

Confronting Governance Challenges in the Nigerian Universities within the Context of Failing Economy

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Accepted: Feb 02, 2012 Published: March 03, 2013

Doi:10.5296/ijld.v3i1.3038 URL: <http://dx.doi.org/10.5296/ijld.v3i1.3038>

Abstract

Human Capital Development is the fulcrum of development. It is therefore imperative that a lot of premium should be placed on capacity building. One of the institutions saddling with this onerous task is university. Universities are equipped with capacity and have human resource base to train individuals with a niche of specialisation. Such capacity however is deficient in Nigeria. The Nigerian universities are confronted with obstinate challenges crippling their capacity to deliver services. The paper identified the militating factors as having both endogenous and exogenous origin and insisted that the tottering economy of Nigeria contributed significantly to the capacity collapse and the falling standards of Nigerian Universities. It adopted content analysis as a method of data gathering and analysis. The main thrust of this paper is to examine these challenges with a view to proffering solution to adequately address them.

Keywords: Capacity, Development, Economy, Institutions, Services, Universities¹.

Introduction

Universities are centres of excellence and research in all fields of human endeavours and development (Adewale, 2004; Kolawole, 2001). University, as an institution, is designed to provide an opportunity for policy formulation circuit, entrepreneurial skills and a catalyst for economic growth. All universities, regardless of ownership status, are faced with challenges of managing and running such institutions in a very competitive environment in which the university operates and in the operational context of unrepentantly failing economy. This is what is referred to as governance challenges, in that it has to do with managing, administering and running a university. The challenges become massive and obstinate as a result of the environment within which the universities must exist and coexist. The challenges are in two folds: the challenges of coping with the consequences of substantially weak economy; economy that is gradually failing and tottering with the attendant negative impacts that are enormous and potentially retrogressive, and the challenges of survival within the increasing competitiveness that characterises Nigerian universities, most especially between the old and new ones.

The challenges are endogenous and exogenous. The exogenous factors, which are external in nature, are also in two subdivisions: the Nigerian immediate environmental factor, which includes the social, political and economic environments. The connotation of this stems from the understanding of how political economy of Nigeria operates which will inevitably give the understanding of the operational experience of new university in the context of such environment; and, the external factor which transcends Nigerian domestic territory arising from and occasioned by the unstoppable wave of globalisation, as no university in the world can pretend to be self-sufficient and can, therefore, exist as an island. There is persuasive need for interactions and exchange in different core areas between new universities and old universities in Nigeria on the one hand and the universities outside the shores of Nigeria that are older with massive opportunities on the other hand. This brings into fore the issue of inequality; inequality of age, opportunities, and infrastructure. The relationship, therefore, becomes asymmetrical and difficult to sustain with little or no opportunities in Nigeria.

The external challenges are as compelling as the internal ones. Some of the external challenges new universities must cope with include, but not limited to: insecurity, poverty, hunger, carbon emissions, economic meltdown, weak and peripheral nature of Nigerian economy, as well as managing complex, disparate interactions with universities abroad that have opportunities of technology and robust infrastructures (Fadile, 2006; Kolawole, 2000). The universities must react directly to all these challenges by designing appropriate and adequate curricular that can cope with and adapt to the challenges of the external environment in addition to engendering a bastion of academic culture that is sufficient enough to surmount these challenges.

The endogenous factors are the challenges that confront new universities internally such as infrastructural decay, illegal affiliation, instability of academic calendar, inadequate access, funding, lack of required critical knowledgeable individuals to drive development and over radicalisation of junior staff that are apathetical and perfidious, lack of strategic planning and strategic implementation, mounting of archaic programmes that can not cope in post modern society, direct interference by owners of university, challenge of beautification effort and the problem of adaptation to changes and innovation by staff and students, moral decadence and indecent lecturer-student relationship, decaying academic culture, extortion, problems associated with negotiated and over-bloated admission, quality of intake, among others.

The question most Nigerians are asking is whether more universities, rather than enhancing the capacity and functionality of existing private and public universities, would salvage the nation from the current doldrums in the tertiary education sector. This is more so in view of the fact that despite unprecedented increase in the number of private universities in the country and which have dwarfed the number of both federal and state universities, these private institutions can only contribute about 3.5 per cent to the total number of student enrolment (Ojerinde, 2010).

The 37 federal universities in the country contribute about 610,645 or 55.7% to student enrolment; the 37 state universities – 448,392 or 40.9%; while the 50 private universities contribute an abysmally paltry figure of 37, 275 or 3.4%. (NUC, 2012). The common reason for this low student enrolment ratio by the country's private universities is that, like most other private universities around the world, these private sector initiatives are usually elitist in nature. The tuition is far beyond the reach of the average Nigerian and ranges between N350, 000 and N1 million per semester.

Secondly, many of the existing private universities in the country seem to have kicked off in a hurry and can only accommodate minimal number of students. Such institutions usually find it difficult to meet the conditions for the full accreditation of a substantial number of their courses .

The fact remains that proper funding and good management are the basic criteria for the healthy growth of universities anywhere in the world. It follows, therefore, that the level of funding and good management determines how successful a university is in terms of production of globally competitive products, stable academic calendar, research endowments and training and retraining of faculties and academics. Such proper funding and good management revolve around proper planning, visionary and focused leadership, high ethical standard and glaring sense of responsibility.

1.1 Historical Development of University Education in Nigeria

Understanding Nigerian universities necessitates the need to dig the historical background of the university education in Nigeria in order to appreciate the salient issues raised in this paper. The establishment of Elliot Commission in 1943 was a necessary impetus for the commencement of university education in Nigeria. This led to the founding of University College Ibadan (UCI) in 1948. UCI was an affiliate of the University of London (Ike, 1976). According to Ibukun (1997), the UCI was saddled with a number of problems at inception ranging from rigid constitutional provisions, poor staffing, and low enrolment to high dropout rate (Ajayi and Ekundayo, 2007).

In 1960, the Eastern Regional Government created University of Nigeria, Nsukka, the creation preceded the submission of the report of the Ashby Commission which was set up by the Federal Government in April, 1959 to among other things advise the Federal Government on the higher education needs of Nigeria. The implementation of that report actually led to the creation of University of Ife (Now Obafemi Awolowo University) in 1962 by the Western Region and Ahmadu Bello University in 1962 by the Northern Region and University of Lagos in 1962 by the Federal Government (Ajayi and Ekundayo, 2007). Babalola, Jayeoba and Okediran (2007) submitted that the University College, Ibadan became a full-fledged university in 1962, making both the UCI, Ibadan and University of Lagos the first two federal universities in Nigeria – the other three remained regional. The mid-western region also established University of Benin in 1970, making a total number of universities then in Nigeria six. The six universities established during this period 1960-1970 are still known as first generation universities (Ajayi and Ekundayo, 2007; Lawal, 2010).

The trio of Babalola, Jayeoba and Okediran (2007) affirmed that the the existing universities lacked requisite autonomy and were placed under close scrutiny and supervision of the Federal Government. According to Babalola, Jayeoba and Okediran (2007), the Federal Government did not strictly follow the contents of the existing National Development Plan (1975—1980) by establishing seven universities instead of the four already earmarked in the plan. It also took over the four regional universities in 1975. The seven newly created universities included: Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Kano. They are all referred to as second generation universities.

The third generation universities were established between 1980 and early 1990. They are: the Federal University of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. While state universities were found in Imo, Ondo, Lagos, Akwa-Ibom, Oyo and Cross-Ricer states (Anyamelle, 2004; Ajayi and Ekundayo, 2007).

Universities established from 1991 till date are known as fourth generation universities. They comprise more of private universities, a number of state universities and Nigerian Open Universities (NOUN).

Table 1. List of Federal Universities

S/N	FEDERAL UNIVERSITIES	GENERATION	VICE CHANCELLOR	YEAR FOUNDED
1.	Abubakar Tafawa Balewa University, Bauchi	Third	Professor Muhammad Hamisu Mohammed	1988
2.	Ahmadu Bello University, Zaria	First	Professor Abdullahi M	1962
3.	Bayero University, Kano	Second	Professor Abubakar Adamu	1975
4.	Federal University of Petroleum Resources, Effurun	Fourth	Professor Babatunde Alabi	2007
5.	Federal University of Technology, Akure	Third	Professor Adebisi George Daramola	1981
6.	Federal University of Technology, Minna	Third	Professor muhammed S. Audu	1982
7.	Federal University of Technology, Owerri	Third	Professor Chigozie C. Asiabaka	1980
8.	Federal University, Dutse, Jigawa State	Fourth	Professor Jubril Dahiru Amin	2011
9.	Federal University, Dutsin-Ma, Katsina	Fourth	Professor James O.I. Ayatse	2011
10.	Federal University, Kashere, Gombe State	Fourth	Professor Mohammed Kabiru Farouk	2011
11.	Federal University, Lafia, Nasarawa State	Fourth	Professor (Mrs) Ekanem Ikpi Braide	2011
12.	Federal University, Lokoja, Kogi State	Fourth	Professor Abdulmumini Rafindadi	2011
13.	Federal University, Ndufu-Alike, Ebonyi State	Fourth	Professor Oye Ibidapo-Obe	2011
14.	Federal University, Otuoke, Bayelsa State	Fourth	Professor Mobolaji Aluko	2011
15.	Federal University, Oye-Ekiti	Fourth	Professor Chinedu O. Nebo	2011
16.	Federal University, Wukari, Taraba	Fourth	Professor Geoffrey Okogbaa	2011
17.	Michael Okpara University of Agriculture, Umudike	Third	Professor Hillary Odo Edoga	1992
18.	Modibbo Adama University of Technology, Yola	Third	Professor B.H. Usman	1988
19.	National Open University of Nigeria, Lagos	Fourth	Professor Vincent A. Tenebe	2002
20.	Nigerian Defence Academy, Kaduna	Third	Professor Aliyu Abdullahi	1985
21.	Nnamdi Azikiwe University, Awka	Third	Professor Boniface O. Egboka	1992
22.	Obafemi Awolowo University, Ile-Ife	First	Professor Bamitale Omole	1962
23.	Police Academy Wudil	Fourth	Professor Munzali Jibril	2012
24.	University of Abuja	Third	Professor J.S.A. Adelabu	1988
25.	University of Agriculture, Abeokuta	Third	Professor O.B. Oyewole	1988
26.	University of Agriculture, Makurdi	Third	Professor D.V. Uza	1988
27.	University of Benin	First	Professor Osayuki G. Oshodin	1970
28.	University of Calabar	Second	Professor James Epoke	1975
29.	University of Ibadan	First	Professor Isaac Folorunso A.	1948

30.	University of Ilorin	Second	Professor Is'haq Oloyede	1975
31.	University of Jos	Second	Professor Hayward B. Mafuyai	1975
32.	University of Lagos	First	Professor Rahman Ade Bello	1962
33.	University of Maiduguri	Second	Professor M.M. Daura	1975
34.	University of Nigeria, Nsukka	First	Professor Bartholomew N. Okolo	1960
35.	University of Port-Harcourt	Second	Professor Joseph Ajiienka	1975
36.	University of Uyo	Third	Professor Comfort M. Ekpo	1991
37.	Usman Danfodiyo University	Second	Professor Riskuwa A. Shehu	1975

Source: NUC, 2012.

Table 2. List of State Universities

S/N	STATE UNIVERSITIES	VICE CHANCELLOR	YEAR FOUNDED
1.	Abia State University, Uturu Abia	Prof. Chibuzo B. Ogbuagu	1980
2.	Adamawa State University, Mubi Adamawa	Prof. Alkasum Abba	2002
3.	Adekunle Ajasin University, Akungba-Akoko, Ondo State	Prof. Nahzeem O. Mimiko	1999
4.	Akwa Ibom University of Technology, Uyo Akwa Ibom	Prof. Sunday W. Petters (Ag.)	2004
5.	Ambrose Alli University, Ekpoma Edo	Prof. Sam O. Uniamgboko	1980
6.	Anambra State University of Science and Technology, Uli Anambra	Prof. C.C. Anene (Ag.)	2004
7.	Bauchi State University, Gadau	Prof. Ezzildin, M. Abdulrahman	2011
8.	Benue State University, Makurdi	Prof. Charity A. Angya	1992
9.	Buka Abba Ibrahim University, Damaturu	Prof. Musa Alabe	2006
10.	Cross River State University of Science and Technology Cross River	Prof. Effiom Ini-Obong	2004
11.	Delta State University, Abraka	Prof. E.A. Arubaye	1992
12.	Ebonyi State University, Abakaliki	Prof. F.I. Idike	2000
13.	Ekiti State University, Ado-Ekiti	Prof. E.D. Adelowo (Ag.)	1988
14.	Enugu State University of Technology, Enugu	Prof. Cyprian C. Onyeji	1981
15.	Gombe State University, Gombe	Prof. Abdullahi Mahadi	2004
16.	Ibrahim Badamosi Babangida University, Lapai	Prof. Ibrahim Kolo	2005
17.	Ignatius Ajuru University of Education, Rumuoumeni	Prof. R.D. Green-Osahogulu (Ag.)	2010
18.	Imo State University, Owerri	Prof. B.E.B Nwoke.	1992
19.	Kaduna State University Kaduna	Prof. William Barnabas Qurix	2004
20.	Kano University of Science & Technology, Wudil-Kano	Prof. Ibrahim Garba	2000
21.	Kebbi State University, Kebbi	Dr. Amina Abubakar	2006
22.	Kogi State University, Anyigba Kogi	Prof. Hassan S. Isah	1999
23.	Kwara State University, Ilorin	Prof. A. Na-Allah	2009
24.	Ladoke Akintola University of Technology, Ogbomoso	Prof. Adeniyi Suliman	1990

25.	Lagos State University, Ojo Lagos	Prof. John O. Obafunwa	1983
26.	Nasarawa State University, Keffi	Prof. S.O.O. Amali	2002
27.	Niger Delta University, Yenagoa	Prof. Chris Ikporukpo (Ag.)	2000
28.	Northwest University, Kano	-	2012
29.	Olabisi Onabanjo University, Ago-Iwoye	Prof. Adewale A Olaitan	1982
30.	Ondo State University of Science & Technology, Okitipupa	Prof. Tolu Odugbemi	2008
31.	Osun State University, Oshogbo	Prof. Sola Akinrinade	2006
32.	Plateau State University, Bokkos	Prof. N. Gomwalk	2005
33.	Rivers State University of Science and Technology, Port Harcourt	Prof. Barineme Beke Fakae	1979
34.	Sokoto State University, Sokoto	-	2009
35.	Tai Solarin University of Education, Ijebu-Ode	Prof. Segun Awonusi	2005
36.	Taraba State University, Jalingo	Prof. Ahmed Usman Jalingo	2008
37.	Umaru Musa Yar'Adua University, Katsina	Prof. Mu'uta Ibrahim	2006

Source: NUC, 2012

Table 3. List of Private Universities

S/N	PRIVATE UNIVERSITIES	VICE CHANCELLOR	YEAR FOUNDED
1.	Achievers University, Owo	Prof. J.A. Odebiyi	2007
2.	Adeleke University, Ede	-	2011
3.	Afe Babalola University, Ado Ekiti	Prof. (Mrs) Sidi Oho	2009
4.	African University of Science & Technology, Abuja	Prof. Charles Chidume (Ag.)	2007
5.	Ajayi Crowther University, Ibadan	Prof. Adekunle Adeniran (Ag.)	2005
6.	Al-Hikmah University, Ilorin	Prof. S.A. Abdulkareem	2005
7.	American University of Nigeria, Yola	Prof. Dr. Margee Ensign	2003
8.	Babcock University, Illishan-Remo	Prof. Kayode J. Makinde	1999
9.	Baze University	Prof. Michael Hoddd	2011
10.	Bells University of Technology, Otta	Prof. A.I. Adeyemi	2005
11.	Benson Idahosa University, Benin City	Prof. Gideon E.D. Omuta	2002
12.	Bingham University, New Karu Nasarawa	Prof. F.I. Anjorin (Ag.)	2005
13.	Bowen University, Iwo Osun	Prof. T. Olagbemiro	2001
14.	Caleb University Lagos	Prof. Ayodeji O. Olukoju	2007
15.	Caritas University, Enugu Enugu	Prof. L.C. Onukwube	2005
16.	CETEP City University, Mowe Ogun	Prof. Akin Aju	2005
17.	Covenant University, Ota Ogun	Prof. Aize O. Obayan	2002
18.	Crawford University, Igbesa Ogun	Prof. M.I. Ige	2005
19.	Crescent University, Abeokuta Ogun	Prof. Sherifdeen A. Tella	2005
20.	Elizade University, Ilara Mokin	-	
21.	Evangel University, Akaeze	-	
22.	Fountain University, Osogbo	Prof. H.O.B. Oloyede	2007
23.	Godfrey Okoye University, Ugwuomu-Nike-Enugu	Prof. C. Anieke	2009
24.	Gregory University, Uturu	-	
25.	Igbinedion University, Okada Edo	Prof. Eghosa E. Osaghae	1999
26.	Joseph Ayo Babalola University, Ikeji-Arakeji	Prof. Sola Fajana	2006

27.	Katsina University, Katsina	Dr. S. Ibrahim	2005
28.	Landmark University, Omu-Aran	Prof. Matthew Ola-Rotimi Ajayi	2011
29.	Lead City University, Ibadan	Prof. J.B. Aladekomo	2005
30.	Madonna University, Okija, Anambra State	Prof. P.I. Akubue	1999
31.	Mcperson University, Seriki Sotayo, Ajebo	-	
32.	Nigerian-Turkish Nile University, Abuja	Prof. D. Kaptanogu	2009
33.	Novena University, Ogume Delta State	Prof. J.M.O. Eze (Ag.)	2005
34.	Obong University, Obong Ntak	Prof. Enefiok S. Udo	2007
35.	Oduduwa University, Ipetumodu	Prof. J. Adeleke Ogunwale	2009
36.	Pan-African University, Lagos	Prof. Juan Manuel Elegido	2002
37.	Paul University, Awka-Anambra State	Prof. G. Igboeli	2009
38.	Redeemer's University, Mowe	Prof. I.O.O. Komolafe (Ag.)	2005
39.	Renaissance University, Enugu	Prof. Obiora S. Ejim	2005
40.	Rhema University, Obeama-Asa-Rivers State	Prof. O.C. Onwudike	2009
41.	Salem University, Lokoja	Prof. Paul Omaji	2007
42.	Samuel Adegboyega University, Ogwa	-	2011
43.	Southwestern University, Oku-Owa	-	2012
44.	Tansian University, Umunya	Prof. Nduka Uraih	2007
45.	University of Mkar, Mkar	Prof. Emmanuel Hemen Agba	2005
46.	Veritas University	Prof. David Ker	2007
47.	Wellspring University, Evbuobanosa, Edo State	Prof. J.E.A. Osemeikhian	2009
48.	Wesley University of Science & Technology, Ondo	Prof. Tade Badejo	2007
49.	Western Delta University, Oghara	Prof. P.G. Hugbo	2007
50.	Wukari Jubilee University, Wukari Taraba	Prof. Godwin Akpa	2005

Source: NUC, 2012

2. Challenges of Universities and the Concept of Competition

The compelling need for the Nigerian universities to interact with other universities outside the shores of Nigeria pose serious challenges as the former lack requisite infrastructural facilities to adequately compete with other universities. The challenges are multifarious and complex. It is a combination of limited access, increasing cost, decreasing quality, and inflexibility in course selection. Others are struggling economies and obsolete organizational structures facing university education in Nigeria today.

Perhaps, the most formidable task confronting university education in Nigeria is to articulate the triple relationship between the mission of the university; the specific needs of university's political, social, economic, and cultural environment; and, the adaptation of the universities to the challenges of modernity. One of the challenges of Nigerian universities is inadequacy of qualified and skilled academic staff. There is decreasing rate of job seekers with PhD, few of the potential academics with PhD prefer to take up appointment with universities abroad with better facilities and environment conducive for research and learning. Infrastructures is another factor militating against Nigerian universities. Many of the Nigerian universities are populated by dilapidated infrastructures. Many of the courses in Nigerian universities are archaic.

There are challenges of mounting modern programmes as there is inadequacy of competent lecturers and very weak or decaying infrastructural base. There is a challenge of entrenching academic culture. Academic culture, perceived as an arrangement, a commitment to the system that is driven by intellectualism, excellence and facts, devoid of subjectivity and other

considerations outside competence and merit, is a *sine qua non* to the actualisation of the vision of university. It is a commitment to sustenance of tradition and absolute respect for norms. Nigerian universities should prevent or stamp-out culture of sale of handouts, circuit of negotiated and over-bloated admission, plagiarism and over radicalisation of junior staff that is not receptive to training.

Quality of intakes is generally low in Nigeria. The issue of brain drain is also very retrogressive. Over the past decades, as a result of a gradual exodus of many Nigerian talented faculty and research-inclined academics, Nigeria universities have faced continuous search for innovative and young academics. Some faculty abandoned academia for other sectors of the economy, where professionals and scientists receive higher salaries and greater social recognition.

Funding is also a big challenge to Nigerian universities. Financial restrictions also create problems that impair quality research, causing friction between the universities and the owners, thus threatening the stability of institutions. The problems are more visible in the areas of faculty salaries, libraries, equipments, research and general funding of our universities today. Universities are ill-equipped and lecturers are poorly trained. Standard is falling in Nigerian universities. Over 70 percent of the laboratory equipment and library books in today's Nigerian universities, for example, were bought and placed between 1970s and 1980s. The majority of universities have misplaced their goals and allowed social, political and economic factors of their environment to create crises in their academic community. There are allegations of politically motivated decision-making, mutual back scratching, patronage and partisanship that have permeated our universities (Mimiko, 2010; Ojerinde, 2010; Lawal, 2010).

All these are challenges which are surmountable. What defines successful university is the ability to confront challenges and overcome them. It is, therefore, imperative for universities to see all these as challenges and not problems and to saddle themselves with strategies to confront and overwhelm these surmountable challenges.

There is therefore the need for Nigerian universities to change from being conventional producers of over-reliant, dependent graduates to becoming engines of community development. Many Nigerian University workers (both academic and non academic staff) have, ultimately, become impervious to change and innovation. Nigeria needs a new generation of universities that can serve as engines of both community development and social renewal with evidence of excellence and best practices that promote core competence in undergraduate programmes with a niche in entrepreneurial skills and initiatives.

3. Conclusion and Recommendations

The nature of society inherited from the British imperialists made it so difficult, if not impossible, for anything to work in Nigeria. Colonialism altered, deterred and retarded, to some extent, the existing traditional society and their pace of development. A Nigeria that was bequeathed was one that lacked adequate capital, markets and the appropriate technology to industrialise and favourably compete in the international world capitalist market. Nigeria is an enigma, a structure designed to fail, the British deliberately put up a geographical entity that would not work with attendant teething problems that are impermeable to development.

It is in this kind of society and environment that universities must operate and survive. A country with failing economy, economy that can not produce and provide running and portable water, a world of epileptic supply of electricity, economy that is surly to education

and innovation, economy that does not revolve around human development. It is a double spending on any university operating in Nigeria as basic infrastructures through which university can thrive and grow are lacking and deteriorating. Granted the complex challenges facing Nigerian universities, it becomes appropriate to put forth the following measures to address and arrest this ugly trend:

- Government should strengthen its existing regulatory agencies like National Universities Commission (NUC) and Federal Ministry of Education to ensure that sanity is restored and maintained in the university campuses. This will prevent the trend of exploitation of students and parents and commercialisation of education and certificates. A strong, efficient and incorruptible monitoring system should be developed to ensure prompt realization of the objectives of Nigerian universities.
- It becomes enormous challenges for the universities to create pockets of functional system with stability in water supply, electricity, accommodation for both staff and students and general conducive environment. For Nigerian universities to cope and compete favourably on the global plane, it must define and design a domestic, home-grown arrangement that is micro but sufficient enough to guarantee security of both staff and students, provide platform for research and generate a sustainable academic culture.
- Fundamental reforms will be needed in the curriculum design, teaching and management of Nigerian universities. The universities need to help solve or contribute maximally to the efforts at solving the socio-economic and political challenges that face the nation. They should play a role in promoting infrastructure development. Pragmatic efforts should be deliberately coordinated in order to bring services of university to the reach of the people. This will require a qualitative change in the goals, vision, functions and structure of Nigerian universities.
- It is important to understand that the most critical challenge facing most universities will be to develop the capacity for change. Nigerian universities should seek to remove the constraints that prevent them from responding to the needs of a rapidly changing society. This can only be achieved by introducing democratic university structures and management styles that promote inclusiveness and collective deliberation in decision making arrangement. Decision making should be democratised and transparent as this will serve as propellant of development, impetus to scholarship and stimulant to academic culture.
- Universities should create and define ideal student-lecturer relationship supportive of the university's vision. Lecturers should come to terms with the sanctity and enormity of their job and should guide same jealously without subjecting it to undue negotiation, ridicule and reproach. Universities are inundated daily with experiences of 'naked' intervention from owners of the universities who, in many cases, personalise the official procedure of their universities and subject them to public relations outfit.
- On the whole, leadership becomes critical, both in terms of will and ability to mobilise resources for the attainment of university objectives. It is important, therefore, to adopt the leadership and management styles that inspire confidence in all who will be involved in the restructuring of university development. Restructuring also involves restructuring of interests which are invariably conflicting and have to be balanced. The essence of this, however, is that leadership role is crucial in the overall development of any university.

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