

## **An Empirical Study of the Influence of the Educational Qualifications of Vice Chancellors on the Management of Universities in South West, Nigeria**

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### **Abstract**

The main objective of this study is to establish the extent to which academic qualifications of Vice Chancellors influence effective management of universities in Nigeria. It adopted a descriptive survey design and it relied on both primary and secondary sources of data. Primary data was obtained from selected Federal, State and Private Universities in South Western Nigeria. Interviews were conducted with key informants. Data collected was analyzed using descriptive statistics such as simple percentage and frequency distribution. Secondary data was also obtained through the review of extant literatures from journals, scholarly articles from the internet, books, newspapers articles and data from library archives. The findings of the study revealed that university governance in Nigeria today is nothing but crises management. It also observed that the university system in Nigeria is faced with series of challenges ranging from policy inconsistency, unregulated proliferation of colleges and universities. The study concludes that Vice Chancellor is hub of all the educational efforts and therefore he has to play the role of organizer, leader and business director. An effective University therefore is that in which the Vice Chancellor and his team can achieve this goal of upholding the system concerning the nature and purpose of the university and are bonded together by the belief that student achievement can best be attained through a common mission, common goals and shared governance. The study recommended measures for effective management of universities in Nigeria.

**Keywords:** *Vice chancellor, Management, Educational qualifications, Administrative effectiveness, Quality assurance, Conflict management*

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### **Background to the Study**

The development of any nation is engendered by the effectiveness of its various educational institutions (Mustard, 1998). All over the world, universities are recognized as centres of excellence, where knowledge is not only acquired, but also disseminated to those who require it. Universities are generally acclaimed to be the crucial centre of knowledge for the training of human minds and, accordingly, for the development of society (Ebuara, Udida, Ekpiken & Bassey, 2009). They exist to generate, disseminate and apply knowledge through teaching, research and extension services. Universities are ivory towers, where instruction is given and received without harassment and undue influence from the outside world (Benjamin, 2001). As observed by Osundare (2005) universities are 'the bedrock of progress, the indispensable instruments for the emergence of the nation-state, the fertile ground for learning and knowledge without which a nation's quest for advancement can only be a futile joke' (Banjo, 2001).

There is great interest in university leadership in the early part of the 21<sup>st</sup> century. This is because of the widespread belief that the quality of leadership makes a significant difference to university and student outcomes. In many parts of the world, there is recognition that universities require effective leaders and managers if they are to provide the best possible education for their learners. As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but they, in turn, need the leadership of highly effective Vice Chancellors.

Universities play crucial roles in national development and are regarded as the vehicle for social and economic transformation, then its provision, administration, and financing should be given greater significance, since the success of any system of education is founded on proper planning and efficient administration (Adeogun; Subair & Osifila, 2009). Thus, the goal of universities has long been identified as the process that helps develop the whole man physically, mentally, morally and technologically, to enable him/her function effectively in any environment in which they find themselves so that they may become more productive, self-fulfilling and attain self-actualization (Tawari, 1986; Aluede, Aluede & Ufah, 2004). Hence the importance of university is to provide quality education for her products so that they can assume leadership positions in their immediate and external communities. To this end, the effective management of this educational sector becomes necessary.

Since the buck stops at the table of the Vice-Chancellor, the question of the appointment of the Vice-Chancellor of a university is a challenging one. The frequently asked questions have been: Who should be the Vice-Chancellor? What is the relevance of academic qualifications of effective management of universities? It is the concern of this study to investigate whether the roles expected of Vice Chancellors conforms with the actual roles performed and to investigate the influence of academic qualification on conflict management, effective financial management and quality assurance in the universities.

### **Statement of the Problem**

Nigerian universities has for decades been faced with so many crisis ranging from conflict between academic staff and university administrators, students versus Academic staff, students versus university authorities, as well as Non-Academic staff versus university administrators.

The conflicts have given rise to distrust and hostility among professionals and academics thus contributing in hampering smooth, effective and efficient administration in the universities. It also appeared that despite this situation, most Vice Chancellors seemed to develop non-challant attitude towards these conflicts (Olaleye & Arogundade, 2013). Thus, the Nigerian university system is characterized by brain drain, financial crises, deteriorated infrastructure for teaching, research and learning.

The university system in Nigeria is also faced with series of challenges ranging from policy inconsistency, mismanagement of funds. The task of maintaining an effective and efficient university system in Nigeria today has become a mirage. Vice-Chancellors who project weak disposition towards applying strict rules to governance in the pursuit of quality are increasing in number especially in the federal, state and private universities. They bow to political pressure to recruit unqualified staff, admit weak candidates and be soft on disciplining students of influential members of the society or their staff relations. They succumb to compromising quality as payback to godfathers who were instrumental in their appointment. Such Vice Chancellors were usually appointed on a “man-know-man” basis and hence lack the capacity to run a quality system (Okebukola, 2010).

Existing studies on Nigeria's university system have addressed issues basically on its challenges. Such attention can be expected in view of the fact that Nigerian universities have over the years fallen short of the standards of international ideal practices. Ekundayo & Adedokun (2009) examine the contentious issue of university autonomy and academic freedom in Nigerian public universities. Considering the major areas of erosion of university autonomy and academic freedom, they argue that autonomy should be granted to the university in such areas as recruitment, training, admission and appointment of Vice-Chancellor. Rao & Singh (2010) carried out a study in which they attempted to analyse different methods adopted for the appointment of Vice-Chancellors in Indian universities along with those of foreign universities, including Nigeria and Ghana. While such a study sheds light on the fairly elaborate procedure for the selection of Vice-Chancellors across countries, it does not in any way address the influence of academic qualifications of Vice Chancellors. Hence, this study examines the role of academic qualifications of Vice Chancellors on effective management of Universities. This shows that there is a dearth of data on the role of educational qualifications of Vice Chancellors in the management of universities in Nigeria. Sadly, no major study has been carried out or be pointed in Nigeria to determine the link between academic qualifications of vice chancellors and effective management of universities. Based on the critical indicators that determine provision of quality university education, this study sought to establish the extent to which academic qualifications of vice chancellors in selected universities in Nigeria influence effective management of universities.

### **Objectives of the Study**

The main objective of this study is to examine the role of academic qualifications of Vice chancellors in the management of universities in Nigeria. Other specific objectives include:

- (i) To investigate the influence of Vice Chancellor's academic qualifications on organizational stability, conflict management and resolution in Nigerian universities.
- (ii) To examine the role of Vice Chancellor's academic qualifications in enhancing corporate governance and quality assurance in Nigerian universities
- (iii) To establish the relationship between Vice chancellor academic qualification and effective management of financial resources in Nigerian universities.

### **Research Questions**

1. Would Vice Chancellor's academic qualifications affect organizational stability, conflict management and resolution in Nigerian universities?
2. Does Vice Chancellor's academic qualification influence enhancing corporate governance and quality assurance in Nigerian universities?
3. Could Vice chancellor academic qualifications affect management of financial resources in Nigerian universities?

### **Research Hypotheses**

- (i) There is no significant relationship between Vice Chancellor's academic qualifications and organizational stability, conflict management and resolution in Nigerian universities.
- (ii) Vice Chancellor's academic qualification has no significant influence on corporate governance and quality assurance in Nigerian universities
- (iii) There is no significant relationship between Vice chancellor academic qualifications and management of financial resources in Nigerian universities

### **Conceptual and Theoretical Framework**

#### **Who is a Vice Chancellor?**

Vice-Chancellor as the administrative head, a manager, a community/public relations officer, a supervisor as well as an instructional leader, a curriculum innovator and a catalyst towards planned educational revolution (Okecha, 2008). To Sawyerr (2002), the Vice-Chancellor is a leader of a formal hierarchical organization, which the university is, is a focal point of the university administration. He is the pivot around which all activities and affairs of the university takes place.

#### **The Concept of Management**

The term management derives from Latin word "Manu agere" which means to lead by hand. Lead by hand means, giving directions. It also implies that the leading person first goes where he/she wants to send the followers (Shied, 2010). Management, according to Hornby (2001), is the act of running and controlling a business or similar organization to ensure success and continuity of any organization. Wejrich & Koontz (1993) see "Management is process of planning, leading, organizing and controlling people within a group in order to achieve goals.

The term management according to Nwankwo (2014) is the arrangement of resources (human, material and information) available for education and carefully using them systematically to achieve educational objectives. Ogundele and Okonji (2004) defined management as the functional process of accomplishing the goals of the organization through the help of others. Iwu (2003) sees management as an act of managing by managers. Managers are needs in modern society to convert disorganized resources – man, money, material, time, energy and space into effective enterprises that turn out tangible goods and services for the benefit of society. Effective management of university system in Nigeria should be in tandem with Iwu's definition of management but this is not so. Thus crisis in the university is an offshoot of poorly managed system.

#### **Theoretical Framework**

Although theories such as sandwich theory, role theory etc. are considered relevant for the analysis of this study, the study is situated within the context of role theory Role theory was

first introduced in 1970 by Kalevi Holsti. Role theory has been inspired by sociological and social psychological theories about the role of individual in the society (Kirste–Maull, 1996). The significant development of role theory is made by works of Talcott Parsons and Robert F. Bales (1951), Robert K. Merton (1957), Ralph Dahrendorf (1958), Erving Goffman (1961). The role approach is a theoretical framework devoted to the study of behavior using the notion of role (Sekhri, 2009).

Role theory as it relates to leadership is how the leaders and followers define their own roles, define the roles of others, how people act in their roles and how people expect people to act in their roles within the organization. Under the assumptions of role theory, leaders often define their own roles within an organization based on the how the employees see the leader's role. The role theory states that organizations are social systems in which people occupy various positions. That is, each position is expected to be occupied by a specific individual who should behave in a particular way. Such expectations called roles, affect people's behaviour in their respective positions. Each role within an organization has a status which may be achieved or ascribed. The status of a position or role is the rank or prestige it has with the social structure (Omirin & Ajayi, 2011). The primary benefit of role theory in an organization is that it sets the standards for what is expected of the leaders in the organization.

## **Literature Review**

### **Academic Qualifications of VCs and Management of Universities**

Academic qualification is considered an indicator of the level of knowledge and skill attained by an individual in an area and this is what is considered to sustain job performance in the area of qualification (Benson, Finegold, & Mohrman, 2004). Educational level is determined by academic credentials which an individual has obtained through formal or informal education. Qualification is often used as an indicator of the level to which one possesses the ability to effect an enhanced level of productivity and hence it is always taken as a prerequisite for hiring and appointment (Benson, Finegold, & Mohrman, 2004). The expectation is therefore that the more one is qualified; the better will be his/her performance in an area related to such qualification.

Researches like (Amin & Abdul Razak, 2008; Leithwood, Begley and Cousins, 1994; Hughes, Ginnett & Curphy, 1993) have showed that leadership qualifications has direct relationship with effectiveness in management of an organization since what was learned in university or training institutes would be able to cater for the real need in leadership and management. However, there were researches that support the ideas that leadership qualifications have ability to enhance and develop the knowledge, skill and attitude of leaders as well as future leaders (Bush, 1998; Nur Anuar & Faridah, 2006; Ruhaya, Rosnarizah & Shariffah, 2006). In the view of Kabaji (2010), the major challenges facing universities can be traced to the nature of leadership. Kabaji believe that university Vice Chancellors have major role to play in creating conducive environment for the generation of knowledge. Chacha (2004) observed that globally, the environment of university is facing relentless and rapid change. The circumstances underscore the crucial role of vice chancellor in maintaining morale, enhancing quality and productivity, and helping staff at all levels cope with momentous and rapid change.

Vice Chancellor is hub of all the educational efforts and therefore he has to play the role of organizer, leader, governor, business director, coordinator, teacher, guide, philosopher and friend (Sheikh, 2001). An effective University is that in which the Vice Chancellor and his team

can achieve this goal of upholding the system concerning the nature and purpose of the university and are bonded together by the belief that student achievement can best be attained through a common mission, common goals and shared governance (Ogden & Germinario, 1994). As the chief executive of the university, the Vice-Chancellor is supposed to perform functions that could help to achieve goals of university education in Nigeria. Mgbekem's (2004) description of administrative functions of the Vice-Chancellors include; planning and organization of school curriculum and instructional programmes, staff personnel and students services management, financial and school facilities resources management, communication and public relations and evaluating activities in the university. The Vice-Chancellors can only achieve the mandate of the university through competency in management.

### **Vice Chancellor and Conflict Management in Nigerian Universities**

It has been observed that Universities are complex organizations that are different in major respects from industrial organizations, government departments and firms. These characteristics have led higher education theorists to describe Universities as 'organized anarchies' and 'loosely coupled system' (Onokerhoraye, 2000). This leads to powerful differences of perception, opinion and lifestyle, which are common sources of conflict. The complexity of the Universities is further heightened by the type of labour that exists within the system (Faniran & Akintayo, 2013). It has been observed that Nigeria universities has for decades been faced with so many crisis ranging from conflict between academic staff and university administrators, students versus Academic staff, students versus university authorities , Non-Academic staff versus university administrators. The conflicts have given rise to distrust and hostility among professionals and academics thus contributing in hampering smooth, effective and efficient administration in the universities (Etim & Okey, 2013).

Nigerian universities have been experiencing series of conflicts. Many of the conflicts lead to anarchy on campuses; some disorganize timing of school activities, destruct life and properties and in most cases, render school environments completely insecure for serious academic activities. In addition to these, many known school conflicts have resulted in protracted disharmony in school staff interpersonal relationship, increased indiscipline among students, disarmed school authorities, clogged channel of progressive communication and rendered institutions of learning ungovernable (Agbonna, 2009; Olugbile, 2005). As observed by Fatile & Adejuwon (2011) most violent conflicts in Nigerian universities have been traced to contested bases of citizenship rights, greed, predatory rule, autocracy, and unresolved grievances.

Though a university is an academic enterprise, a lot of academic effectiveness rests on the vice chancellor. Hence, the management competencies of vice chancellor determine to a large extent, the severity of conflicts within the university, irrespective of the origin of the conflict (internal or external). It is unrealistic and in fact impossible to completely eliminate conflicts within the universities, especially since conflicts have both positive and negative dimensions. The real managerial challenge therefore, is for vice chancellor to find some methods of managing them from becoming debilitating, while still retaining the full positive potential of competition, creativity, growth and improved job satisfaction and morale (Alabi, 2012).

The Vice Chancellor must be experienced at crisis management. The VC must have the necessary administrative and organizational capacity to enable the university attain its goal. He must ensure effective coordination of the various conflicting interests of people, complex processes and structure which are internal to the university. In order for conflict management to succeed in the University, (Onokerhoraye, 2000) opined that the leadership must display certain leadership characteristics and therefore effective University Administration must place emphasis on process and outcome; Have low fear of failure, and willingness to take risks; nurture the support of strategic constituencies; not immediately succumb to the tyranny of legitimate demands; leave a distinctive imprint; error in favour of over-communication, especially in times of crises; respect the power of organizational cultures; and preserve the highlight sources of opportunity at institutions.

The responsibility of University management is, therefore, to bridge the gaps between different campus domains by trying to reweave and strengthen a University's loosely coupled system in ways that will reduce destructive conflict. Sensitivity of University managers to the potential existence of subcultures and sub-climates is important for the effective management of the conflicts within the system (Faniran & Akintayo, 2013).

### **Corporate Governance and Quality Assurance in Nigerian Universities**

The need for universities to be able to assure quality of the teaching and learning they offer to students has become increasingly important as governments, parents and industry begin to question the 'value for money' provided to institutions of higher education competing in a global market place (Ndebele, 2014). The major reason for conflict in most universities in Nigeria is poor corporate governance and weak leadership from the university management who had the requisite academic qualifications but lacked adequate experience. Gudo, *et al.*, (2011) raised a critical question on the fact that, because Vice Chancellors are chosen to deliver against their academic qualification, is institutional performance related in any way to the characteristics of the Vice Chancellors. Kinyanjui (2007) stated that visionary and creative leadership is critical to the transformation of university. He noted that the appointment of the leadership, governance and management systems of each institution should be a priority and be based on academic qualification.

Quality assurance is an umbrella concept for a host of activities that are designed to improve the quality of input, process and output of the higher education system (Okebukola, 2010). Quality assurance is a continuous process by which an institution can guarantee that standards and quality of its educational provisions are being maintained or enhanced (Standa 2008). Quality assurance in the university sector ensures that academic processes are of an internationally respected standard. The quality assurance processes use evidence to check that goals are being achieved and that policies and practices are under ongoing review as part of an overall quality enhancement regime. The utility value of quality assurance can be seen through the provision of information to the public and other interested parties about the worth of the higher education delivery system. It equally ensures accountability in respect of the investment of public funds (Okebukola, et al, 2007). The Vice Chancellor has a role to play in ensuring quality of staff through a regime of transparent and objectively applied criteria for appointment and promotion that was in line with good practices. The adoption of quality assurance has therefore been considered by some scholars, as a strategic decision by educational institutions to ensure delivery of quality service.

### **Financial Management in Nigerian Universities**

Finance is the lifeblood of any sector. It is one of the key factor in the management of university. With adequate finance, university can acquire other factors such as labour, machinery/technology, management, land, as well as materials and embark on rigorous research for the development of the nation (Olaitan, 2008).

Financial management is concerned with the planning, organizing, procurement and utilization of government financial resources as well as the formulation of appropriate policies in order to achieve the aspirations of members of that society (Onuorah, & Appah, 2012) Management of finance in university as submitted by Chuke (2001) is one of the major function of vice chancellor in university. He stated that financial management involves the examination of how university revenue and expenditure policies affect the university and the welfare of the staff. Effective management of financial resources in university requires that Vice Chancellors should account for their performance to the university.

### **Methodology**

Descriptive survey design was employed in this study. Descriptive design describes and interprets what is (Burns & Bush, 2005). It is considered appropriate because we are interested in the perception of academic and non academic staff members on the influence of the educational qualifications of Vice Chancellors on the management of universities in Nigeria. A multistage sampling technique was used in the study (i.e purposive sampling and stratified sampling techniques). A sample of 300 respondents was selected from public and private universities in South West, Nigeria namely; Lagos State University, Olabisi Onabanjo University, University of Lagos, Obafemi Awolowo University, Covenant University, Babcock University and Crawford University, i.e. two Federal Universities, two State Universities and three Private Universities were selected using the purposive sampling technique. Stratified sampling technique was used to select academic and non-academic staff members across the various categories/ranks in each University.

Primary data were obtained from the respondents through a survey which include questionnaire, and structured interviews on the sampled population. The questionnaire which was the major instrument of data collection consists of two major sections. The questionnaire is "Likert" five scale ranging from "strongly agree" (5) to "strongly disagree" (1). The questionnaire was divided into two parts; the first part 'A' sought to obtain the respondents' demographic characteristics such as gender, age, educational attainment, and position; while the second part 'B' contained fifteen (15) items, five items drawn from each hypothesis, which attempted to draw respondents' opinions about the subject matter. Out of Three hundred (300) copies of the questionnaire administered, two hundred and fifty two (252), representing 84% were retrieved and analyzed for this survey. Finally, because of the nature of research questions and hypotheses, the data collected were analysed using Analysis of Variance (ANOVA), Multivariate Analysis of Variance (MANOVA) and Correlation Analysis.

### **Data Analysis and Interpretation**

#### **Descriptive Statistics**

Two hundred and fifty two (252) valid questionnaires out of three hundred (300) administered questionnaires were used for analysis. The distribution of the respondents from the universities are in the following order: 28.2 percent (60) of the respondents were from LASU, 19 percent (48) from UNILAG, 15.9 percent (40) from OAU, 15.9 percent (40) from OSU, 7.9 percent (20)



from Babcock, 9.5 percent (24) from Covenant and 7.9 percent (20) from Crawford university.

**Table 1: Gender of Respondents**

			<b>LASU</b>	<b>UNILAG</b>	<b>OAU</b>	<b>OSU</b>	<b>Babcock</b>	<b>Covenant</b>	<b>Crawford</b>	<b>Total</b>
<b>GENDER</b>	<b>MALE</b>	Count	44	20	32	20	12	16	12	156
		% within gender	28.2%	12.8%	20.5%	12.8%	7.7%	10.3%	7.7%	100.0%
		% of Total	17.5%	7.9%	12.7%	7.9%	4.8%	6.3%	4.8%	61.9%
	<b>FEMALE</b>	Count	16	28	8	20	8	8	8	96
		% within gender	16.7%	29.2%	8.3%	20.8%	8.3%	8.3%	8.3%	100.0%
		% of Total	6.3%	11.1%	3.2%	7.9%	3.2%	3.2%	3.2%	38.1%
	<b>Total</b>	Count	<b>60</b>	<b>48</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>24</b>	<b>20</b>	<b>252</b>
		% within gender	<b>23.8%</b>	<b>19.0%</b>	<b>15.9%</b>	<b>15.9%</b>	<b>7.9%</b>	<b>9.5%</b>	<b>7.9%</b>	<b>100.0%</b>
		% of Total	<b>23.8%</b>	<b>19.0%</b>	<b>15.9%</b>	<b>15.9%</b>	<b>7.9%</b>	<b>9.5%</b>	<b>7.9%</b>	<b>100.0%</b>

**Source:** Field Survey, March 2016.

Table 1 presents the gender of the respondents. The table shows that out of the 156 respondents who are males, 28.2 percent (44) are from LASU, 12.8 percent (20) from UNILAG, 20.5 percent (32) from OAU, 12.8 percent (20) from OSU, 7.7 percent (12) from Babcock, 10.3 percent (16) from Covenant and 7.7 percent (12) from Crawford university. Also, out of the 96 respondents who are females, 6.3 percent (16) are from LASU, 11.1 percent (28) from UNILAG, 3.2 percent (8) from OAU, 7.9 percent (20) from OSU, 3.2 percent (8) from Babcock, 3.2 percent (8) from Covenant and 3.2 percent (8) from Crawford university.

**Table 2: Highest Qualification of Respondents**

			LASU	UNILAG	OAU	OSU	Babcock	Covenant	Crawford		
<b>HIGHEST QUALIFICATION</b>	WAEC/NECO/GCE/O/L	Count	4	4	0	0	0	0	0	8	
		% within highest qualification	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	1.6%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%
	OND	Count	4	0	0	0	0	0	0	0	4
		% within highest qualification	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%
	FIRST DEGREE /HND	Count	20	4	0	4	0	0	0	0	28
		% within highest qualification	71.4%	14.3%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	7.9%	1.6%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	11.1%
	MS.c / MPA	Count	16	20	12	24	20	24	24	16	132
		% within highest qualification	12.1%	15.2%	9.1%	18.2%	15.2%	18.2%	18.2%	12.1%	100.0%
		% of Total	6.3%	7.9%	4.8%	9.5%	7.9%	9.5%	9.5%	6.3%	52.4%
	Ph.D	Count	16	20	28	12	0	0	0	4	80
		% within highest qualification	20.0%	25.0%	35.0%	15.0%	0.0%	0.0%	0.0%	5.0%	100.0%
		% of Total	6.3%	7.9%	11.1%	4.8%	0.0%	0.0%	0.0%	1.6%	31.7%
<b>Total</b>	<i>Count</i>	<b>60</b>	<b>48</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>24</b>	<b>24</b>	<b>20</b>	<b>252</b>	
	<i>% within highest qualification</i>	<b>23.8%</b>	<b>19.0%</b>	<b>15.9%</b>	<b>15.9%</b>	<b>7.9%</b>	<b>9.5%</b>	<b>9.5%</b>	<b>7.9%</b>	<b>100.0%</b>	
	<i>% of Total</i>	<b>23.8%</b>	<b>19.0%</b>	<b>15.9%</b>	<b>15.9%</b>	<b>7.9%</b>	<b>9.5%</b>	<b>9.5%</b>	<b>7.9%</b>	<b>100.0%</b>	

**Source:** Field Survey, March 2016.

Table 2 presents the educational qualifications of the respondents. The table shows that out of the 8 respondents who have WAEC/NECO/GCE/O/L qualifications, 8 are from LASU and the remaining 8 are from UNILAG. The total number of people with OND qualification are 4 respondents from LASU alone. 20 respondents and 4 from LASU and UNILAG respectively have First Degree/HND certifications. OSU has the highest number of respondents with M.Sc / MPA as their highest qualification, followed by 20 respondents in UNILAG. Finally, 31.7 percent (80) of the respondents have PhD as their highest qualification, with the most of them (28) from OAU, while none came from Covenant and Babcock universities.

**Table 3: Nature of Job of Respondents**

			University						Total	
			LASU	UNILAG	OAU	OSU	Babcock	Covenant		Crawford
NATURE OF JOB	ACADEMIC STAFF	Count	28	28	28	24	12	8	8	136
		% within nature of job	20.6%	20.6%	20.6%	17.6%	8.8%	5.9%	5.9%	100.0%
		% of Total	11.1%	11.1%	11.1%	9.5%	4.8%	3.2%	3.2%	54.0%
	NON-ACADEMIC STAFF	Count	32	20	12	16	8	16	12	116
		% within nature of job	27.6%	17.2%	10.3%	13.8%	6.9%	13.8%	10.3%	100.0%
		% of Total	12.7%	7.9%	4.8%	6.3%	3.2%	6.3%	4.8%	46.0%
<b>Total</b>	<i>Count</i>	60	48	40	40	20	24	20	252	
	<i>% within nature of job</i>	23.8%	19.0%	15.9%	15.9%	7.9%	9.5%	7.9%	100.0%	
	<i>% of Total</i>	23.8%	19.0%	15.9%	15.9%	7.9%	9.5%	7.9%	100.0%	

**Source:** Field Survey, March 2016.

Table 3 shows that 54 percent (136) of the respondents are academic staff members while 46 percent (116) are non-academic staff members. The highest numbers of academics are from LASU (28), UNILAG (28) and OAU (28). While the least number of respondents are from Covenant (8) and Crawford (8). Out of the remaining 116 respondents who are non-academic staff members 32 are from LASU, 20 from UNILAG.

**Table 4: Length of Service of Respondents**

			<b>LASU</b>	<b>UNILAG</b>	<b>OAU</b>	<b>OSU</b>	<b>Babcock</b>	<b>Covenant</b>	<b>Crawford</b>	
<b>LENGTH OF SERVICE</b>	1-5 years	Count	0	0	0	16	8	16	0	40
		% within length of service	0.0%	0.0%	0.0%	40.0%	20.0%	40.0%	0.0%	100.0%
		% of Total	0.0%	0.0%	0.0%	6.3%	3.2%	6.3%	0.0%	15.9%
	6-10 years	Count	24	4	0	4	4	4	0	40
		% within length of service	60.0%	10.0%	0.0%	10.0%	10.0%	10.0%	0.0%	100.0%
		% of Total	9.5%	1.6%	0.0%	1.6%	1.6%	1.6%	0.0%	15.9%
	11-15 years	Count	20	8	8	12	8	4	16	76
		% within length of service	26.3%	10.5%	10.5%	15.8%	10.5%	5.3%	21.1%	100.0%
		% of Total	7.9%	3.2%	3.2%	4.8%	3.2%	1.6%	6.3%	30.2%
	16-20 years	Count	12	20	16	4	0	0	4	56
		% within length of service	21.4%	35.7%	28.6%	7.1%	0.0%	0.0%	7.1%	100.0%
		% of Total	4.8%	7.9%	6.3%	1.6%	0.0%	0.0%	1.6%	22.2%
	21 years and above	Count	4	16	16	4	0	0	0	40
		% within length of service	10.0%	40.0%	40.0%	10.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	1.6%	6.3%	6.3%	1.6%	0.0%	0.0%	0.0%	15.9%
<b>Total</b>	<b>Count</b>	<b>60</b>	<b>48</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>24</b>	<b>20</b>	<b>252</b>	
	<b>% within length of service</b>	<b>23.8%</b>	<b>19.0%</b>	<b>15.9%</b>	<b>15.9%</b>	<b>7.9%</b>	<b>9.5%</b>	<b>7.9%</b>	<b>100.0%</b>	
	<b>% of Total</b>	<b>23.8%</b>	<b>19.0%</b>	<b>15.9%</b>	<b>15.9%</b>	<b>7.9%</b>	<b>9.5%</b>	<b>7.9%</b>	<b>100.0%</b>	

**Source:** Field Survey, March 2016.

Majority of the respondents (76) have served between 11-15 years. This is followed by those who have served for 16-20 years (56). Respondents from public universities stay longer in service compared to their counterparts in private universities. This implies that, employee turnover is higher in private universities when compared to the situation in the public universities.

**Hypotheses Testing**

**Hypothesis One**

There is no significant relationship between Vice Chancellor's academic qualifications and organizational stability, conflict management and resolution in Nigerian universities. Correlation analysis was used to test this analysis

**Table 5: Correlation Analysis of Vice Chancellor's Academic Qualifications and Organizational Stability, Conflict Management and resolution in Nigerian Universities**

		VC's Qualification	Organizational stability	Conflict Management & Resolution
VC's Qualification	Pearson Correlation	1	.201**	.381
	Sig. (2-tailed)		.001	.004*
	N	252	252	252
Organizational stability	Pearson Correlation	.201**	1	.401*
	Sig. (2-tailed)	.001		.010
	N	252	252	252
conflict management and resolution	Pearson Correlation	.381*	.401*	1
	Sig. (2-tailed)	.004	.010	
	N	252	252	252

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson's correlation coefficient (r) in table 5 shows that there is a positive relationship between qualification and Organizational stability ( $r = 0.201$ ,  $p\text{-value} = 0.001$ ); qualification and conflict management and resolution ( $r = 0.381$ ,  $p\text{-value} = 0.004$ ). Furthermore, organizational stability has a positive relationship with conflict management and resolution ( $r = 0.401$ ,  $p\text{-value} = 0.010$ ). The result signifies that there is a moderate positive relationship between Vice Chancellors' academic qualifications and organizational stability, conflict management and resolution. The results are statistically significant since their p-values are less than 0.05 level of significance used for the study. Therefore, there is a significant positive linear relationship between Vice Chancellors' academic qualifications and organizational stability, conflict management and resolution.

### Hypothesis Two

Vice Chancellor's academic qualification has no significant influence on corporate governance and quality assurance in Nigerian universities. Multivariate analysis of variance (MANOVA) was used to test this hypothesis, with a goal of examining the effect of Vice Chancellor's academic qualification on corporate governance and quality assurance at the same time. Multivariate tests are typically used to measure the overall goodness of fit of the model. Each multivariate test F value is obtained with an associated p-value, if the p-value is less than 0.05, then the overall multivariate test is significant.

**Table 6: MANOVA Multivariate Tests table for the Influence of Vice Chancellor's Academic Qualification on Corporate Governance and Quality Assurance in Nigerian Universities**

Effect		Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power <sup>d</sup>
Intercept	Pillai's Trace	.973	4357.382 <sub>b</sub>	2.000	245.000	.000	8714.764	1.000
	Wilks' Lambda	.027	4357.382 <sub>b</sub>	2.000	245.000	.000	8714.764	1.000
	Hotelling's Trace	35.570	4357.382 <sub>b</sub>	2.000	245.000	.000	8714.764	1.000
	Roy's Largest Root	35.570	4357.382 <sub>b</sub>	2.000	245.000	.000	8714.764	1.000
qualification	Pillai's Trace	.246	6.891	10.000	492.000	.000	68.908	1.000
	Wilks' Lambda	.769	6.877 <sup>b</sup>	10.000	490.000	.000	68.773	1.000
	Hotelling's Trace	.281	6.864	10.000	488.000	.000	68.636	1.000
	Roy's Largest Root	.167	8.197 <sup>c</sup>	5.000	246.000	.000	40.987	1.000
a. Design: Intercept + qualification								
b. Exact statistic								
c. The statistic is an upper bound on F that yields a lower bound on the significance level.								
d. Computed using alpha = .05								

The MANOVA Multivariate Tests table above shows the p-values for the four different multivariate tests: Pillai's Trace ( $p = 0.00$ ), Wilks' Lambda ( $p = 0.00$ ), Hotelling's Trace ( $p = 0.00$ ), and Roy's Largest Root ( $p = 0.00$ ) show that qualification has significant effect on corporate governance and quality assurance.

**Table 7: MANOVA Tests of Between-Subjects Effects**

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power <sup>c</sup>
Corrected Model	Corporate governance	8.732 <sup>a</sup>	5	1.746	8.152	.000	40.762	1.000
	Quality assurance	23.614 <sup>b</sup>	5	4.723	5.772	.000	28.861	.993
Intercept	Corporate governance	1626.433	1	1626.433	7592.555	.000	7592.555	1.000
	Quality assurance	1448.558	1	1448.558	1770.437	.000	1770.437	1.000
<i>VC's Qualification</i>	Corporate governance	<b>8.732</b>	<b>5</b>	<b>1.746</b>	<b>8.152</b>	<b>.000</b>	<b>40.762</b>	1.000
	Quality assurance	<b>23.614</b>	<b>5</b>	<b>4.723</b>	<b>5.772</b>	<b>.000</b>	<b>28.861</b>	.993
Error	Corporate governance	52.697	246	.214				
	Quality assurance	201.275	246	.818				
Total	Corporate governance	4537.000	252					
	Quality assurance	4036.000	252					
Corrected Total	Corporate governance	61.429	251					
	Quality assurance	224.889	251					
a. R Squared = .142 (Adjusted R Squared = .125)								
b. R Squared = .105 (Adjusted R Squared = .087)								
c. Computed using alpha = .05								

A detailed examination of the individual univariate F tests in the Tests of Between-Subjects Effects table shows that Vice Chancellor's academic qualification has a significant influence on corporate governance (p-value= 0.000) and also significantly influence quality assurance (p-value = 0.000) in Nigerian universities.

**Hypothesis Three**

There is no significant relationship between Vice chancellor academic qualifications and management of financial resources in Nigerian universities.

**Table 8: Correlations Analysis of Vice Chancellor Academic Qualifications and Management of Financial Resources in Nigerian Universities.**

		VC;s Qualification	Financial Management
VC;s Qualification	Pearson Correlation	1	.098
	Sig. (2-tailed)		.121
	N	252	252
Financial Mgt	Pearson Correlation	.098	1
	Sig. (2-tailed)	.121	
	N	252	252

The Pearson's correlation coefficient ( $r = 0.190$ ) in table ... shows that there is no relationship between Vice chancellor academic qualifications and management of financial resources in Nigerian universities. The result is statistically insignificant because the p-value of the result is greater than 0.05 level of significance used for the study; thus, the null hypothesis is not rejected. Therefore this indicates that there is no significant relationship between Vice chancellor academic qualifications and management of financial resources in Nigerian universities.

### **Discussion of Findings**

The first finding showed that there is significant relationship between Vice Chancellor's academic qualifications and organizational stability, conflict management and resolution in Nigerian universities. This is in agreement with the views of Benson, Finegold, & Mohrman, (2004) who opined that academic qualification is considered an indicator of the level of knowledge and skill attained by Vice Chancellors and this determines the nature of stability and grievance procedures in the university. The study notes that management competencies of Vice Chancellor to a large extent have influenced conflict management within university.

The study also revealed that Vice Chancellor's academic qualification has significant influence on corporate governance and quality assurance in Nigerian universities. This is similar to the conclusion of Kinyanjui (2007) that visionary and creative leadership of Vice Chancellor is critical to the transformation of university; as a result the appointment of the leadership, governance and management systems of each institution should be a priority and be based on academic qualification. Okebukola, et al, (2007) also stated that Vice Chancellor has a role to play in ensuring quality of staff through a regime of transparent and objectively applied criteria for appointment and promotion that was in line with good practices. The nature of academic qualification of Vice Chancellor therefore has significant influence on the nature of corporate governance and quality assurance in the university system.

Moreover, the study showed that there is no significant relationship between Vice chancellor academic qualifications and management of financial resources. This finding disagrees with the submission of Chuke (2001) that management of finance in university is one of the major functions of vice chancellor in university. He concluded that effective management of financial resources in university requires that Vice Chancellors should account for their performance to the university.

### **Conclusion**

Vice Chancellor is the hub of all the educational efforts and has to play the role of organizer, leader and business director. An effective University is that in which the Vice Chancellor and his team can achieve this goal of upholding the system concerning the nature and purpose of the university and are bonded together by the belief that student achievement can best be attained through a common mission, common goals and shared governance.

This study conclude that that being a professor from the catchment area from where a university is located without management training is not enough qualifications to be appointed a vice chancellor. There is no doubt that Vice Chancellors that are not from management related fields have performed poorly in conflict management, quality assurance and ensuring stability in Nigerian universities over the years. It is therefore appropriate to conclude that relatively, Vice Chancellors that are not from management related fields have not performed well like their counterparts from management related fields and should therefore be made to undergo management training in other to enhance their performance.



## Recommendations

1. The study recommends that appointment of vice chancellors in Nigeria should, in addition to political and professorial considerations, include proven competency in management. It is believed that this will enhance ability and capacity to professionally manage men, money and materials to deliver on the core mandates of the various universities.
2. The study also recommends that Vice Chancellors that are not from management related fields should be made to undergo management training. This will improve their capabilities in effective management of universities in Nigeria.
3. Administrative and management structures of the Nigerian universities should be analyzed and streamlined to create efficient, effective, responsive and lean structures to avoid wastage of resources, duplicated responsibilities and overlapping mandates where members of different levels are members at next level and to institute checks and balances.

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