LEADERSHIP EFFECTIVENESS AND EFFICIENCY IN THE ADMINISTRATION OF UNIVERSITY EDUCATION IN NIGERIA: CHALLENGE AND PROSPECTS.

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Abstract
Leadership is critical to the success or failure of any organization. Effective and efficient leadership of the Nigerian University system is, therefore, required if the outputs (graduates) of that system are to be relevant and productive in the socio-economic and developmental processes or programmes of the country. This article, to assess the challenges and prospects of leadership in the Nigerian University system, has examined the concept of leadership, types of leaders, management, administration versus leadership, principles of effective leadership, keys to effective leadership, the process of great leadership, university management and administration, as well as effectiveness and efficiency in University leadership in Nigeria. The article also examined the challenges and prospects of leadership in Nigerian Universities and concluded that while university leaders have to contend or grapple with complex and dynamic issues in the system, they have to initiate and implement policies, plans and programmes that can sustain high standards of performance by all stakeholders.

KEYWORDS: **Leadership, Effectiveness and Efficiency, Administration, University   Education, Challenges and Prospects**

Introduction

One of the most pressing problems confronting higher education generally and the University system in particular, especially in developing countries, is that of leadership. There have been problems with how to create or install high-quality leadership that can ensure stability, development, good management and harmony within universities. Unfortunately, Universities in developing countries generally and in Nigeria in particular, continue to face tremendous challenges of development and the delivery of high quality and relevant education. University leadership is usually construed either in terms of an individual leader, an organizational function or even as an institutional structure or a model for human action Lebeau (2010) and Babajide (2010) writing on the dilemma of post-colonial Universities, observed that the problem of leadership in

universities in developing countries was not being given the serious theoretical attention it deserved. Failure of leadership, especially in the Nigerian University system could be seen in the ethical and technocratic styles displayed by the crop of university administrators that have emerged on the landscape of university governance since the 1970s. Lebeau (2010) and Rowe (2007) noted that different types of leaders may be most appropriate at different stages in the development of institutions, such as universities.

He identified four different styles of managerial leadership required at different stages of institutional or business development. These include the champion, tank commander, housekeeper and lemon squeezer. According to him:

(a) The champion usually defends or should be able to defend a new and corporate venture. He must be able to drive a small team to win others and likewise provide a wide range of management skills;

(b) The tank commander as the manager, must be able to develop a strong support team and have leadership qualities that can enable him to drive into reality, the exploitative parts of the business or institutional environment and facilitate institutional success;

(c) The house-keeper ensures the efficient and economic management of the institution or business. This involves skills in planning, cost and economic management of the institution, and development of strong personnel policies; and

(d) The lemon-Squeezer, as a manager, becomes relevant when the institution or business goes into premature decline and there is the need for the kind of leader that can extract maximum benefit from an otherwise, bad situation (p.17).

Leadership is not just an essential part of the process of management, but it is also an integral part of the social structure and culture of the institution or organization. If the manager is to be successful in dealing with people and influencing their behaviour and action, s/he requires leadership styles that can help to foster supportive institutional or organizational culture. Brown, in Zeitchit (2012), believed that effective leadership depends on workplace organizational design and developed programmes that must be based on sensitivity to and understanding of the culture of that institution or organization. Excellent leaders are not only aware of their institution's basic assumptions but also, know what and how to take action to mould and refine them. Thus, the focus of this article is to achieve effectiveness and efficiency in the leadership of the Nigerian university system. To do this, the concept of leadership is examined, types of leaders, management, administration versus leadership, principles of effective leadership, keys to effective leadership, the process of great leadership, University management and administration, effectiveness and efficiency in Nigerian university leadership, challenges of effective and efficient university leadership in Nigeria, prospects or remedies to the challenges and conclusion.

The Concepts of Leadership

We must bear it in our minds that leadership is that part of the institution that concerns itself with the people or the human dimension of the institution or organization. It has to do with the accomplishment of goals and missions through the assistance of fellow human beings. The person who successfully marshals human collaborators to achieve particular goals and missions can be described as a leader. Leadership is a process whereby individual influences a group of individuals to achieve a common goal, different authors have proffered several definitions of leadership. The United States of American Army, cited in Kruse (2013) defined leadership as a process by which a person influences others to accomplish a mission. Zetnich (2012) believed that leadership is about inspiring others to pursue a particular vision within particular parameters, to the extent that the vision becomes a shared one, leading to shared efforts and eventually, shared success. According to Kruse (2013), it is a process of social influence which maximizes the efforts of others towards the achievement of a goal or goals. Essaysuk (2017) defined it as a process by which a person influences others to accomplish a set of objectives and directs the organization in a way that makes it more organized and logical.

From the various definitions by different authors, it is evident that leadership has to do with people, their plans or programmes, set objectives, human relationships and how to achieve such goals. It is, therefore, clear that only leaders with the necessary desires and will-power can become effective and efficient leaders. While leadership recognizes that people may, sometimes, be irrational, emotional, difficult to control or even unpredictable, it attempts to develop an inspirational context, using vision and values as well as integrating people as teams that have clear purposes. Leadership is reflected in the ability to initiate action and move other people to achieve shared objectives. Leadership utilises persuasion rather than power and its product is the people's development of the will to win and the desire to belong (Kruse, 2013). Intimately linked to behaviour, leadership is essentially a human process at work in institutions or organizations which can be described as a dynamic process in a group, where one person assumes a leadership role over others in a variety of situations over some time. On the whole, therefore, leadership is about influencing others, through social influence (and not power) as well as inspiring others to accomplish given tasks or assignments.

Types of Leaders

Various authors, such as Kruse (2013), Olaniyan (2011) and Zetchit (2012) have tried to group leaders according to types. Their various categorizations include the following:

(a) **Charismatic Leaders.** They are leaders whose influences spring from their personalities. Such leaders possess the exceptional qualities that are required to transform those around them to willing followers;

(b) **Traditional Leaders.** These are leaders whose positions are assured by birth. In this category are kings, queens and tribal chieftains. Belonging to this category of leaders is usually determined by God Almighty. Traditional leaders are usually recognized and appreciated while on traditional duties;

(c) **Democratic Leaders.** These are leaders that hold office at the instance of people usually by election. They owe it a duty to consult their people or constituents before taking major decisions. In this category are politically elected leaders. Most of the time, when a leader adopts consultations as a means of decision-making, s/he is described as a democratic leader, no matter the manner of his or her emergence as a leader;

(d) **Appointed Leaders.** They are leaders whose influences arise directly from their positions. For instance, general managers, supervisors, deans of faculties, heads of departments, etc. exercise authority due to their appointments.

(e) It is the bureaucratic type of leadership by which legitimate power springs from the nature and scope of the position held within the hierarchy;

(f) **Autocratic Leaders.** These are leaders that are dictatorial in their approaches to issues. They believe their positions on issues must hold all the time and therefore, they do not consult people before deciding on critical matters. Their decisions are final.;

(g) **Situational Leaders.** They are people who become leaders out of purpose and necessity. Their influence can only be effective by being in the right place at the right time. They rise to the occasion and assume leadership as the occasion demands

(h) but for them to succeed, they need people at the lower levels of leadership with administrative/leadership skills to assist them;

(i) **Functional Leaders.** These are leaders who secure their leadership positions by what they are and by adapting their behaviour to meet the competing needs of the prevailing situation. Such leaders induce or persuade their followers to work towards the goals of the organization with their maximum capabilities. Functional leaders are great motivators of their subordinates and therefore, they are great achievers;

(j) **Transactional Leaders.** Transactional leaders focus on the daily interactions between leaders, their colleagues and their employees and insist on fairness for all parties. Transactional leaders work to prevent the cheating of workers by the institution or organization and vice-versa. Transactional leadership results in performance that meets expectations. Employees will fulfil the demands of the

leaders because such leaders identify with their welfare and individual needs and expectations

(k) **Transformational Leaders.** Transformational leaders try to influence change through personal vision, inspiration and intense concern for employees' or subordinates' welfare. Under transformational leaders, followers are motivated to accomplish goals and objectives that transcend immediate employees' needs. Employees are excited about the institution's goals and get them to consider new ways of accomplishing such goals.

Management, Administration versus Leadership

Management and leadership have a lot in common, such as working with people and accomplishing institutional objectives, they differ in their primary functions. Management's main function is to produce order and consistency through processes such as planning, budgeting, organizing, staffing and problem-solving. A leader's main function, on the other hand, is to produce movement and constructive or adaptive change through processes such as establishing direction through visioning, aligning people, motivating and inspiring them. To promote efficiency and effectiveness in higher education, it was discovered that Balanced Score Card was a performance management system which could be used appropriately to improve a higher education institution's accountability by translating its vision, mission and
strategy into a series of performance indicators which drive change towards the improvement of graduate output. Furthermore, Essaysuk, (2017) found that the application of BSC in university can provide the following: a strategic vision to systematize the information that the rectors and academic staff will have to use, the creation of both a guide and a strategic reporting system and external communication of the strategic objectives achieved in the context of increased competition between universities.

Whether in the management or administration of universities, leadership plays a critical role. Many authors and commentators tend to use the terms management and administration interchangeably because the two terms overlap.

However, from a traditional perspective, private sector organizations usually apply management while the administration is usually associated with public sector organizations. It has generally been accepted that administration is the implementation of the systems and procedures instituted by management and that administration is usually seen as taking place in accordance with some form of rules or procedures whereas management implies a greater degree of discretion and control Essaysuk, 2017).

Principles of Effective Leadership

United Kingdom Essay (2017) has listed some principles that they believe that if University managers and indeed, managers of other organizations, can apply them, they are likely to succeed in the management of their institutions. These include:

(a) The manager should know him/herself very well and seek self-improvement regularly by studying, formal classes, reflection and interacting with others;

(b) S/he should be technically proficient by knowing his/her job and having solid knowledge or familiarity with the employees' tasks or duties;

(c) S/he should seek responsibility and take responsibility for his/her actions and avoid blaming others when things go wrong;

(d) They should make sound and timely decisions, using good problem-solving, decision-making and planning approaches or tools;

(e) They should lead by examples so that they are role-models for the employees;

(f) They should know the employees very well and look out for their welfare;

(g) They should evolve an effective communication system to keep all employees and other stakeholders sufficiently informed about the institution's programmes;

(h) They should operate as a team with the employees. By developing team spirit, leaders will be able to inspire the employees in the institution to achieve greater results.

Keys to Effective Leadership

Northouse (2007) and Lauren (2016), have identified what they called the two keys to effective leadership and they include the following:

(a) Trust and confidence in the top leadership, which he said, is the single most reliable predictor of employee satisfaction;

(b) Effective communication by the leadership in three critical areas is the key to winning   organizational or institutional trust and confidence. The areas are:

(i) Helping employees to understand the institution's overall strategy;

(ii) Helping the employees to understand how they can contribute to
       achieving the institution's objectives; and

(iii)   Sharing information with employees on both how the institution is doing and how their division is doing, relative to the strategic institutional objective (pp. 116).

The Process of Great Leadership

The road to great leadership that is common to all successful, effective and efficient leaders, as far as Kruse (2013) is concerned, demands that the leader should do the following:

(a) Challenge the process. Here, the leader needs to find out what needs to be improved the most in the institution s/he is leading and go ahead to effect such desired improvements;

(b) Inspire a shared vision, by sharing the leader's vision with the followers in words that can be understood by them;

(c) Enable others to act by giving them the tools and the methods to solve problems;

(d) Model the way. When the process gets tough, get your hands dirty. A boss tells others what to do but a leader shows that it can be done by taking an active part in doing it; and

(e) Encourage the heart of followers by sharing the glory of success with them and keeping the pains within the leader (p. 17).

University Management and Administration

University management and /or administration everywhere in the world has to do with the management of men and women with very well developed and developing minds and intellects. The most active agents are the academic staff and students and the main aim of university management is the coordination of the activities of staff and students with little or no interference with academic decisions. The ultimate aim of university management, therefore, is to manage human resources (academics, students and non-academic staff), material, policy matters and financial resources to produce persons that are found worthy both in character and learning; persons who are needed in business /enterprises and public service, as the prime factors in the production of goods and service. Bounds, Dobbin and Fowler (2009) argued that what university managers do, therefore, is the initiation and execution of policies, plans and programmes, sometimes in conjunction with academics. In Nigeria, Bunza, a one-time registrar of Usman Dan Fodio University, Sokoto, was quoted as asserting that "The main instrument of university governance in Nigeria remains an acceptable forum where all members of the university community will have a stake in the welfare of the students". (The Sun Newspaper, 2018).

Effectiveness and Efficiency in Nigerian University Leadership

The success of University education, everywhere in the world, depends largely on its leadership. According to Babajide (2010), leadership in the University is the domain of those in certain positions of power, such as vice-chancellors, deans of faculties, heads of functional academic and administrative departments, like the Registry. Indeed, all those who occupy positions of responsibility in the university can be described as leaders, whether their units have been mentioned or not. The smooth running of a university depends on the effective division of labour, the willingness and ability to share knowledge or ideas as well as the successful integration or coordination of social roles. This is so because no single individual or group of men possesses the entire skills, capabilities, creativity and ingenuity needed to ensure effective resource management, infrastructural transformation as well as human technical and moral

development (Adeyemi & Ademilua, 2012 and Olaniyan, 2011)**.** Stability within the university can only be attained through leadership effectiveness and legitimacy.

Efficiency in the university, as in any other institution, requires not only versatility and relevance but also prudent and visionary resources management within the system. Educational external efficiency, thus, refers to the success of the educational system in meeting the cultural, social and economic objectives outlined or assigned to it by society. Internal efficiency, on the other hand, refers to the success of the school, in this case, the university, in meeting specific operational targets within the resources made available to it. For a university to be stable and successful in the discharge of its duties and responsibilities to society, it must not only be effective but also legitimate. As Olaniyan (2011) put it, effectiveness presupposes efficiency, accountability and evaluability of training, protection and stability of the system. On the other hand, legitimacy refers to the foundation upon which the exercise of authority rests.

Primarily, the Nigerian University system is expected to contribute to Nigerian national development efforts by:

   (a) intensifying and diversifying its programmes for the development of   high-level manpower within the context of the needs of the nation;
   (b) making professional course contents reflect our national requirements;
   (c) making all students part of a general programme of all-round improvement in university education, to offer general study courses such as the history of ideas, philosophy of knowledge, nationalism and Information Technology (IT); and
   (d) making entrepreneurial skills acquisition a requirement for all Nigerian universities (FRN, 2013, p.28).

Whether these lofty objectives have been or are being met by the university system has been a subject of serious debate. While proprietors of Universities - including governments, faith-based organizations and private individuals – may be quick to praise their institutions for recording remarkable achievements, society, the labour market and security outfits tend to hold contrary views. As Adeyemi & Ademilua, (2012**)** pointed out, Nigerian education generally and the university system, in particular, have many problems that need to be addressed, among them, the problem of leadership. According to him, most Vice-Chancellors have not been able to effectively manage the resources available to them, adding that most vice-chancellors have acquired unlimited power to manipulate university resources and that they do not see themselves as being accountable to anyone in the university. There is high-level corruption due to lack of accountability, the entrenchment of authoritarianism and hostility to criticism. There is large-scale unemployment (Daku, 2015) because products of universities lack the kind of knowledge and skills required by employers of labour (Abiodun-Oyebanji, 2014). All the shortcomings associated with the university system in Nigeria hinge on the lack

of or ineffectiveness and inefficiency of the leadership of the education system generally and the university system in particular.

Challenges Faced by University Leadership in Nigeria

Several authors, like Oliver, (2004), Olaniyan, (2011), Task Force, (2011) and Lauren, (2016) have identified and highlighted some of the challenges faced by leaders in Universities in developing countries, such as Nigeria, which adversely affect their effectiveness and efficiency in the management of their various institutions. These include the following:

(a) There has been a dramatic increase in university admission seekers and enrolments over the past decades. While 820,791 candidates sought admissions in 2003/2004 session, the number rose to 1,184,651 in 2008/2009 session and as against the 137,283 of them that gained admission in 2003/2004, over 200,000 of them were admitted by 2008/2009 (Daku, 2015). These mounting figures place high pressure on university leaders and facilities.

(b) Resources, both in private and public universities, have not kept pace with the escalating enrolments and costs. Concerning resource constraints, World Bank (1994) reported that adverse macroeconomic conditions and increased competition for scarce public funds have reduced many governments' capacity to support university education and public expenditures on higher education generally have fallen.

(c) Staffing problems have resulted from low salaries that have caused teachers to leave the profession (brain drain), or work additional jobs which compete for teachers' time and often detract from the quality of education. A second serious problem is faculty qualifications. Unfortunately, even at flagship universities in developing countries, many faculty members have little, if any, graduate-level training.

(d) Deterioration of infrastructure is another resource constraint challenge. Oliver (2004), found overcrowded conditions common to universities and other institutions of higher education in developing countries, like Nigeria, and these force leaders or managers of the system to focus on the cost of meeting operational requirements. They often lack funds to address facility maintenance needs.

(e) Issues associated with institution size and teacher-student ratios are internal efficiency –related. In many developing countries (Nigeria inclusive), a rapid increase in enrolments results in the proliferation of uneconomically small specialised institutions and units, characterised by high unit costs and significant duplication in their programme offerings. Three other factors that increase costs per graduate are low student-staff ratios, high dropout rates and high course repetition rates.

(f) External efficiency issues that affect university education in developing countries include graduate unemployment and poor research output. There are various dimensions to the graduate unemployment problem and these include the production of graduates whose skills and specializations do not reflect those needed in the labour market (Task Force, 2011, p.24) One important aspect of the unemployment problem is the lack of established links between industry and higher education institutions. There is also the paradoxical situation where Engineering and Science graduates are unemployed because there are not enough skills in the general labour force to stimulate the creation of firms in the technology fields to generate more jobs in these areas.

(g) In developing countries, there are often significant political interferences in the affairs of universities and there is less academic freedom for staff and students, compared to the type treasured in universities in developed countries. Such political interference makes the search for truth, especially in the Social Sciences, unattractive and promotion by political or social connections discourages the pursuit of excellence in teaching and research.

(h) Problems in research output in developing countries may be traced to shortages in physical infrastructure, laboratory equipment, computers and soft-wares, learning resources, including textbooks and journals, well qualified Science and Technology teachers and researchers (Task Force, 2011). Such frustrating operational environments have led many academics to seek greener pastures elsewhere (Brain Drain), thereby compounding the problem.

(i) Policies that encourage equity and equality of access to education promote increased enrolments in universities to the joy of less privileged populations such as women, poor students and rural dwellers, but they compound leadership problems because they introduce difficult-to-manage situations for leaders and mount pressure on existing facilities and lean financial resources (World Bank, 2009); and

(j) University leadership in Nigeria usually faces or contends with porous financial arrangements, with loopholes that tempt leaders with less integrity to siphon scarce and valuable university funds into their private pockets. Sometimes, ill-trained and inexperienced accounting staff are involved in managing the finances of universities and they end up mismanaging or misapplying such funds.

Prospects or Remedies to the Challenges
Task Force (2011) and Lauren (2004) have proffered some solutions to some of the daunting challenges that leaders face in the universities in Nigeria and they include the following:

(a)   There is need to improve the infrastructural facilities and other equipment in universities to cope with rising enrolments due to the implementation of policies of equity and equality of access to higher education. There is also the need to raise the quality of secondary education to reduce the effects of dropout and course repetition rates and the attendant rising costs.

(b)   There has to be improved funding and techniques of funds management to guarantee the availability and security of funds in universities and to facilitate all administrative and planning efforts.

(c)   University curriculum should be reviewed to take into account the need to impart entrepreneurial education and relevant Science and Technological education to curb unemployment in Nigeria.

(d)   There should be improved institutional governance because poor managerial capability by leaders is often the greatest obstacle to stronger, more effective and efficient university administration.

(e)   Provision should be made for programmes or courses that encourage critical thinking by students and teachers so that they can arrive at solutions to societal problems on their own when the occasion demands.

(f)   The links between tertiary institutions and industry or the commercial sector should be encouraged through the participation of employers' representatives in the governance of universities and other such institutions, as well as the increased use of domestic and international apprenticeship and work-study opportunities. Also, there is need for exchange of personnel between the world of work and higher education institutions; the need for a jointly reviewed or revised curriculum; the adoption of financial incentives as a way of nurturing university-industry joint effort in the areas of research, internships, adjunct part-time faculty, made up of practicing professionals.

(g) Continuing education programmes should be introduced and sustained, to serve as an effective channel to deal with changing training and impart best practice requirements, and

(h) For efficiency in the management of resources to be enthroned, there is need to block all possible loopholes that can encourage corruption in anyway, in the universities in Nigeria and indeed, anywhere in the world.

Conclusion

The need to establish and sustain effective and efficient leadership in Nigerian university system has always been acknowledged and supported, but time and again, critics have had cause to take a swipe at university management for various acts, both commission or omission. These leaders might have tried to do their best but it is a well-known fact that some of these universities have established and entrenched cultures and bureaucratic frameworks that limit their efforts. The leaders have, therefore, had to grapple with complex, and dynamic university system while responding to numerous

social and political pressures exerted on the system by both the external and internal environments. Be that as it may, university leaders must remain committed to implementation of policies and programmes that sustain high standards of students and lecturers' performances. Accountability in respect of institutional funds, high maintenance culture, adequacy of staffing in terms of numbers, qualifications and specializations should be maintained and sustained. Helping the leaders to promote effectiveness and efficiency also demands that the management of the university system should ensure the supply of adequate funds, infrastructure, teaching /learning facilities, review or revise the curriculum to reflect contemporary Nigerian needs, promote university-industry cooperation and interdependence as well as accreditation of university programmes. Achieving leadership effectiveness and efficiency in Nigerian university system is, therefore, not the business of the leaders alone but it is only achievable through the collaborative efforts of all stakeholders as well as students.

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