

UNIVERSITY OF ILORIN



THE TWO HUNDRED AND FORTY-EIGHTH (248TH) INAUGURAL LECTURE

“PARADIGM SHIFT AND DYSFUNCTIONALISM IN UNIVERSITY EDUCATIONAL MANAGEMENT”

By

PROFESSOR ABAYOMI OLUMADE SOFOLUWE
NCE (Kontagora); B.B.Ed (Zaria); M.Ed, Ph.D (Ilorin)

**DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION,
UNIVERSITY OF ILORIN, NIGERIA**

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Chairmanship of:**

The Vice-Chancellor

Professor Wahab Olasupo Egbewole SAN
LL.B (Hons) (Ife); B.L (Lagos); LL.M (Ife); Ph.D. (Ilorin);
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PROFESSOR ABAYOMI OLUMADE SOFOLUWE
NCE (Kontagora); B.B.Ed (Zaria); M.Ed, Ph.D (Ilorin)

PROFESSOR OF EDUCATIONAL MANAGEMENT
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION,
UNIVERSITY OF ILORIN, NIGERIA

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Great Students of the University of Ilorin,
My Lords, Spiritual and Temporal,
Esteemed invited Guests,
Distinguished students of the Department of Educational
Management,
Gentlemen of the Print and Electronic Media,
Distinguished Guests,
Ladies and Gentlemen.

Preamble

The Vice-Chancellor, sir, I give God all the glory, honour and adoration for giving me the opportunity to stand here, to deliver my Inaugural Lecture. The choice to write my inaugural lecture on dysfunctionalism in Higher Education is widely supported by my teaching of Educational Management in this citadel of learning for more than two decades. This is the seventh inaugural lecture from the Department of Educational Management. Table 1 reveals various lecturers who had

presented their inaugural lectures. They were all my lecturers who had imparted their knowledge and wisdom in me especially my mentor, father and brother; Prof. Olufemi David Durosaro, who supervised my Ph.D. thesis. This lecture is the third by an alumnus of the Department.

Mr. Vice-Chancellor, Sir, I thank God and the University Administration for this opportunity to deliver my inaugural lecture in your time. I did not know that I will live to see this day because of some serious unexpected challenges I experienced from 2011-2014. To God be the glory!

I came across the concept of dysfunctionalism in education during my undergraduate days at Ahmadu Bello University, Zaria, under the tutelage of Prof. Emeka Manumuike of blessed memory, who gave me an assignment on dysfunctionalism in education. The word “dysfunctionalism” looked strange to me. I searched the dictionary for the meaning but found nothing. Today, the concept’s meaning is fully understood. Consequently, the topic of my inaugural lecture is “Paradigm Shift and Dysfunctionalism in University Educational Management”.

Table 1: Inaugural Lectures in the Department of Educational Management

S/NO	Name	Title	Lecture No	Date
1	Prof. Aderemi Dada Olutola	“Cosmetic Politics and the Challenges of Education for National Development”	9 th	Jan 7, 1983
2	Prof. Segun Adesina	“Growth without Development”	14 th	March 22, 1984
3	Prof. Segun Ogunsaju	“Supervision without effectiveness: Dilemma of the Developing Nations”	48th	Jan 25, 1996
4	Prof. David	“Where the shoe	103 rd	March 29, 2012

	Olufemi Durosaro	pinches: The cost of Education”		
5	Prof. Nike Yetunde Sidikat Ijaiya	“Management that matters: Key to sustainable education”	113 th	Sep 13, 2012
6	Prof. Noah Bisi Oyedeji	“Education Anomaly and Educational Administration”	140 th	Dec 5, 2013

Introduction

Nigeria has adopted education as a vehicle par excellence for national development. This is not surprising because education has proved to be the greatest investment for economic, social, political and cultural development. Consequently, both the *Nigerian Constitution* (1999) and National Policy of Nigeria (Federal Republic of Nigeria, 1981) clearly state the nation’s educational objectives as: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; a land of bright and full opportunities for citizens (1981, p. 2). The major achievement of the university has been the production of human resource suited to staff and manage public and private institutions in the country. The objectives of higher education, viz, teaching, research, community service and publication, no doubt are witnessing an unprecedented public criticism.

There is no household in this country that is not concerned about the state of our educational system, particularly the university system. The structure is in a deplorable condition. Teachers are demoralised and disenchanted as the system now produces thousands of illiterate young people, who roam the streets in search of jobs that are not available. Thus, as will be expected, the university system has come under unprecedented public criticism. Fafunwa (1998, Olutola (1983) and Manuwvike (1982) have criticised the Nigerian University system as dysfunctional, cosmetic and nonsensical. Education managers persistently face the problem of conflicting functions and

objectives especially in the area of conformity, diversity in curriculum, teaching-learning, organisational structure, leadership and community sensitivity. Managers, therefore, play a central role in the utilisation of human and material resources to bring about academic effectiveness among members of the teaching staff. The way in which managers exercise their authority and carry out their responsibilities is important. The style of management adopted and behaviour of manager determines the strengths and weaknesses of the academic staff effectiveness.

Organisations do not exist in a vacuum, and are affected by changes that occur in society. Organisations, either formal or informal, have three common factors- people, objectives and structure. It is the interaction of people that forms the basis of an organisation in order to achieve objectives. The Nigerian University system, started with barely five full-fledged universities in the early 1960s with paltry students' enrolment of 104 in 1948. The system now boasts of 259 Universities with students' enrolment of 1.8million undergraduates' students and 300 thousand of postgraduate students (NUC, 2019) with a concomitant increase in the number of programmes, staff and physical facilities in the face of dwindling financial resources. There are 259 universities in Nigeria. As at 2023, there are 148 Private Universities, Federal Universities amounted to 50, while State Universities were 61.

The economic depression that manifested in the 1970s and which aggravated in the early 1980s did not spare the Nigerian University system. This is because various projects which had been slated for execution were in most cases underfunded as a result of the financial crises resulting from the sudden slump in oil markets on which development of other sectors of the economy had been predicated. The pattern of the Federal Government's budgetary allocation which records higher priorities on defense and security over education or health (social sector) even the economic sector has remained unaltered.

Table 2: Federal Allocation (Statutory of Education, Defense and Security as a Percentage of Federal Government Expenditure)

Year	Federal Budget Expen.	Allocation	% for Education	Edu. & Security %	
2000	701.05Billion				
2001	1,018.00	732.92	7.00	9.6	16.6
2002	1,018.18	842.51	6.90	12.39	19.29
2003	1,225.99	948.41	1.82	14.49	16.31
2004	1,426.20	1,180.81	5.07	9.42	14.49
2005	1,822.10	1,456.96	4.98	8.32	13.3
2006	1,938.00	1,739.93	4.84	10.63	15.47
2007	2,450.90	1,869.19	8.09	11.01	19.10
2008	3,240.82	2,656.45	8.12	11.6	19.25
2009	3,452.99	2,151.10	7.25	9.07	16.32
2010	4,194.58	2,416.51	4.83	8.19	13.02
2011	4,712.06	3,237.04	6.16	11.33	17.49
2012	4,605.39	3,451.76	8.20	13.52	21.72
2013	5,185.32	3,711.75	8.54	11.38	19.92
2014	4,587.39	3,404.45	9.94	11.04	20.98
2015	4,988.86	2,600.98	7.74	14.61	22.35
2016	5,858.56	2,081.41	6.53	13.16	19.69
2017	6,456.70	2,564.04	7.39	10.21	17.60
2018	7,813.74	3,483.89	7.03	10.82	17.85
2019	9,714.84	3,344.56	7.05	6.98	14.03
2020	10,361.87	3,389.67	7.11	6.99	15.07
2021	11,081.62	4,536.89	7.67	7.23	16.11
2022	11,897.67	4,879.78	7.89	7.56	17.21

Source: Field Work

The allocation and government expenditure reveals that the total amount expended on both security and education in Nigeria is not up to 23%. The highest being 22.35% in the year 2015. Even with the high level of insecurity in the nation, the security vote is not up to 15%, while the educational sector of the nation is receiving little or no attention at all. The nation is not keeping adequate record of income and expenditures

accurately, which accounts for missing figures and values for some years under review.

Sofoluwe (1991) studied the financing of university education under structural adjustment programme. He found that, the university system has been hit hard by inflation, costly expansion programme, shift from elitist to mass education, poor management, increasing dissatisfaction with traditional and irrelevant academic programmes, and changes in political and economic circumstances. He further reported that; the crisis in the universities budget squeezing and pervasive mismanagement are the main factors impairing the effectiveness of managerial behaviour and the achievement of human resources effectiveness in Nigerian universities. Management is essentially an integrative activity which permeates every facet of the operations of the universities. The vision, dedication, and integrity of managers determine whether there is management or mismanagement.

Dysfunctionalism in University Education in Nigeria

Dysfunctionalism has many concepts, meaning from various disciplines. For example, experts in the school of Medicine defined dysfunctional as back pain syndrome, temporomandibular disorders, tension type headache, irritable bowel syndrome or burning mouth syndrome. It is a researched dysfunctional stress developed in anxiety and depression (Wood, Piscard, and Duthel, 2016). In the field of Economy, dysfunctionalism is the behaviour of a firm that is opportunistic, unfair or even unlawful particularly in an emerging economy where formal market institutions are less developed. The intense competition and hostile imitative makes innovation a costly and risky investment (Tece, 1986). Manifest dysfunctions are anticipated disruptions of social life, depression, ambiguous feeling and anxiety (**Sofoluwe**, 2021, p.7). Latent Dysfunctions are unintended or unanticipated disruptions of order and stability (**Sofoluwe**, 2021, p.7). The Sociologist, observed dysfunctional behaviour as abnormality in the vivid sense of something

deviating from the normal (social) or differing from the typical (Aberration).

In the area of psychology, Dysfunctional Personality is a type of mental disorder in which someone has a rigid and unhealthy pattern of thinking and functioning. A person with personality disorder has trouble perceiving and relating to situations and people.

In the study of education, Dysfunctionalism is the disruption in education. It is abnormality, impairment and deviation from accepted norms or ethics. It is the education system's failure to perform adequately as expected and show good results in terms of learning ability and teaching. Shipengromerand Conmay (1989) are of the opinion that dysfunctional schools are schools that are in a state of chaos. In school situation; it is nepotism, stress, fear, apathy and acting out. Institution becomes dysfunctional when they do not accomplish the purposes for which they were created.

This is a crisis which deserves to be treated with seriousness. The rationale for dysfunctionality in education is that the effect of apathy in education is destructive. Elements of this are corruption, leadership problem, inconsistency in government policies, examination malpractices, poor funding (financial problem), low access and equity, insecurity, climate change, total quality management (tqm), due process mechanism (tsa), competition between education and other sectors of the economy.

Functional University Education

Functional education is the type of education that equips the recipient with the knowledge and skills needed for that performance of productive tasks. It is one that helps the society meet their developmental needs. Good (1999) defined functional education as a form of education for which there is an anticipated application, which assumes that the learner has immediate meaning, transferable into action of his learning activities. In fact, Cookey as cited in Akumah (1998) defined functional education as the education in which the ability to

perform productive tasks is more emphasised than the education that aims at producing ideological conformity. It is a kind of education that emphasises practice more than theory. Cookey posits further that the Nigerian education has not been placed on theoretical and academic knowledge because there is undue emphasis on the possession of certificate instead of what one can do.

Issues in Measuring Productivity

Productivity is one of the most important aspects of human capacity. As a concept, it can be regarded as a measure of how well resources are combined and utilised to accomplish specific and desirable results. It is a measure of what is received in return for what is given. In fact, **Sofoluwe** (2001) described productivity as the ratio of outputs to inputs in a process.

Furthermore, productivity is the ratio between the combination made by education general development and the cost of education. Students are the raw materials which institutions are characterised as educational and therefore tagged as inputs of the institution.

Within the educational institution, students are exposed to academic programmes for a period of time after which they are believed to have been transformed into educated persons. While in school, a combination of other resources such as teachers of specified levels of education, competence, facilities, curriculum types, and materials are utilised for the productive process. The teacher is, however, the key to the system's productive process.

Conceptual Framework on Educational Management

Management implies an orderly way of thinking. It described in operational terms what is to be done, how it is to be done and how we know what we have done. Durosaro and **Sofoluwe** (2015) opined that management is the ability to utilise available resources for organisational goals and objectives. Therefore, management involves strategy, innovation, initiating and bring about change, creative problem solving and decision making through actively seeking out alternatives and

opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship, and a high degree of risk taking and entrepreneurship.

The development of Educational Management is classified into three classical, human relations, and system approaches.

The classical approach placed emphasis on the principles of planning, rational and logical behaviour, division of labour, clear definition of duties and responsibilities, socialisation and coordination, scalar and job descriptions. However, Simon (1979) criticised the classical approach for not taking sufficient account of personality factors and tends to exaggerate the degree of centralisation of control that occurs in the organisation.

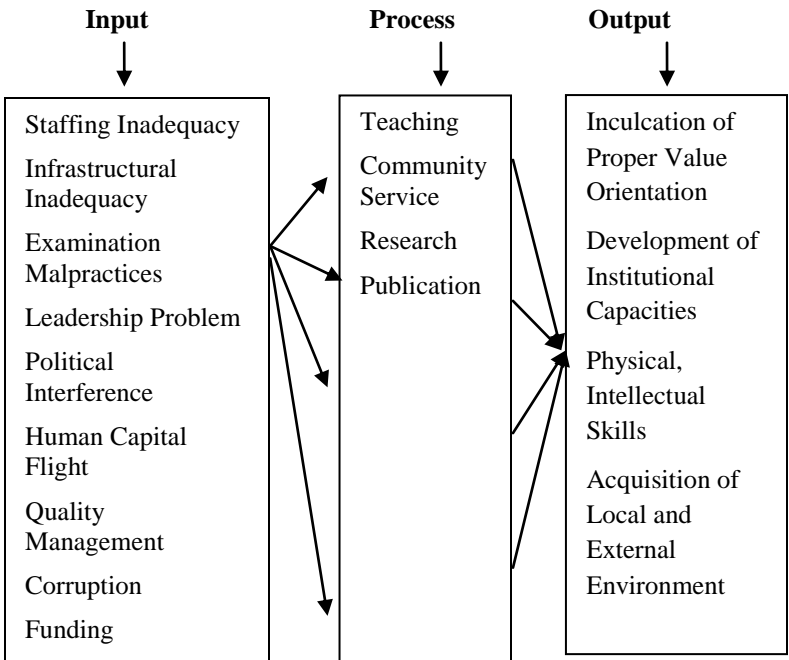
The Human approach recognized the importance of the informal organisation which is always within the formal structure and influences the motivation of employees. Maslow (1943) put forward “individual personality development and motivation based on hierarchy of human needs”. Herzberg (1959) identified “two hygiene factors” while McGregor (1960) argued that the style of management adopted is a function of the managers’ attitudes towards human nature and behaviour at work. His two suppositions are called Theory X and Theory Y which is based on popular assumptions about work and people. Likert (1976) researched into different systems of management while Argyry’s (1964) considered the effects of the formal organisation on the individual and psychological growth in the process of self-actualisation.

The emphasis of Human Relation approach demonstrated that people go to work to satisfy a complexity of needs and not simply for monetary reward. The Human approach is criticised for the “adoption of a management perspective, unitary frame of reference and simplified theories”.

The System approach to management reconciled the classical and human relations approaches. The System approach encourages the manager to view organisation as a whole part of a larger environment.

In the light of above, it is clear to visualise that educational management is a comprehensive effort intended to achieve some specific educational objectives. It deals with the educational practices, whereas educational philosophy sets the goals, educational psychology explains the principles, educational administration tells how to achieve educational objectives and principles. It is the dynamic side of education.

Fig. 1: A Conceptual Model of Dysfunctionalism in University Educational System



Source: The researcher (2020)

The conceptual framework in fig.1 depicts the dysfunctionalism in higher educational system. the negative factors (inputs) which are staffing inadequacy, infrastructural inadequacy, cult activities, examination malpractices, leadership problem and political interference, human capital flight, quality

management, corruption and funding need to be addressed through improving effective teaching profession which will consequently lead to university goal achievement (output-community service, research, and publication). Therefore, the result will then provide the feedback that determines what happens next at the input stage whether there is need to re-strategise in order to attain the university desired results.

Types of Educational Management

1. Human resources of an educational institution comprise the entire staff, both the teaching and non-teaching-teachers, clerks, researchers and other elements such as students, parents, members of the community, members of the managing or governing body and departmental officials. Management of human resources is of vital importance at present and calls for selection, recruitment, appointment, hire, retention, development and motivation of the personnel to achieve the educational objectives.
The individuals involved in the process should be provided with adequate facilities for reaching the highest levels of achievement and for improving the professional growth to the maximum. For this, human resources needs to be identified. Proper selection and recruitment are to be made, demands and supply of services be properly matched and suitable forecasting be made about the future requirements. There are problems of working conditions, promotion prospects, appointment and transfer, motivation and security, career development and so on, which have to be handled with sympathy, understanding, fellow feeling and co-operation on the one hand and proper sense of commitment and accountability and involvement on the other hand.
2. Physical and material resources for every organisation or institution, basic infrastructure in concrete terms is

essential. Buildings, playgrounds, equipment's, furniture's, machineries and stationeries are required for various practical purposes. Libraries, laboratories, auditorium and so on, are part and parcel of an educational institution for organising different curricular and co-curricular programmes. The modern age of science and technology has made it possible to equip the educational institution with various media and materials, electronic gadgets including radio, television computers, projectors of many kinds and traditional aids like illustrations, models, charts, maps etc. at reasonable prices. Like human resources, there must be proper identification of physical needs, installation, maintenance and the most important thing is their proper utilisation. But the material resources must be of right type with right specifications to be available in the right place and at the right time so that the educational goals can be realized without difficulty, duplication and wastage. It is also necessary that physical resources should have adequate flexibility, adoptability and stability for meeting the future needs and conditions.

3. The resources which are mostly based on ideas and ideals, heritage and image are the curriculum, methods of teaching, innovations and experiments. Like the individual, every organization has its own personality with integrity, its own culture and its own values which are unique and influential for the smooth functioning and effective management of the institutions for creating motivation and self-pride among individuals. All these create feelings, belongingness, involvement and self-satisfaction among the personnel for working and implementing the programmes in educational institutions. There must be a great deal of co-ordination and inter-relation among these three resources. These three resources are interdependent and immensely

contribute to holistic development of every educational institution as a whole.

Evaluation of Educational Management Department in Nigerian Universities

The evaluation of educational management department in Nigerian Universities as follows:

1. Philosophy
2. Minimum Academic Standards
3. University Degree Classification
4. Transcripts
5. Quality Assurance Mechanism
6. Accreditation
7. Performance Indicators
8. Teaching and Learning Mechanism
9. Research Mechanism
10. Publication Mechanism
11. Programme Verification

Philosophy

The philosophy of Educational Management is the acquisition of appropriate managerial skills, abilities and competence such that the prospective educational managers would better understand human behavior and interrelationships. The philosophy is enhanced by the FGN (2004) through free and democratic society, just and egalitarian society, united, strong and self-reliant nation, great and dynamic economy and land of bright and full opportunity for all citizens. To make the philosophy functional, the National Policy on Education (Sections 5 & 9) gave the goals of Higher Education as the:

- (a) acquisition, development and inculcation of proper value-orientation for the survival of the individual and society;
- (b) development of intellectual capacities of individuals to understand and appreciate their environment;
- (c) acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; and

- (d) acquisition of an objective view of the local and external environments.

Educational Management is also expected to:

- (a) provide highly motivated, conscientious and efficient education managers for all levels of the education system;
- (b) encourage further, the spirit of enquiry and creativity in teachers;
- (c) help educational managers to fit into the social life of the community and society at large and enhance commitment to National Objectives;
- (d) provide educational managers with the intellectual and professional background adequate to their assignment and to make them adaptable to any changing situation, not only in the life of their country but also in the wider world; and
- (e) enhance teachers' commitment to the teaching profession to make them adequate for their assignments and to make them adaptable to any changing situation.

Minimum Academic Standards

The main objectives of NUC are to grade institutions of higher education and their programmes and to:

- (a) stimulate the academic environment and quality of teaching and research;
- (b) help institutions realize their academic objective;
- (c) promote necessary changes, innovation and reforms in all aspects of the institutions working for the above purpose; and
- (d) encourage innovations, self-evaluation and accountability in higher education.

NUC (1999) came out with manual on minimum academic standards to be met before each programme in any university can be approved. The manual described the modalities to be used before, during and after the exercise. The extracts are as follows:

1. Admission requirements into the first degree programme
2. Degree programmes and courses
3. Core/ Compulsory/Elective Course
4. Course Titles: Core sources EDU/Management course-EDM.
5. Evaluation Assessment of Students' progress is through a combination of the following methods written essay examination: written objective examination; individual and group projects; term paper/presentation. Seminar presentation, oral examination, field experience assessment. Other include open book examinations, laboratory performance and take home examination
6. Scoring and grading system.

University Degree Classification and Grading System in Educational Management

Nigerian Universities use a degree classification system that ranks the overall performance of students in bachelor's degree programmes. The degree classification is relevant for graduate admissions and employment prospects. The NUC recently changed the classification system, eliminating the previously used classification of "PASS", thereby increasing the GPA requirements for graduation. The new system is increasingly used nationwide, although many institutions have not yet adopted the system as of February 2017. The new NUC classification system and a number of common grading scale variations are outlined below, but classification systems and grading scales may vary greatly from institution to institution.

Table 4: University Degree Classification and Grading System

Degree Classification	Percentages Scores	Letter Grades	Grade Points	Cumulative GPA	WES
First Class	70-100	A	5	4.50-5.00	A
2 nd Class Upper	60-69	B	4	3.50-4.49	B+
2 nd Class Lower	50-59	C	3	2.40-3.49	B
Third Class	45-49	D	2	1.50-2.39	C
Pass	40-44	E	1	1.00-1.49	E

Transcript

A typical transcript from a Nigerian university should have the student's name, registration number, year of entry, year of graduation, GPAs, and CGPA, and semester-by-semester entry of all completed courses and scores. Transcripts also include the signature of the Registrar or Deputy Registrar and an official stamp (some universities may attach student photographs and a university seal to strengthen the document.) Students are not given copies of their transcript while universities send all transcripts directly to requesting institutions.

Guidelines for Quality Assurance in Educational Management

The guidelines for quality assurance include the following:

1. Mission and Vision
2. Educational Programme and Principles
3. Assessment of Students
4. Students
5. Academic Staff/Faculty
6. Educational Resources
7. Monitoring and Evaluation of Programmes and Causes
8. Governance and Administration – organization structure
9. Continuous Renewal.

Quality Assurance Mechanism

The term quality assurance refers to mechanism and processes used to lead to the maintenance and improvement of quality assurance. It also has come to mean a guarantee or certification that particular standards are being met. Thus, quality assurance is largely about the systematic management procedures and processes adopted to ensure achievement of a given quality or continued improvement in quality. To inculcate the spirit of high standards and quality into the university education and programme, a system of quality assurance mechanisms came into existence through the National Universities Commission. These are: accreditation, ranking, performance indicators benchmarking and programme verification.

Accreditation

This is a major quality assurance process done through the National Universities Commission. This is a system of evaluation academic programmes in line with the laid down minimum academic standards. The focus of accreditation is comprehensive examining the missions, resources and procedures of a higher education or programme.

NUC (1999) stated the objectives of the accreditation as:

- (i) To ensure that at least the provision of the minimum Academic Standards documents are attained, maintained and enhanced.
- (ii) To assure employers and other members of the community that Nigerian graduates of all academic programmes have attained an acceptable level of competency in their areas of specialisation.
- (iii) Certify to the international community that the programmes offered in Nigerian universities are of high standards and their graduates are adequate for employment and for further studies.

There are four procedures for the accreditation of programme in Nigerian Universities. There are application and selection of universities for accreditation, self-study of an institution, initial evaluation of self-study report and on-site visit by an evaluation team (External Assessment).

The cycle of accreditation at universities is about five years. Accreditation results are either full, interim or denied accreditation. The results of the accreditation are used by the Government for supporting universities financially as providing subsidies, scholarships or research funds, university autonomy and for useful data for development and growth of universities.

Performance Indicators

These are quantitative measures that attempt to assess the achievement of higher education institution systems and their constituent parts. It has a great value in pointing to achievements. It helps institutions to monitor their performance and help more, the public agenda among from single dimension

of ranking or ratings. The academic excellence indicators system (AEIS) emphasises student achievement and other academic indicators as the basis for accountability ratings of institutions. The performance indicative as revealed by Texas Education Agency (TEA, 2005) shows the parameters as:

- (a) State-administer assessment performance by grade, by subject and by all grades tested;
State developed, alternative assessment;
- (b) Progress of prior year;
- (c) Student success initiative;
- (d) Reading proficiency tests in English;
- (e) Attendance rate for the full year;
- (f) Dropout rates;
- (g) Completion rates;
- (h) Percentage of high school students completing an advanced course;
- (i) Percentage of graduates completing the recommended high school programmes or distinguished achievement programme;
- (j) Advanced programme and examination results;
- (k) College readiness (success initiative); and
- (l) Examination.

Teaching and Learning (Mechanism): This is measured through external examiners securitising examination papers, reviewed marked scripts and comments on the general results such as objectivity and consistency of students. He also advises on matters relating to teaching, curriculum development, research and other academic mature.

Boards of Examiners: They moderate examination scores, recommend prizes and other awards and determine the different classed of Honours to be assigned.

Feedback: Various avenues are in places to assist the university improve its design, development and delivery of educational processes. Some mechanisms of feedback are:

1. Student feedback on the quality of teaching which has been a practice for more than a decade now;

2. Peer review;
3. Video recording of lectures;
4. Employer and alumni feedback; and
5. Department consultative comment.

Research Mechanism

Research is a systematic observation of events or reality in order to establish the validity of an idea. Abimbola (1995) defined research as a systematic way of gathering information that will lead to the solution of problems relating to the processes and conditions of education. Educational research comprises historical, philosophical, diagnostic, experimental, comparative and normative survey studies. The primary function of research is to increase the knowledge of the problem under study so as to know what is not known before. Therefore, a function of educational research is to increase the knowledge of educational phenomena and practices to enable take important decisions. Research is to bring about overall progress and development in the education sector. Research is to continuously strive to improve educational practices in the areas of curriculum planning and development, instructional planning, instructions and supervision, evaluation of instruction, teachers, students and environment.

In order to improve the research and development in the country and enhance quality assurance of staff effectiveness, Okebukola (2004) launched the first Nigeria Research and Development with the objectives to:

- (i) exhibit innovative research projects and their outputs from Nigerian universities;
- (ii) provide opportunities for networking and collaboration among universities;
- (iii) provide a forum for industry to select research outputs for further development; and
- (iv) provide avenues for attracting support for ongoing development-oriented researches for the organized private sector and international development agencies.

Publication Mechanism

Publication occurs where there is high pay for academic staff. Perceptive students try to learn under the best men and the way to evaluate the best in academic is by the quality and quantity of a man's publication. Deans or Vice chancellors, when looking for the strong man to fill a prestigious chair, usually look at publications for guidance.

Publication Assessment Criteria

Okebukola (2005) emphasised the assessment criteria used, and the weighting attached for the assessment of publication as:

1. Evidence of Peer Review: (5)
2. Evidence of Editorial Board membership acceptance: (5)
3. Evidence of active participation of such experts: (10)
4. Evidence of regularity of publication: (10)
5. Evidence of quality of editorial policy, including world-renowned Abstracting and indexing Services: (20)
6. Quality of Editor: (10)
7. Samples of published and editions since inception: (10)
8. Format and printing quality: (10)
9. Institutional spread of contributing articles and authors: (20)

Programme Verification

This includes, verifying the readiness of university which intends to establish a fresh programme. This is done by verifying the claim and its resources readiness through physical inspection usually conducted by a team of NUC staff and invited experts in the discipline concerned.

Efficiency and Effectiveness in Educational Management

We are used to the expression of "inefficiency in the civil service" teaching and learning effectiveness. In management and economics, the attempts to conceptualise or measure efficiency and effectiveness are prone to tremendous complexity yet the need to apply the concepts systematically to organisational problems and managerial functions with the environmental constraints should not be over emphasized. Most often, concepts of efficiency are confused with or used

interchangeably with effectiveness and/or productivity. The three terms are abstract measures of organisational performance. However, it must be emphasised that efficiency is not a synonym for effectiveness, and more often than not, there is biased assessment of productivity.

The word 'efficiency' is not only crucial and strategic but also a controversial concept in management theory. It conveys different meanings to different people. As applied in management and economic organisations, it is a relative rather than absolute concept. Within the context, efficiency relates to how well resources are utilised in pursuing and performing various activities. There is no universally accepted and objective value-free yardstick for measuring efficiency in service organisations such as schools, and hospitals. Nevertheless, efficiency is crucial in the sense that it provides a framework for organisational performance under differing management and/or economic systems. In service industry, internal organisation efficiency equals total social efficiency. Efficiency cannot be easily determined in terms of productivity as in private industry since the diverse factors of input-output cannot be easily converted into same units of measurement. Technically, efficiency is defined as the ratio of useful work performance (out-put) to the total input (energy) expended ($E=O/I$). In other words, it could be viewed as relationship of output to combination of input. Input consist of diverse factors-human and material resources and purchased service such as students, labour, materials, equipment, money, management, information etc. The rational unit conversion is, therefore, a major computational measure of efficiency in education. Output, on the other hand consists of educated/trained human being of goods and services.

Goals such as profit, productivity, growth and market share are deemed organizational efficiency indicators in terms of their accomplishment. However, social responsibility power, human resources development and satisfaction are classed as less operational efficiency indicators. The level of organizational

efficiency is a function of both managerial and environmental factors. Indicators of performance in education are aspiration, knowledge, efficiency, effectiveness, achievement, and impact. Basic efficiency problems include measurement evolving valid efficiency measure (measurement); dearth of knowledge and information. Uncertainties, differences in goals, sub-optimization of functions, and the problems of resource mobility in an enterprise. From the above standpoints, one can readily appreciate the definition of ‘School Quality’ as the level of efficiency with which fixed amounts of material inputs are organized and managed to raise pupil achievement” (Fuller, 1986, p.14).

Effectiveness can only be inferred when all other things bearing upon the organisational goals are taken into consideration. It is defined with reference to any goals and relates to resources and their utilization to any given goal. Organisational effectiveness refers to the extent an organisation realizes its goals or objectives. The difference made with reference to the quality of the goal defines effectiveness. In educational management, effectiveness is ultimately determined by the human conditions in the education enterprise and hence the orientation of the study is essentially behavioural and conceptual. In the public service organization (e.g. Schools) that have continuous goal of serving or contributing some value to the public. The effectiveness transcends the internal consideration of the organization members. It is rather difficult to determine except in terms of the clients perceptions or feedback.

Organisational effectiveness is essentially concerned with the ‘ends’ of the organisation which of course are deemed value-driven. Since our educational institutions are created for attaining certain ‘ends’, and effectiveness is primarily concerned with the ends rather than the means; logically, emphasis should lie effectiveness. Effectiveness encompasses both quality and quantity of output as well as the correspondence to needs. The indices/determinants of organisational effectiveness include productivity, stability, morale, turn-over rate, degree of

integration, maximisation of individual potentialities and value contributed to the society. One of the key factors influencing school effectiveness is the nature of the leadership and the management provided by the school head. The school head is expected to play a leading role in improving the quality of teaching and learning; ensuring that the school meets its objectives in an efficient and effective manner; communicate effectively to the staff and enlist their commitment.

Effectiveness subsumes efficiency but effectiveness does not necessarily imply efficiency. After all, our universities have continued to operate as effective but inefficient public organisations. For example, the trend had been that management was more concerned with the number of graduates produced within the available budgetary limits rather than the quality of such graduates. Depending on the leadership of educational institutions, the management may emphasise efficiency and effectiveness. Emphasis on effectiveness does not suggest that efficiency should be sacrificed. After all, to be truly effective, an organization needs to be much concerned with goals as well as efficiency.

A number of indicators reflect efficiency and effectiveness in education institution. These include drop-outs and wastage rates, students-staff ratio and academic-non-academic staff ratio; unit costs trend; utilisation of facilities; and external efficiency indicators (e.g. graduates in the labour market (Galabawa, 1993).

My Contributions to Knowledge

Mr. Vice-Chancellor, I will summarise some of my contributions under these following broad research works. These are:

- (a) Accountability on the Transparency Education
- (b) Funding of Education
- (c) Access and Equity in Higher Education
- (d) Re-engineering Vocational and Technical Education
- (e) Examination Malpractice
- (f) Youth Empowerment
- (g) Total Quality Management (TQM)

- (h) Issues in Measuring Productivity
- (i) Leadership Problem
- (j) Information Communication Technology
- (k) Insecurity and Insurgency
- (l) Political Instability

Vice-Chancellor, sir, I examined the financing of university education under structural adjustment programme in Nigeria (**Sofoluwe**, 1991). Eight Federal Universities were selected in Nigeria through proportional stratified random sampling technique. A self-devised questionnaire was used to collect data on the study while descriptive and inferential statistics were used to analyse the data. The result showed that there was no significant difference between the estimated recurrent needs and the federal government actual \capital grants before and after SAP in Nigeria. Federal Government was the sole financier of the Federal Universities, this is in line with revenue accruable to government from all sources, especially from oil sector caused serious fluctuations in grant allocations.

Table 5: Government Funding on Education (Allocation) 2000-2022

Year	Total Budget	Allocation to Education	Percentage
2000	677,511,714,733	56,668,169,766	8.36
2001	894,214,805,186	62,567,055,433	7.00
2002	1,064,801,253,520	73,435,499,300	6.90
2003	765,100,000,000	13,900,000,000	1.82
2004	1,849,400,000,000	93,770,000,000	5.07
2005	1,846,000,000,000	92,000,000,000	4.98
2006	1,900,000,000,000	92,000,000,000	4.84
2007	2,300,000,000,000	186,000,000,000	8.90
2008	2,740,000,000,000	195,000,000,000	9.04
2009	3,049,000,000,000	221,019,000,000	7.25
2010	5,160,000,000,000	249,009,000,000	4.83

2011	4,972,000,000,000	306,003,000,000	6.16
2012	4,877,000,000,000	400,015,000,000	8.20
2013	4,987,000,000,000	426,053,000,000	8.54
2014	4,962,000,000,000	493,000,000,000	9.94
2015	5,068,000,000,000	392,002,000,000	7.74
2016	6,061,000,000,000	396,006,000,000	6.53
2017	7,444,000,000,000	550,000,000,000	7.39
2018	8,612,000,000,000	605,008,000,000	7.03
2019	18,016,000,000,000	620,000,000,000	7.05
2020	10,853,000,000,000	480,000,000,000	4.42
2021	13,080,000,000,000	1,090,000,000	8.60
2022	17,126,000,000,000	65,300,000,000	5.4

Source: National Bureau of Statistics (2022)

The budget and the amount allocated to education over the years have shown that education is not given a top most priority in the nation's budget. Table 5 revealed that the highest percentage given to education over two decades according to the data on table, the highest amount was given in the year 2014 which is 9.94%. While the least amount is 2003 which was 1.82% which is extremely low. This is not good enough because the ratio of the total budget allocation to education to total annual budget is a measure of relative degree of priority given to education.

Because of the short fall in percentage of grants, the immediate reaction of university authorities is to allocate funds to committed recurrent expenditures. For example, salaries of Junior and Senior members of staff, payments of outstanding debts and rent on accommodation which would keep the university going after which the reminder (if any) would be allocated to services and materials in support of teaching and research. **Sofoluwe** (1991) revealed that most universities resorted to deficit budgeting and in emergency situations.

The problem of financing university education started with the creation of more universities during the 1970s when

“money was not a problem but how to spend it”, (Gowon, 1974). The Federal Government, which decided to be fully responsible for the subvention, did not carefully analyse the financial implication. The Federal Government could not meet up the terms of the contribution in view of the fact that, it had to cater for other sectors. For examples, Transition of Civil Rule Programme, Defence, DFFRI, MAMSER, Better Life for Rural Women, Gifted Education and settlement of debts (external and internal) worth of N120 Billion (**Sofoluwe**, 1991).

Expenditure on education is, therefore, affected by many factors. The rate of economic growth has been discouraging and, therefore, resulted into the increase in the investment on education. Durosaro (1990) posited on the factors that are responsible for recent increase in educational expenditure by emphasizing on population explosion, inflation, change in technological advancement, increase in manpower needs, enhancement or increase in salary, education innovation, (nomadic, gifted and women education).

Sofoluwe (2003) investigated managerial behaviour and academic staff effectiveness in Nigerian universities. The findings revealed that managerial behaviour significantly affects academic effectiveness. It was found that a manager’s behaviour influences his subordinates’ attitude and subsequent performance in achieving organizational goals. The finding is consistent with those of Ingram (1993), Base and Avollo (1990) and Bowers (1990) maintained that a principal who is congenial, friendly and helpful will be able to retain teachers longer than one who is autocratic. Teachers in the educational system in Nigeria seek transfer to others schools because their principals are unfriendly, uncooperative and care little about what happens to their them. The findings do not agree with some findings of related works. **Sofoluwe** (1999) postulated that high grievances, intra group disharmony and low turnover rate are indications of dissatisfaction and ineffectiveness of an organisation caused by autocratic manager. However, Halsey and Blanchard (1985) found that maturity of subordinates determined workers’ effectiveness and not managerial behaviour. Fraiser (1987) in a

contrary view stated that workers are in many cases rigidly controlled by company policies, customs, traditions, Job-recruitments, aspects of technology and union rules that have little relationship with managerial behaviour. Achievement of goals cannot be attained by the use of only one pattern of management. At certain times, the manager has to apply democratic behaviour while at other times he has to apply the autocratic behaviour depending on the circumstances and the nature of the problems being tackled. When the interest of the organisation is at stake and time does not permit management to meet and take a decision, the manager must act promptly and decisively. Where disciplinary problems such as truancy, absenteeism, lateness are cankerworms among members of staff and students, a firm but autocratic approach may be needed to instill and restore sanity. Although, the democratic approach characterised by warmth, rapport and consultation is desirable, it must not be misapplied to the extent that it becomes dysfunctional. In most of the Nigerian Universities, teaching/learning process is bedeviled by severe problems. Some of the problems include declining quality, sporadic and violent students' protests, employers of labour questioning the worth of some degrees which are being awarded by the Universities, loss of academic freedom, University access and consequence of centralisation.

Sofoluwe (1999) also found that deviant behaviours such as examination malpractice, cultism, sexual harassment, misappropriation of research funds and declining devotion to scholarship are now common in Nigeria Universities. However, the findings are not consistent with Faamro (1992) which emphasises that using publication as yardstick for disseminating new ideas is possibly an expression of quality conscience.

Sofoluwe (1996) discussed the factors negating the achievement of good work ethics in an organisation and emphasised lateness at work, absenteeism from duty, drunkenness while on duty, loitering on a duty, socializing on duty and trading in office as bad behaviours. Also, **Sofoluwe** (2002) examined re-focusing university education in the 21st

century. A major achievement of the university has been the production of human resources suited to staff and manage public and private institution in the country, thus, as well be expected, the university system has come under unprecedented public criticism. These can be categorised into major issues namely; finance, curriculum, relevance, growth and facilities administration, admission, cultism and indiscipline. The most significant change expected in this country is the migrating from goods producing society to a sophisticated information and knowledge based society. There is, therefore, the need to refocus our minds and national psyche and expand our world views so that the Nigerian university system would not only return to its lost international reputation but also remain relevant and be in the vanguard of socio-economic, political and technological development of the country. Refocusing Nigerian university system involves:

- (a) Institutional governance
- (b) Growth, relevance and maintenance policy
- (c) Globalisation in education
- (d) Computerisation in academic department
- (e) Partnership in education
- (f) Rationalisation and consolidation of the university system
- (g) Finance
- (h) Decreasing power and militancy of labour union
- (i) Publish or perish syndrome (Sofoluwe, 2002).

Sofoluwe and Durosaro (2010) examined quality assurance and research effectiveness of academic staff in Nigerian universities. The research design adopted was a survey method. Stratified random sampling technique was used to select 12 universities while simple random sampling technique was used to select academic staff and 300 administrators. The data gathering instruments was Quality Assurance and Research Effectiveness Questionnaire (QAREQ). The collected data was analysed, using Analysis of Variance (ANOVA) Statistics. The finding revealed that research is generally used as a convenient portmanteau to cover a wide range of activities; undertaken by

academic staff, scholarship, development, constancy, philosophical, specialisation and artistic creation as well as what is usually described as pure and applied research. In contrast, the study revealed that research in Nigerian universities suffer because of perpetual financial inadequacy, breakdown of equipment, decay and deterioration of physical infrastructure, depressing remuneration which are nor proportional to the galloping and inflation in the society. Musaaazi (1985) also viewed the problems of research dimension as lack of management information system, absence of statistical digest, inadequacy of training of educational planners in quantitative and qualitative methodology, non-availability of data and difficulty of retrieving information.

Bello and **Sofoluwe** (2013) examined the corresponding impact of infrastructural development on university goals achievement in Nigeria. Multiple regression was used to analyse the main hypothesis and Pearson product moment correlation statistic method was used to analyse the operational hypotheses at .05 level of significance. The finding indicated that most of the infrastructural facilities provided were inadequate for the students and staff use in south-west, Nigeria due to overcrowded classrooms and insufficient offices. Virtually, every Nigerian university faces one type of problem or the other. Most of these universities have numerous abandoned or uncompleted projects, damaged and obsolete furniture, library books, laboratory and students' hostels are insufficient while some of the available ones are not really habitable and at times results to students refusal to attend lectures. The study concluded that the quality of education that students receives bears relevance to the availability or lack of physical facilities and overall atmosphere in which learning take place. The Nigeria school managers do not usually take the issue of infrastructural maintenance seriously. From all indications, it appears arrangement of educational system particularly at the university level is seriously inadequate to deal with the challenges in the system and this is creating educational dysfunctionalism.

Sofoluwe, Ogundele, and Oduwaye (2015) examined the social economic crises as threat to entrepreneurship education programme in Nigeria. The study focused on the concepts, types of courses and effects of socioeconomics crises on the entrepreneurship education programme. In Nigeria today, despite all laudable efforts to raise the standard quality of Nigeria education and to allow Nigerian education certificates ranked high among the developed nations of the world, the issues of socioeconomic crises make the laudable efforts to ineffective. Socioeconomic crises are those unpalatable situations which are perpetrated within the society which really constitute great threat to the life and properties in the society. The researchers concluded that, in any environment where there are such situations, no educational system will be successful. That, the high rate of socioeconomic crises like insurgency, ethno-religious crises, Boko Haram, Melady, Delta Youth crises, terrorism, abductions, bombing, political crises, economic recessions, hike in petroleum prices and so on lead to high rate of killings, bombing and destruction of life and properties in Nigeria.

Sofoluwe, Ogundele and Oke (2014) also identified environmental crises as a threat to educational goals achievement. The scholars stated that in a depredated environment; flooding, excessive, rainfall, climate change, erosion, harsh weather, pollution, epidemic of diseases, densification, thick forest, hungers and famine all these constitute great threat to educational system. The scholars observed that no parents will allow their children to go out to school nor anywhere in area which the environment is not conducive for learning. However, the basis for this study is that despite all effort to integrate entrepreneurship skills acquisition into Nigerian educational system for every individual to be self-sufficient, self-reliance to create wealth and to reduce high rate of unemployment in the society. The issues of social economic crises become a great threat for effective integration and application of entrepreneurship educational programme in the school system.

Sofoluwe, Oduwaiye, Ogundele and Kayode (2014) examined accountability in the administration of higher education in Nigeria. The problem of the study is how to ensure accountability in order for the universities to survive. The ever increasing needs of the universities and the dwindling resources available to them have necessitated that university management and other stakeholders seek innovative ways of ensuring the survival of the universities. This can be achieved through proper accountability of the education goals, programmes and productivity measurement. The paper begins with a brief overview of the state of Higher education in Nigeria, university management, concept of accountability and processes of accountability. University education accountability is a direct response to the public demand for improved educational outcomes. Policymakers generally acknowledge that schools are in crises. Declining academic performance, increasing drop-out rates, inadequate preparation for the workplace, and low quality of educational output are some of the symptoms. The basic purposes of the concept of accountability are focusing on objectives of organisation, fixing responsibility, optimising relationship between resources; human, physical and or fiscal results, ensuring prudent resources allocation, improved resource utilisation patterns and better information on the performance qualities of personnel and teachers as they relate to organisational objectives and ensure that teachers are held responsible for students' results or students' learning outcome. The study concluded that there is an urgent need for the restructuring and re-engineering of our University.

Sofoluwe 2005) investigated communication technology and administrative effectiveness in Nigerian universities. Information and Communication and Technology (ICT) has become an essential tool in the world today, particularly in universities all over the world. Any university that does not connect to the ICT is one century behind because all its techniques, research and publication would be obsolete. Any country that is not connected quickly becomes irrelevant and will certainly end up in economic strangulation. The study adopted

correlational type of ex-post-factor design. Two variables were identifying communication technology-independent variable and administrative effectiveness dependent variable. A pre-determined purposeful sample of 200 respondents made up of students, lecturers, senior administrative officers and Nunet officers were used in the selected universities. The formulated hypotheses were analyse using Pearson correlational statistical method at 0.5 significant levels. The findings indicate that the relationship between ICT and administrative effectiveness was significant. It was found that the new ICT developments have changed the availability of information in organisations. Communication technology increased efficiency and productivity. On the contrary, it was revealed that incorrectly managed information system increase job stress and pressure, leading productive workers to the brink of nervous break downs.

Sofoluwe (2001) further revealed that decision making process has influenced many factors such as internal and external environments, administrators' ability, motivation, leadership styles, culture, political situations, economic, time and government policies, and not communication. It was found that "millennium bug" constitutes a major threat to the use of communication technology in most organisations. The study recommended the use of micro electric to reduce the cost of and size of computing the routine work in the university.

Sofoluwe (2011) investigated curbing of examination malpractice in Nigeria and the role of decree 33 of 1999. The analysis revealed that students, parents, and principal employees of the examination bodies all contributed to examination malpractices and that none of the culprits had been tried or arraigned before any court of tribunal on the causes of examination malpractices.

Sofoluwe (2011) identified the causes as too much emphasis on paper qualification, fear of failure, inordinate ambition of students, poor sitting arrangement, quota system, students-teachers' unholy alliance, disruption of academic calendars, overcrowded classrooms, students' weak background, moral laxity in the society, poor parental support, problem of

unqualified teachers for school subjects, inadequate school facilities and personnel, corrupt examination officials and supervisors, unhealthy competition in admissions into the limited vacancies in tertiary institutions, and location of examination centers. The effect of examination malpractices is the “Falling standards” in the educational system, promoting unethical values, low quality man power, frustration, unjustifiable punishment of innocent students where examination has to be cancelled, draining of the nations’ economy, calling the validity, reliability and acceptability of our certificates into question; discouraging the brilliant students especially where such culprits are allowed to go unpunished when caught, wasteful spending when examination materials have to be reprinted after leakage. The antisocial acts of cheating could lead to loss of dignity for offenders and those associated with the offence.

Sofoluwe (2015) examined Information and Communication Technology and Lecturers’ proficiency in Nigeria. Information and Communication Technology (ICT) has become an essential tool in the world today. The world has moved from the Agrarian age where land was the most important source of capital and power from the industrial age, when machines were the critical driving force development, to the information age in which information itself is the strategic resources. Unfortunately, Nigerian universities are increasingly facing many challenges and complexities, which include students’ enrolment, access and equity, programme diversification, functionalism in the educational system infrastructural facilities, inadequate funding, capacity building and lack of motivation needed among lecturers to adopt or adapt ICT as teaching tools. Three research questions were raised for the study. The study adopted a quantitative method using the correlation type of ex-post facto design. The target population of the study comprised all Federal Nigerian universities. Ten universities were randomly selected after the universities had been stratified. A total of 500 respondents were purposefully selected from the sampled universities. An instrument tagged “ICT and lectures’ proficiency questionnaire” was designed. The

data collected were analysed using SPSS V.16. The first two research questions were analysed using descriptive statistic whereas the third research question was analysed using inferential statistics (Pearson Product Moment Correlation Statistics).

Results indicated that ICT commitment involves investigation, evaluation and adoption for administrative effectiveness in Nigerian Universities. As revealed, 80% of the respondents consider ICT integration in lecturers'/students focus, 61% considered ICT as being integrated in process of orientation, 60% see ICT as being integrated in the university overall development. 70% considered ICT as being integrated in the university commitment while 77% see ICT as a tool for continues improvement in the university system. Overall, the researchers, therefore, concluded that ICT integration in Nigerian universities is high. It is further revealed that all lecturers made use of email and internet browsing with 100% respectively. A total of 98% of the respondents made use of Word processing. The main areas where ICT application seem not to be popular among the respondents (lecturers) were Spreadsheet, PowerPoint and Webpage designing with 25%, 28% and 10% uptake respectively. This means that the lecturers are not used to PowerPoint presentation. This will definitely affect their job performance in the era of globalization. Most of the school's upload student results on the internet through computation of such result on Microsoft Excel. This is evidence that such lecturers give out jobs to other persons to perform which can also affect the authenticity of the results. The researcher, therefore, concludes that the lecturers still have a lot to learn in order to carry out their job effectively using ICT software and tools.

Sofoluwe (2005) found that ICT could create organisation conflicts and tension. That ICT is confronted with insufficiency of instructional designers and programmers, as well as shortage of hardware and software. Despite the linkage of some institutions of higher learning to integrate ICT, they face enormous problems in its proper implementation. The most

significant problem is poor ICT penetration and usage among higher education practitioners. Almost all national basic ICT infrastructure is adequate, a result of a lack of electricity to power ICT materials and poor telecommunication facilities. The study recommended that at the university management level, there must be effective policies to make balanced investments and increase funding in higher education programmes that will provide resources needed to effectively implement the use, integration and diffusion of ICT.

Sofoluwe (2001) examined quality assessment of academic staff in Nigerian universities. The evaluation of personnel and resources is one of the single most crucial and complex managerial functions. A purposive sampling techniques was used to select 600 academic staff and 160 heads of departments. The questionnaire was administered on the subjects by the researcher and data collected were analysed using Pearson Product Moment Correlation Coefficient. The findings of the study showed that there was a significant difference between the quality assessment and academic staff in Nigerian universities. It was discovered that academic staff have sympathy to the cause of students than any other group within the university. On the contrary, **Sofoluwe** (2001) emphasised that lecturers are in many cases rigidly controlled by government policies, traditions, job enrichment, technology and union rules. The quality of teaching is declining and the employers of labour are now questioning the worthy of some degrees which are being awarded by the universities and loss of academic freedom. It was noted that too much work load make lecturers disorganised even at the preparatory stage of work. It was recommended that each university should establish clear budgetary provision for induction and training scheme.

My Humble Contribution through my Ph.D. Supervision

I have contributed my own quota of over twenty years to the growth and development of higher personnel for Nigeria's higher education. Several Master's degree dissertations in educational management have been supervised by me. I have

also singularly, and with some other expert colleagues, produced eleven (11) Ph.Ds. with four others at advanced stages of completion. It is interesting to note that these graduates are doing very well in their place of work, promoting educational management.

The Ph.D. supervisees are: Bello, Taiwo Oyeronke (late); Ogbudinkpa, Ijeoma Charity, Sagaya, Abiodun Amudalatu; Afolabi, Rebecca Adenike; Bello, Kehinde Yunus; Ajayi, Isiaka Gbenga; Adebayo, Sherifat Shola; Oladejobi, Janet Oluwakemi; Aloba, Fatima Musa; Oniyide, Olusegun Adepoju; and Owolabi, Rachael Ajumoke.

Community Service

I have been involved in several researches and appointments that focused on dysfunctionality in higher education:

1. I have served as external examiner for the appointment and promotion of higher level academics in educational management at Ahmadu Bello University, Zaria; Obafemi Awolowo University, Ile-Ife; University of Jos; Benson Idahosa University, Benin City; University of Benin; Taraba State University, Jalingo and; Al-Hikmah University.
2. Member, accreditation team to various universities in Nigeria (2015 to date).
3. Member, 2023 National Population Census, South West Census Academic Team for Training the Trainees.
4. Peoples' Warden and Treasurer of the Cathedral Church of St Barnabas, Ilorin.
5. National Patron, Girls Brigade of Nigeria (Kwara).
6. Patron of Boys Brigade to Cathedral Church of St Barnabas, Ilorin, and Cherubim and Seraphim Church (Movement I).
7. Member, Sabo-Oke Community, Ilorin.
8. An Adhoc Committee member to Taraba State of the Capacity Assessment of the Education Sector, organised by NIEPA/ World Bank Consultant headed by Prof. D. O Duroasro 2001-2002

9. Member, Cathedral of St Barnabas Church Choir from the Childhood till today.
10. Baba Egbe (Patron) of Egbe Irawo Owuro Society of Cathedral Church of St Barnaba, Ilorin.

Conclusion

Education in the Nigerian system has faced terrible challenges occasioned by dysfunctional practices. This is even worsened due to the fact that international funding from multinational organisation, that is attracted by this sector is misappropriated by those in charge, thereby further impacting on the advancement of the nation's educational sector. In the Nigerian educational context, vouchers are inflated, sex for marks practiced, ghost workers employed, sell fake educational materials, ethnic-based appointment and promotion is practiced, withholding of retirement and salaries has been made common.

Recommendations

1. The transformational manager model is recommended for the universities environment because, it hastens the type of organisational changes that are needed in academic context. The transformational manager articulates a realistic vision of the future that can be shared; stimulates subordinates intellectually and pays attention to the differences among the subordinates.
2. Goal setting strategies should be tried in Nigerian universities. Among the more popular and tested goal setting procedures which enhance consensus and better understanding of organisational effectiveness are Delphi Technique and Management by Objectives (MBO). Also, the goal of the university as contained in National Policy on Education (1981) should be redefined, restated, prioritised and recirculated among the various constituencies of the university. Managers must imbue staff with team spirit and revitalise personal attitudes. Thus, management must be supportive and inspirational by setting goals, guidelines and delegating operational responsibility in a strong and clear manner.

3. The prevailing feeling by academics that participation in commercial activities as fraudulent, unrealistic and incompatible with the university's ideals needs to be discarded. Universities will also need to pay more attention to other potential conflicting areas such as ensuring good conditions of service for all staff, provision of extra-curricular services for students, facilitating responsible students' unionism and protecting academic freedom.
4. Government must avoid policies and decisions which will make the universities centres of national controversy, be it in admission, appointments or funding. Such controversies as excessive centralisation generate intrigue and dissatisfaction both of which disturb the peace, harmony and rapid development of the university system in Nigeria.
5. Managers should adhere strictly to university procedures, if they are to emerge unstained from the frequent conflicts in the universities patronage and partnership. The manager needs to be conversant with social and human skills and have the ability to work with, and through other people. Without people there can be no organisation and meaningful activity.
6. There is an urgent need for a restructuring and re-engineering of our university system. There is need to look at the duplicated departments and courses, and stream line and rationalise them. The population of students must be reprogrammed to match the existing designed capacities of the basic facilities requires to promote excellent learning in Nigerian universities. Once the population of the students matches the designed capacities, contact among staff/students will improve students teaching/ learning process. The match-desired improvement will return to the system. Academic staff should seek counseling assistance on the issues that retard their effectiveness. Issues such as martial conflicts, stress, absenteeism, truancy and

- tardiness on the job should be handled through counseling interactions.
7. Government must enforce the laws, rules, regulations, and decrees of the land without considering the personalities involved. Persons found guilty of examination malpractice should be decisively dealt with as provided for in the decree. Examination Malpractice Commission should be established to primarily arrest and prosecute examination malpractices related offences in view of its alarming and embarrassing dimension. Workshop training on continuous assessment, the use of non-testing appraisal techniques should be organized for teachers.
 8. Government must increase budgetary allocation education to the sector and honour agreement that has been signed with the union. Nigerian government must display transparency, honesty, probity, accountability, purposefulness, and commitment to good ideals of the society. Reward system should be equitable enough where hard work should be adequately composited and recognised in all facets of our national life.

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I wish to give thanks to God Almighty who has given me the opportunity to be alive today to present this inaugural lecture. God is omnipotent, omniscient and omnipresent.

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I wish to acknowledge and appreciate the past and present Vice-Chancellors through whom I got admission to the University of Ilorin and rose to the position of a Professor in the

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- a. Prof. A. Adeniyi (1985-1992): Offered me admission for my M.Ed Degree Programme.
- b. Late Prof. J. O. Oyinloye (1992-1997): Offered me admission for my Ph.D Degree Programme
- c. Prof. S. O. Abdulraheem (1997-2002): Offered me appointment as a Lecture II
- d. Prof. S. O. O. Amali (Oct 2002-Oct 2007): Appointed me to the position of Lecturer I and Senior Lecturer
- e. Prof. I. O. Oloyede (OFN) (2007-2012): Appointed me as a Reader
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