ASSESSING THE APPOINTMENT AND ADMINISTRATION OF FEMALE VICE-CHANCELLOR IN THE DEVELOPMENT OF CONTEMPORARY UNIVERSITY IN NIGERIA

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Abstract

Academic culture is sometimes taken for granted, since more often it is a system that is learnt by doing it. However, the recent trend across the globe shows that contemporary universities in developing countries cannot be managed as they were in the 1960s, 1970s, 1980s, and 1990s. This is principally due to the constant change in ideas and methods of management. In the light of this, attempt must be made to promote academic culture that will be relevant to changing times and would meet the needs of the present and future of Nigeria university development. This paper therefore looked at the appointment and administration of female Vice-Chancellor in Tai Solarin University of Education. A descriptive survey was used for the study. A ten-item self developed questionnaire, and a semi-structured interview guides were used to collect data from the teaching and non-teaching staff of the university. The results of the study revealed that the appointment of a female Vice-Chancellor for the university was an innovation from what it is used to be. It also came to light from the study that the staffs were reluctant to accept female Vice-Chancellor on assumption of duty. The study also revealed that most staff would prefer any gender that promotes the development of the university as Vice-Chancellors. Therefore, the study recommended that government should endeavour to appoint technocrats as Vice-Chancellor whether male or female and that the university should be well funded so as to reduce the burden of Vice-Chancellors.

Keywords: Academic Culture, Development, Global Arena, Innovation and Vice-Chancellor

Introduction

The appointment of Vice-Chancellors, into Nigerian universities has been greatly susceptible to political maneuvering. The present practice is that the final decision about the choice of Heads of Tertiary Institutions is vested with the visitor of the Institution. The President, (in case of Federal Institution), or State Governor, (in case of State Institution) and the Founder (in case of private tertiary institution). This can be a blessing in disguise or a curse to be endured until such manager finishes the term. Political interference in the universities is not new. Universities governance was seen as a way of promoting political patronage in the 1980s and 1990s, because politics shaped the patterns of student access, curriculum content and teaching methods. By the middle of 1990s the universities started changing with the promise by the government to steady the system. They handed over the financial reigns, supposedly allowing universities more freedom to generate income streams. This has been cosmetic as we can see all around us that the governance and leadership of universities remains trouble. Thus the need to promote academic culture that will be relevant to the changing times, that would meet the needs of the present and future of Nigeria university development.

Concept of University Administration and Academic Culture

Academic culture on campus is actually the external manifest of the common values, spirits, behavior, norms of people on campus who are pursuing and developing their study and research. This kind of culture can be embodied in the rules and regulations, behavior patterns and the material facilities. It mainly consists of academic outlooks, academic spirits, academic ethics and academic environments. Academic culture of universities according to Xi and Xianghong (2012) mainly consists of academic outlooks, academic spirits, academic

ethics and academic environments. Campus culture in a university is characterized by individuality, academic feature, leading, variety and creativity.

The academic ethics refers to all the norms and regulations that should be abided by all people in the academic study and academic activities, it is mainly to deal with relationship between individuals, the relationships between people and society, people and the nature. It mainly includes the norms of academic research, the norms of academic evaluation and the norms of academic criticism.

Administration according to Okwori (2012) is a task of planning, coordinating, motivating and controlling the efforts of others towards predetermine objectives. Akpakwu (2012) viewed educational administration as involving the planning, organizing, controlling, coordinating, leading and evaluating the human, material and time resources towards the achievement of the goals or objectives of educational institutions. Agreeing with this view, Babalola (2006) noted that educational administration is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. This is an attempt to use carefully (that is to manage or economize) available scares resources through cooperative efforts when establishing institutions of learning, enrolling learners, attracting best staff, conducting teaching learning and research as well as graduating learners.

The most indispensable step in the effective administration of university education is a clear identification of the goals and functions of the university. The specific tasks of a university education include teaching, research and development, dissemination of information, mounting involvement staff programs and active in community services. The educational inputs for effective performance off the tasks must also be identified. These include human material, physical and fiscal resources. The human resources include the teaching and non-teaching staff, management team and students. The material resources include the stationery

items, furniture items, books and periodicals and audio-visual materials, laboratory equipments and maintenance materials and tools. The physical resource embrace the available buildings in the institution such as classrooms, laboratories, lecture theaters, technical workshops, libraries, administrative blocks, staff quarters and other physical facilities in the institutions. The fiscal resources refer to the funds made available in the institutions to administer administrative and academic programs.

Goal Identification

Effective management of the tertiary institutions entails that the administrators of the institutions must identify all these resources and unified them towards effective realization of the goals of tertiary education. A clear identification of the goals of tertiary education is a central factor required for effective management of this level of education. These goals are spelt out in the Fourth Edition of the National Policy on Education (2004); the goals of tertiary education in Nigeria shall be to:

- Contribute to national development through high level relevant manpower training;

- Develop and inculcate proper values for the survival of the individuals and society;

- Develop the intellectual capability of individuals to understand and appreciate their local external environments;

- Acquire both physical and intellectual skills which will enable individual to be self-reliant and useful members of the society;

- Promote and encourage scholarship and community service;

- Forge and cement national unity; and

- Promote national and international understanding and interaction.

To ensure effective management of the tertiary institutions for quality service delivery; it is deemed pertinent to identify the specific functions of the institutions. According to be

National Policy on Education (2004), the tertiary educational institutions in Nigeria should pursue their lofty goals through effective performance of the following functions:

- Teaching;

- Research and development

- Virile staff development programs

- Generation and dissemination of knowledge

- A variety of modes of program including full-time, part-time, and so on

- Access training funds such s those provided by the Educational Trust Fund (ETF) and so on.

- Students Industrial Work Experience Scheme (SIWESS);

- Maintenance of minimum educational standards through appropriate agencies;

- Inter- institutional co- operation;

- Dedicated services to the community through Extra-Mural and extension services.

The teaching, research and development and dissemination of functions, more than any other, are very instrument to the development of high level manpower that is central to the development of the nation.

Statement of the Problem

The odd against female dons in the race for the position of Vice-Chancellor is as old as university education. Although, there is no deliberate government policy in Nigeria to marginalize the female folk from being in charge at the top echelon of university administration, the men has always holds the ace until politicians' interference in universities governance. Consequently, there is the need to assess the appointment and

administration of the female Vice- Chancellor in the development of Tai Solarin University of Education in Ogun State, Nigeria.

Theoretical Framework

This study is based on a new emerging theory of leadership otherwise known as transformational leadership. Leader's position in a bureaucratic and hierarchical structure is becoming obsolete, effective leaders work from the 'inside out' to transform their organization and workers. The transformational leaders motivate its team to be effective and efficient.

Transformational leadership originated with Burns (1978), is expanded by Bass (1985), and given further refinement by Bass and Avolio (1994). Yukl (2002) adds that transformational leadership focuses on a leadership understanding of their affect on how followers feel trust, admiration, loyalty, and respect towards the leadership and how followers are motivated to do more than is expected of them. Ackoff (1999), describe this type of leadership as one which broadens and elevates the interest of the follower by modeling the expected behavior and 'stirring' followers to look beyond their own immediate and personal need to embrace other needs. Transformational leadership is concerned about progress and development. This was exemplified in the administration of the female Vice-Chancellor in Tai Solarin University of Education, as many building structures sprung up; many courses were added and accredited. Also many ventures were added and upgraded to generate revenue for the university which helped in meeting the financial obligations of the institution.

Transformational leaders inspire followers to higher level of performance for the sake of the organisation. The level of performance of the staff (teaching and non-teaching) increased dramatically as all enjoyed training and re-training programme in Nigeria and overseas. This

earned many staff their promotion with increase in the number of academic professors and administrative officers. Many female staff also participated in the management of the institution as they were given the opportunity to be heads of units and departments. In other words, follower's respect and trust transformational leaders. Trust between a leader and his followers are cornerstone of transformational leadership.

Table 1 summarises the four primary or functional areas of transformational leadership and identifies the attributes that accompany these primary characteristics.

Table 1: *Transformational leadership Attributes*

Functional Attributes	Accompanying Attributes
1. Idealised Influence/Charismatic	i. Vision ii. Trust iii. Respect iv. Risk-sharing v. Integrity
2. Inspirational Motivation	vi. Modelling vii. Commitment to Goals viii. Communication ix. Enthusiasm
3. Intellectual Stimulation	x. Rationality
4. Individualised Consideration	xi. Problem-Solving xii. Personal Attention xiii. Mentoring xiv. Listening xv. Empowering

Transformational leaders focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that will move the organization to reach the company's vision. This type of leadership motivates individuals to work together to effect changes in organization in order to create sustainable productivity.

Men generally occupied top management positions, including the Governing Councils of the universities. The fact that few women are professors, leave most of the academic and administrative decisions to men. In sex stereotyping, managerial function is seen to be exclusively preserved for men who therefore, requires masculine qualities that women are not thought to possess. (Yonlonfoun (2003) cited in Samson, (2015). Men, because of their vantage positions in the university management hierarchies (E.g. as member of faculty boards, Senate and Council) take control of university administration, give policy direction, and codify financial management thus women in .university administration and management positions tend to have less bargaining power and limited opportunity to influence decisions or other initiatives to promote gender equality and women's rights.

The exclusive management responsibilities of the Vice- Chancellor include the strength of teaching staff in terms of quality and quantity and curriculum of sufficient academic content suitably related to the community, manpower and other development needs. Again, discipline (taken in broad sense) within the university community is part of the responsibility of the Vice- Chancellor; so also is the general welfare of the community staff, students, workshop and temporary visitors.

Nigeria, at present can boast of 147 universities, 86 of which are public (Federal and State) while 61 of them are privately owned (National Universities Commission, 2015) with few female Vice- Chancellor. Only 14 female Vice-Chancellors have been recorded throughout the history of Nigeria University education. Presently, only the American University of Nigeria, Yola, Federal University, Lafia, Kogi State University, Lokoja and Oduduwa University, Ile-Ife fielded female Vice-Chancellor. No female Vice-Chancellor has been recorded for public university in the core north. Also few universities in Nigeria have records of female Pro-Chancellors, Registrars, and Bursars. These positions have regularly been taken up by men in many Nigeria universities (Owuamanan, 2009, Samson, 2015).

The odd against female dons in the race for the position of Vice-Chancellor is as old as university education. Although, there is no deliberate government policy in Nigeria, to marginalize the female folk from being in charge at the top echelon of university administration but men hold the ace.

With increased awareness on the need to empower women, involvement of women in politics and management of institutions has increased. The global awareness campaign has gotten to the ivory towers with women increasingly asking for their fair share of leadership position in the university administration. To this end, this paper assesses the appointment

and administration of female Vice-Chancellor in Tai Solarin University of Education in Ogun State, Nigeria.

Research Questions

Based on the problems of the study, the following research hypotheses were raised:

- Does politics in Nigeria create room for women to become Vice – Chancellors?

- What are the institutional hindrances to the appointment of female Vice-Chancellor?

- What are the perceptions of the university community on the administration of female Vice- Chancellor?

Methodology

Descriptive research design was employed for the study. The study population consisted of all the teaching and non teaching staff of Tai Solarin University of Education. Of this population, 200 staff of the university was selected through the stratified random sampling technique as study sample. The instruments used to collect data for the study were a self constructed questionnaire tagged "appointment and administration of female vice-chancellor in university questionnaire (AAFCQ). The questionnaire had two parts – A and B. Part A consisted of demographics data of the respondents. Part B of the questionnaire was used to measure variables of interest. Section A, contained information on the level of political interference in university governance. Section B requires information on the factors militating against women's participation in university management. Section C was an interview on the perception of university community on the appointment and administration of female Vice-Chancellor. Face and content validation of the instrument was done through vetting by the researchers colleagues and experts in educational management. Their comments and suggestions were used to correct items in the instrument before they were administered to the respondents. A re-test method was used to test the reliability of the

instrument. This was done by conducting a trial test on 50 university staff not included in the study but in another university headed by a female Vice-Chancellor. The administration of the instruments was carried out on the respondents on two occasions at two-week intervals. The scores obtained were correlated using the Pearson Product Moment Correlation analysis. A reliability co-efficient of 0.86 was obtained, which was considered high enough for reliability.

The instruments were personally administered by the researchers and assistants. The data collected were analyzed using frequency count percentages and Pearson Product Moment Correlation Analysis. All the hypotheses generated were tested at 0.05 level of significance.

Data Analysis

Data analysis was done at the univariate, bivariate and the multivariate levels. The simple percentages and frequency count was used to analyse the demographic section while chi square was used to assess the appointment and administration of female Vice-Chancellor in the development of Tai Solarin University of Education, Nigeria. The result was analysed with Statistical Package of Social Sciences (SPSS version 20).

Table 1: Research Question One: Do politics create room for women to become Vice-Chancellors in Nigerian University?

Variable	Yes	No	Uncertain	Df	Asymp. Sig	X^2
Politics afford women the opportunity to become Vice-Chancellor in Nigerian University?	80(40.0%)	77(38.5%)	43 (21.5%)	2	.002	12.670ᵃ

Are there governmental policies that determines who becomes the Vice-Chancellor in the University?	181(90.5%)	19 (9.5%)	0(0%)	1	000	131.220[b]
Are there internal policies within the university that determines the gender of the Vice-Chancellor?	107 (53.5%)	93(46.5%)	0(0%)	1	.322	.980[b]

Significant*   Table value x2 at 0.05 level = 3.841 and 5.991

The table presented above showed that, 40% of the respondent agreed that, politics afford women the opportunity to become Vice-Chancellor in Nigerian University while 38.5% disagreed and 21.5% were uncertain. More than 90% of the respondent agreed that there are governmental policies that determines who becomes the Vice-Chancellor in the university while 9.5% disagreed. Also 53.5% agreed that, there are internal policies within the university that determines the gender of the Vice-Chancellor while 46.5% disagreed.

In the same table 2 which showed the chi-square results showing the association between the variables, x^2 values of the first responses of the staffs is more significant than the others and is greater than the table values at 0.05 level of probability. Hence, the first and the second statement are accepted while the last statement is rejected but the first statement is more significant. Since the first statement is more significant, this implies that politics afforded women the opportunity to become Vice-Chancellor in Nigerian University.

Table 2: Research Question Two: What are the institutional hindrances to the appointment of female Vice-Chancellor?

Variable	Yes	No	Uncertain	Df	Asymp. Sig	X^2
Staffs usually find it difficult to take instructions from them because of societal perception	132 (66.0%)	55(27.5%)	13 (6.5%)	2	.000	109.270[a]

Religious believe and social stratification affects the appointment of female vice-chancellor	151 (75.5%)	49(24.5%)	0(0%)	1	.000	52.020[b]
Politicising of Vice-Chancellor office	146 (73.0%)	54 (27.0)	0(0%)	1	.000	42.320[a]

Significant*   Table value x2 at 0.05 level = 3.841 and 5.991

The table presented above showed that, 66% of the respondents agreed that, staffs usually find it difficult to take instructions from them because of societal perception while 27.5% disagreed. Over 75% of the respondents agreed that, religious believe and social stratification affect the appointment of female Vice-Chancellor while 24.5% disagreed. 73% of the respondent agreed on the politicising of the Vice-Chancellors office while 27% disagreed.

However, table 3 showed that x^2 values of the first and last responses of the staffs are more significant than the others and even though they are greater than the table values at 0.05 level of probability. Hence, the three statements are accepted but the first and the last statement are more significant. Based on the significance therefore, this result implies that institutional hindrances to the appointment of female Vice-Chancellor, is embedded in the fact that staffs usually find it difficult to take instructions from female leaders because of societal believes in gender difference.

Table 3: Research Question Three: What are the perceptions of the university community on the administration of female Vice-Chancellors?

Variable	Yes	No	Uncertain	Df	Asymp. Sig	X^2
Female Vice Chancellors are not popular in university administration	146 (73.0%)	54(27.0%)	0(0%)	1	.000	69.620 [b]
Female Vice-Chancellors are more domineering and less strategic in their administration	78(39.0%)	69(34.5%)	53(26.5%)	2	.000	4.810[b]

Female Vice-Chancellors are less committed to intellectual and infrastructural development	87(43.5%)	113(56.5%)	0(0%)	1	.090	3.380[a]
Gender is not a criteria in the choice of Vice-Chancellor	136(68.0%)	51(25.5%)	13(6.5%)	1	.066	3.380[a]
Performance and development of the university is the major determinant of vice-chancellor	159(79.5%)	41(20.5%)	0(0%)	2	.000	118.990[b]

Significant*   Table value x2 at 0.05 level = 3.841 and 5.991

Based on the results presented above, 73% agreed that, female Vice-Chancellors are not popular in university administration while 27% disagreed, 39% agreed that, female Vice-Chancellors are more domineering and less strategic in their administration while 34.5% disagreed. Over 43% agreed that female Vice-Chancellors are less committed to intellectual and infrastructural development while 56.5% disagreed. More than 68% of the respondents agreed that, gender is not a criterion in the choice of Vice-Chancellor while 25.5% disagreed and 6.5% were uncertain about the statement. About 80% of the respondents agreed that performance and development of the university is the major determinants of Vice-Chancellor acceptance while 20% disagreed.

The same table 4 showed that x^2 values of the responses of the staffs are more significant than the others that were lesser than the table values at 0.05 level of probability. Hence, the two significant statements are rejected. In addition to this; the second statement in the table was also rejected while the other statements which are less significant were accepted. Based on the significance therefore, this result implies that perceptions of the university community on the administration of female Vice-Chancellors are that gender is not a criterion in the choice of Vice-Chancellor. Female Vice-Chancellors are not less committed to intellectual and infrastructural development than their male counterpart. Female Vice-Chancellors also, are not domineering and less strategic in their administration. The performance of the Vice-

Chancellor and the development of Tai Solarin University of Education can attest to the result of this study.

Conclusion

From the findings of this study, it can therefore be concluded that institutional staff will promote good academic culture where the atmosphere is conducive and their interest well protected. Females Vice-Chancellor though very rare in the annals of the university system, their inclusion today as a result of politics or otherwise is an innovation from what it used to be. Furthermore, there comes a time when leadership must come forth to meet the needs of the hour, such was the time Professor Oluyemisi Obilade was call forth to take the mantle of leadership at Tai Solarin University of Education.

Recommendations

Based on the findings, the following recommendations were made:

- That government should ensure autonomy in the appointment of management staff and if they should appoint, then they should endeavor to appoint technocrats as Vice-Chancellors whether male or female.

- That the university should be well funded so as to attract best hands and to reduce the burdens of Vice-Chancellors.

- That the institutional staff should endeavor not to play into the hands of politicians by maintaining academic and campus culture that will promote the development of the institution.

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