare honour and privilege. The office of the Vice-Chancellor of a Nigerian University was second to the office of the then Head of State. It was a criminal offence for any staff or student to insult the personality and office of a university Vice-Chancellor in those days.

When we examine the dynamic processes that are currently exploding on the modern Nigerian university campuses, the Nigerian university system seems to have been crippled by student riots, academic and non-academic staff unions often embark on strikes to claim their legitimate rights. Some of these events may be analysed as political acts which have become difficult to understand. The tensions, the strains, and the fights that persistently go on among the various groups in the university environment have attracted public attention.

The office of the Vice-Chancellor is a position of power, there is need to study how Vice-Chancellors in Nigerian Universities use their power to control and manage resources, how they exercise power over their colleagues and what strategies they should adopt to maintain peaceful administration on their campuses.

Theoretical Framework

The appropriate theoretical framework for this lecture includes (i) Leadership Theory; (ii) Administrative Theory; and (iii) Decision-Making Theory.

Leadership

The leadership phenomenon is of primary concern in higher educational administration, scholars and practitioners in basic and applied social science disciplines such as anthropology, philosophy, management science, political science, educational administration and many other interdisciplinary and multidisciplinary fields, all view leadership as a crucial field of knowledge.

A review of literature about the various conceptions of leadership by sociologists and psychologists had produced some definitions of leadership which include: A leader is a person who exercises influence, controls, and coordinates the activities performed by others. A leader occupies an important position in an organisation. Leadership has been defined by Halpin (1966) as the functional behaviour of a leader in relation with subordinates to facilitate the accomplishment of the goals of an organisation. The perceived leadership has been described by Cartwright and Zander (1968) as involving "the performance of those activities which help an institution to achieve its preferred goals and objectives." Leadership has been defined by McFarland (1979) as the ability of an individual to influence others to work beyond the ordinary levels to achieve organisational goals. Finally, Segun Adesina (1981) defined leadership as the ability to get things done with the cooperation of other people within the organisation. It should be appreciated to note that there is no leadership without followership and that the nature and type of institution by and large determine the kind of leadership required.

Leadership Theory

The leadership theory is predicated on the hypothesis that the process of influencing leaders and followers is the primary concern of the leadership theory. From this primary conception of leadership theory, other closely related theories have emerged. According to the transformational leadership, the primary concern of the leader is to improve and change the institution by changing the attitudes of the followers to transform the organisation. The transformational leadership theory looks for potential followers with potential motives to satisfy higher needs of the workers. The transformational leadership engages the full potentials of the followers. The transformational leader is visionary and always decisive closely related to the transformational leadership is the transactional leadership theory which views leadership as a mutual and reciprocating process of

exchange between leaders and the followe... The ability to exercise this type of leadership depends upon the willingness of the followers to accept the leadership. The transactional leadership often demonstrates great capacity for managerial skills than a leader who relies more on what is reasonable and sensible rather than the charisma and power of the position of the leader. This theory emphasizes practical aspects of communication and mutual influence. It also emphasizes facilitating relationship and directing.

Transactional leadership can be viewed as leaders who approach followers with an eye of exchanging one thing for another.

Nigerian universities deserve leaders who have vision to make change, leaders who are not satisfied with the status quo, leaders who are not afraid of the word change, and leaders who possess the ability to transform their institutions to greater horizon.

Approaches to the Study of Leadership

The Traditional Approach to the study of leadership is predicated on the assumption that leaders are born and not made, that nature is more important than nurture. This approach postulates that good managers and administrators are born with natural abilities to work with people and achieve success. Similar to the traditional approach is the notion that management is an Art and not a science, whereas the modern approach to the study of management has postulated that management is a science. The modern approach to the study of administration is based on the scientific approach, which requires the application of principles, theories and techniques to solve administrative and management problems. Thus effective administrators have to master principles, theories and techniques of administration, they also need to undergo professional training and retraining to update their knowledge of administrative practices and procedures.

The behavioural approach to the study of leadership states that when a man demonstrates good leadership behaviours, the leadership is adjudged effective. The study of leadership based on the behavioural approach deals with the relationships between people in organisations rather than immeasurable traits.

The sociological approach to the study of leadership is based on the premise that leadership is determined less by the characteristics of individuals than by the requirements of the social systems approach to the study of leadership, the leader is presumed to possess and exhibit two types of behaviours namely initiating and considerating structures (Likert, 1961). Thus leadership is subsequently classified as either job centred or employee centred.

The situational approach simply maintains the idea that it is the situation that produces its own kind of leadership because the leader is usually affected by the organisational climate, thus the situational approach to the study of leadership is aimed at finding out what kind of leadership behaviour will produce best results under specific organisational climate.

Fig. I: Approaches to the Study of Leadership

Traditional Approach	Sociological Approach	Behavioural Approach	Situational Approach

Source: *Bamisaiye, 1998.*

Characteristics of Effective Leadership

Leadership qualities and leadership characteristics are seemingly the same; but rarely the same terms. These two terms are like management and administration which are often used interchangeably. The qualities which effective leadership must possess include the qualities which the leader wants to develop in his followers. If a leader wants his followers to be confident, the leader must have self-control, he must be disciplined. The key to effective leadership is the ability to live by example. An effective leader must

be a role model for his followers to emulate. An effective leader must be ready to admit mistakes.

Fig. II: Characteristics of Effective Leaders

I	II	III
Bearing	Courage	Dependability
Endurance	Enthusiasm	Initiative
Integrity	Judgement	Sense of Justice
Knowledge	Flexibility	Sensitivity to others
Dominance	High Energy	Self Confidence
Locus of Control	Stability	Vision

Source: *Leadership Theory by Robert N. Lussier*

Great leaders emerge from various backgrounds with certain characteristics that are by consensus typical of effective leadership. Leadership is fondly described as the process of influencing group members to work hard to achieve institutional aspirations. There are typically two groups of leaders. The task-oriented and the people oriented leaders. The task-oriented leadership is basically interested in training, retraining and instructing followers to improve and increase the productivity of the work force.

The people-oriented leadership is by and large interested in inter-personal relationships among the followers. It may be proper to point out that great leaders in sports are both task-oriented and people-oriented, but they are generally more task-oriented.

Fig III: Groups of Leadership

I	II
Task-Oriented Leadership	People-Oriented Leadership

Source: *Leadership Theory by Robert N. Lussier*

Bearing: is a leadership characteristic that is easily associated with dynamic leaders. Bearing determines how you are seen as a leader by the followers. Bearing should not be seen as a way of how a leader dresses; instead bearing deals with the inner self. It deals with how a leader presents himself to his followers. Bearing deals with self-confidence. Bearing determines whether you are worthy of attention as a leader.

Courage: An effective leader's courage manifests itself in physical and moral forms. Moral courage is a fundamental requirement of an effective leader. Moral courage is a commitment to doing what is right. An effective leader does the right thing in the right way for the right reasons. Ability to do the right is based on honesty, trustworthiness, equity, and accountability.

Dependability: Can you as a leader be depended on at any time? Effective leaders must be role models and dependable leaders.

Endurance: Endurance is closely associated with the rigors of combat. It conjures images of physical stamina to sustain hardship. Endurance sustains an effective leader to take a long view for perceived development. Endurance stimulates effective leaders to stand by course of the action when the going is rough.

Enthusiasm: is an easily identifiable leadership characteristic in all walks of life. An enthusiastic leader is endowed with charisma to motivate his followers. Followers usually feel personally attracted to a charismatic leader and such attraction often leads powerful leadership.

Initiative: A leader who simply does what he or she has been assigned to do will not be seen as an effective leader. An effective leader should not be satisfied with the status quo. An effective leader should be able to project outside the box.

Integrity: Integrity is closely related to moral courage. Integrity is more than manifestation of honesty. It is a litmus test of respect. A leader's integrity determines whether he or she can be taken seriously or not. A leader who fails in integrity will fail to make positive influence on the lives of his or her followers.

Judgement: An effective leader should always exercise sound judgement especially when he or she is in the position to influence decision making. A decision made by a leader should always be based on all available facts. The key to sound judgement is based on taking a comprehensive analysis of all issues involved to resolve all substantive matters.

Sense of Justice: A high sense of justice is an important leadership characteristic. A leader will easily lose his or her sense of direction when he or she becomes arbitrary, partial and unfair. An effective leader should judge his or her followers based on the same standard and measure. Followers should know what is expected of them and the consequences of failing to meet the set standards.

Knowledge: An effective leader must have full knowledge of the job or business. A leader must have a high degree of a resident knowledge in his or her field and in general administration, thus a University Vice-Chancellor should have an indepth knowledge of university administration. Staying current in one's profession includes attendance at related conferences and seminars as an avenue for continual self-improvement. Knowledge is perishable, if not renewed and the building of knowledge through the process of self renewal is easily achievable. Acquisition of knowledge requires commitment and enthusiasm.

Vision: This is a critical leadership characteristic of a successful leader. Leadership requires vision, which provides meaning and purpose for the group members. To improve the fortunes of an organisation, the leader needs a personal vision to forge ahead. The leader's personal vision is translated into shared vision. A visionary leader communicates effectively with his or her followers in order to achieve the goals of the institution. A visionary leader is a dynamic leader with a clear picture of what to be achieved. Vision propels a leader to motivate and empower the work-force to make positive contribution to the realization of the leader's vision. A successful leader is one who has the ability to translate his or her vision into reality based on his ability to articulate his or her vision to others. A vision includes the development, transmission and implementation of an image for a desirable future. The sharing of a leader's vision helps to differentiate true leadership from mere managers. The process of developing a shared vision usually promotes collaborative relationships to project a vision to the final goal.

University administrators should be creative and visionary leaders who are willing to take risks in the pursuit of cherished visions and values and they should be ready to cling to their visions with tenacity. Successful leadership is provided by people with a strong sense of vision, motivation, confidence, credibility and integrity on a constant basis.

Flexibility: This term refers to ability to adjust to different situations. An effective leader should be able to influence his followers to set objectives that are capable of bringing about development. A leader may be able to bring about change in limited areas and situations that fit his leadership style. Effective leaders are generally flexible to adapt to new situations.

Sensitivity to Others: An effective leader always strives to study to understand individuals and group members more than before in order to improve his communication with his followers. To be sensitive to

his followers, a leader requires empathy, otherwise known as ability to place oneself in another man's shoes. A leader should be able to see things from other person's point of view. An effective leader should be people-centred in order to accept his followers as valuable assets for the improvement of the institution.

Dominance: Effective leaders want to be in control to bring about change; but they should not use bully styles which is the dominant trait that affects all the other traits for effective leadership. To assume full leadership potential, the leader has to work hard to develop his skills to demonstrate effective leadership qualities.

High Energy: An effective leadership should have drive to work hard. The leader should have stamina to tolerate stress. An effective leader should show enthusiasm to endure and confront any setbacks. An effective leader should have high tolerance for frustration in the process of overcoming obstacles. An effective leader should be prepared to take initiative to bring about progress.

Self Confidence: Self-confidence is often demonstrated on a continuum by an effective leader. An effective leader should be self-assured in his judgement, decision-making, great ideas and capabilities, thus an effective leader should be capable of demonstrating self-assurance about his own ability and he should be able to foster confidence among his followers. A leader's self-confidence more often than not tends to influence goals, efforts and persistence. Without strong self-confidence, leaders are less capable of influencing their followers. Research findings have shown that self-confidence is positively related to leadership effectiveness, and that self-confidence is a predictor of advancement to high level in administration. When a leader demonstrates self-confidence, it should not be interpreted that the leader is arrogant, because leaders with high self-confidence tend to have strong adjustment qualities.

Locus of Control: Locus of control is generally expressed on a continuum between external and internal belief in control over one's

destiny. Some people tend to believe that they have no control over their fate and that their behaviours have little to do with their performances, while some people believe that individuals can control their behaviours, hence leaders should take responsibility for their effectiveness and their achievements as leaders. Leaders should be self-confident and they should be prepared to learn from their mistakes rather than blaming others for their inability to perform well as leaders.

Stability: Stability is associated with administrative effectiveness and achievement. Effective leaders are generally stable emotionally and physically. Effective leaders are always in control of themselves, while some leaders are adjudged to be unstable. Unstable leaders tend to misuse their power. This aspect of stability should not be condoned. Research studies have found out that leaders with high self-awareness and a desire to improve their performances more often than not achieve more than others who lack these qualities. Research have shown that effective leaders have a sound understanding of their own strengths and weaknesses, hence such leaders are oriented toward self-improvement instead of being defensive. Effective leaders should know when to lead and when to follow in order to allow others with abilities to lead in those areas where they possess great potentials.

Leadership Styles

The effectiveness of leadership in any organisation is usually enhanced by leadership's personal beliefs, values and personal characteristics hence, leadership beliefs, values and assumptions are of critical significance to the overall style that a leader adopts. The leadership style is the manner and approach of providing direction for implementing plans and motivating followers to achieve institutional goals and objectives.

Autocratic Style

An autocratic leader dominates group members by using unilateral techniques to achieve his or her objectives. Autocratic style

of administration more often than not results in passive resistance from group members. The leadership continually engages in pressurizing followers to get things done and to achieve institutional goals. The autocratic style of administration is generally not a good style to secure the best results from a team. Research studies have found out that autocratic leadership style may not be inappropriate style to get things done in all situations, for an example, in situations which call for immediate actions, the autocratic style may be the best. Generally, when team members are familiar with autocratic leaders, people tend to have less problems in embracing the style. In some cases, the followers may prefer an autocratic leadership style even though it does not provide any avenue for feedbacks.

Autocratic style of administration is used when the leader tells his or her group members what he or she wants the followers to do without getting any inputs from them. Some leaders tend to be autocratic especially when they are in possession of all information to solve some problems particularly when the leadership is in short of time – and when the followers are well motivated. However, if the leadership has time and wants to gain more commitment from the staff, the leadership should not be autocratic. In some situations, however, the employees may prefer an autocratic approach for implementing plans. In some cases, autocratic style may not be inappropriate, for an example in a situation which calls for an urgent action.

In the final analysis, most people seem to be familiar with autocratic leaders hence people generally have less problem in adopting the style.

Democratic Leadership Style

The democratic leadership style is also described as participative style. The democratic leader makes decisions by consulting members of his group, while he or she still maintains and controls the group. The leader allows his followers to decide how administrative tasks

are tackled and who will perform which tasks. A democratic leader can be seen in two perspectives. He or she is a leader who encourages active participation and he or she delegates wisely, but does not lose sight of the fact that he or she bears the responsibility of leadership. The leader appreciates group discussions and inputs from colleagues. In practice, the leader draws from the pool of ideas and suggestions made by group members. A democratic leader makes use of the strong points in the contributions of the followers to motivate his or her followers; the leader empowers his or her followers to participate actively in the implementation of plans for the realization of the institutional goals. A democratic leader can be seen as one who is unsure of himself or herself and his or her relationship with the group members, hence a democratic leader lends to leave every issue to the group members to decide. A democratic leader involves the leader and the employees in the decision-making process to determine what to do and how to do it. However, the leader always maintains the final decision making authority. Using this type of style should not connote any sign of weakness, rather, it should be seen as a sign of the strength that employees enjoy. This leadership style promotes feedback mechanism for decision-making process. The leadership style is appropriate when the leader has pertinent information and while the followers have some useful inputs. Thus the followers become part of the team, while it allows the leader to make democratic decisions. This leadership style promotes team spirit and commitment to the achievement of organisational aspirations.

Laissez-Faire Leadership Style

Leadership with *Laissez-Faire* style of administration exercises minimum control over his or her employees, leaving the group members to sort out their roles and to perform their assignments without the leader participating in the process. This style of administration leaves group members with little sense of direction or motivation. There may be some situations under which the *Laissez-Faire* has been adjudged effective, for an example, the *Laissez-Faire*

style is effective when a team of highly motivated and skilled had demor. strated great capacity to produce excellent wo k; consequently, the leader had confidence in the ability of the group members. The leadership has established confidence in the capability of staff members. In such cases, it is often best to sit back and let the followers get on with the assigned tasks without interference because interference can generate resentment, which can adversely affect the effectiveness of the group members. By adopting the *Laissez-Faire* style of administration, a leader can empower members of his or her work force to achieve institutional objectives.

In the final analysis, a good leader may adopt any of the above three styles of administration, depending on what forces exist between the leader and the followers, and the prevailing situations, for an example, the authoritarian style can be used for a group of new employees who are in training positions, thus the leader will be competent to train the staff in training and the new staff members will be motivated to learn from the autocratic leadership.

Participative leadership style can be used with a team of workers who know their job well, therefore, the leader can give group members opportunity to perform their assigned duties for which workers have demonstrated great competence.

Based on the effective application of any of the above three leadership styles, leaders are grouped into positive and negative leaders. Positive leaders are leaders who can motivate their followers to work hard to achieve the institutional goals, while negative leaders are those leaders who exhibit domineering attitudes with the beliefs that the only way of getting things done is through penalties and harassments. Leaders can also be placed on a continuum ranging from extreme positive to extremely positive and extremely negative leaders. Positive leaders, are real leaders while negative leaders are bosses.

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Fig IV: Leadership Styles

I.	Autocratic Style
II.	Democratic Style
III.	Laissez-Faire Style

Source: Max Weber

Models of University Administration

1.   Bureaucratic Model

The University system in Nigeria has become a complex organisation that is organised like other bureaucracies. The University system has a formal hierarchy with a set of laws and regulations. Thus the University in Nigeria is administered by bureaucratic officers through formal channels of communication that must be respected. In the University system, there are authority relations with some officials exercising authority over others. There are formal policies, regulations and rules that govern all aspects of the institution. The bureaucratic elements of University administration are vividly identified by students during registration and graduation. The decision-making process is typically bureaucratic especially when rather routine types of decisions are to be taken. The majority of the administrative decisions in Nigerian Universities are routinely handled in a very bureaucratic manner; hence it will be unrealistic to ignore the importance of the daily activities that are often subjected to bureaucratic procedures. The bureaucratic style attaches great importance to authority characterised by formalized power. The bureaucratic style attaches great importance to formal structure; but it says little about the process of making the institution productive. Finally, the bureaucratic model of

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administration only deals with the crucial task of policy implementation. Finally, the bureaucratic model does not deal with political issues such as improvement of staff welfare programmes.

2. The Political Model

The political image of Nigerian Universities has been helpful in understanding the problems of the institutions. He who pays the pier often dictates the tune, this is a political force that influences Nigerian Universities internally and externally. Here in Nigeria, the political force is exercised by the National Universities Commission (NUC) as an agent of the Federal Government. Majority of the activities that currently take place on the campuses of Nigerian Universities deal with divergent concerns and lifestyles of hundreds of people to bring pressure to bear on the decision-making process from various angles using power and force whenever available and necessary. These are dynamic processes which clearly indicate that Nigerian Universities are political institutions. The emergence of private Universities will perhaps free these institutions from government intermittent interferences and political domination of the daily affairs of the University system.

3. The Collegium Model

This model is perhaps the oldest model for University administration. The collegium model views the university system as a collegium or a community of scholars who gather from time to time in a round table conference to make suggestions and discuss in an atmosphere of academic freedom before decisions are taken. This model promotes full participation by the members of the academic community in the administration of their own affairs. Consequently the collegium model appears the most reasonable style of administration of small Universities and Colleges.

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The collegium model of administration offers little roles to play by the bureaucratic officers. Finally, the collegial discussion of a round table type promotes active staff participation and commitment to implementation of policy decisions.

Fig. V: Models of University Administration

The Collegium Model	The Bureaucratic Model	The Political Model

Source: Baldridge Victor J. *Academic Governance,* 1971.

Selection of University Presidents and Vice-Chancellors

From literature views, the methods and practices of selecting university presidents and vice-chancellors in America, Britain and the commonwealth countries vary widely from one country to another and from one region to another region.

American Universities typically engage in a national search for effective university presidents who have relatively close present and past connection with the institution. In America, some presidents usually move from one university to another, for an example, the president of my former University, the George Washington University, Washington D.C. moved from a University after spending seven years before he came to spend twelve years as the president of the George University before he retired. American University presidents are usually chosen from the ranks and files of people who have predictable past records, who are strongly committed to conventional academic values and objectives and who can appreciate the ambiguity of those values. American university presidents are selected from a pool of applicants with demonstrated capacity to generate funds. This potential is rated high because American Universities are not tuition free unlike in Nigeria where Federal Universities are tuition free. This is the more reason why American Universities are relatively free from Government control and intrusion.

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The procedures adopted by Commonwealth Universities for the selection and appointment of University Vice-Chancellors vary from region to region; just like the degree of Governments' involvement in the selection process. In some Commonwealth countries, the selection of University Vice-Chancellors is made directly by the Head of State with no consultation at all with members of the governing body or the University Council; thus the decision is made wholly by the Government. In some cases the Vice-Chancellor is selected by the University Council without Government representatives among its members. In this case, the Government has no involvement, in the appointment procedure.

Methods of appointing University Vice-Chancellors in Commonwealth Vniversities can be divided into six broad categories.

1. The Vice-Chancellor is appointed by the University Chancellor (the Chairman of the Governing Council) without consultation with the University Council.

2. The Vice-Chancellor is selected by the Head of State or his appointed chancellor after formal consultation with the University Governing Council.

3. The Vice-Chancellor is appointed by the Government from a list of nominations forwarded by either University Council or a special selection panel.

4. The Vice-Chancellor is appointed by the University Council but the appointed must be approved by the Government.

5. The Vice-Chancellor is appointed by the University Council which has a substantial number of Government representatives (more than 33%).

6. The Vice-Chancellor is appointed by the University Council or other University body, on which there is

little or no Governmen. representation. From the above six methods of selection, number three is the popular method of selecting Vice-Chancellors for Federal Universities in Nigeria, while in the Commonwealth countries in Asia, most of their Universities use methods one and two for the appointment of Vice-Chancellors for their Universities.

In the case of Nigeria, ability to raise and generate funds to supplement Governments' allocations should be emphasized for the final selection of University Vice-Chancellors.

The results of a research carried out by me revealed a number of viable alternative sources of generating funds for higher educational institutions in Nigeria.

Based on the prevailing environment and the location of a university in this country the following are some viable alternative sources of generating funds.

(a) Research activities with local, national and international organizations.

(b) Engagement in profitable commercial activities.

(c) A University through its faculty of agriculture can invest in commercial agricultural projects. Other projects include:

(d) Saw-mill projects.

(e) Petrol business – Petrol Stations.

(f) Support from Alumni Associations.

(g) Grants from the State where a university is situated.

(h) Catering and hotel services.

(i) Housing estate business.

(j) Part-time professional programmes – Distance Learning programmes.

(k) Pre-degree programme to admit qualified candidates; but the tuitions for pre-degree programmes should be made affordable.

Expectations and Ambiguities of University Vice-Chancellors

After the successful selection and appointment of a University Vice-Chancellor, there are these dual expectations from the Vice-Chancellor:

The recently appointed Vice-Chancellor is responsible for making sure that the institution sustains itself and where possible that the institution makes progress. There is an expectation that he is ready and capable of accounting for the way the institution operates to the Governing Council, the general public and the Government that provides financial resources for the running of the institution. The Vice-Chancellor must also mediate among the members of the academic community whose preeminence in their own professional spheres is likely to be among the institution's most important assets. The Vice-Chancellor must bear in mind that he as a leader is not more than the first among his equals within his institution even though the Vice-Chancellor is regarded as an administrative service giver and the most important figure in the University community.

1. **The Ambiguity of Purpose**

The ambiguity of purpose centres on what the goals of the universities are. Efforts to generate normative statements about the goals of a university have produced goals that are either meaningless or dubious because the definition of such goals had failed one or more tests based on the answers to these questions: Are the goals of Nigerian Universities clear

and unambiguous? Can one define some specific procedures to measure the achievement of the goals in quantitative and qualitative terms? Are the goals difficult or easy to achieve? Have important groups within and outside the University accepted the stated goals?

From all indications, current discussions about the cost and benefit analysis of University education which include accountability, and evaluation of the relevance to the needs of Nigerian society had not resolved this normative ambiguity of purpose.

Nigerian University Vice-Chancellors like their counterparts in the developed and developing countries are currently faced with the following ambiguities in the day to day running of their institutions of higher education. The needs of Nigerian society had not resolved this normative ambiguity of purpose.

Fig. VI: Ambiguities of University Chancellors

I	II	III	IV
Ambiguity of purpose	Ambiguity of power	Ambiguity of experience	Ambiguity of success

Source: *Ambiguities of University President* by Michael D. Cohen and James G. March (1974)

Furthermore, there are various inconsistencies in the current policies of University education to facilitate marginal improvement in the area of higher education. Similar efforts to establish the real purposes of University education for the Nigerians had tended to be unsuccessful. Efforts to specify a set of consciously shared goals and objectives of university

education for Nigerians have not yielded any good results. The current academic activities in Nigerian Universities continue to magnify inconsistencies which reveal ambiguity of purpose. The established and legitimized objectives are not sensitive to the existing inconsistency.

Finally, there is no doubt that intelligent leadership presupposes that national pursuit of institutional goals will strengthen Nigerian universities to remove the prevailing ambiguity of stated goals and purposes of University education for the Nigerians.

2. Ambiguity of Power

Power as a simple, and pervasive idea appears to observers of social events. Power is like intelligence, motivation or utility. Power is simple, misleading and it is prone to tautology. A person who gets power can get things done. If a Vice-Chancellor has power, he can get many things done on time, but ironically, power has limited usefulness. In human behaviours, we tend to search all day for people who have power to achieve the goals of a university when searching for a new Vice-Chancellor because power in the scheme of events has utility. The Vice-Chancellor is presumed to have more potential power than any member of a University community to move the university forward; but some University Vice-Chancellors often discover that they have less power than it is generally expected and that their power to achieve institutional goals by and large, depends on what they want to achieve. The ambiguity of power, like the ambiguity of purpose is focused on the Vice-Chancellor as he or she enjoys the prestige of the office. Vice-Chancellors usually enjoy with great excitement when things go well. This leads to power impressions about effective Vice-Chancellors whereas ambiguity of power tends to lead to a parallel

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ambiguity of responsibility which finally leads to the question of who has the power in University administration?

3. Ambiguity of Experience

University vice-chancellors generally learn a lot from their wealth of experiences, according to the simple adage which says, "experience is the best teacher". Vice-Chancellors often observe the consequences of their actions to infer the structure and influence of their environments over their actions. They use the results of their observations to chart the course for improvement in the future. A University vice-chancellor should realize that the prevailing environment has some unique properties, which include the idea that the world or the environment is relatively complex and that outcomes of most leadership decisions depend by and large on other factors apart from the Vice-Chancellor's actions, the prevailing factors may be controllable. It should be noted however that the world in which Vice-Chancellors live has two conspicuous properties that make experiences ambiguous even where and when the goals are clearly stated.

It should also be realized that the willingness of a Vice-Chancellor to learn involves more complicated processes which include the adaptation of an intelligent man to information gained from experience. There is always a significant difference between administration of an experienced and inexperienced university vice-chancellors.

4. Ambiguity of Success

The criteria for success in University administration include growth in student and staff population, peaceful campus environment, improvement in the quality of staff and students, adequate and qualitative staff and student welfare programmes, opportunities for research and publications.

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Research findings have shown that the ambiguities of purpose, power and experience often conspire to render success obscure. The achievements of a university vice-chancellor generally flow from his or her goals while his or her goals often flow from the outcomes as well, whereas both goals and achievements generally move independently. An important solution to the ambiguity of success is hard work to ensure that one finds pleasure throughout his term as a Vice-Chancellor.

Finally, it should be emphasised that the ambiguities that are faced by University Vice-Vhancellors are not peculiar to University Vice-Chancellors, rather, they are typical and similar to the ambiguities faced by any formal leader of any formal organisation.

In the final analysis, the power of a University Vice-Chancellor to achieve success depends largely on what the Vice-Chancellor wants to accomplish. It should be realized that the use of formal authority is limited by other authorities, and that the acceptance of authority is not automatic. The ambiguities of purpose, power, experience and success often confront University Vice-Chancellors; hence Vice-Chancellors should realize that they share in and they contribute to the confusions that hinder progress. University Vice-Chancellors generally enjoy the prestige of the office, they enjoy the excitement of the office when things go well. People generally praise strong Vice-Chancellors while weak and ineffective Vice-Chancellors are denounced.

5. **The Ambiguity of the Role of the National Universities Commission (NUC)**

This ambiguity is peculiar to Nigerian University Vice-Chancellors. In April 1959, the Federal Government of Nigeria appointed a Commission which was later known as

Ashby Commission under the Chairmanship of a notable British Educator, Si Erich Ashby. The Commission was set up to conduct an investigation into the needs of Nigerians in the field of higher education in Nigeria. This Federal Government initiated Commission was the first time in the history of education that Nigerians decided by themselves to examine the structure of higher education; thus the Commission's report was the first comprehensive review of higher education in Nigeria that was undertaken by a team of experts. The Commission made a giant land-mark in the history of higher education in Nigeria. The implementation of some of the Commission's recommendations had produced most of the recent developments in Nigerian higher education. The Ashby Commission submitted its report in October 1960. The implementation of some of the Commission's recommendations made the role of the National Universities Commission (NUC) ambiguous. The implementation of the Commission's recommendation for the establishment of a National Universities Commission (NUC) with an undisputed control over the affairs of Nigerian Universities has been identified as the genesis of the National Universities Commission's role ambiguity. The implementation of this particular recommendation has rendered the role of the National Commission (NUC) ambiguous; whereas what the members of the Ashby Commission had in mind about this particular recommendation was to set a committee that would function like similar bodies in Britain, Germany, Australia and the United States of America to monitor the affairs of Nigerian Universities without any interference with the internal administration and autonomy of their universities.

The National Universities Commission (NUC) was recommended to function like the University Grants Committee (UGC) in Britain to play an advisory role in university administration.

The British Universities were by purpose designed as autonomous Corporations under Royal Charters. The British Universities usually receive more than three quarters of their incomes from the British Parliament. The British Parliament on the advice of the Department of Education and Science determines the total sum of funds to be allocated to British Universities. Authority to distribute the allocated sum is delegated to a small body known as the Universities Grants Committee (UGC). Apart from the Chairman, the members of the committee are predominantly academics with a few industrialists and people with interest and responsibility for education.

The pattern of allocating funds to British Universities has worked well since the inception of the body in 1919 (Sir Erich Ashby, *Adapting Universities to a Technological Society*, 1974). The University Grant Committee (UGC) has been the envy of the academic communities in the European countries. The committee in performing its advisory functions did not erode University autonomy and academic freedom. Academic freedom embraces the idea that teaching and research are pursued with minimum restraint from the state.

Prior to the implementation of the Ashby Commission's recommendation for the setting up of the National Universities Commission (NUC), the Department of Higher Education in the Federal Ministry of Education was responsible for allocation of funds to higher institutions and for monitoring of higher education programmes in Nigeria.

Instead of designing the National Universities Commission (NUC) to perform roles that are similar to the roles of the University Grants Committee in Britain and identical bodies in the United States of America, Germany and other European countries, the National Universities Commission (NUC) has assumed an ambiguous status dedicated to the performance of ambiguous roles. The National Universities Commission (NUC) has become an agency of the Federal Government. The Commission is responsible for allocation of funds to Federal Government higher institutions. The Commission monitors the activities and programmes of Nigerian Universities. The body is responsible for setting up visitation panels to conduct large scale inspections of Nigerian Universities. It approves and disapproves the establishment of new Universities, new faculties, departments and programmes.

When critically examined, some of the functions of the National Universities Commission (NUC) have eroded academic freedom and University autonomy. As an agency of the Federal Government, a substantial percentage of the annual allocation for higher education is set aside for the payment of salaries and entitlements of the staff of the National Universities Commission (NUC). Instead of enriching the Universities, it drains the financial resources of the University system. The University Grants Committee in Britain and similar bodies in America and other European countries are dedicated to the promotion of academic freedom and University autonomy. These bodies often agitate for increase in financial resources of the Universities. In the final analysis the ambiguity of the roles of the National Universities Commission (NUC) had rendered the body incongruous to national expectations. The functions of the body have put the inner logic of University education under pressure from the Federal Government.

6. **Ambiguity of the Role of the Joint Admissions and Matriculation Board**

In 1976, the Joint Admissions and Matriculation Board was established to streamline entrance examinations to Nigerian

Universities. Before the establishment of this Board, each Nigerian university used to conduct er trance examinations for admission of qualified candidates into all disciplines.

Before the Board was set up, it was possible for a candidate to take entrance examinations to two or more universities in the same year. Consequently, it was possible for two or more Universities to offer admissions to a particular candidate in the same session, whereas the candidate could accept an offer to attend only one university at a specific period of time.

Since its inception, the Joint Admissions and Matriculation Board (JAMB), entrance examinations are scheduled to take place once a year and on the same day throughout the country, thus it became impossible for a candidate to take entrance examinations to several Universities in a year since entrance examinations to all Nigerian Universities are held on the same day throughout the nation. It was also speculated that one of the reasons for the introduction of the Joint Admissions and Matriculation examinations was that admissions to Nigerian Universities were being dominated by candidates from the Southern part of the country without any geographical spread. It was further argued that candidates from the Northern part of the country were very few in universities in the southern part of the country; consequently. Candidates from the Northern part of Nigeria rarely applied for admission to Universities in the Southern part; whereas, students from the Southern part of Nigeria were found in Universities all over Nigeria.

The Joint Admissions and Matriculation Board (JAMB) rendered some useful services and it found solutions to some of the problems posed by the conduct of entrance examination by individual Universities. The offer of

admissions by two Universities to one particular candidate came to n end.

During the first twenty years of its establishment, the Board successfully streamlined entrance examinations to Nigerian universities.

The menace of examination malpractices has seriously eroded the credibility and integrity of the results of examinations conducted by the Board (JAMB). The Board has consequently become irrelevant for the preservation of high standard of admissions to Nigerian universities.

Examination malpractices have had negative impacts on the quality of Nigerian University graduates. The quality of graduates produced by Nigerian Universities has become terribly low. Nigerian University graduates cannot communicate effectively unlike before this time. Nigerian University graduates are no longer equal to the degrees they claim to possess.

Notorious centres for examination malpractices during JAMB examinations are usually organised in Lagos, Delta State, Abuja and Edo State. At these notorious centres, undergraduate students form syndicates to assist (JAMB) candidates pass the examinations. Officials of (JAMB) often collude with some unpatriotic mercenaries to operate special centres at a cost of fifty thousand Naira to buy examination questions and answers for the candidates who enrolled at special centres.

It has been rumoured that some (JAMB) officials usually assist candidates to score high marks. Parents also aid and abet examination malpractices by buying questions and answers for their children. A woman once confirmed that she had to buy examination questions and answers to

assist her son to pass the (JAME) after her son had failed three times to pass the examination (*The Guardian* Newspaper, April 30, 2005).

University admission through the (JAME) has become counter productive. Below average candidates usually engage in cheating to pass the (JAME), thus scoring high marks to displace above average students who did not cheat during the (JAME). Consequently, those who cheat in the (JAME) to secure university admissions usually drop out of the University system at the end of their first year. One of the negative effects of examination malpractices is the annual increase in dropout rates from Nigerian Universities. The Joint Admissions and Matriculation Board (JAMB) should be abolished, if it cannot improve its image through its services to bring sanity to the process of admission to Nigerian Universities.

In an attempt to maintain high standard of admission into Nigerian Universities, each University should be allowed to conduct entrance examinations to admit its own students on merit.

The pre-degree programmes as currently organised by some Nigerian Universities may be accepted as a qualifying examination for the admission of qualified candidates, but the cost of pre-degree programmes should not be exploitative.

Fig. VII: Two Prominent Ambiguities in University Administration in Nigeria

I	II
Ambiguity of the role of National Universities Commission (NUC)	Ambiguity of the role of Joint Admissions and Matriculation Board (JAMB)

Decision Making in University Administration

A University Vice-Chancellor who makes non-viable decisions is a failure. If an administrator relies on reason alone to make decisions, he will end up in hesitation, fear and lack of initiative, hence nothing is decided, whereas decision making is crucial for effective university administration. The choice between rational and non-rational approaches to decision making in university administration is very significant. The rational approach to decision making emphasizes the scientific approach to problem solving, while the non-rational approach simply arrives at decisions based on non-factual premises, consequently, when the non-rational decision-making approach is used instead of the rational approach, the end result cannot easily be measured scientifically. The non-rational decision-making process emphasizes a practical approach based on trial and error. Majority of political decisions relating to higher education for Nigerians are typically non-rational decisions characterized by policy formulation and policy implementation with little importance attached to policy evaluation and appraisal.

It should be emphasized that non-rational decisions are generally more controversial than rational decisions and non-rational decisions often produce short-term solutions which may compound the existing problem.

Taking rational approach to decision-making embraces eight steps, while the non-rational approach embraces only three steps; thus non-rational decisions are taken within a shorter time than taking rational decisions. It should be emphasised that taking rational approach enhances group commitment to the implementation of decisions taken through the rational approach.

The common sense theory of decision making stipulates that all the parties that will be affected by a decision should be involved in the decision-making process, hence staff and students should be involved in all decisions that will affect them.

Fig. VIII: Rational and Non-Rational Decision Making Models

Rational Decision Making Model

i	ii	iii	iv
Identify and define the problem	Limit the scope of the problem	Gather relevant data	Set standards to achieve objectives
V	**VI**	**VII**	**VIII**
Select a course of action from alternative courses	Suggest alternative courses of actions to be taken	Appraise standard for performance	Evaluate results of actions taken

Non-Rational Decision Making Model

I	ii	iii
Identify and define the problem	Choose some courses of actions to be taken.	Give rationale for choice of action.

Source: Segun Adesina (1980)

Effective Decision-Making Skills

Effective leadership in university administration should possess certain basic skills required for decision making. The leadership must have the skill to identify the real problem that cries for solution. After identifying the real problem, the leader must gather facts that will lead to lasting solution because how facts are collected is directly related to the quality of the decisions that need to be made. The leadership must demonstrate the skill to make accurate observations and the leader must be able to analyse the facts gathered in the light of the prevailing situations (E.A. Bamisaiye et al., *Fundamentals of School Management*, page 12).

The leadership ought to possess the skill to nip every problem in the bud, instead of allowing administrative problems to brew. The success of a leader depends on his ability to follow the essential processes and procedures involved in decision-making under various situations.

Delegation of Authority

The earliest history of delegation of authority is in the *Bible*, Exodus Chapter 18 Verses 13-22. When Jethro, Moses' father-in-law visited Moses, Jethro saw that the Israelites brought their disputes to Moses for settlement all day. Jethro asked Moses what Moses was doing for all the people all day. Moses answered; the people come to seek God's guidance, whenever there are disputes among them, I decide between man and man by declaring the statutes and laws of God. Jethro said to Moses, this is not the best way to do it, otherwise you will wear out yourself and the people. Jethro advised Moses to delegate authority to some God fearing, honest and incorruptible people to assist Moses in settling disputes for the people of Israel. Let the chosen leaders decide simple cases, while you settle difficult cases for the people.

Pertinent questions about delegation of authority include: (a) What is delegation of authority? (b) Why do administrators or leaders delegate authority? (c) What are the advantages and disadvantages of delegation of authority? Delegation of authority or power is simply defined as a tool of management by means of which subordinates participate in the formulation and execution of policies in the overall interest of an organisation. It is not only the prerogative of an administrator to delegate, it has now become the duty of effective leader to delegate duties and responsibilities within an organisation.

The committee system is predicated on the principle of delegation of power. Why administrators delegate authority within the University system whether or not there are laws or statutes laid down to assist the Vice-Chancellor in carrying out the enormous functions that are performed by his office. The University set up makes adequate provisions for delegation of authority; hence the Deputy Vice-Chancellor, the Registrar, the Bursar, the Provosts of Colleges, Deans of Faculties and Heads of Departments all assist the Vice-Chancellor in the performance of administrative duties. One of the primary reasons why a leader should delegate authority is to ease

his work-load which is essential for his health and the health of the institution. When a leader is convinced that he or she should delegate, he or she must give full authority to the Committee or individuals to perform their duties. A good administrator should not withhold any aspect of the authority needed to perform effectively. Partial delegation of authority is worse than no delegation. Some administrators are reluctant to delegate authority to prevent mistakes that may be made as a result of delegation. The most sacred aspect of administration that administrators are unwilling to delegate power is in financial matters. However, an administrator should not delegate certain duties which the chief executive should not delegate according to the laws and statutes of an establishment. For delegation of authority to be effective, the right, capable and honest people must be chosen, thus putting a round peg in a round hole. However, whenever delegation of power is abused, it must be withdrawn immediately. It should be noted that a delegatee cannot further delegate the authority delegated to him. In the final analysis delegation of power fosters participatory management. The administrator is relieved of multiple tasks, which can easily be carried out by subordinates.

University Autonomy

University autonomy is a relative term which connotes different meanings and ideas to different groups of people in a society. The normative approach to the study of autonomy defines University autonomy in terms of a University's potentials to fulfill certain inherent functions, goals and missions. The general definition of autonomy refers to sovereignty, self-government, independence and freedom from external controls and pressures.

University autonomy can be conceptualised in terms of an institution that is capable of defending itself against external controls and pressures by government because such external pressures and controls are antithetical to University autonomy (E.A. Bamisaiye, 1998, page 517). University autonomy has been operationally defined in terms of autonomy over the following areas:

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Fig. IX: Crucial Areas of University Autonomy

i	Recruitment, Appointment and Promotion of Staff
II	Finance and financial transactions
III	Dismissal of staff and students
IV	Selection of students for academic programmes
V	Curricular development
VI	Award of degrees; undergraduates and postgraduates
VII	Conduct, grade, and release promotion examinations

Source: Bamisaiye, E.A. (1998). 'A Challenge of University Autonomy'

At the time of this lecture, Nigerian universities enjoyed partial autonomy in some of the above areas of autonomy. It should be emphasised that there is no purely autonomous or independent university, this is why I have said earlier that university autonomy is a relative term.

The value and importance of University autonomy are generally appreciated and proclaimed by the local community and international community. The most controversial area of University autonomy is *finance.* The autonomy of a University decreases when the University depends solely on Government for funds, consequently, the Government drives to plan, coordinate, economize and control the affairs and freedom of the institution.

It has been found out through research studies that Universities which have high degrees of autonomy also have high degrees in setting and achieving institutional goals and objectives. Nigerian Federal Universities at the time of this lecturer enjoyed the lowest degree of autonomy in finance as a manifestation of the simple adage which

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says, "He who pays the piper dictates the tune." This is absolutely true and it should be expected, because the basic source of financing public Universities in Nigeria is the Government. However, some Federal Universities in Nigeria have struggled hard to achieve partial autonomy in financing their institutions through fund raising and business enterprises.

Majority of Nigerian Universities enjoy high degree of autonomy in the following areas: teaching, curriculum development, training and research, whereas some Universities in Nigeria which are people oriented, such institutions that engage in professional training and practical jobs tend to have low degree of autonomy because the demands for these specialists have to be taken into account, depending on the level of development. Some Universities have greater autonomy in the formulation of research policy, while some small Universities tend to have greater autonomy than large Universities.

In the final analysis, all Universities have relative degrees of autonomy, but their major problem is how to use their autonomy in the most effective way in accordance with the social trends in their respective countries without sacrificing some aspects of their autonomy in order to make greater contributions to progressive national development. There are usually some external controls over financial activities when the Government bears the financial responsibilities of a University, whereas universities should have greater rights in the utilization of their limited financial resources allocated to them.

It might not be an overstatement to say that Federal Universities in Nigeria at the time of this lecture enjoyed a low level of autonomy when they could not appoint members of their Governing Councils, they could not determine their staff salaries and allowances, they could not appoint their Vice-Chancellors, they cannot dismiss ineffective Vice-Chancellors, they could not accept research grants without the

expressed permission of the Federal Government. The Federal Government's control, constraints and regulations have seriously eroded the once cherished University autonomy in Nigeria. In conclusion, the long awaited University autonomy bill should be passed into law without further delay to promote University autonomy in Nigeria.

Staff Welfare

The development and administration of effective personnel administrative procedure and staff welfare programmes should be the primary concern of effective University administrators charged with the responsibility of managing people and resources of a University system.

Personnel administration in its simplest form deals with the management of people and personnel services. Personnel services are similar to the sweeping and cleaning of a room or washing of dishes to keep the room and dishes clean. It can be likened to bringing up children properly to enable the children to become responsible adults.

Effective personnel administration is essential in Government, business and higher educational administration to prevent malfunctioning of the labour force.

The welfare of the work force is significantly important for the achievement of institutional goals. The welfare of the personnel should not be neglected, otherwise some irreparable losses might be suffered, hence the University administration must be constantly aware of the crucial roles and functions involved in administering and managing resources. The overall personnel policies and practices must be designed with great care so that the crucial needs and problems of the employees can be satisfied. The greatest asset of any system is the people; hence the work force is usually recognised, and their interests should often be protected.

Research studies have found out that the major difference between one University and another is the commitment of the labour force to productivity. Unfortunately, little or no attention is paid to the personnel as useful resources that must be well catered for. The primary purpose of personnel administration is to make use of the strengths of the labour force to increase productivity and to neutralize the weaknesses and inefficiencies of work force hence, the welfare approach to personnel administration should be considered very appropriate.

Majority of University administrators in Nigeria consider employees to be trouble-shooters, whose demands for better working conditions must only be met through systematic procedures based on cost-benefit analysis. The traditional approach to personnel administration lays great emphasis on putting employees into financial account of the institution as assets; but not as resources.

The control approach to personnel administration according McGregor (1969) is predicated on Theory X style of management. Theory X assumption regards employees in general as lazy and unproductive and that employees have to be threatened with punishments. Thus Theory X has been described as the traditional administrative philosophy which presents a pessimistic view of the nature of workers in relation to their work. Few University administrators, however, embrace the assumption of Theory Y which presents an optimistic view of employees that employees can be creative, hard-working, resourceful and productive, if their welfare is protected and administered regularly by the system. The welfare of university employees among other things includes the following:

Fig. X:

| STAFF RECRUITMENT AND STAFF APPOINTMENT |
| Promotion of staff as at when due |
| Confirmation of staff appointment to retiring age |
| Regular payment of staff salaries and allowances |
| Transfer of staff without victimization |
| Regular of staff without victimization |

Source: Adapted from Bamisaiye, E.A. (1998).

Fig. XI: Staff Fringe Benefits

| Opportunity to attend seminars and conferences (on the job training and retraining) |
| Medical services for staff and their dependants |
| Sabbatical leaves for academic staff |
| Overseas training and retraining for staff |
| Housing and vehicle loans for staff |
| Overseas passage for staff |
| Payment of gratuity and pension to retired staff. |

Source: Adapted from Bamisaiye, E. A. (1998).

In conclusion, the need for adequate provision and implementation of staff welfare entitlements cannot be overemphasized for the maintenance of cordial and sustainable peaceful university environment.

The primary causes of disagreements between staff and university administration in Nigeria which often result in disruption of daily activities in the forms of strikes and closure of universities in Nigeria have been traced to disagreements over staff welfare package and effective implementation of staff welfare provided by the government, thus adequate staff welfare entitlements and effective

disbursement of welfare packages will drastically reduce and eradicate staff unrests in Nigerian Universities.

Student Welfare

Student welfare administration embraces services that are provided to support the optimum realization of students' educational goals and aspirations. Such services also assist students to become self-directed in their adjustment to the University environment. Student welfare services are important for all round development of the students during their university education.

There are two basic approaches to the study of students' welfare services. The qualitative approach deals with the interpretation of the records that are necessary for the administration of students affairs, while the quantitative approach to students' welfare services deals precisely with student admission, registration, enrolment and classification of students according to age and sex. The following services and programmes constitute student welfare programmes.

Fig. XII:

Hostel accommodation and services.
Communication and information services
Library services and facilities.
Student government progammes and activities.
Guidance and counseling services
Sports and games activities and facilities
Adequate and suitable learning facilities
Twenty four hour health services
Postal services
Transportation facilities and services
Financial administration

Source: Adapted from Bamisaiye, E.A. (1998).

Unfortunately, some of the above students welfare services and programmes were not adequately provided in many Nigerian Universities at the time of this lecture.

Inadequate provision of student welfare services and the lack of some of them had been identified as the root causes of students protests and unrests in Universities in Nigeria.

The need for effective guidance and counselling services stems from the diversity of student academic social and financial problems. Students' problems also include domestic and health problems.

It is within the competence of professional guidance counselors to assist the students to find solutions to their problems through individual and group counselling programmes. Each University system, should in fairness to its students keep a comprehensive record of each student who enrolled in the institution, no matter how short the period may be. Student records are significant for effective administration of student affairs. Students' records are also important for individual development, academic, achievement, social development and health history. Accurate students' records are essential for the preparation of students' transcripts and the completion of their programmes. A major problem in Nigerian Universities is inability to keep accurate records of students by the student records department.

The concern for student government begins with election of members of the Student Union through a democratic process. Student's academic performance should be an important qualification for participation in students government. Only students with academic performances of above 3.00 point average should be allowed to be voted for as a member of the Students Union Executives. The rationale for this is that students with good academic records will not be interested in fomenting troubles, they will rather be interested in completing their programmes in record time. Students should be involved in taking decisions that will affect them in order to get

students' involvement in the implementation of such decisions. Students at the various levels of higher educational administration are demanding more active participation in the administration of higher educational institutions. In response to such demands, student leaders could be appointed to serve on some Committees such as Disciplinary Committee for the trial of students who misbehave or who commit serious offences which may lead to suspension or dismissal even though the final determination of the penalties for serious offences would be made by the university administration. Student unionism should be recognised as a training ground for future leaders in Government, business and higher education. In some developed countries, student government representatives are allowed to attend the Senate and the Governing Board or Board of Trustees.

The democratic decision making theory states that individuals or groups of people should be allowed to take part in taking decisions that will affect them. Students should be involved in taking decisions that will affect them except in the conduct of examination, marking of examinations and processing of results. Student riots and campus unrest will be drastically eliminated if student leaders are allowed to participate in decision making.

Summary

The problem of University administration in Nigeria is essentially a leadership problem. Being a university vice-chancellor in those days, was a rare honour and privilege. The office of a University Vice-Chancellor was second to the office of the head of state. University lecturers were among the highest paid government workers in the country and they could rub minds and shoulders with their international colleagues in terms of research and publications. University staff and students had no cause to complain about the adequacy and implementation of staff and student welfare. There was sound discipline among staff and students in Nigerian Universities, consequently, peace prevailed on university campuses.

It was a criminal offence for any staff and student to insult the personality and the office of a University Vice-Chancellor. At the time of this lecture, the Nigerian university system appeared to have been crippled by staff and student unions who often embark on strikes to claim their legitimate rights. University campuses were often subjected to tensions, strains and fights between staff and university administration.

Some of the University Vice-Chancellors who currently manage the affairs of Nigerian universities terribly lack leadership attributes for effective human relationship and management. The success of an effective leader depends on his ability to work with people through the application of effective administrative styles. The effectiveness of a leader is usually enhanced by his personal beliefs, values and personal characteristics.

Based on our colonial experience, some University Vice-Chancellors prefer autocratic style of administration to democratic style. Members of staff of tertiary institutions in many advanced countries of Europe and America rarely embark on industrial strikes before their welfare entitlements are made available for them. In the same manner, students' welfare services are adequately provided and implemented. Staff and students unions often refrain from strike actions which could disrupt their academic and social activities. Staff and students should be actively involved in the decision making process.

The need to promote sustainable peace on the campuses of Nigerian Universities cannot be overemphasized. Our Universities henceforth should be administered to run regular and Uninterrupted academic sessions. Active participation in the administration of Nigerian Universities will usher in sustainable peace in all institutions of higher learning like their counter parts in the developed and developing nations.

Conclusion

In conclusion, Nigerian Universities can promote, enjoy and maintain sustainable peace on their campuses like their counterparts in the Commonwealth countries, Britain and the United States of America. To achieve peaceful coexistence between staff and students, members of the university community should be actively involved in taking part in decisions that will affect them.

The proposed autonomy bill will give Vice-Chancellors free hands to administer their Universities in the most appropriate manner.

University Vice-Chancellors must be willing to share information with their colleagues, dialogue with staff and students to resolve administrative problems. Democratic leadership style will promote peaceful co-existence within the university community and the nation at large.

Recommendations

1. The search committee for the appointment of a Vice-Chancellor should solicit for experienced and effective university administrators within and outside the University.

2. The selection panel should attach much importance to experience, and past performances of candidates for the post of Vice-Chancellorship.

3. The University Governing Council of each University should be empowered to replace an ineffective Vice-Chancellor without any waste of time.

4. Evidence of ability of University Vice-Chancellor to generate fund to supplement Government grants should be an important criterion for his or her selection.

5. An unbiased vote of no confidence by the members of a University community should be enough to replace an ineffective Vice-Chancellor from office.

6. There should be a curricular reform in higher education aimed at introducing peace education courses which focus on the teaching of courses in the areas of Nigerian value system, social system, moral education and accountability as compulsory special electives to be taken by all students as a panacea to students' attitudes to wanton destruction of life and property during students' riots and demonstrations.

7. Instead of acting as Government agents or as mere law enforcement officers, University Vice-Chancellors should always speak out to defend their constituency when faced with draconian Government policies.

8. The currently over-centralized administration of Federal Universities should be decentralized to make it more responsive to the problems of each university.

9. Nigerian Universities must ensure minimum Governmental control in their internal administration and they must be insulated from partisan politics.

10. A Committee of Federal University Vice-Chancellors and their Bursars, Federal Minister of Education and some Government representatives should be charged with the responsibility of allocating funds to Federal Universities instead of the National Universities Commission. The National Universities Commission (NUC) should hand off University administration.

11. The maintenance of uninterrupted peace for the pursuit of academic excellence should be the cardinal goals of University Vice-Chancellors.

12. In an attempt to reduce the dropout rates of students from Nigerian Federal Universities as a result of admitting students who cheated in the Joint Admissions and Matriculation Examination (JAME) should be replaced by the conduct of admission entrance examination by each university.

Consequently, the Joint Admissions and Matriculation Board (JAMB) should be abolished.

13.   The Vice-Chancellors of Nigerian Universities as a body should be part of the national level central planning of higher education policies and development of Universities in Nigeria.

14.   To forestall all shades of campus unrests, strikes and agitations by staff and students for improved conditions of service and students welfare, more funds should be allocated by the government for University education.

15.   The National Universities Commission (NUC) has seriously eroded University autonomy; consequently, the commission should be replaced by statutory committees of the Federal Parliament and Federal Ministry of Education; such statutory committees should include: (i) University Funds Allocation Committee (UFAC); (ii) University Accreditation Panel (UAP); (iii) University Visitation Panel (UVP) and such other relevant committees.

Mr. Vice-Chancellor, I hereby express my heart-felt gratitude to this great university for the great opportunity given to me to serve humanity in its vineyard for a period of almost twenty seven years.

Finally, I give honour and glory to God, the Almighty for sparing my life to make the little contribution that I have been able to make to the academic life of this citadel of knowledge.

I sincerely thank you all, my audience for sparing your precious time to come and grace this occasion. May God bless you abundantly.

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