

Autonomy, Educational Regulatory Laws, Institutional Factors and Administrative Effectiveness in Nigerian Universities

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Certification

This is to certify that this research work was carried out by **Wasiu Olawunmi OLANREWAJU- SMART** with Matriculation Number LCU/PG/001282, completed this thesis titled “Autonomy, Educational Regulatory Laws, Institutional Factors and Administrative Effectiveness in Nigerian Universities” in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria for the award of PhD Degree in Educational Management.

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Dedication

I dedicate this work to my benefactor, Rt. Hon. Femi Gbajabiamila, CFR who has given me the platform to soar higher in my career life. I dedicated my Master's Degree thesis to him in 2021 and proud to dedicate this PhD Doctorate thesis work to him. May God Almighty meet him at every point of need.

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Abstract

In recent years, Nigerian universities have grappled with challenges impacting its effectiveness, particularly in administration. This study investigated the influence of University Autonomy, Educational Regulatory Laws, and Institutional Factors on Administrative Effectiveness in Nigerian universities. Emphasizing employee satisfaction, alumni engagement, and faculty development, the research assesses autonomy levels (administrative, pedagogical, and financial) and examines the influence of Autonomy, Regulatory Laws, and Institutional Factors, including Lecturer/Student Ratio, School Calendar Stability, and Governance Structure. Differences in administrative effectiveness based on Institutional Type (Federal, State, and Private) are explored. Using a multi-stage sampling procedure, 4,051 principal and administrative officers across Nigerian universities participated in the study. Data were collected through a self-designed Likert-scaled questionnaire (AERLIFAENU), ensuring validity and reliability through face, content, and construct validation. The instrument demonstrated high reliability (Cronbach alpha = 0.73). Data analysis, employing descriptive and inferential statistics, revealed notable administrative effectiveness: employee satisfaction (69%), alumni engagement (61%), and faculty development (82%). Regression analysis rejected the three hypotheses. Hypothesis one indicated a significant combined influence of Autonomy, Regulatory Laws, and Institutional Factors (p-value = 0.000) on administrative effectiveness. Hypothesis two refuted the idea of no significant relative influence, revealing Autonomy as the most influential (Beta = 0.783), followed by Institutional Factors (Beta = 0.356), and Regulatory Laws (Beta = 0.220). Furthermore, findings showed that Private universities exhibited the highest administrative effectiveness, followed by State and Federal universities. In conclusion, the research provided insights into factors shaping administrative effectiveness in Nigerian universities. Positive aspects, including autonomy and regulatory frameworks, paved the way for targeted interventions and continuous improvement. Recommendations include heightened focus on employee engagement initiatives, alumni and stakeholders' engagement and strategic faculty development programs to enhance overall education and research quality. It also includes facilitation of updates of education regulatory laws to meet modern day realities.

Keywords: Autonomy, Educational Regulatory Laws, Institutional Factors and Administrative Effectiveness

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Chapter One

Introduction

1.1 Background to the Study

Effectiveness refers to the ability of an organization or government agency to efficiently and effectively achieve its goals and objectives through the use of available resources, such as personnel, technology, funds and other resources. It involves making decisions, implementing policies and procedures, and ensuring accountability and transparency¹. Therefore; achieving quality service delivery, reduced waste and corruption, and better outcomes for stakeholders requires administrative effectiveness.

In the university system, administrative effectiveness refers to the ability of the university leaders to manage their resources, processes, and personnel effectively and efficiently. This involves ensuring that the university's operations are aligned with its mission and goals and that the necessary systems, structures, and processes are in place to support these objectives². For instance, universities are expected to perform the roles of providing higher education that is dedicated to the pursuit of knowledge, the advancement of research, and the development of intellectual and creative abilities, a comprehensive education that prepares students for careers, citizenship, and lifelong learning, the development of critical thinking, problem-solving, and communication skills, as well as providing students with a broad understanding of the world and their place in it, and providing opportunities for students, faculty, and staff to engage in discussions and debates, as well as participate in events, exhibitions, and performances that promote cultural and intellectual exchange and effective administration of resources. All these are likely going to be achievable if the resources at the universities' disposal are managed effectively².

To achieve the administrative effectiveness of a university, all principal officers such as the vice chancellor, deputy vice-chancellor, registrar, bursar, librarian, deans, and head of departments are expected to judiciously manage the resources at their disposal and effectively allocate them for the optimum achievement of the general objectives of the university system as well as the specific objectives (vision or mission) of the university they belong to. The specific roles of the universities administrators in Nigeria: University vice-chancellors are saddled with the responsibility of: overseeing the academic programmes and ensuring the quality of teaching and research, managing the budget and resources of the university, and ensuring its financial stability, overseeing the physical development of the university and ensuring that it is well-maintained, working with student organizations and providing support for student life on campus, working with faculty members to ensure a positive and productive work environment, promoting the university and forging relationships with the local community³. The vice chancellor is also expected to establish partnerships with other universities and organizations and represent the university in external forums³.

The Deputy vice-chancellor (DVC) is another key member of a university's administrative leadership team and is responsible for supporting the vice-chancellor in achieving the university's goals and objectives. Some specific roles of the DVC in achieving administrative effectiveness in the university include but not limited to overseeing the development of academic programmes and initiatives, and ensuring their alignment with the university's overall strategic plan, helping to allocate resources and manage the budget to support the university's priorities and initiatives, working with the student affairs division to provide support and services to students, and promoting student success and engagement, working with faculty members to provide professional development opportunities, and promoting their engagement

and success in research and teaching, supporting the development of research initiatives and collaborations, and promoting the university's reputation as a center of research and innovation, working with external organizations to establish partnerships and collaborations that support the university's goals and objectives and overseeing the day-to-day operations of the university and ensuring that they run smoothly and effectively³.

The University Registrar is a key administrative official in a university that is responsible for managing a variety of important functions and operations including maintaining accurate and up-to-date student and academic records, ensuring the security and confidentiality of these records, managing the enrollment process, including the admission of students, scheduling of classes, and the registration of students for classes, providing support for academic programs and initiatives, including the scheduling of classes, the administration of exams, and the maintenance of academic calendars, providing support and services to students, including assistance with registration, transcripts, and other academic-related issues, verifying the authenticity of degrees and academic records, and providing official certifications as needed, ensuring that the university complies with all relevant laws, regulations, and accreditation standards. The roles of a University Registrar also include collecting and analyzing data on enrollment, graduation rates, and other key indicators of institutional performance, and producing reports and other information for internal and external stakeholders³.

The Bursar of a University is expected to play a key role in ensuring administrative effectiveness in a university by performing several tasks such as overseeing the financial operations of the university, including budget preparation, cash management, and investment of funds, managing the university's accounts receivable system, including the billing and

collection of tuition, fees, and other charges, processing of payments to suppliers, contractors, and employees, as well as the disbursement of funds, ensuring that the university's financial operations comply with federal, state, and local regulations and laws, providing financial reports to university management, boards, and other stakeholders as well as providing information on tuition and fee structures, loan programs, and disbursing financial aid³.

The university librarian plays a vital role in ensuring administrative effectiveness in a university by supporting the research and educational needs of the university community, providing technical support and ensuring the library have the resources it needs to be successful. Specifically, the University Librarian is responsible for selecting, acquiring, and managing the library's collections, ensuring that the library has the resources necessary to support the research and educational needs of the university community, provides reference and research assistance to students, faculty, and staff, helping them to access the information they need to succeed in their academic and professional pursuits, provides instruction and outreach services to support students and faculty in their use of library resources, including workshops, tours, and individual consultations and ensures that the library has the technology necessary to support its users, including computers, printers, and other equipment, Also, the librarian manages the library's resources, including books, journals, databases, and other materials, ensuring that they are accessible and organized for easy use and involved in the library's budget and planning process, helping to ensure that the library has the resources it needs to meet its goals and objectives³.

The faculty deans provide academic leadership for a particular division or school within the university, working with faculty and staff to develop and implement academic programs,

policies, and initiatives, involved in the budget and resource allocation process, helping to allocate resources to support the programs and initiatives of their division or school, provides support for faculty development and professional growth, including mentoring, coaching, and opportunities for research and scholarly activity, involved in student advising and support, working with faculty and staff to provide students with the resources and opportunities they need to succeed in their academic and professional pursuits, involved in the development and implementation of the university's academic programs as well as working with faculty and staff to create high-quality, innovative, and engaging academic experiences for students³.

The Heads of Departments (HODs) equally oversee the academic programs and activities of their departments and ensure that they align with the university's goals and objectives, responsible for managing their department's budget, including allocating funds for research, teaching, and other activities, oversees the hiring, supervision, and evaluation of faculty and staff in their department, involved in developing and revising the department's curriculum to ensure that it is up-to-date and relevant, support and encourage faculty and students to engage in research activities and promote their department's research achievements, represent their department to external stakeholders and build partnerships with organizations and businesses to promote the department's goals and objectives and responsible for managing their department's administrative functions, including managing facilities, equipment, and resources³.

In assessing the effectiveness of the principal officers' duties, administrative effectiveness becomes a critical factor, which is measured by various indices⁴. This study concentrates on specific indices of administrative effectiveness, namely student and employee satisfaction,

alumni engagement, and faculty development in terms of training and professional growth for academic faculty members.

Student satisfaction refers to the overall level of contentment and happiness expressed by students regarding their university experience⁵. This encompasses a wide range of factors such as the quality of education, student services, campus facilities, and interactions with faculty and staff. Student satisfaction seems to be an important indicator of academic success and retention and by extension effectiveness of the university as students who are satisfied with their university experience are more likely to persist and perform well academically. Employee satisfaction, on the other hand, refers to the level of contentment and happiness expressed by university employees (academic and non-academic) regarding their work environment and job duties⁶. This includes factors such as compensation, benefits, job security, work-life balance, and opportunities for professional development. Employee satisfaction is important because it can impact job performance, turnover rates, and the overall culture and morale of the workplace⁷.

Both student and employee satisfaction are complex concepts, as they can be influenced by a variety of individual and situational factors. Nevertheless, they are considered key indicators of success in the university context⁸. Student and employee satisfaction has long been considered a key indicator of university administrative effectiveness⁹. The idea is that if students and employees are happy with the services and facilities provided by the university administration, then the administration is likely doing a good job. The first and most obvious benefit of using student and employee satisfaction as an indicator of university administrative effectiveness is that it provides direct feedback from those who are experiencing the administration's services

and facilities. This valuable information can help administrators understand where they are succeeding and where they need to improve.

Additionally, student and employee satisfaction can also provide valuable insights into the overall level of satisfaction with the university¹⁰. For instance, if a large number of students and employees are dissatisfied with a particular aspect of the university, such as the quality of food in the cafeteria, this could be an indication of a broader problem with the administration's ability to meet the needs of its students and employees. As a result, administrators should use satisfaction data as one piece of a larger puzzle, and in conjunction with other metrics, in order to gain a more complete picture of the university's administrative effectiveness.

However, one of the greatest threats to university education in Nigeria is the perceived academic staff lack of job satisfaction which has cumulated severally to strike actions over the years¹¹. Crisis in Nigerian universities are consequent in part upon academic staff dissatisfaction with their jobs¹¹. It has been observed in the recent years that there seems to be lack of dedication and apathy on the part of some academic staff that constitute a key factor in the Nigerian university system. Experience has also shown that many lecturers appear not to be satisfied with their jobs; it seems there is no commitment to scholarship anymore on the parts of many academic staff in Nigerian universities probably due to poor or lack of job satisfaction and often times, the quality of teaching suffers for it. These observations were equally shared by an author that posited that the decay in academic staff job performance in Nigerian universities is proceeding unabated and this is equally evident in frequent strike actions embarked on from time to time by university teachers; which almost grounded academic activities¹². The situation appears not to be too different in many private universities; where

many of these institutions are more or less like glorified secondary schools. Many of these private universities in the words of an author are being plagued with a myriad of problems such as inadequate infrastructural facilities, inadequate faculty members, poor leadership, poor funding, lack of job security and poor salary structure among others which many hamper or inhibit academic staff satisfaction on their job as well¹³. It was also opined that the alleged falling standard of university education in Nigeria may also be attributed to lack of job satisfaction among the academic staff who are the arrowheads of achieving the aims of the organisation¹⁴. He noted that the deplorable conditions of many of the university lecturers are associated with their low morale which invariably affects teaching and learning⁷. It was also argued that there are many loopholes in the Nigerian university system where the lecturers operate; that are begging to be filled¹⁵. Most amenities in campuses especially public universities are in a bad shape. Libraries and research facilities need urgent help, dilapidated buildings and infrastructural facilities are the orders of the day in many Nigerian universities; learning environment is next to nothing; and many of these universities are in deplorable conditions¹⁶.

From time to time, Nigeria keeps losing its university academic staff for universities outside the country; possibly the highest bidders, in some cases, some still hold two appointments, one in Nigeria, another outside the country, shuttling between two countries while the adverse effects is felt by the student and the system entirely. A good example is a final year student who has a lecturer that shuttles between Nigeria and another country, this will create a huge gap between the student and the lecturer, as well as a delay on the part of the student. There are other working conditions that affect job satisfaction, there include inconsistent promotion opportunities, poor remuneration, lack of work insurance, and so on. The most obvious is poor

remuneration of academic staff of Nigerian universities. Academic staff of Nigerian universities keeps embarking on strikes; the 2009 Agreement of the Academic Staff Union of Universities (ASUU) with the government of Nigeria has been an age long conflict¹⁷.

Furthermore, despite the significant investments made by students and their families in higher education, many students seem not receiving the quality education and experiences they expect and deserve. This is manifested in a range of areas, including the levels of employability skills or competences of the graduate of the system, the availability of career opportunities upon graduation, the safety and security of university campuses, and the overall university environment¹⁸. The impact of poor student satisfaction is widespread and can lead to low levels of academic achievement, high levels of student dropout and dissatisfaction, and decreased contributions to the university community. Additionally, poor student satisfaction can also result in decreased public trust in the higher education system, and negatively impact the reputation of universities both nationally and internationally. It is imperative that universities address this problem of poor student satisfaction in order to ensure that students receive the education they need and deserve. This requires a concerted effort from universities, governments, and other stakeholders to improve the quality of education and the overall university experience for students. Failure to address this issue risks perpetuating the cycle of poor student satisfaction and limiting the potential of students and universities to make meaningful contributions to society.

University alumni engagement which is the second index of administrative effectiveness in this study refers to the ongoing relationship between a university and its graduates. It encompasses a range of activities and initiatives designed to maintain and strengthen the connection between alumni and their alma-mater, and to support the academic, professional, and personal growth of

alumni. Alumni engagement can take many forms, including alumni events and gatherings, career services and networking opportunities, opportunities for alumni to participate in research and academic initiatives, and opportunities for alumni to give back to their alma mater through donations and volunteer activities. The concept of alumni engagement is rooted in the belief that universities have a responsibility to support their graduates throughout their lives, and that alumni have a responsibility to support their alma maters and to contribute to the success of their communities¹⁹. This reciprocal relationship is critical to the success and sustainability of universities, as it provides universities with a strong and supportive network of alumni who can contribute to the academic, research, and community outreach efforts of their alma maters. Alumni engagement is also critical to the success of individual alumni, as it provides them with opportunities to connect with their alma mater, to network with other alumni, and to continue their academic and professional growth. Additionally, alumni engagement also helps to foster a sense of community and belonging among alumni and strengthens the ties between alumni and their alma mater, allowing them to contribute to the growth and success of their alma maters for years to come²⁰. Alumni engagement is widely recognized as a key measure of university administrative effectiveness because it provides a critical insight into the quality of the university experience and the level of support that alumni receive from their alma maters.

In this study, the researcher pointed out the various roles that alumni engagement plays in evaluating the effectiveness of university administration, and the ways in which universities can use alumni engagement to improve the quality of their education and the overall university experience for students. One of the primary roles of alumni engagement is to measure the quality of the education that students receive. Alumni engagement provides universities with valuable feedback on the quality of teaching and learning experiences, the availability of

resources and support services, and the overall university environment²¹. This feedback allows universities to identify areas of strength and areas for improvement, and to make necessary changes to ensure that students receive the best possible education. Additionally, alumni engagement also provides universities with insight into the career opportunities that students receive upon graduation, and the level of support that they receive as they transition into the workforce²². Another important role of alumni engagement is to evaluate the effectiveness of university administration. Alumni engagement provides universities with feedback on the level of support and resources that students receive from university administration, and the ways in which administration interacts with students and supports their academic, professional, and personal growth. This feedback allows universities to assess the effectiveness of their administrative policies and procedures, and to identify areas for improvement.

Alumni engagement also plays a critical role in evaluating the overall university experience for students. It provides universities with feedback on the quality of student life, the availability of resources and support services, and the overall university environment. This feedback allows universities to assess the effectiveness of their efforts to create a supportive and inclusive university community, and to identify areas for improvement. It is a critical measure of university administrative effectiveness, as it provides universities with valuable feedback on the quality of the education that students receive, the effectiveness of university administration, and the overall university experience for students. By utilizing alumni engagement to inform their policies and practices, universities can improve the quality of their education and the overall university experience for students, and ensure that they are contributing to the growth and success of their alumni communities for years to come.

However, in Nigeria, there is a growing problem of low levels of alumni engagement, which seem to be affecting the ability of universities to connect with and support their alumni communities. This problem is rooted in several factors, including poor communication channels between universities and alumni, limited opportunities for alumni to engage with their alma maters, and a lack of resources dedicated to alumni engagement programs and so on²³. As a result, many alumni feel disconnected from their universities and are not actively involved in supporting the academic, research, and community outreach efforts of their alma maters²⁴. This perceived lack of alumni engagement has serious consequences for Nigerian universities, as it limits their ability to tap into the resources and expertise of their alumni, and undermines the efforts of universities to cultivate strong and supportive alumni networks. Additionally, low levels of alumni engagement can also negatively impact the reputation of universities, both nationally and internationally, as it suggests a lack of commitment to alumni engagement and support. Universities in Nigeria must address this problem of low alumni engagement to ensure that they connect with and support their alumni communities. This requires a concerted effort from universities, governments, and other stakeholders to develop effective strategies for alumni engagement, and to dedicate the necessary resources to support these programs. By doing so, universities can build strong and sustainable alumni networks, and ensure that they contribute to the growth and success of their alma maters for years to come.

Faculty development which is the third index of administrative effectiveness in this study refers to the process of improving and enhancing the skills, knowledge, and abilities of academic faculty in higher education institutions. The purpose of faculty development is to support faculty in their teaching and research endeavors, to promote excellence in education, and to ensure that faculty are prepared to meet the evolving demands and challenges of academia.

This process typically involves a variety of activities such as workshops, conferences, mentorship programs, and other professional development opportunities. The ultimate goal is to help faculty stay current in their fields, to improve their teaching and research skills, and to better serve the needs of their students and institutions²⁵.

Faculty development plays a critical role in contributing to the administrative effectiveness of universities. This is because faculty members are the backbone of academic institutions and their development is essential to the success of the institution. By providing faculty with professional development opportunities, universities can help them stay current in their fields, improve their teaching skills, and develop new and innovative pedagogical approaches. This, in turn, leads to a higher quality of education for students²⁶. For example, faculty members who attend workshops on active learning or technology-enhanced teaching are likely to be better equipped to engage their students and make the learning experience more dynamic and effective. In addition to enhancing the quality of education, faculty development also helps foster a positive campus culture. For instance, when faculty are supported and encouraged to grow professionally, they feel valued and respected by their institution, this, in turn, is likely going to lead to a more supportive and collaborative work environment, where faculty are more likely to share ideas and engage in constructive dialogue. A positive campus culture can also contribute to greater student satisfaction and improved retention rates. Again, faculty development can play a key role in promoting research and innovation. This can be done by providing opportunities for faculty to engage in research and collaborate with colleagues from other institutions, universities can foster a culture of inquiry and encourage faculty to pursue new and innovative projects. This does not only benefit the faculty, but it also benefits the institution by contributing to its reputation as a leader in research and innovation.

Furthermore, by supporting faculty in their research endeavours, universities can help them maintain their competitiveness and keep them at the forefront of their field. It can therefore be pointed out that faculty development is a critical component of administrative effectiveness in universities²⁷. By enhancing the quality of education, fostering a positive campus culture, and promoting research and innovation, faculty development contributes to the success and long-term viability of academic institutions. As such, universities should prioritize and invest in faculty development programs to support the growth and development of their faculty and ensure that they are prepared to meet the challenges and demands of higher education in the 21st century. Faculty development is a crucial aspect of higher education and has far-reaching consequences for both faculty and students.

In Nigeria, the state of faculty development has been a persistent challenge for many universities, leading to poor outcomes for the quality of education provided²⁸. Empirical studies have shown several consequences of poor faculty development in Nigerian universities, including decreased quality of education, decreased faculty satisfaction, poor attitude to research and innovation, decreased student retention and enrollment, and poor reputation of universities among others²⁸. One of the main reasons for the poor state of faculty development in Nigeria is a lack of funding and resources. Many universities are underfunded and struggle to provide adequate resources for faculty development programmes²⁹. This leads to a lack of opportunities for faculty to attend workshops, conferences, or other professional development opportunities, hindering their ability to stay current in their fields and improve their teaching skills. Another major challenge is a lack of institutional support and commitment to faculty development. Many universities in Nigeria do not place a high priority on faculty development and do not provide the necessary resources and support to ensure its success³⁰. This results in a

poor buy-in from faculty and a poor engagement in development programmes, which further hampers the effectiveness of these programs. Cultural factors also play a role in the poor state of faculty development in Nigeria. There is a long-standing cultural belief that faculty should focus on research and publishing, rather than on professional development and teaching excellence. This can lead to a lack of appreciation for the importance of faculty development and a failure to invest the necessary resources and support to ensure its success.

The multiplier effects of poor faculty development in Nigeria can be seen in the quality of education provided by universities. With faculty unable to stay current in their fields or improve their teaching skills, students are often not exposed to the latest knowledge and innovative pedagogical approaches which has led to a low level of engagement and a lower quality of education, negatively impacting the ability of students to succeed in their careers³¹.

In addition to the decreased quality of education, poor faculty development can also lead to decreased faculty satisfaction, lack of research and innovation, decreased student retention and enrollment, and poor reputation of universities. These consequences demonstrate the importance of investing in faculty development programs and ensuring that faculty are equipped with the knowledge and skills necessary to provide high-quality education to students.

The poor state of faculty development in Nigeria is a major challenge that has far-reaching consequences for the quality of education provided by universities. To address this challenge, universities must prioritize and invest in faculty development programs, provide the necessary resources and support, and engage in cultural change to foster a greater appreciation for the importance of faculty development. Only then will Nigerian universities be able to provide their students with the high-quality education they deserve and compete with other institutions on the global stage. Although, there are so many factors that can influence the achievement of

administrative effectiveness in the university system, this study intends, to investigate the influence of “Autonomy, Education Regulatory Laws and Institutional Factors” on Administrative Effectiveness of Universities in Nigeria.

University autonomy refers to the independence and self-governance of universities, in terms of their academic, administrative, and financial decision-making³². This means that universities have the freedom to determine their own policies, programmes, and budgets, without external interference or control. University autonomy helps to ensure that universities are able to pursue their academic mission and engage in research and teaching without external constraints. It also allows universities to respond to changing societal needs and adapt to new challenges and opportunities.

There are several types of university autonomy, including: Academic autonomy: This refers to the freedom of universities to determine their own academic policies, programs, and curricula, without external interference³². Administrative autonomy: This refers to the independence of universities in managing their internal affairs and making decisions about staffing, budgeting, and resource allocation. Financial autonomy: This refers to the freedom of universities to control their own finances and manage their own budgets, without external constraints or control³². Legal autonomy: This refers to the status of universities as autonomous legal entities, with their own governance structures and the ability to enter into contracts and agreements. Institutional autonomy: This refers to the overall independence and self-governance of universities, encompassing all aspects of their operation, from academic and administrative decision-making to financial management³².

Autonomy is indispensable to universities in many ways. It forms the basis of the enabling environment for the appropriate discharge of the responsibilities of academic and the academic institutions³³. It includes freedom of universities to select their students, appoint staff, teach, select area of research and determine the content of courses³⁴. It equally covers the internal organizations and administrations of each institution. Thus, freedom is essential to universities, hence, crisis in university system in Nigeria is usually triggered off by what such as inadequate financial support from the government and undue interference in the internal administration of the universities occasioned by the establishment circular from the Federal Ministry of Education on the National Universities Commission (NUC)³⁴. It is clear that there is contradiction in what the National Policy on Education provides as academic freedom for the universities and what is operational. What is operational is clearly centralized interference and control from the government through its agencies, masquerading as champions and defenders of academic freedom for universities³⁵. Also, autonomy is very essential to universities in Nigeria. An author, listed some of the reason as first autonomy, for most universities, is a traditional right, which has worked well over the year, the responsibilities of creating new knowledge through scholarship and research, transmitting and preserving culture developing the capacity in students for critical and independent judgment; and cultivating aesthetic sensitivities are carried out best in environments free from direct external control and domination. The complexity of academic works requires a far measure of independence. Autonomy provides for both staff and students check and balances in a democratic society.

The erosion of university freedom and autonomy in Nigeria is supported by numerous evidences. These evidences include several instances where the government appointed Vice Chancellors for universities without consulting the governing council, removal of the Academic

Staff Union of Universities (ASUU) from the Nigeria Labour Congress and proscribed ASUU multiple times for going on strikes due to poor university conditions, and sacked academics who held different political views from the government^{36, 37}. Removal of Vice Chancellors who did not comply with government directives³⁷. Banning and unbanning of staff and student unions, with ASUU and the National Association of Nigerian Students (NANS) being the most affected. Vice Chancellors have been removed for not complying with government directives, and sole administrators have been appointed for various universities³⁸. The lack or low academic freedom and institutional autonomy has been further evidenced by the government's refusal to honor agreements with ASUU, support for the arbitrary sacking of lecturers at the University of Ilorin and attempts to force arbitrary rules on universities through the Federal Government sponsored Autonomy Bill³⁹. Under-funding and undue interference in university governance have also limited and eroded academic freedom and institutional autonomy, which negatively affects the universities' ability to carry out their functions of teaching and research. Given these realities, this study considers institutional autonomy as a possible determinant of administrative effectiveness in Nigerian universities⁴⁰.

Another independent variable considered in this study is “Education Regulatory Laws”. Education regulatory laws are a set of legal frameworks that govern the operation and administration of educational institutions such as universities. These laws can include federal and state regulations, accreditation standards, and other legal requirements that universities must comply with in order to operate and offer degrees and other academic programs. The purpose of university education regulatory laws is to ensure that universities are providing high-quality education, are financially stable, and are in compliance with ethical and professional standards⁴¹. These laws also help to ensure that universities are held accountable

for their actions and that students receive a valuable and meaningful education. The specific content of university education regulatory laws can vary greatly between countries and regions, but they often include provisions related to admission requirements, academic standards, program approval, and degree accreditation and so on. They may also address issues related to student financial aid, intellectual property, and the protection of student data and privacy. The education regulatory laws considered in this study are: Education (National Minimum Academic Standard and Establishment Act, 2004 and The Universities Miscellaneous Act, 1993 (2003, 2012 as amended).

Education (National Minimum Academic Standard and Establishment Act, 2004) deals, amongst other things, with the specification of various authorities, empowered to prescribe minimum standards of education in Nigeria; and to impose penalties for any contravention of its provisions. Also, the act empowers the commission to lay down minimum standards for all universities and other institutions of higher learning in the Federation, and the accreditation of their degrees and other academic awards is hereby vested in the National Universities Commission in formal consultation with the universities for that purpose, after obtaining prior approval therefore through the Minister, from the President⁴². Furthermore, the act states clearly the purpose of higher education in Nigeria. These are the acquisition, development and inculcation of the proper value-orientation for the survival of individuals and society; the development of the intellectual capacities of individuals to understand and appreciate their environment; the acquisition of both physical and intellectual skills to enable individuals to develop into useful members of the community; the acquisition of an objective view of the local and external environment; the making of optimum contributions to national development through the training of higher level manpower; the promotion of national unity by ensuring that

admission of students and recruitment of staff into universities and other institutions of higher learning shall, as far as possible, be on a broad national basis the promotion and encouragement of scholarship and research⁴².

The Universities Miscellaneous Act, 1993 (2003, 2012 as amended), on the other hand, makes provisions for the autonomy, management, structure and running of the universities in Nigeria; the Act limits the tenure of principal officers to a single term of 5 years; and increasing the retiring age of staff in the professorial cadre and non-academic staff in the Universities in Nigeria⁴³. Enacted by the National Assembly of the Federal Republic of Nigeria, the act provided that a Registrar, Bursar or Librarian shall hold office for a single term of five years only beginning from the effective date of his appointment and on such terms and condition as may be specified in his letter of appointment. Notwithstanding this section, the University Council may, upon satisfactory performance extend the tenure of the Registrar, Bursar or Librarian for a further period of one year only and thereafter the Bursar or Librarian shall relinquish his post and be assigned to other duties in the University." An academic who retires as a professor in a recognized University shall be entitled to a pension at a rate equivalent to his annual salary provided that the professor has served continuously in a recognized University up to the retirement age. Notwithstanding subsection that, where the professor has not served up to the retirement age, he shall be entitled to the rate of pension mentioned under subsection provided that he has served a minimum of 20 years as a professor in a recognized University. Where an academician joins a Nigerian University as a professor, such a professor shall have served continuously for at least 20 years in a recognized university⁴⁴. This study, therefore, seeks to investigate the influence of university education regulatory laws on administrative effectiveness in Nigerian Universities.

The third variable considered in this study is “Institutional Factors”. The "institutional factor" in the university system refers to the policies, procedures, culture, and overall governance structure of a university. It encompasses the various systems and processes that shape the way a university operates and affects the experiences of its students, faculty, and staff⁴⁴. The institutional factor includes elements such as budget allocation, academic programs and support services offered, admission policies, faculty hiring and evaluation practices, and student services and support. It also encompasses the university's overall mission and goals, as well as the values and traditions that inform its decision-making processes. The institutional factor plays a significant role in determining the quality of education, the research opportunities available, and the overall academic and social environment within a university. In this study, institutional factors such as Lecturer/ Student Ratio, School Calendar stability and Governance Structure were considered.

The lecturer-to-student ratio (also known as the student-faculty ratio) is a numerical representation of the relationship between the number of students and the number of faculty members at a university or college. It measures the average number of students per faculty member. This ratio is used as an indicator of the level of individual attention that students can expect to receive from faculty members, as well as the availability of faculty for research and other academic pursuits. A lower lecturer-to-student ratio generally indicates that there are more faculty members available to support and interact with students, while a higher ratio suggests a more crowded and potentially less personalized educational experience⁴⁵.

The lecturer-student ratio in universities is a potential factor that can impact administrative effectiveness in an organization. A high lecturer-student ratio means that there are fewer

lecturers available to attend to the needs of students, while a low ratio means that there is a higher number of lecturers relative to the number of students. In universities with a high lecturer-student ratio, administrative performance is often affected negatively⁴⁶. This is because lecturers are overburdened with the responsibility of teaching and attending to the needs of a large number of students. This can lead to a decline in the quality of teaching, as lecturers struggle to give adequate attention to all students. Additionally, the administrative workload is also increased, as lecturers may have to spend more time dealing with student issues, such as answering questions and addressing concerns. On the other hand, a low lecturer-student ratio has a positive impact on administrative performance⁴⁶. With fewer students per lecturer, each student can receive more individualized attention and support. This can result in a better learning experience for the students and improved academic performance⁴⁶. Additionally, with fewer students to attend to, lecturers can spend more time on administrative tasks, such as course planning, assessment and evaluation, and advising students. Moreover, a low lecturer-student ratio also allows for more efficient use of resources, as there are fewer students to be accommodated in classrooms and lecture halls. This results in better utilization of available resources, such as equipment and materials, and can reduce the need for additional funding to expand facilities⁴⁶.

School calendar stability refers to the consistency and predictability of the school year schedule. This includes the start and end dates of the school year, holidays, and other important events such as exams and teacher training days. A stable school calendar is important for several reasons. Firstly, it provides parents and students with the necessary information and advance notice to plan their lives around the school schedule. This can help minimize disruption to their personal and work schedules. Secondly, a stable school calendar helps teachers to plan their

lessons and assessments more effectively, allowing them to better meet the needs of their students. Additionally, school calendar stability can also support the broader community. For example, if the start and end dates of the school year are consistent from year to year, local businesses and organizations can better plan for the influx of families and students during the school year. On the other hand, a lack of school calendar stability can lead to confusion and uncertainty for parents, students, and teachers. It can also make it more challenging for everyone to plan their schedules effectively⁴⁷.

School calendar stability may have significant impact on the administrative effectiveness of a university, for instance, a stable school calendar allows for better planning and organization of resources, such as facilities and staff, as well as improved communication with students and other stakeholders. A consistent and predictable school calendar makes it easier for universities to plan and allocate resources effectively⁴⁸. For example, if the start and end dates of the school year are known in advance, the university can make necessary arrangements for facilities, such as classrooms and housing, and allocate staff accordingly. This can help to ensure that resources are used efficiently and effectively, contributing to the overall administrative effectiveness of the university. In addition, a stable school calendar also helps to improve communication with students, parents, and other stakeholders. Advance notice of school schedules and events, such as holidays and exams, allows everyone to plan their lives and schedules accordingly. This can help to minimize confusion and uncertainty, contributing to a more positive and productive university environment. On the other hand, a lack of school calendar stability can have a negative impact on administrative effectiveness⁴⁸. For example, if the school calendar is constantly changing, it can be difficult for universities to allocate

resources and plan effectively. This can lead to disorganization and confusion, and negatively affect the quality of education and the university experience for students.

It is a common knowledge that the issue of quality decline in university education in Nigeria today, is in the public domain⁴⁹. Studies have investigated the problems from different angles ranging from problem of funding, inadequate infrastructure, curriculum, and teachers' quality among others. However, some authors and researchers are also attributing the decline to the calendar instability in Nigerian university system. Irregular academic calendar has encouraged examination malpractices, cultism and other vices on Nigerian university campuses⁵⁰. A scholar further asserted that the calendar instability has not been unconnected with the incessant staff union strikes and the common students protest which often led to the loss of time in the teaching/learning processes and that this has contributed greatly to the issue of half-baked graduates and the employability status of Nigerian graduates⁵¹.

The elements of stability in the context of university education include calendar stability, financial stability, management stability, and stability of the policy environment, each of which greatly affects the overall stability of a university system⁵². It was corroborated that when they that stability in the educational system encompassed political, economic and social stability, and that each of these is vital to the development of the educational system. Calendar stability occurs when a university system runs its normal annual timetable from the beginning to the end without interruption. For instance, the traditional calendar for universities in Nigeria starts in September and ends in June of the following year. Most Nigerian universities today seem to have lost this tradition as the issue of calendar instability within the system seems to have come to stay and consequently the issue of having a unified university calendar is gradually

becoming history. Calendar instability in Nigerian universities is often fueled by many factors which include lack of accountability and transparency on the part of management, insufficient engagement of students, intense union activism by students and staff, cultism and breakdown in communication among others. This is attributed to the incessant strike actions by Academic Staff Union of Nigerian Universities (ASUU) and other labour unions within the system. The instability has brought about destabilization of the learning process and led to low quality service from lecturers because of their desire to cover lost content. An author further asserted that, a total of 99.55 weeks (that is, 3.32 academic years) was lost in Nigeria universities within a period of six years. This according to him, represented a total of 11.4 million man-hours and 28.54 million student-hours at the cost of N49,211,035,332.0 or \$684,198,230.0⁵³. The author viewed the situation as economic wastage that might consequently result to half-baked and unemployable graduates. When the calendar is stable, university can engage in exchange programmes with other universities both within and outside Nigeria. University management would have time to plan for the next session and both staff and students would have stipulated time to rest and refresh themselves.

Governance structure refers to the system of decision-making and administration within a university. It encompasses the policies, procedures, and processes used to manage and direct the activities of the institution, as well as the roles and responsibilities of various stakeholders, such as the governing board, administration, faculty, staff, and students. A well-designed governance structure is essential for the effective operation of a university. It helps to ensure that decision-making is transparent, accountable, and representative of the interests of all stakeholders⁵⁴. A strong governance structure also promotes efficiency, as decisions can be made quickly and effectively without undue delay. Additionally, a clear governance structure

helps to promote stability and consistency within the university. By establishing clear policies and procedures, the governance structure provides a framework for decision-making that is consistent over time. This helps to ensure that the university operates smoothly and effectively, even in the face of changing circumstances or challenges. On the other hand, a weak or ineffective governance structure can lead to confusion, uncertainty, and inefficiency⁵⁵. For example, if there is ambiguity regarding the roles and responsibilities of different stakeholders, it can be difficult to make decisions and allocate resources effectively. This can negatively impact the quality of education and the university experience for students⁵⁵.

The role of governance structure in achieving administrative effectiveness in Nigerian universities cannot be overstated. The governance structure provides a framework for decision-making, resource allocation, and accountability, and helps to ensure that the university operates efficiently and effectively. This essay will examine some of the key roles of governance structure in achieving administrative effectiveness in Nigerian universities. One of the primary roles of governance structure is decision-making. The governance structure provides a framework for decision-making that is representative of the interests of all stakeholders, including faculty, staff, students, and the governing board⁵⁶. This helps to ensure that decisions are made transparently, accountably, and efficiently, without undue delay⁵⁶. For example, the governance structure may provide for regular meetings of the governing board, where decisions can be made on key issues such as budgeting, resource allocation, and academic programs. This helps to ensure that decisions are made in a transparent and accountable manner, with the input of all stakeholders. Another key role of governance structure is resource allocation. The governance structure helps to ensure that resources, such as facilities, staff, and funding, are allocated efficiently and effectively⁵⁶. This contributes to the overall administrative

effectiveness of the university, helping to ensure that resources are used in the best interests of students and other stakeholders. For example, the governance structure may establish policies and procedures for allocating funding to academic departments or student organizations, helping to ensure that resources are used in a fair and equitable manner. Transparency and accountability are also key components of effective governance structure. The governance structure promotes transparency and accountability in the decision-making and resource allocation processes, helping to ensure that decisions are made in an open and transparent manner, and that stakeholders are held accountable for their actions. For example, the governance structure may require regular reports to be submitted to the governing board, outlining the use of resources and progress towards key objectives. This helps to ensure that stakeholders are held accountable for their actions, and that the university is operating efficiently and effectively⁵⁶.

Stakeholder representation is another important role of governance structure. The governance structure provides opportunities for faculty, staff, students, and other stakeholders to participate in decision-making and to provide input into the direction of the university. This helps to ensure that the university is representative of the needs and interests of all stakeholders, and that decisions are made in the best interests of everyone involved. For instance, the governance structure may provide for regular town hall meetings, where faculty, staff, and students can voice their opinions and provide input into key decisions. Finally, the governance structure helps to ensure continuity and stability in the university, even in the face of changing circumstances or challenges. By establishing clear policies and procedures, the governance structure provides a framework for decision-making that is consistent over time, helping to

ensure that the university operates smoothly and effectively, even in the face of changing circumstances or challenges⁵⁷.

There seem to be conflicting evidences that type of university (public or private) influences its administrative effectiveness. To do justice to this, it is important to highlight the strengths and weaknesses of each of the university type. Public universities are typically funded by the government and operate as a public service, providing education to a wide range of students. One of the main advantages of public universities is that they are accessible to a broad cross-section of students, regardless of their financial means. This means that they are likely to be able to provide education to a diverse student population, fostering a rich and dynamic learning environment. Furthermore, public universities are often large and well-established, providing a wealth of resources and support to students and faculty. This can contribute to a strong administrative structure, allowing for effective management and efficient decision-making⁵⁸. Private universities, on the other hand, are typically funded by private sources, such as tuition fees and donations. One of the main advantages of private universities is that they are often less subject to bureaucratic processes and political influence, allowing for greater flexibility and autonomy in decision-making. This can contribute to a more nimble and responsive administrative structure, resulting in improved administrative effectiveness. Furthermore, private universities often have the resources and support to provide a high-quality education, including well-equipped facilities, experienced faculty, and a range of support services. However, private universities also face significant challenges that can impact their administrative effectiveness. For example, private universities are often more expensive than public universities, meaning that they are only accessible to a limited number of students. This can result in a more homogenous student population, reducing the diversity and richness of the

learning environment. Furthermore, private universities are often subject to market pressures, which can lead to a focus on profit over quality. This can result in a lack of investment in professional development, research, and other initiatives that contribute to the success of these institutions⁵⁹.

In the face of conflicting evidences of the influence of university type on its administrative effectiveness, the researcher determines to choose university type (public and private) as the moderating factor of the administrative effectiveness in the study. this is essentially to gain a deeper understanding of the strengths and weaknesses of public and private universities and the ways in which they impact the success of these institutions and understand the advantages and disadvantages of public and private universities and the ways in which they impact access to education and the quality of that education through effective administration of resources at their disposal as well as gaining insights into the ways in which universities can improve their administration and operate more effectively.

1.2 Statement of the Problem

In the past years, there have been myriads of problems confronting university education in Nigeria. Prominent among these problems is the issue of administrative effectiveness of the universities in the country. This identified problem seems to have adversely affected the achievement of quality education in the university system in the country, Nigeria. This is evident in the quality of graduate turnout by these universities, which has been complained of as being half-baked. If the Nigerian university system is going to achieve the objective for which it was established, there is a need for effective administration of available resources. Therefore, all hands must be on deck to ensure this is achieved. Concerned stakeholders,

especially researchers, have done a lot of studies to unravel the root cause of poor university administrative effectiveness in Nigeria, but it seems little or no attention has been made to examine the combined and relative influence of University Autonomy, Educational Regulatory Laws, and Institutional Factors on the Governance Effectiveness of Universities in Nigeria^{60,61,62,63}. This study therefore investigated the influence of university autonomy, educational regulatory laws, institutional factors, and administrative effectiveness in Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate the influence of University Autonomy, Educational Regulatory Laws, and Institutional Factors on Administrative Effectiveness in Nigeria. Specifically, the study intends to achieve the following objectives. To:

1. identify the level of administrative effectiveness in universities in Nigeria.
2. determine the level of autonomy (administrative, pedagogical and financial autonomy) in Nigerian universities.
3. determine the combined influence of Autonomy (administrative, pedagogical and financial autonomy), Regulatory Laws (The Universities Miscellaneous Act, Education (National Minimum Academic Standard and Establishment) Act and Institutional Factors (Lecturer / Student Ratio School Calendar Stability and Governance Structure) on administrative effectiveness in universities in Nigeria.
4. examine the relative influence of Autonomy (administrative, pedagogical and financial autonomy), Regulatory Laws (The Universities Miscellaneous Act, Education (National Minimum Academic Standard and Establishment) Act and Institutional Factors (Lecturer /

Student Ratio, School Calendar Stability and Governance Structure) on administrative effectiveness in universities in Nigeria.

5. ascertain Institutional Type (Federal, State and Private) difference in the level of administrative effectiveness in Nigerian Universities.

1.4 Research Questions

The following questions were raised to achieve the objectives of the study.

1. What is the level of administrative effectiveness (employee satisfaction, alumni engagement and faculty development) in universities in Nigeria?
2. What is the level of autonomy (administrative, pedagogical and financial autonomy) in Nigerian universities?

1.5 Hypotheses

The following hypotheses will be tested to achieve the stated objectives of the study

H₀₁: There will be no significant combined influence of Autonomy (administrative, pedagogical and financial autonomy), Regulatory Laws (The Universities Miscellaneous Act, Education (National Minimum Academic Standard and Establishment) Act and Institutional Factors (Lecturer / Student Ratio School Calendar Stability and Governance Structure) on administrative effectiveness in universities in Nigeria.

H₀₂: There will be no significant relative influence of Autonomy (administrative, pedagogical and financial autonomy), Regulatory Laws (The Universities Miscellaneous Act, Education (National Minimum Academic Standard and Establishment) Act and Institutional Factors (Lecturer / Student Ratio School Calendar Stability and Governance Structure) on administrative effectiveness in universities in Nigeria.

H₀₃: Institutional Type (Federal, State and Private) difference in the level of administrative effectiveness in Nigerian Universities.

1.6 Significance of the Study

The findings of this study would be published in a reputable journal, which has to make it available to the entire public. Therefore, it will be of immense benefit to all stakeholders in education, particularly those that are involved in university education in the country. Specifically, the study will add value in the following capacities:

Students who are always on the receiving end of all educational programmes or policies will be of immense benefit from the findings of the study as it discusses the issues relating to school calendar stability as well as what has to do with lecturer-student ratio. This will go a long way in enhancing the quality of instruction they receive and the conduciveness of the atmosphere in which they receive these instructions. The multiplier effect of this is likely to translate to a high level of employability for these students after graduation or even while in the system.

Issues relating to lecturers' academic freedom would be addressed in this study. This will give the lecturers the opportunity to make known the level at which the government of the day infringes on their academic rights. The findings of this study will also make known the implications of the level of academic freedom lecturers enjoy on the level of administrative effectiveness, which is also a pre-requisite for effective university administration and quality education in the university system. The study will also discuss the issue of student-teacher ratio, which is a major problem academic staff at all levels of education in Nigeria have always complained of. The findings of this study will reveal the true situation of the lecturer-

student ratio in federal, state, and private universities and, as such, will make necessary recommendations to the government, as applicable.

The universities' governing council will be of immense benefit from the findings of this study as it will critically address the issue bedeviling the achievement of administrative effectiveness in the university system in the country. The governing council, through this study, will have a clear picture of the level of governance effectiveness of universities in Nigeria, which will serve as a guide for them to make necessary adjustments.

The non-academic staff will benefit from the findings of this study as it is hoped to address the level of administrative effectiveness in the universities, a factor that is believed to also affect their job satisfaction.

This study will address the issues and implications of university autonomy in relation to pedagogical, administrative, and financial autonomy; thus, the findings of this study will enable the government to understand university staff perceptions on the level of autonomy they enjoy and how it can be enhanced and sustained.

1.7 Scope of the Study

The conceptual scope of this study is delimited to Autonomy, Educational Regulatory Laws, Institutional Factors and Administrative Effectiveness in Nigeria. In this study, Autonomy is one of the independent variables and it is measured in terms of Administrative, pedagogical and financial autonomy. Educational Regulatory Laws is the second independent variable and it is delimited to The Universities Miscellaneous Act and Education (National Minimum Academic Standard and Establishment) Act. Also, Institutional Factors is the third

independent variable in this study and it will be measured using Lecturer / Student Ratio School Calendar Stability and Governance Structure. The dependent variable in this study is administrative effectiveness in Nigerian universities.

Geographically, this study is delimited to federal, state and private universities in the thirty six (36) and federal capital territory in Nigeria. In terms of methodology, this study will make use of descriptive research design of the survey type. To this end, structured, closed ended questionnaire and interview will be used to gather information from selected respondents from the population of the study.

1.8 Limitation of the Study

This study was not carried out without some challenges. It encountered obstacles such as respondents' limited availability and reluctance to engage with the questionnaire, as well as the prevailing insecurity within the country, particularly in vulnerable regions. The busy schedules of some of the respondents contributed to poor attitudes towards filling out the questionnaire. Additionally, insecurity in the country posed a significant limitation to the study, particularly in areas vulnerable to instability.

1.9 Operational Definition of Key Terms

Administrative Effectiveness: Administrative effectiveness refers to the ability of an organization to effectively manage its resources, implement its policies and strategies, and achieve its goals and objectives in an efficient and effective manner. In the context of this study, universities, administrative effectiveness refers to the ability of the university to manage its resources, provide high-quality academic programs, support faculty and staff, and

respond to the changing needs of students and the broader community. In this study, the indices of administrative effectiveness considered are: student / employee satisfaction, alumni engagement and faculty development.

Employee Satisfaction: This refers to the level of contentment and fulfillment experienced by the staff of an organization. It encompasses various aspects of the workplace experience, including compensation and benefits, opportunities for growth and development, and the overall work environment.

Alumni Engagement: This refers to the ongoing relationship and involvement between the university and its graduates. It encompasses various activities and initiatives that aim to maintain and strengthen the connection between alumni and their alma mater, and to provide opportunities for alumni to support the institution in meaningful ways. In this study the following engagement are considered. These are alumni associations, volunteering, mentorship programs, financial support, and attendance at events and gatherings.

Faculty Development: This refers to the ongoing process of training and professional growth for academic faculty members. The goal is to enhance their teaching, research, and service skills, as well as keep them up-to-date with the latest advancements in their fields. Faculty development programs in this study include workshops, seminars, conferences, online courses, and other opportunities for learning and networking. The ultimate aim is to improve the quality of education and contribute to the success of the university.

University Autonomy: University autonomy refers to the level of independence and self-governance that a university has in making decisions about its academic and administrative policies, operations, and resources. This may include the authority to set its own curriculum,

determine its own budget, manage its own personnel and property, and make decisions about research initiatives and partnerships. It includes specific criteria for measuring the extent to which a university is autonomous, such as the legal and financial independence of the institution, the decision-making authority of its governing board, and the presence or absence of external constraints on its operations. The types of university autonomy considered in this study are: administrative, pedagogical and financial autonomy.

Administrative Autonomy: This refers to the extent to which a university has control over its own internal administration and management processes. This includes the ability to make decisions about budget allocation, personnel management, and resource utilization, as well as the implementation of policies and procedures related to student services, facilities management, and overall organizational governance. It has to do with the level of independence from external regulatory bodies, the authority of the university's governing council, and the presence or absence of constraints on the administration's decision-making processes.

Pedagogical Autonomy: This refers to the degree of independence and self-governance that a university has in determining its own educational policies and practices. It includes the ability of the university to design and implement curricula, choose teaching methods and materials, and assess student learning outcomes without internal or external interference from authorities. It is the degree of autonomy, such as the level of control over curriculum design and implementation, the authority of faculty in determining teaching methods, and the absence of external constraints on instructional practices.

Financial Autonomy: This refers to the extent to which a university has control over its own financial resources and decision-making processes related to budget allocation and resource utilization. It has to do with the ability to generate and manage revenue, determine spending priorities, and allocate resources in support of the university's mission and goals. It also implies the degree of autonomy of the university's governing board in financial decision-making, and the presence or absence of constraints on resource utilization, revenue generation, budget planning and management, and investment decision-making.

Educational Regulatory Laws: Educational regulatory laws are a set of laws and regulations that govern the functioning and administration of educational institutions. These laws establish standards and guidelines for the operation of universities, and are intended to ensure the quality of education, promote student achievement, and protect the rights of students and educators. It may be enacted by federal or state legislature and are usually enforced by government agencies or educational accrediting organizations. This study considers two key regulatory laws governing Nigerian Universities. These are: The Universities Miscellaneous Act and Education (National Minimum Academic Standard and Establishment) Act

The Universities Miscellaneous Act: This Act was firstly enacted in 1993, amended in 2003 and further amended in 2012. This Act makes provisions for the autonomy, management, structure and running of the universities in Nigeria.

National Minimum Standards and Establishment Act: The Act deals, amongst other things, with the specification of various authorities, empowered to prescribe minimum standards of education in Nigeria; and to impose penalties for any contravention of its

provisions. Also, the act empowers the national universities commission to lay down minimum standards for all universities and other institutions of higher learning in the Federation, and the accreditation of their degrees and other academic awards is hereby vested in the National Universities Commission in formal consultation with the universities for that purpose, after obtaining prior approval therefore through the Minister, from the President⁵.

Institutional Factors: These are the various internal elements that contribute to the functioning, policies, and overall character and effectiveness of a university. In this study, these are: Lecturer / Student Ratio, School Calendar Stability and Governance Structure.

Lecturer / Student Ratio: This is the ratio of staff (academic) to students at a university. It refers to the number of lecturers there are compared to the number of students, and it can give an indication as to how much teaching support each student receives from their institution. The higher the ratio, generally speaking, the more one-on-one teacher guidance available for individual students.

School Calendar Stability: School calendar stability in this context refers to the consistency and predictability of the university academic schedule, including the start and end dates of the academic year, the dates of holidays and breaks, as well as the timing and duration of exams.

Governance Structure: This refers to organizational framework that dictates roles and responsibilities for individuals, departments, committees, and other groups within the institution. It provides guidance on how a specific decision should be taken or changed if needed and acts as a means to ensure regular communication between different stakeholders

such as faculty members staff members' students and so on while ensuring collaboration across units leading to successful execution of tasks.

University Type: This refers to the classification of a university based on who owns and operates it. University type is classified in this study to: State, Federal and private

State Universities: These are publicly funded institutions, usually by the state government. They are open to residents of the state where they are located and typically offer lower tuition fees. They are governed by the state and have a mission to provide access to quality higher education to the citizens of the state.

Federal Universities: These are publicly funded institutions, but instead of being funded by the state government, they are funded by the federal government. They are open to citizens of the country and have a mission to provide quality higher education to a national or regional level.

Private Universities: These are independent institutions that are not funded by the government. They are usually owned by corporations, foundations, or other private entities and rely on tuition fees and private donations as their main sources of funding. They have more autonomy and control over their operations and academic programs than public institutions.

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Chapter Two

Literature Review

The purpose of this chapter is to critically analyze and synthesize the existing body of knowledge on the research topic, identify gaps in the literature, and provide a theoretical framework for the study. In this chapter, the researcher presents a comprehensive review of relevant literature, including books, journals, articles, dissertations, and other sources of information related to the research topic. It is organized around themes or concepts that emerged from the analysis of the literature, and structured to provide a clear understanding of the key theories, models, and concepts related to the research topic. It contains the following subtopics:

2.1 Conceptual Review

2.1.1 Administrative Effectiveness

2.1.2 University Autonomy

2.1.3 Educational Regulatory Laws

2.2 Theoretical Framework

2.2.1 Contingency Theory

2.2.2 Institutional Theory

2.2.3 Systems Theory

2.3 Review of Empirical Studies

2.3.1 University Autonomy and Administrative Effectiveness

2.3.2 Issues of Institutional Autonomy in Nigerian Universities

2.3.3 Educational Laws and Administrative Effectiveness

2.3.4 Quality Assurance in Nigerian University Education and the National Universities Commission (NUC)

2.3.5 Quality Assurance and its Relevance to University Education

2.3.6 Institutional Factors and Administrative Effectiveness

2.3.7 Lecturer/Student's Ratio and Administrative Effectiveness

2.3.8 School Calendar Stability and Administrative Effectiveness

2.3.9 Governance Structure and Administrative Effectiveness

2.3.10 Erosion of University Autonomy and Academic Freedom

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

2.1 Conceptual Review

2.1.1 Administrative Effectiveness

Administrative effectiveness refers to the ability of an organization or institution, in this case, a university, to efficiently and effectively carry out its operations and achieve its goals. In a university setting, administrative effectiveness is concerned with the management of resources, the delivery of services, and the achievement of academic and organizational goals¹. Effective

university administration requires a strong leadership team, clear governance structures, and a commitment to continuous improvement². One of the key components of administrative effectiveness is the development of clear and well-defined goals². University administrators must work with stakeholders, including faculty, staff, students, and external partners, to identify and prioritize goals that are aligned with the mission of the university³. This process requires collaboration, communication, and a clear understanding of the strengths and limitations of the university³. Resource management is another important aspect of administrative effectiveness. Universities must manage a wide range of resources, including financial, human, and physical resources, in order to support the delivery of services and programmes⁴. Effective resource management requires careful planning and allocation, as well as regular monitoring and evaluation to ensure that resources are being used effectively and efficiently⁴. In addition to goal-setting and resource management, administrative effectiveness also requires strong leadership and governance structures⁵.

University administrators must work with governing bodies, such as boards of trustees or governing councils, to establish clear policies and procedures that support effective administration⁶. This includes the development of clear lines of authority, regular reporting and accountability mechanisms, and effective decision-making processes⁶. Finally, administrative effectiveness requires a commitment to continuous improvement. University administrators must regularly review and evaluate their policies, practices, and processes to identify areas for improvement and make changes as needed⁷. This may involve seeking feedback from stakeholders, conducting regular assessments, and engaging in ongoing professional development and training⁷. It is a critical component of any university's success. By establishing clear goals, managing resources effectively, establishing strong governance

structures, and committing to continuous improvement, university administrators can ensure that their institutions are effective, efficient, and responsive to the needs of their stakeholders⁷.

Components of Administrative Effectiveness in Universities

Evaluation and assessment: Effective university administration must be able to regularly evaluate and assess the performance of the university and its programmes, and to use this information to make data-driven decisions and improvements. Communication and collaboration: Effective university administration must be able to communicate and collaborate effectively with stakeholders, including faculty, staff, students, alumni, and external partners. This includes engaging in open and transparent communication, actively seeking feedback, and working together to achieve shared goals. Compliance and risk management: Effective university administration must be able to ensure that the university is in compliance with relevant laws, regulations, and policies to effectively manage risks to the university and its stakeholders. This includes developing and implementing policies and procedures to address potential risks, as well as monitoring and mitigating them as needed. Diversity, equity, and inclusion: Effective university administration must be committed to promoting diversity, equity, and inclusion throughout the university community and to creating a welcoming and inclusive environment for all stakeholders. This includes developing and implementing policies and programs to address issues of equity and inclusion and actively working to promote diversity. University administration must have a clear and effective organizational structure, including, processes for decision-making and accountability.

Stakeholder engagement: Effective university administration involves engagement with key stakeholders, including students, faculty, staff, alumni, and the wider community; to ensure that their needs and perspectives are taken into account in decision-making.

Transparency and accountability: Effective university administration must be transparent and accountable in its decision-making, operations, and must adhere to high ethical standards and legal requirements. This includes regular reporting on the university's performance, financial management, and use of resources.

Challenges Facing National University Administrative Effectiveness

A study revealed that the challenges confronting Nigerian universities are multifaceted and, as such, constitute critical areas for the management of quality university education⁸. According to a report, the challenges can be classified into two categories - internal and external. The internal problems related to institutional management and the centre of the external problem revolve around the impact of government policies on the ability of the universities to perform their statutory functions. The first challenge is government interference with academic autonomy⁹. Academic autonomy is the academic freedom of the universities as it pertains to academic matters. Prior to 1978, the power to determine who had access to higher education was vested in the senate of the respective universities. However, the Federal Government, through its policy, had centralized admission through the establishment of the Joint Admissions and Matriculation Board, thereby eroding the autonomy of the universities. Within the university system, there exists a procedure for strict compliance with internal mechanisms for the establishment of new academic programmes. However, the current practice requires approval from the National Universities Commission¹⁰.

The development has been observed by academia as an infringement on the autonomy of the functions of the universities¹¹. There were discernible indications pointing towards a potential curtailment of academic autonomy within Nigerian universities. While the concept of establishing universally accepted minimal standards for these institutions is commendable, it is not an inescapable imperative. Furthermore, when deeming explicit formulations essential, caution should be exercised to articulate them in abstract terms rather than simply dictating syllabi to the universities. An educational institution lacking the capacity to independently devise curricula, syllabi, and consistently foster innovation may not truly warrant the designation of a university¹². The NUC has faced allegations of encroaching upon the Senate's authority regarding accreditation, a responsibility traditionally held by individual universities. The Ashby Commission Report of 1961 outlined the NUC's crucial role in securing and distributing funds for universities while coordinating without undue interference in their activities, aiming to provide cohesion. Unfortunately, the opposite transpired, with subsequent legislation extending the NUC's functions beyond its original mandate. Decree No. 1 of 1974 granted the NUC authority to advise the Federal Government on financial matters, conditions of service, and external aid for all universities¹³. Consequently, a report highlighted the transformation of the Executive Secretary of the NUC into a quasi Vice-Chancellor, leading to assertions that the Committee of Vice-Chancellors, formerly representing university perspectives, was deemed an informal assembly without the authority to challenge the NUC as a statutory body. This shift resulted in the NUC evolving into a sizable bureaucracy. The dynamic between the NUC and the university system has consistently stirred controversy, with persistent calls for the NUC to refrain from involvement in university affairs and focus on procuring sufficient funds for sustainable university development. The Academic Staff Union

of Universities (ASUU) has consistently criticized the NUC's role in accreditation, attributing the deterioration of universities to underfunding, erosion of the University Senate's powers, and a failure to defend institutional integrity. ASUU contends that accreditation of degrees and academic programmes should be the purview of professional bodies or a specifically constituted universities accreditation committee, rather than the NUC. The union consistently urges the federal government to scrutinize the NUC's role within the framework of its founding legislation, assessing financial accountability and administrative practices that have significantly impacted the university system. ASUU perceives the NUC's accreditation procedure as a flawed funding exercise and advocates for an approach that guides universities to achieve the desired outcomes¹⁴. A report raised concerns about the credibility of accreditation processes, highlighting instances where certain universities successfully navigated the process without being flagged for irregularities. Consequently, there has been a suggestion, advocated by Ade, for the outright prohibition of the NUC. This proposal stems from the perception that the NUC, having evolved into a federal parastatal, is resistant to reform¹⁵.

2.1.2 University Autonomy

University autonomy refers to the independence and self-governance of universities, which enable them to make decisions regarding academic programs, budgets, personnel, and research. It also includes academic freedom, which allows faculty members and students to engage in intellectual inquiry without fear of censorship or retribution¹⁶. The concept of university autonomy is based on the belief that universities should be free from external political or economic influence and operate independently to promote the pursuit of knowledge and intellectual growth. It is an important aspect of higher education considered critical for promoting academic excellence and fostering innovation. With autonomy, universities are free

to set their own academic policies, hire and retain the best faculty members, allocate resources according to their priorities, and establish their own research agendas. This freedom allows universities to respond to the needs and demands of their students, faculty, and communities. It equally ensures that universities can develop and offer programs that reflect the latest knowledge and research in their fields. It also enables universities to freely engage in academic exchange and collaboration with other universities, organizations, and individuals across the world¹⁷. This exchange of ideas, knowledge, and perspectives can lead to new breakthroughs in research, innovation, and social impact.

Institutional autonomy: This refers to the independence of universities to make decisions and manage their own affairs, including academic programs, budgets, personnel, and research. For universities to operate effectively and to pursue their academic and research goals, institutional autonomy is essential.

Financial autonomy: This refers to the independence of universities to manage their own finances, including the allocation of resources, the establishment of tuition fees, and the management of endowments and investments. Financial autonomy is crucial for universities to respond to their own needs and priorities, and to ensure their long-term sustainability.

Academic autonomy: This refers to the independence of universities to make decisions about academic programs, research, and the hiring and retention of faculty members. Academic autonomy is essential for universities to promote intellectual inquiry and academic excellence, and to respond to the changing needs and demands of their students and communities.

Administrative autonomy: This refers to the independence of universities to manage their own administration and governance, including the appointment of senior officials and the

establishment of committees and boards. Administrative autonomy is crucial for universities to ensure effective and efficient management and to promote accountability and transparency.

Legal autonomy: This refers to the independence of universities to operate within the framework of the law, and to have the legal authority to enter into contracts, make agreements, and pursue legal action as needed. Legal autonomy is essential for universities to protect their rights and interests, and to ensure that they can operate effectively and independently.

2.1.3 Educational Regulatory Laws

Educational regulatory laws refer to the legal framework that governs the operation and management of educational institutions, including universities, colleges, and primary and secondary schools. These laws set standards for educational quality and determine the rights and responsibilities of educational institutions, students, faculty, and staff¹⁸. The purpose of educational regulatory laws is to ensure that all students have access to quality education and to protect their rights, including the right to an education that is free from discrimination, the right to privacy, and the right to due process. These laws also ensure that educational institutions are accountable and transparent in their operations and decision-making, and that they adhere to ethical and legal standards¹⁹.

2.2 Theoretical Framework

2.2.1 Contingency Theory

Contingency theory is a management approach that suggests that the effectiveness of an organization's administration depends on the specific context and demands of the situation. According to this theory, there is no one-size-fits-all approach to administration, and effective

administration depends on matching the right administrative style to the specific demands of the situation²⁰. The theory is based on the idea that different situations require different approaches to leadership and management. For example, in a crisis situation, a directive and autocratic leadership style may be more effective, while in a stable and predictable environment, a more participative and democratic leadership style may be more appropriate²¹. In the context of a university, contingency theory can be applied to understand the administrative effectiveness by considering the unique demands and challenges of the university environment. For example, a university may face challenges such as changes in funding, changes in student demographics, changes in academic programs, and competition from other universities²². To address these challenges, the university's administration must be able to adapt its approach to leadership and management to meet the specific demands of the situation. Contingency theory also suggests that effective administrators must be flexible and able to adjust their approach to leadership and management based on the specific demands of the situation. They must be able to assess the situation, identify the relevant factors, and choose an appropriate approach to leadership and management that meets the specific demands of the situation²².

Contingency theory suggests that the administrative effectiveness of a university is influenced by the specific context and demands of the situation, including institutional factors and educational regulatory laws. These factors play a crucial role in shaping the environment in which the university operates and can impact the administration's ability to effectively manage the university. Institutional factors, such as the size and complexity of the university, the type of students and programs offered, the university's history and culture, and the level of competition, can impact the administrative effectiveness of the university²³. For example, a large and complex university may require a different approach to administration than a smaller

and simpler university, and a university with a history of innovation may have different administrative challenges than a university with a more traditional culture. Educational regulatory laws, such as accreditation standards, financial aid regulations, and privacy laws, can also impact the administrative effectiveness of a university. For example, changes in accreditation standards may require the university to modify its programs and processes to meet the new standards, while changes in financial aid regulations may impact the university's ability to attract and retain students. The university's administration must be able to adapt its approach to leadership and management based on the specific demands of the situation. The administration must assess the situation, identify the relevant factors, and choose an appropriate approach to leadership and management that meets the specific demands of the situation. In conclusion, the contingency theory highlights the importance of considering institutional factors and educational regulatory laws when evaluating the administrative effectiveness of a university. Effective administrators must be able to adapt their approach to leadership and management based on the specific demands of the situation, in order to ensure the success of the university²⁴.

2.2.2 Institutional Theory

Institutional theory is a social science perspective that seeks to explain how formal and informal institutions shape behavior and outcomes in society. It argues that institutions, such as laws, norms, and values, play a central role in shaping the behavior of individuals and organizations²⁵. Institutional theory is a sociological perspective that focuses on the role of institutions in shaping organizational behavior and outcomes. According to this theory, institutions, including universities, are shaped by the norms, beliefs, and values of the broader

society and by the rules, regulations, and practices of the institution itself. Institutional factors play a critical role in determining the administrative effectiveness of a university. These factors include the university's culture, norms, policies, procedures, and practices²⁶. They shape the way in which the university operates and can impact its ability to achieve its goals. For example, the university's culture, which is shaped by its history, traditions, and values, can impact the administrative effectiveness by affecting the level of motivation and commitment of students, faculty, and staff. A culture that values collaboration, innovation, and student success is likely to foster a positive and productive environment that supports administrative effectiveness²⁷. The norms of the university, or the unwritten rules and expectations that govern behavior, can also impact administrative effectiveness. For example, if the norms of the university discourage collaboration and encourage competition, it may be difficult for the university to achieve its goals and provide a positive and supportive educational environment for students. Policies and procedures are another key institutional factor that can impact administrative effectiveness. The design and implementation of policies and procedures can affect the efficiency and effectiveness of the university's operations, including areas such as enrollment, student services, and research. A well-designed and effectively implemented policy and procedure framework can support the university's ability to achieve its goals²⁸. Finally, the practices of the university, such as its approach to resource allocation, can also impact administrative effectiveness. For example, a university that prioritizes funding for research over funding for student services may struggle to meet the needs of its students and may experience lower levels of student satisfaction. In conclusion, institutional theory highlights the importance of considering institutional factors, such as the university's culture, norms, policies, procedures, and practices, when evaluating the administrative effectiveness of a university. These factors

can impact the university's ability to achieve its goals and must be taken into account when making decisions about the administration of the university²⁸.

2.2.3 Systems Theory

Systems theory is a holistic and interdisciplinary approach to understanding complex systems, including social, economic, and natural systems. It views a system as a set of interconnected and interdependent components that work together to produce a collective outcome. The theory emphasizes the importance of understanding the relationships among the components and the interactions that occur between them²⁹. Systems theory can be used to explain the relationship among autonomy, educational regulatory laws, institutional factors, and administrative effectiveness in Nigerian universities as a complex and interdependent system³⁰. According to systems theory, the components of a system are interrelated and interact with each other to produce a collective outcome. In the case of Nigerian universities, the components include autonomy, educational regulatory laws, institutional factors, and administrative effectiveness³¹. Autonomy, as one of the components, can be seen as a mediating factor between the other components, affecting the regulatory laws and policies, institutional factors, and administrative effectiveness, and also being influenced by them in return. For example, a university with a high degree of autonomy is more likely to have the flexibility to make decisions that are in line with its goals and values, and that meet the needs of its stakeholders. However, its autonomy is also influenced by the regulatory laws and policies that govern the higher education sector, as well as the institutional factors, such as the culture and traditions of the university, and its resources³². The educational regulatory laws and policies, in turn, are shaped by a variety of factors, including political, economic, and social considerations, and they have a significant

impact on the level of autonomy that universities enjoy. Institutional factors, such as the culture, traditions, and resources of the universities, also play a role in shaping the autonomy of the universities, as well as their administrative effectiveness.

Administrative effectiveness, as the final component of the system, is closely tied to the other components, particularly autonomy and regulatory laws and policies. A university with high levels of autonomy and favorable regulatory laws and policies is more likely to be administratively effective, delivering high-quality education and meeting the needs of its stakeholders³². Conversely, a university with limited autonomy and unfavorable regulatory laws and policies is more likely to struggle to be administratively effective, limiting its ability to deliver quality education³³. In conclusion, systems theory provides a holistic perspective on the relationship among autonomy, educational regulatory laws, institutional factors, and administrative effectiveness in Nigerian universities, highlighting the interdependence and interrelatedness of these components and the collective outcomes they produce.

2.3 Review of Empirical Studies

2.3.1 University Autonomy and Administrative Effectiveness

University autonomy refers to the independence and self-governance of universities, and is considered a crucial factor in higher education institutions' ability to pursue their academic missions and to respond to changing social and economic needs³⁴. Administrative effectiveness refers to the efficiency and effectiveness of university administration in fulfilling its various responsibilities and functions³⁵. Autonomy and accountability are among the key topics that have been shaping the European higher education landscape over the past years. Recently, these issues have acquired renewed importance for both higher education practitioners and

academia in the context of the intensifying public discourse on efficiency and effectiveness and the related targets that funders and policy-makers set for universities across Europe in view of declining public funds and other external pressures³⁶. Efficiency and effectiveness are also part of the EU priorities for higher education and research, reflected in the EU Strategic Framework for Education and Training until 2020, the Renewed EU Agenda for Higher Education and the Reinforced European Research Area Partnership for Excellence and Growth. Autonomy has been discussed in several theoretical and practice oriented studies as a pre-condition for the capacity of higher education institutions to be efficient and effective³⁷. Previous research concluded that “universities must be autonomous and able to independently shape their governance structures within agreed accountability frameworks in order to be able to react more effectively to external challenges, address social and economic needs, and manage resources in a more strategic, efficient and effective way”³⁸. While there has been some general acknowledgement of the link between autonomy and efficiency of universities, there has been little research so far on the internal mechanisms of this relationship, particularly, considered through the prism of institutional autonomy in various fields, such as organisation, staff, finances and academic matters.

Academic autonomy has taken into account responsibility for curriculum design; The extent to which universities are autonomous to introduce or cancel curricula and determine academic structures; The overall number of students; Admission criteria; Admissions by discipline; Program evaluation; Evaluation of learning outcomes and teaching methods³⁹. Research on academic autonomy and performance first emerged in the United States in an era of declining public support for universities combined with increased regulation and state control. In this regard, various studies have examined the relationship between governance, autonomy and

performance, but several questions arise when we examine this literature⁴⁰. In fact, there is a lack of empirical evidence of a link between autonomy and performance⁴¹. An author argues that more autonomy leads to better performance of higher education institutions and to the promotion of a wide differentiation and competitiveness between higher education institutions at national level and internationally⁴². It also adds that autonomy is a fundamental element linked to improving quality, efficiency and effectiveness.

Several studies reports that autonomy leads to better performance in universities^{43,44,45}. Some show that autonomy has positive effects on the strategic behavior of academic institutions, on the diversity of the system, on the socioeconomic reactivity and relevance of higher education, and on The quality of the primary processes of education^{46,47}. To succeed, it was observed that academic staff must be involved in university decision-making. Universities need the full participation of academic staff in the decision-making process, and better guarantees of academic autonomy⁴⁸. In this respect, flexibility in the development of the program is another aspect of academic autonomy that has greatly benefited the academic community. Indeed, the majorities of institutional decision-makers announce that universities could launch their new programs and actively offer learners to serve their needs, enabling institutions to better serve the learning needs of the community⁴⁹. The university may also make decisions regarding the establishment of a quality assurance system at the institution. All university departments are responsible for designing and updating programs, evaluating students, collecting data, and making frequent self-assessments of their work. Thus, a study shows that this practice has had a positive impact on improving university performance by improving the performance of education⁵⁰. On their part, a similar researcher, he analyzes the policies of change in the new governance structures in higher education in China and their implications in education

systems⁵¹. The study based on an analysis of changes at the national level and a detailed examination of one of the public universities. The results showed that freedom in curriculum development, curriculum design, and freedom to decide research priorities and academic programs have enabled the development of academic performance in a meaningful way⁵¹. According to a study, the ability to decide on key issues related to student selection (admission) is an important part of academic autonomy⁵².

Studies have shown that university autonomy is positively related to administrative effectiveness, as greater autonomy allows institutions to make decisions that are tailored to their specific needs and circumstances. This can lead to improved resource allocation, enhanced organizational structures and processes, and a more dynamic and adaptive academic environment⁵³. In addition, autonomy can provide universities with the flexibility to develop and implement innovative programs and initiatives that address the evolving needs of students, faculty, and society⁵⁴. However, some studies have also highlighted potential challenges associated with university autonomy, including limited accountability and transparency, conflicts of interest, and unequal access to resources and opportunities for students and faculty. To mitigate these risks, many countries have implemented mechanisms for external oversight and regulation of universities, such as accreditation processes, performance evaluations, and public funding criteria⁵⁵. Overall, the literature suggests that while university autonomy is a necessary condition for administrative effectiveness, it must be balanced with accountability and transparency measures to ensure that institutions are fulfilling their public responsibilities and serving the wider community. In conclusion, university autonomy and administrative effectiveness are complex and interrelated concepts that have received significant attention in the academic literature. The evidence suggests that while autonomy is essential for effective

administration, it must be accompanied by effective oversight and regulation to ensure that institutions are serving their public purposes and advancing the common good.

Every organization is created with specific goals and objectives in mind, and educational institutions are no exception. It is commonly asserted that education serves as a catalyst for transformation, and, as emphasized by the World Bank, education is foundational to the development of knowledge, economy, and society in all nations⁵⁶. Nevertheless, the achievement of these commendable objectives, particularly in the higher education sector of certain developing nations like Nigeria, faces various challenges. These challenges encompass insufficient resources, including human resources, materials, finances, and technology. Additionally, issues such as corruption, external community interferences, and the work attitude of academic staff further impede progress. One of the crucial prerequisites for effectively realizing goals in any organizational entity is ensuring the adequate welfare of its staff. A well-managed organization recognizes the significance of the average worker as the primary source of quality and productivity improvements. The substantial increase in the number of schools across all levels of the education sector in Nigeria, coupled with limited resources to address this surge, raises concerns among stakeholders about the quality of output from these institutions. However, this study focuses specifically on the academic staff in these universities. A previous study highlighted the pivotal role of teachers in student learning, emphasizing that the success of any educational system hinges on factors such as their quantity, quality, and dedication⁵⁷.

In the university setting, lecturers have three fundamental roles: (1) delivering instruction, (2) conducting research, and (3) providing community services⁵⁸. These fundamental responsibilities are integral to the attainment of university objectives, and their fulfillment is

contingent upon the provision of requisite resources, a concept that Vroom termed motivation⁵⁹. In the context of this study, needs are regarded as any factor or combination of factors that can induce a worker to exert effort or energy, driving them to take actions aimed at realizing both personal and organizational goals⁶⁰. The objectives of the university, including student learning and the cultivation of skilled graduates to drive national development, face challenges when the foundational element, the teachers, exhibit unfavorable attitudes towards their core responsibilities. The effectiveness of an organization is measured by its ability to attain its goals; a truly effective organization ensures a spirit of cooperation, commitment, and satisfaction pervading its sphere of influence. Commitment, in this context, is delineated across three dimensions⁶¹: A robust desire to maintain membership within a specific organization. A readiness to invest high levels of effort on behalf of the organization. A well-defined belief in the acceptability of the values and goals of the organization. Individuals enter work situations with diverse expectations, and when they enter the workplace, they encounter others with their own expectations. Positive individual and group expectations serve as beneficial factors for workers. The underlying principle is to create a scenario where individual needs are satisfied while the organization achieves its established goals and objectives. Behavior is primarily encouraged through positive reinforcement by managerial positions, considering the needs and aspirations of the workers. Attitudes exhibited by workers are shaped by the workplace environment. Attitudes are significant determinants of behaviour as they are interconnected with perception, personality, and motivation. They consist of three components: emotions, cognition, and behaviour. Job satisfaction, an attitude held by individuals about their jobs, is influenced by their perception of various work environment factors, such as working conditions, policies, and procedures. Negative attitudes often stem from dissatisfaction, which can manifest

in various ways⁶². Indiscipline and general apathy are negative attitudes exhibited by workers to reinforce their stance. Effectively managing these traits requires a comprehensive understanding of the individuals involved and the broader societal context.

2.3.2 Issues of Institutional Autonomy in Nigerian Universities

ASUU (Academic Staff Union of Universities) has experienced multiple instances of being banned and subsequently unbanned. Throughout these episodes, numerous academics have faced dismissals, retirements, and, in some cases, unjust incarcerations for teaching subjects that may not align with their original employment terms⁶³. In 2001, a total of forty-nine academic staff members at the University of Ilorin were dismissed for their participation in the nationwide strike organized by the Academic Staff of Nigerian Universities⁶⁴. In 2010, the governor unilaterally dismissed the vice-chancellor of Ambrose Alli University, subsequently appointing an acting vice-chancellor. In 2011, the state house of assembly removed the bursar and registrar of the same university. A similar scenario unfolded at the University of Lagos, where disputes and interference within the Governing Council arose. The council showed a strong inclination to remove the Vice Chancellor without adhering to the processes outlined in the university miscellaneous act, disregarding the necessary concurrence and input from the Senate and Visitor. This raised concerns about issues related to autonomy and undue interference or highhandedness⁶⁵. Many universities in Nigeria are currently under the control of the Federal Government, State Governments, and some are managed by private individuals and corporate organizations. Despite the autonomy embedded in the laws establishing these universities, both the government and its agencies, as well as proprietors, have consistently imposed conditions of service and bureaucratic, autocratic rules dictating how the universities should be managed⁶⁶. The erosion of university autonomy is evident in various areas, and one

significant example is the appointment of vice-chancellors. Traditionally, this responsibility had exclusively belonged to the governing councils of universities⁶⁷. However, with the enactment of Decree No. 23 in 1975, when the Federal Government took control of regional universities, the authority to appoint and remove vice-chancellors was vested in the head of state or the Federal Military Government, as applicable. Subsequently, the appointment of the Vice-Chancellor evolved into a political process, and the university visitor (Head of State or Governor of the State) now holds the ultimate decision-making authority in this regard⁶⁸. Due to this shift in authority, vice-chancellors gradually became more accountable to the university visitor. Another factor influencing university autonomy is the establishment of the National Universities Commission (NUC). The senate, comprising registrars, all professors, heads of departments, and faculty representatives, is responsible for making academic decisions and overseeing their implementation⁶⁹. The establishment of the National Universities Commission (NUC) in 1962, and its reconstitution in 1974 through Decree No. 1, marked a shift in its role. Initially focused on ensuring the orderly development of university education, maintaining standards, and ensuring adequate funding, the NUC transformed into an agency with the authority to dictate curricula and control the admission numbers of universities. The subsequent decree, Decree 16 of 1985, and its amendment in 1988, further eroded university autonomy by expanding the functions of the NUC. Section 10 of the decree granted the commission the power to set minimum standards for all universities and other higher learning institutions in the federation, as well as the accreditation of their degrees and academic awards⁷⁰.

The introduction of the quota system, also known as "federal character," represents another erosion of university autonomy, as highlighted in a study. This system, embedded in the 1979 constitution, aimed to address recruitment imbalances that historically led to one ethnic group

or state supplying the entire personnel for federal parastatals, including universities. The objective was to ensure equity and fairness in the admission process. Consequently, universities are compelled to admit students not solely based on merit but in accordance with the quota system stipulated by the government^{71,72}.

2.3.3 Educational Laws and Administrative Effectiveness

In every organization, there must be a set of rules and regulations, akin to laws, that govern the conduct and daily operations of the establishment's activities⁷³. These rules and regulations are designed to establish a framework for controlling the behaviour and activities of members within the organization. The ultimate purpose is to maintain law and order, thereby creating a conducive environment for the efficient and effective achievement of the goals and objectives of the organization⁷⁴. Laws governing higher education institutions play a crucial role in defining the roles and responsibilities of various administrative bodies, including boards of trustees, faculty senates, and student councils. These legal frameworks also influence the decision-making processes of these groups. Moreover, laws regulating the allocation of resources, such as funding for research, facilities, and personnel, have a significant impact on the institutions' ability to achieve their administrative goals⁷⁵.

In contemporary institutions of learning, the incorporation of laws has become integral to the daily learning process. Educational laws encompass areas of the law that pertain to schools, teachers, and the rights of learners to public education. These laws also establish standards for students attending private schools. A fundamental principle of education laws is the mandate that every child should be afforded the opportunity to receive an education⁷⁶. Education law refers to the segment of the legal system within a state, country, or city that specifically governs

educational entities, including both public and private schools as well as universities. It encompasses a set of regulations and guidelines designed to address various aspects of educational institutions, their administration, and the rights and responsibilities of students, teachers, and other stakeholders in the educational process⁷⁷. Globally, the utilization of education law to fulfill the primary purpose of education has been acknowledged as crucial for the optimal functionality of every educational system. Education laws play a key role in ensuring peace and order within the school system and contribute to effective and efficient teaching and learning. The school authorities, including teachers, serve as the pivot around which the achievement of educational objectives revolves. This achievement is contingent on their full awareness and understanding of the content of the laws guiding the educational system⁷⁸.

Education laws serve as guiding principles for both the administrative and academic activities of an educational institution. From a legal perspective, education laws constitute a specific domain within jurisprudence that centers on the legal aspects of educational activities within institutions of learning. These laws help establish the framework for the functioning of educational institutions and define the rights, responsibilities, and regulations applicable to various stakeholders, including students, teachers, administrators, and governing bodies⁷⁹. The quotation from Alexander, as cited, views education laws as a comprehensive term encompassing various legal subject matters, such as contracts, property, torts, constitutional law, and other areas that directly or indirectly impact the educational and administrative processes within the educational system. This perspective suggests that education law extends beyond mere educational edicts and regulations. It is a multidimensional field that addresses legal aspects influencing a wide range of activities within the educational setting. The

overarching significance of education laws lies in providing a legal framework that governs the diverse activities conducted within schools⁷⁹.

Education laws can be defined as those laws specifically enacted for the planning, organization, administration, facilitation, and control of the education industry. These laws play a crucial role in educational institutions, which function as social organizations with staff, students, and various groups. The legal framework provided by education laws helps structure and regulate the diverse aspects of the educational system, ensuring proper planning, management, and delivery of education services⁸⁰. Education laws refer to legislation crafted explicitly to oversee the planning, organization, administration, facilitation, and regulation of the education industry. Within educational institutions, which function as social organizations, these laws hold paramount significance. They establish a legal framework for the collaborative efforts of staff, students, and various groups as stakeholders, all working collectively to achieve educational objectives⁸¹. Education laws primarily center around the legal doctrines of *in loco parentis* and vicarious liability to ensure the proper maintenance of discipline among both staff and students. This legal framework extends to various aspects, including sources of funding for school organizations to acquire resources. Additionally, education law addresses the prerequisites that teachers and other faculty and staff must fulfill to be certified, trained, hired, retained, and terminated. Moreover, it encompasses provisions to prevent any form of discrimination within the realm of education, whether it pertains to the hiring process or the education of students⁸². An illustration of how education law directly affects individuals is evident in the stipulation that disabled individuals must not face discrimination in the educational process. They are entitled to receive all reasonable accommodations necessary to enable them to learn the same subjects in the same facilities as students who are not disabled. Education law also addresses

matters related to teachers' unions and the segregation of students. These education laws are typically adhered to and enforced by both the Federal and State Ministries of Education⁸³.

While having a policy to guide and regulate the operations of the educational system is crucial for achieving set goals, the paramount importance lies in the actual implementation of this policy. The responsibility for policy implementation falls on the activities carried out within schools by the active members of the school community, including principals, teachers, and learners. To ensure that these stakeholders align with societal expectations, it is imperative that they work in a conducive atmosphere⁸⁴. Therefore, laws play a crucial role in preventing a state of anarchy and creating an enabling environment for stakeholders in the education industry to excel. The absence of these laws would result in anarchy, a condition of lawlessness, as the level of indiscipline among these stakeholders would likely be high⁸⁵. Furthermore, in the absence of laws within schools, there is a risk that teachers and students may not adhere to their legal obligations. Therefore, for the effective administration of schools in Nigeria, principals must prioritize the enforcement of education laws. This enforcement is essential to create the necessary atmosphere for realizing the operational goals of the schools as outlined in the National Policy on Education⁸⁶.

Education laws play a pivotal role in shaping the organizational structure, governance, and operations of universities, exerting a direct influence on administrative effectiveness. These laws typically establish the framework for the missions, policies, and procedures of universities, and their impact can be profound, significantly affecting the efficiency and quality of administrative practices⁸⁷. An author delves into the examination of public policies and their implementation, discovering that the process of policy formulation and its execution demands considerable human time and energy, as well as substantial state resources in terms of both

financial investment and material resources⁸⁸. As per the author's findings, policies that are theoretically feasible to implement are formulated; however, the implementation process is hindered by challenges such as an unstable political climate, corruption, inadequate remuneration of teachers/civil servants, and violations of civil service rules. These issues significantly impede the successful execution of policies⁸⁸. Similarly, another author conducts an investigation on law and education management, utilizing 500 respondents and employing chi-square as the method of data analysis. The principal findings revolve around the observation that the management of schools has become progressively intricate. This complexity is attributed to the heightened awareness of legal issues among parents or guardians, students, and teachers, resulting in an increased propensity for litigation⁸⁹. Furthermore, the author uncovered that contemporary courts actively engage in the management of schools through their decisions, indicating a notable influence of judicial rulings on educational institutions⁸⁹. According to the author, he suggests that the era of legal ignorance in school management is obsolete, emphasizing that ignorance is not considered an excuse in the realm of law⁸⁹. The author argues that school heads must be held accountable for all acts or omissions resulting from their negligence. Another study highlights that the landscape of legal issues in elementary schools has undergone significant changes over the past 25 years, substantially altering the role of principals. In 1975, a decision by the US Supreme Court laid out three due process guidelines for short-term suspension⁹⁰. The decision mandates student notification of charges, an explanation of evidence, and an informal hearing for short-term suspension. Principals are advised to establish a written discipline code that includes these elements along with any relevant state laws. The authors emphasize that principals should be vigilant about legal issues and their implementation, particularly in emerging areas such as special education,

and be attuned to the evolving characteristics of families and other pertinent factors⁹¹. School leaders must comprehend the legal relationships inherent in the governance structure of public education. To mitigate the risk of litigation, they must also address significant areas of concern, including the legal dynamics between principals and teachers, program management, and legal liabilities. This approach aims to instil order and coherence in the secondary school system⁹².

Furthermore, education laws can exert an influence on the quality of higher education by setting standards for the accreditation of universities and programs, and delineating criteria for student admission and graduation. These laws play a crucial role in ensuring that institutions deliver high-quality academic programs that adhere to rigorous standards, consequently bolstering the reputation and competitiveness of the institutions. In certain instances, education laws may also tackle matters of equity and access, encompassing provisions for students with disabilities, safeguards against discrimination, and support for underrepresented groups⁹³. These provisions can play a crucial role in fostering diversity and inclusivity in higher education, contributing to a more supportive and inclusive academic environment that positively influences administrative effectiveness. However, the impact of education laws on administrative effectiveness can also be adverse if the laws are excessively restrictive or generate conflicting goals and expectations⁹⁴. For example, if laws excessively dictate the governance structure of universities, they might curtail the flexibility and creativity of institutions, impeding their capacity to adjust to evolving circumstances. Furthermore, laws imposing overly burdensome regulations on universities, such as extensive reporting and compliance requirements, can divert resources from other critical administrative functions, including student services and research support⁹⁵. Education laws exert a profound influence on the administrative effectiveness of higher education institutions. While they can establish a

framework for effective administration, they also have the potential to introduce challenges and limitations. Therefore, it is crucial for policymakers and educational leaders to thoughtfully consider the implications of these laws and strike a balance between the benefits of regulation and the imperative of institutional autonomy and flexibility. This approach ensures that education laws contribute positively to the functioning of higher education institutions.

2.3.4 Quality Assurance in Nigerian University Education and the National Universities Commission (NUC)

The importance of university education in nation-building cannot be over emphasized mostly in the area of knowledge creation and dissemination. Corroborating this view, a study noted that education in general and university education, in particular, is fundamental to the construction of knowledge economy and society in all nations⁹⁶. On this premise, every nation of the world seems to be much concerned about the global acceptability of university education. Similarly, a study saw university education as a catalyst to stimulate other levels of the education system and enhance its contribution to the development of the whole educational system, notably through improved teacher education, curriculum development and educational research⁹⁷.

The aim of establishing higher education or university education is to provide a very sound and qualitative education to enable the products of the system to function effectively in any environment in which they find themselves. However, these aims are to be achieved through teaching, research and dissemination of existing new knowledge and the pursuit of service to the community⁹⁸. The significance of University education is probably responsible for the interest shown by the various governments in this sector of the educational system. This is reflected in the situation where until the year 2000, all universities in Nigeria were public universities. Thus, from historical perspectives, Nigeria governments have recognized the

pivotal role of university education in national development. The huge capital outlay of University education and its importance make quality enhancement of higher education the focus of agenda by governments. In most parts of the world, the quality of university education has become a universal concern since modern technology has transformed the world into a global village⁹⁹. It was also noted that education is no longer just a personal possession but also an asset that is marketable internationally. The quality of university education is often a reflection of the performance of university graduates in the labour market, which is also dependent on the quality of academic Programmes offered by the various universities¹⁰⁰. A study also described the state of Nigerian universities in the 60's and the greater part of the 70's as conducive for teaching, learning and research. In a similar vein, similarly, observed that during the early post-independence era, the Nigeria University system acquired and retained national and international recognition. The learning environment, the quality of learning, as well as the quality of the products of the universities were all considered good enough within the constraints of a developing nation. However, the prevailing situation in the Nigerian education systems shows that all is not well with the system; for instance, Also, a study noted that Universities in Nigeria are in crisis as there is less money to spend on teaching, research and community service. Inadequate funding of public universities in Nigeria is a prime causal of other problems that have undermined the quality of university education. Nigeria's recent allocation share for education diverge sharply from regional and international norms¹⁰¹. For instance, UNESCO's World Education report (2000) indicated that for 19 other countries in Sub-Saharan Africa, education expenditures averaged 5.1% of GDP and 14.3% of government expenditure. In fact, Nigeria's funding efforts for education is low¹⁰². Out of a national budget of 765.1 billion naira, only 13.9 billion was allocated to education, representing 1.83%¹⁰³. The

resultant effects are a dearth of library books, shortage of qualified staff, dilapidated buildings, and obsolete equipment. Poor laboratory, poor working conditions, enrolment explosion, cultism, poor research culture and general apathy to work or to learn. A university that is plagued with the aforementioned issues cannot produce the manpower required for the development of the nation. In this era of globalization and massification of education, Nigeria cannot afford to run a university system that compromises quality if it is to compete in the global economy. Hence, this paper is aimed at discussing quality assurance in university education and the roles of the National University Commission (NUC) in maintaining quality in the university¹⁰⁴.

2.3.5 Quality Assurance and its Relevance to University Education

Quality in Nigeria University education is a multi-dimensional concept that should embrace all its functions and activities in teaching and academic programmes. Research and scholarship, staffing, students building, facilities, equipment, services to the community and the academic environment¹⁰⁵. Quality assurance in Nigerian universities, according to a report, is a continuous process of improvement in the quality of teaching and learning activities that will be achieved through employing mechanisms that are internal and external to the universities. It is ensuring that the provision of the minimum academic standards is attained, maintained and enhanced¹⁰⁶. A study identified five different ways of measuring quality in Higher Education. These are in terms of i. the exceptional higher standards ii. consistency (zero defects and getting it right the first time); iii. the meeting stated purpose iv. value for money and v. transformation of the participants. The concept of quality of education' when considered in terms of value for money, could be viewed from the perspective of parents and employers of labour¹⁰⁷.

It was posited in a study that an approach to measuring the quality of a product is when it meets, satisfies or is worth the value for money paid on such products and could also be measured based on the transformative approach. This refers to the empowerment of the students through the learning process or institutional changes which might have transformed the students during the learning process¹⁰⁸. The study also remarked that quality is something everyone considered good and wants to have in order to achieve stated objectives. Different approaches such as quality control and quality assurance are used interchangeably¹⁰⁹. A study observed that quality assurance is a condition that leads to the achievement of transparency as it will ensure the quality of academic teaching of the curriculum, structural building and computers. However, the common ways of assessing quality in university education are to assess (a) the quality of inputs which comprises the admission process, staffing procedures, quality of facilities, curriculum and students' services. (b) The conversion process and (c) the quality of outputs. Hence, the National Universities Commission was set up to ensure quality in the Nigerian Universities system¹¹⁰.

2.3.6 Institutional Factors and Administrative Effectiveness

A number of research work has been carried out to identify and examine the myriad of factors that account for the decline in the performance of students in Public Universities in Nigeria. This has become imperative because students' performance has far-reaching implications for their personal and professional lives as well as their academic self-esteem and perseverance in the University system. Students' performance plays an important role in the country's economic and social development. It also determines the degree and nature of their participation in community life¹¹¹. This literature review therefore provides a brief examination of some of the factors that could influence students' academic performance.

Underfunding of Nigerian Universities has limited their ability to effectively and efficiently perform their traditional duties of teaching and research and has also affected their capacity to improve the state of their physical facilities which are crucial to teaching and research¹¹². Thus, students' performance has dropped because the factors that previously enhanced the performance of Universities have been negated. Apart from underfunding, a combination of factors influencing academic performance could vary from one academic environment to another and from one cultural setting to another. For instance, students' characteristics such as their age, entry qualifications, self-motivation and work ethics could impact on their performance¹¹³.

Other studies identified students' efforts, parents' education, family income, learning preferences, class attendance and entry qualifications as factors that significantly affect students' academic performance in various settings^{114,115,116}. Some other studies confirmed that students with strong work ethics are strongly committed to their work, more dedicated, focused and tend to perform better than their peers^{117, 118}. Thus the role of individual students' efforts towards enhanced performance cannot be over emphasized. In view of this, an author posited that students themselves play critical roles in getting good grades and must therefore explore all opportunities available within their academic environment¹¹⁹. He recognized the importance of class attendance in enhancing students' performance. He found that in his economics class, students who attended class regularly made the highest grades¹²⁰. He however attributed the decline in class attendance to assessment pressures, poor method of delivering lectures, web-based learning approaches and timing of lectures¹²¹. Others argued that students, who seek employment to be able to meet up with academic financial obligations, are bound to be exhausted from working and consequently miss classes¹²². Although another author found that

age and gender influenced academic performance in varying contexts and noted that mature students performed better than the younger ones, he however observed that this comparison depended on the subject matter and types of assessment used¹²³. An author found that female students outperformed their male counterparts. They attributed this partly to female students being more conscientious and less likely to miss lectures¹²⁴. Other determinants of students' academic performance according to a study include: students' academic background, changing academic goal, inability to manage normal schoolwork and lack of basic and fundamental skills. The impacts of these determinants vary with context and not all factors are relevant for a particular context¹²⁵. Apart from traditional variables of students' efforts, an author noted that institutional environment and facilities have significant impact on students' performance¹²⁶. For instance, it was claimed that a reduction in class-size could enhance learning, while availability of adequate research equipment and teaching materials could significantly improve students' performance¹²⁷. They also maintained that student-teacher ratio, physical resources, equipment and teaching aids have significant effect on academic achievements. In the same vein, an author opined that a physical environment with improved facilities provide comfort, security, better understanding of courses and can be dramatic in terms of increased learning and performance¹²⁸. They further emphasized that a social interactive environment encourages participation and enhances students' creative skills. According to them an interactive environment in which students are given the freedom to choose tasks, supported for unusual ideas, taught to learn from failures and encouraged to participate in decision making enhance their skills and achievement. Physical resources and staff competence are important in determining the performance of students¹²⁹. An author emphasized the fact that effective teaching results in better learning outcomes and increases students' quantitative academic outcomes¹³⁰. Hence

improving teacher quality can be used as a tool in increasing students' achievements¹³⁰. The researcher further affirmed that teachers' ability and competence prove significant in improving students' performance and that instructors' teaching style enhances understanding of concepts taught¹³⁰. He suggested the need for Universities to provide some of the following physical facilities within its environment to enhance performance: conducive hostel facilities with inbuilt study rooms, special facilities for the physically challenged who encounter greater academic challenges, career centre designed to provide career counseling activities, equipped libraries and provision of computer and internet facilities¹³⁰. All of these according to the author combine to promote students' educational growth¹³⁰. Another author opined that lecturers play crucial roles in promoting educational growth and performance. He affirmed that teacher's qualification, knowledge of the subject matter, enthusiasm, interaction with students, method of lecture delivery and encouraging participation in discussions have positive and significant impact on students' achievements¹³¹. He therefore recommended the need for the use of appropriate teaching methods, facilities and basic electronic components by teachers to facilitate learning. They emphasized the dramatic effect this has on the students in terms of increased learning and performance¹³². In the same vein, a related author recommended the need for inclusive teaching and learning approaches responsive to the varying levels of academic needs. These according to them provide sites for interactions between staff, students and institutional structures. Since institutional facilities have a great impact on students' academic performance, universities should be committed and willing to develop strategies that can facilitate learning within their environments¹³³.

Resources are very important in the development of qualitative education. The success or failure of any system of education depends on the quality and quantity of resources made

available to it and the use to which such resources are put¹³⁴. Teacher/Students ratio could be used to measure the level of human resources input in term of number of teachers in relation to the size of the students' population. It is an indicator to determine the workload of a lecturer at a given level of education. It is an important indicator of internal efficiency in the educational system with respect to cost effectiveness and quality of education¹³⁵. Teacher/Student ratio should normally be used to compare with established national educational policy. The National Policy on Education in Nigeria recommended teacher/student ratio of 40:1 in the primary schools and 35: 1 for secondary schools but in the higher institution, there is no specific number. A low teacher/student ratio suggests that each lecturer has to be responsible for a small number of students and it gives a higher relative access of students. A lower teacher/student ratio signified smaller classes which have the tendency to enable the lecturer to pay more attention to individual students which may result to a better promotion rate and reduce repetition rate and drop-out rate¹³⁶.

It was submitted that some factors hindering students' internal efficiency in our universities are the fact that curriculum and course system operating in our universities are not relevant to the needs of the labour market¹³⁷. He stressed that the lecturers who are the executors of the curriculum are not usually involved in its design. This usually results in disparity between the contents of the curriculum and what is actually taught¹³⁸. It was found that curriculum analyzed shows that the content of the minimum standard course description as laid down by the National University Commission for Nigerian Universities agreed that with the course system of European Universities but quickly stressed that it was not properly implemented in Nigeria¹³⁹. The fact remains that education is very vital to the pace of social, political and economic development of a nation, it was described that nation growth and development is a

determinant by its human resource¹⁴⁰. The provision of the much-needed manpower to accelerate the growth and development of the economy has been said to be the main relevance of education in Nigeria¹⁴¹. Teachers represent a large proportion of the input of an educational system. The problem of teachers' supply is not of simple numbers, it is a problem of quantity and of getting the right quality. It was observed that teachers/lecturers are the hubs of any educational system that upon their number, quality and devotion depend on the success of any educational system¹⁴².

2.3.7 Lecturer/Student's Ratio and Administrative Effectiveness

Teacher-student interaction has been regarded as one of the critical issues in the higher education context. Learner-centered teacher-student relationship helps draw attention to the students and learning processes as critical to students' learning outcomes¹⁴³. Relationship between teachers and students influences students' learning outcomes significantly. An author suggested that frequent faculty-student contact is the most important factor to motivate students in undergraduate education. Generally, active teacher-student interaction is positively related to students' academic and social success¹⁴⁴. It highlighted that educators universally identify class size as a desirable attribute of the educational system. Thus, this has raised widely reported debate among educational stakeholders such as academics, parents and policy makers over the educational consequences of class size¹⁴⁵. Class size is referred to as students to teacher ratio per class¹⁴⁶. It is an educational tool that can be used to describe the average number of students per class in a school¹⁴⁷. Class size equally means group which is a set of persons among whom there exist a definable or observable set of relations. The word group then can refer not only to a set of persons but to a place where the interaction occurs¹⁴⁸. It noted that class size has

become a phenomenon often mentioned in the educational literature as an influence on students' socializing pattern and academic performance, quality of instruction, administration and school budgets¹⁴⁹. The scholar added that class size is an administrative decision which teachers have little or no control. A similar author described class size as a tool that can be used to measure performance of the education system¹⁵⁰. He remarked that optimum class size in a school system implies rational coordination of educational infrastructures, subject to available number of students in order to attain high level of productivity¹⁵⁰. It was maintained that the issue of small or large class size can be counterproductive. In remote and even local areas, classes are found to be over-congested which is indeed an indication of the dearth of educational facilities in schools. The issue of large class sizes and the associated consequences is paramount. The phenomenon of large classes is fast becoming the vogue of senior secondary schools in Nigeria and in most developing countries. The large class syndrome has been attributed to the expansion in annual students' enrolment¹⁵¹. It was discovered that there is tremendous increase in the enrolment of students and in the average size of classrooms in Nigeria senior secondary schools these days from 30 - 40 students to 60 - 75 or even more¹⁵¹. Though, open enrolment in schools is laudable, yet, the deficiency is in the corresponding provision of adequate infrastructures, inadequate classrooms, short supply of teachers, dilapidated structures and classrooms which look like poultry in some schools. Seats and desks which are basic classroom requirements are insufficient and in some senior secondary schools, students are sitting on ransacked furniture and some even sit on bare floor¹⁵². The size of classes has become increasingly unmanageable, leaving the teachers with the impossible task of giving individual attention to the learner's needs. The teachers' eye contact with the learner in class becomes so dissipated that a number of poorly motivated learners can form small

committees at the back of the class to engage in non-school discussion, while the teacher is busy teaching. Continuous assessments are dreaded by teachers when they consider the staggering number of scripts to be marked and recorded. In modern education, attention is centered on the needs and comfort of the learner, how the learning is distributed by social background and may be influenced by the structural and organizational properties of the school. Thus, attention is centered on class size which allows pupils to learn effectively without disturbing one another. Often times, class size which implies number of students is seen as the challenge teachers have to face in maintaining effective classroom management and engagement. In a learning community based on social constructivist theory, the teacher acts as a collaborator in the production of knowledge within the classroom. The premise is that when teachers help students construct knowledge through classroom engagement. The number of students in a class has the potential to influence not just the students' interaction pattern in different ways but also the management of such a class. Effective classroom management implies more than eliciting student cooperation in maintaining order. It also implies that worthwhile learning activities engaging to students are taking place continuously in the classroom. In a well managed classroom, the teacher prepares a physical environment suitable for learning, develops rules of conduct, maintains student attention and participation in lessons, and monitors students' assignments and progress toward the desired learning outcome¹⁵³. Classroom discipline refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive on task, and academically productive during a class. When classroom discipline strategies are executed effectively, teachers minimize the behaviours that impede learning for both individual students, while maximizing the behaviours that facilitate or enhance learning¹⁵⁴. He opined that to build effective classroom management,

teachers should model appropriate behaviour and use appropriate classroom discipline methods¹⁵⁵. Class sizes have been incriminated as being responsible for the in conducive teaching and learning environment¹⁵⁶. On one side, classroom congestion in terms of large class is blamed and on the other hand, low utilization of classrooms in the sense of small class size have been identified as a common feature of senior secondary school in Nigeria. Conflicts have often appeared on the ideal class size. Students' classroom engagement has been enlisted amongst key elements of educational success¹⁵⁷. One way for students to shoulder the responsibility for learning is for them to be the readers, writers, speakers, listeners, thinkers in the classroom through active classroom engagement¹⁵⁸. Student engagement have been defined as the level of participation and intrinsic interest that a student shows in the classroom¹⁵⁹. Classroom engagement also involves both behaviours and attitudes towards learning¹⁶⁰. Some studies have shown that class size have no relationship with pupils' classroom engagement while some studies have shown that class size have positive relationship with pupils' classroom engagement¹⁶¹. Communication process is vital to effective learning within a classroom environment. Classroom instruction that produce positive result acknowledges the need for a liberal use of non-verbal cues, student involvement and term communication. Students' involvement during classroom discussions typically fosters a healthy communication process¹⁶². Some studies have shown that class size have no relationship with classroom communication while some studies have shown that class size have strong relationship with classroom communication¹⁶³.

2.3.8 School Calendar Stability and Administrative Effectiveness

The quality of education offered by higher educational institutions in Nigeria in recent times has deteriorated substantially¹⁶⁴. This deterioration or incessant closures is due to strike actions. The effect of these repeated closures of schools and academic programs on students' learning effectiveness can better be imagined than described. University education in Nigeria has thus suffered serious setbacks as a result of teachers' strike actions. This has always subjected the students to pitiable conditions, disrupting academic programs, giving students' undeserved extension in their study years, poor students' concentration on academic programs and poor teacher-student relationships amongst others¹⁶⁵. Consequently, managing and planning academic, non-academic activities in Nigerian universities becomes very difficult or near impossible. Strike usually takes place in response to employee grievances, strikes are sometime used to pressure governments to change policies of universities infrastructural development and welfare of both Academic and non-Academic staff union of universities. Strikes are often part of a broader social movement taking the form of a campaign of civil resistance undertaken by unions during collective bargaining. Strike consists of workers refusing to attend work and picketing outside the workplace to prevent or dissuade people from working in their place or conducting business with their employer. Students strike sometimes supported by faculty not attending schools, such strike is intended to draw media attention to the institution so that the grievances that are causing the students to strike can be aired before the public. Though this usually damages the institutions or government public image¹⁶⁶. Disruptions in academic programs serve as non-motivational factor to the students. It discourages them from learning. It is not surprising therefore that during strike actions, most students are seen involved in diverse activities such as sexual immorality, cyber scam, pool betting, unnecessary gossips, watching

of films and reading comic materials for entertainment purposes rather than reading their books. In the long run, they soon forget about academics and are no longer prepared for class activities which negatively affect their learning capability¹⁶⁷. It has been revealed that students across various institutions of higher learning in Nigeria are constantly faced with industrial actions either by the Academic or Non-Academic Staff, the disagreement or lack of understanding between government and academic community often result in deadlock that usually disrupt academic calendar¹⁶⁸. The author concluded that an effective learning or an enhanced academic performance is achieved by successful covering of the course outline timely and before the examination¹⁶⁹. This is rarely achieved with strike action in place. Given the above review, it can be deduced that strike by either Academic staff Union of Universities, Non Academic Staff Union or any other such trade union, has adverse effect in the proceedings of academic and non-academic activities of universities in Nigeria. When school activities are disrupted, it becomes more difficult for educational managers to plan, direct, and coordinate educational activities in Nigeria.

2.3.9 Governance Structure and Administrative Effectiveness

Governance refers to the capacity of an organization to guide the actions and decisions of various stakeholders in accordance with predefined objectives, utilizing available tools and adhering to established guidelines, assumptions, and stances. This process is conducted without excluding other stakeholders, aiming to achieve the organization's objectives effectively¹⁷⁰. Furthermore, governance is characterized by the processes and structures involved in making decisions on substantial issues that impact stakeholders¹⁷¹. In higher education, governance encompasses the processes and structures that institutions employ to oversee and manage their

operations or affairs. Various challenges regarding governance emerge in higher education settings, primarily because institutions prioritize research and education as their core products. This complexity makes it challenging for university leadership to intricately understand the nuances of defining and achieving excellence in these key products¹⁷². Furthermore, the production of research and education relies heavily on professionals, including researchers and teachers. As a result, these professionals wield significant control over the production process, contributing to the development of fragmented organizations¹⁷³. For university leaders, providing guidance to professionals becomes highly uncertain due to the presence of numerous and partially autonomous agents. Despite the autonomy of these agents, collaboration is essential, as professors cannot independently manage entire degree programs or conduct research in isolation. University principals play a critical role in providing necessary resources such as funding and coordinating activities. Consequently, governance in universities is marked by asymmetrical and mutual dependence between agents and principals, as well as between different agents.

Research studies indicate that governance structures play a pivotal role in shaping the performance and management of an organization¹⁷⁴. Effective governance significantly influences the outcomes and performance of systems within higher education institutions. As a result, institutions aiming to facilitate effective management should carefully consider the correlation between governance practices and overall performance¹⁷⁵. Furthermore, a study demonstrated that good governance has a positive impact on performance by enhancing the financial and human resources of the institution, thereby influencing the expected outcomes¹⁷⁶. Good governance also contributes to institutions achieving academic quality by motivating them to actively pursue high levels of academic service performance¹⁷⁷. Performance in various

domains, such as research and education, enhances the autonomy of institutions. The individual performance of stakeholders in higher education institutions comprises a range of behaviors that can either positively or negatively contribute to achieving the goals of the institutions¹⁷⁸. Governance plays a crucial role in shaping performance by influencing the behavior of institutional processes and systems directly engaged in transforming the organization, particularly in terms of delivering products or services¹⁷⁹. Research exploring the connection between governance in higher education and performance reveals that governance has a profound impact on stakeholders in institutions. It enables efficient monitoring of management, ensuring effective processes and practices, while also mitigating destructive behaviours such as corruption and financial fraud¹⁸⁰. Furthermore, good governance in higher education contributes to enhanced performance by safeguarding the interests of diverse stakeholders. It encourages or facilitates the adoption of better management practices, leading to the formulation of improved strategic decisions and the efficient utilization of organizational resources¹⁸¹.

Moreover, good governance has a positive impact on organizational culture by influencing the values, norms, and rules that shape the behaviours and attitudes of organizational members. This, in turn, leads to positive behaviours that contribute to the organization's goal achievement. Additionally, good governance promotes consistency across the institution concerning organizational mission and vision, thereby enhancing adaptation¹⁸². For instance, institutions characterized by high levels of trust embedded in their culture are more likely to outperform those with low trust levels. Elements of organizational culture play a crucial role in translating learning and knowledge initiatives into positive performance outcomes. The positive relationship between organizational culture and performance is evident in various studies.

Additionally, researchers argue that institutional autonomy and decreased government influence in the internal governance of higher education institutions are essential factors for enabling institutions to achieve global success¹⁸³.

In higher education, excellence is a fundamental element that signifies the capability and quality of the services provided, as well as the processes implemented to meet the satisfaction of stakeholders and ensure the success of students. Various accrediting organizations view excellence as a tangible attribute encompassing a range of qualitative and quantitative indicators with a specific emphasis on enhancing performance. Studies, in particular, evaluate excellence in terms of learning achievements and outcomes, skill enhancement among students, research levels, resource availability, the quality of teaching, and the effectiveness of the implemented curriculum¹⁸⁴. Operational excellence in higher education also relies on the governance and leadership aspects of institutions¹⁸⁵. Accreditation by external bodies is essential in ensuring that institutions attain excellence in their governance system or processes¹⁸⁶. Specifically, accreditation plays a significant role in setting the necessary standards for governance structures and best practices, fostering a culture of continuous improvement with the ultimate goal of achieving excellence¹⁸⁷. In the context of the relationship between accreditation and governance, accreditation serves as an indicator of quality, with institutions using it to assess the extent to which they meet specified standards¹⁸⁸. Accreditation provides institutions with the opportunity to conduct a thorough examination of their governance systems, allowing them to address issues that may hinder efficiency and effectiveness. Although studies have explored the impact of governance on the performance of higher education institutions, empirical research on this relationship remains inconclusive. Findings indicate that the effect of governance on performance is still a matter of debate. Hence,

this lack of clarity has prompted the current study to investigate and explore this association further.

2.3.10 Erosion of University Autonomy and Academic Freedom

University autonomy is characterized by granting universities the freedom to govern themselves. This includes the authority to appoint key officers, establish the conditions of service for their staff, manage student admissions and academic curricula, control financial matters, and regulate themselves as independent legal entities. Importantly, university autonomy implies operating without undue interference from external entities, such as the government and its agencies¹⁸⁹. The significance of universities in human capital development, research, and technological innovation cannot be overstated. Universally, investment in university education is considered a crucial component of national development efforts. In contemporary times, nations rely extensively on the knowledge, ideas, and skills generated within universities to drive progress and advancement¹⁹⁰. Nations invest in university education with the expectation that it will contribute to national development in three main ways. Firstly, societies anticipate that universities will produce highly skilled professionals in fields such as technology, engineering, and management. Secondly, universities are entrusted with the responsibility of cultivating their own cadre of academic personnel—intellectual resources capable of generating new knowledge and innovation through scientific research to address developmental challenges. Thirdly, universities play a crucial role in producing teachers, administrators, and managers for other levels of human resource development institutions. The history of university education in Nigeria traces back to the Elliot Commission, which recommended the establishment of University College Ibadan (UCI) in 1948. Initially affiliated

with the University of London, UCI evolved, and when Nigeria gained independence in 1960, there was an increased emphasis on training skilled manpower to replace colonial expatriates¹⁹⁰.

Universities were later established based on felt needs as advised by the Ashby commission¹⁹¹.

Despite the substantial growth and expansion of the university system in Nigeria, challenges persist, including insufficient academic freedom, inadequate facilities, and insufficient infrastructure to accommodate the growing number of applicants each year¹⁹². The deficiency in autonomy and academic freedom within the nation's universities appears to hinder the complete attainment of the university's objectives. The politicization of the entire university system due to the erosion of autonomy is evident, and this has detrimental effects on the quality of graduates emerging from the academic institutions¹⁹³. University autonomy is a crucial substructure intrinsic to the concept of a university. Throughout history, universities have considered this idea as an indispensable value and have staunchly defended it due to its immeasurable significance. The author asserts that for autonomy to be fully realized, there should be no external imposition or dictation regarding the standards that the university should adhere to¹⁹⁴. University autonomy is paramount for the progress, dissemination, and application of knowledge. It is frequently emphasized that for Nigerian universities to fulfill a meaningful role and effectively carry out their responsibilities, the system must possess a high degree of autonomy, coupled with academic freedom for its staff. Drawing on examples from countries such as France, Japan, the Netherlands, Chile, Thailand, and Vietnam, the World Bank has illustrated how financial and spending autonomy act as incentives for enhancing quality and efficiency in various higher education systems¹⁹⁵. The best universities according to recent rankings are very autonomous¹⁹⁶. Every university has its own laws or edicts that articulate the functions of various organs within the institution, such as the governing council, senate,

congregation, committee of Deans, Faculty, Department, Institute, and so forth. For these organs to effectively achieve organizational goals, the system needs to operate autonomously. The system must have the freedom to manage its own affairs without external interference, possessing the right to organize internal matters, make decisions, and establish its own academic programs. University autonomy fosters a more flexible and responsive management in the realms of teaching and research. Disputes over university autonomy and academic freedom have historical roots, with notable instances dating back to the 1970s when University College Ibadan faced challenges under military dictatorship. A trade dispute emerged between the governing councils of Nigerian universities and the local branches of the National Association of University Teachers regarding the review of conditions of service¹⁹⁷. Historical records indicate that the Federal Ministry of Education vehemently opposed the improved pay and enhanced conditions of service that were approved for the aggrieved teachers' association by their local councils. In 1978, the Senate of the University of Ibadan also faced an erosion of its statutory powers when it received a query from the Federal Ministry of Education, demanding an explanation for the high number of students who failed in an academic session¹⁹⁸. The Academic Staff Union of Universities (ASUU), which has been a leading force behind reforms in Nigerian universities, has encountered strong opposition from the federal government. Numerous academics associated with ASUU have faced dismissals, retirements, and unjust imprisonment for teaching subjects they were not initially employed to teach¹⁹⁹. Forty-nine academic staff of the University of Ilorin were dismissed for participating in the nation-wide strike called by the Academic Staff of Nigerian Universities²⁰⁰. The governor unilaterally dismissed a vice chancellor of Ambrose Alli University, subsequently appointing an acting vice chancellor. Additionally, the state house of assembly removed the bursar and

registrar of the same university. Presently, numerous universities in Nigeria are under the control of the Federal Government, State Government, and some are managed by private individuals and corporate organizations²⁰¹. Nevertheless, despite the autonomy embedded in the laws establishing these universities, the government, its agencies, and proprietors have persistently imposed conditions of service and bureaucratic, autocratic rules on how the universities should be managed. One notable erosion of university autonomy is evident in the appointment of vice-chancellors. Historically, the sole responsibility for appointing vice-chancellors rested with the governing councils of universities²⁰². However, with the enactment of Decree No. 23 in 1975, when the Federal Government took over the regional universities, the authority to appoint and remove vice-chancellors shifted to the head of state or the Federal Military Government, as applicable. Since then, the appointment of the vice-chancellor has evolved into a political process, and the university visitor, whether the Head of State or Governor of the State, now holds the ultimate decision-making power²⁰³. Consequently, due to this shift, the vice-chancellor has become progressively more accountable to the university visitor. Another factor influencing this accountability is the introduction of the National Universities Commission (NUC). The senate, composed of registrars, all professors, heads of departments, and faculty representatives, is responsible for making and executing all academic decisions within the university²⁰⁴. Nevertheless, with the establishment of the NUC in 1962 and its reconstitution in 1974 through Decree No. 1, the role of the NUC shifted beyond ensuring orderly development of university education, maintaining standards, and ensuring adequate funding. It transformed into an agency wielding the power to dictate both the content of education and the number of students to be admitted into universities. The subsequent enactment of Decree 16 in 1985 and its amendment in 1988 further dismantled what remained

of university autonomy by broadening the functions of the NUC. Section 10 of the decree conferred upon the commission the authority to "lay minimum standards for all universities and other institutions of higher learning in the federation and the accreditation of their degrees and academic awards²⁰⁵. (2) The introduction of quota system was another erosion, the quota system otherwise known as "federal character" is another way by which the autonomy of the university has been eroded²⁰⁶. The quota system, embedded in the 1979 constitution, aimed to address recruitment imbalances that historically led to one ethnic group/state supplying all personnel to federal parastatals, including universities. Its purpose was to guarantee equity and fairness in the admission process. Consequently, universities are obligated to admit students not solely based on merit but according to the quota system stipulated by the government.

Joint Admission and Matriculation Board (JAMB) and the Admission Process is another erosion. Utile believed that this organisation was another effort by the government to thwart university autonomy²⁰⁷. JAMB, established by the Military government in Nigeria to conduct entry examinations for Nigerian universities, faced corruption-related challenges over the years. To restore the integrity of university admissions, the concept of post-JAMB was introduced and is currently in operation²⁰⁸. The introduction of post-JAMB aimed to reevaluate candidates who passed the JAMB examinations to ensure the admission of qualified individuals. Despite its benefits, this process can be challenging for candidates and their parents. While agencies like JAMB have commendable goals, their operational roles often encroach upon the established functions of Nigerian universities. These external agencies tend to prioritize quality over funding, rather than focusing on ensuring adequate funding for universities, which is essential for maintaining quality²⁰⁹. Usman's study on the consequences of inadequate university autonomy revealed a strong correlation between inadequate university autonomy and academic

staff unrests. This suggests that when universities lack sufficient autonomy, it can contribute to unrest among academic staff²¹⁰. (2) inadequate funding, human and material resources and research facilities were also found out to be significantly related to inadequate university autonomy, similarly when an author sought to know how satisfied the academic staff were with university autonomy and academic freedom, in their universities, his findings were that²¹¹: 25% of his respondents agreed they had autonomy but was inadequate for effective management of the universities, 75% of his respondents agreed they had no autonomy in their universities. The author also sought to know the perception of academic staff regarding university autonomy and its effects on seven job facets which included job satisfaction, attitude to work, welfare of staff, university management, leadership, achievements and advancement and he found out among other findings that attitude to work was related to university autonomy. University autonomy and academic freedom was ranked first position by academic staff²¹². Academic freedom has been defined as: “The principle designed to protect the teacher from the hazards that tend to prevent him from meeting his obligations in the pursuit of truth”²¹³. The definition seems to align with the perspective of scholars, emphasizing the importance of an academic environment where scholars can freely express themselves without constraints. It highlights the interconnectedness of university autonomy and academic freedom, considering them as complementary factors that mutually support each other. In this context, both autonomy and freedom are seen as essential for achieving the goals of teaching, research, and public service within a university setting.

2.4 Conceptual Model

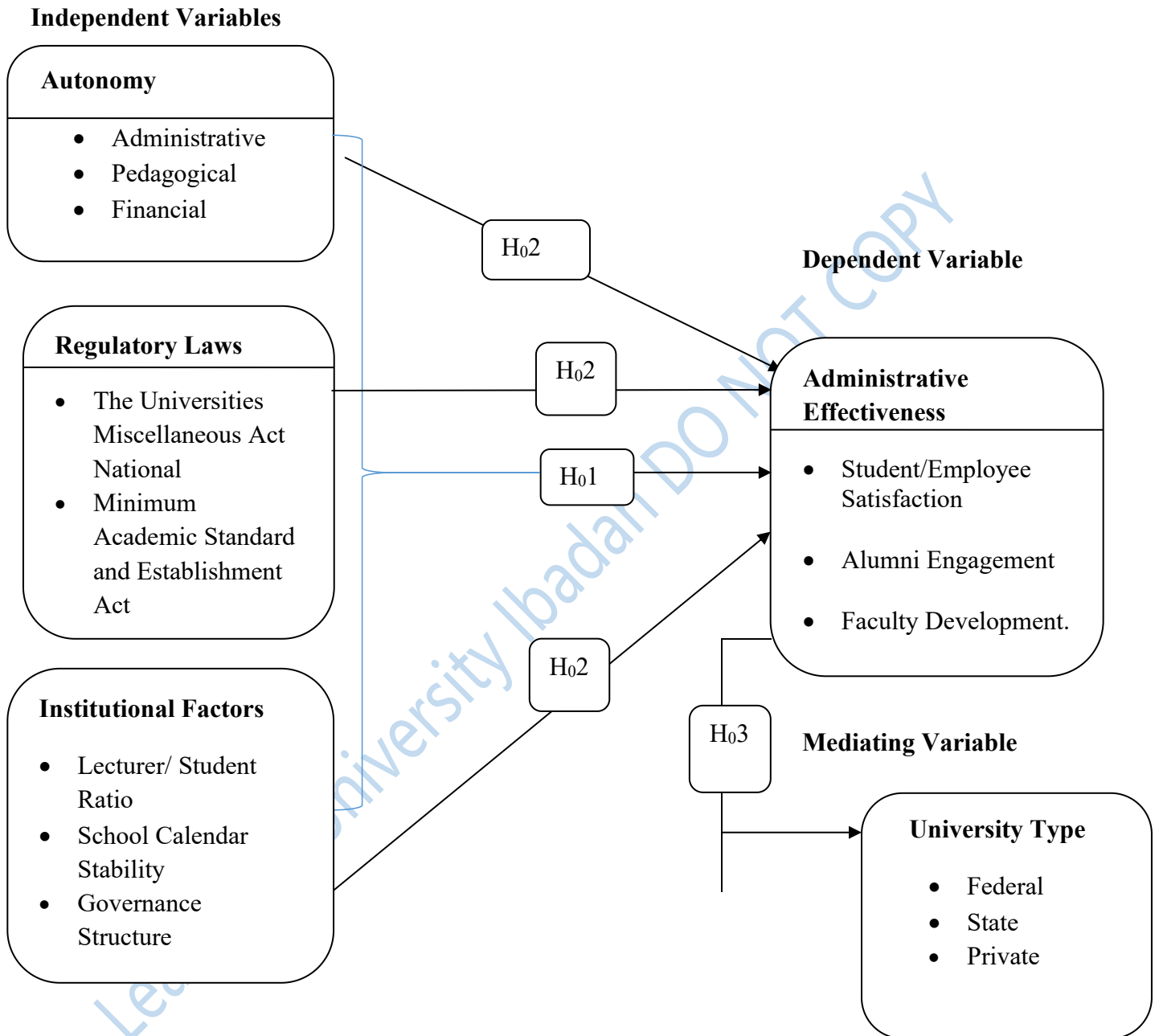


Figure 1: Conceptual Model

Source: The Researcher, 2024

This conceptual framework is a model that provides an understanding of the relationship between variables in this study and helps explain complex phenomena in the context of administrative effectiveness in universities in Nigeria. The framework is proposing five hypotheses about the influence of autonomy, regulatory laws, and institutional factors on administrative effectiveness. It suggests that there will be a combined influence of Autonomy (administrative, pedagogical, and financial autonomy) on administrative effectiveness in universities in Nigeria. This hypothesis suggests that the level of administrative autonomy, pedagogical autonomy, and financial autonomy will collectively impact the effectiveness of university administration. The framework also proposes that there will be a combined influence of Regulatory Laws (Universities Miscellaneous Act and National Minimum Academic Standard and Establishment Act) on administrative effectiveness in universities in Nigeria. This hypothesis suggests that the laws and regulations that govern universities in Nigeria will collectively impact the administrative effectiveness of these institutions. The framework also proposes that there will be a combined influence of Institutional Factors (Lecturer/Student Ratio, School Calendar stability, and Governance Structure) on administrative effectiveness in universities in Nigeria. This hypothesis suggests that the lecturer/student ratio, school calendar stability, and governance structure of universities in Nigeria will collectively impact the administrative effectiveness of these institutions. It was also suggested in the model that there will be a relative influence of autonomy (administrative, pedagogical and financial autonomy), Regulatory Laws (Universities Miscellaneous Act and Education (National Minimum Academic Standard and Establishment Act), and Institutional Factors (Lecturer/Student Ratio, School Calendar stability, and University Type) on administrative effectiveness in universities in Nigeria. This hypothesis suggests that one of these variables, either individually or combined,

will have a significant impact on administrative effectiveness in universities in Nigeria. Similarly, the framework proposes that there will be a moderating influence of university type (federal, state, missionary, and private) on the combined influence of autonomy, regulatory laws, and institutional factors on administrative effectiveness in universities in Nigeria. This hypothesis suggests that the type of university, whether federal, state, missionary, or private, will moderate the influence of these other variables on administrative effectiveness. The conceptual framework provides a basis for testing these hypotheses through empirical research and evaluating the relationship between these variables and administrative effectiveness in universities in Nigeria.

2.5 Summary of Reviewed Literature

The reviewed literature focuses on the effectiveness of administrative practices and university autonomy in Nigerian universities. The theoretical framework includes contingency theory, institutional theory, and systems theory. The empirical review covers various topics such as the relationship between university autonomy and administrative effectiveness, issues of institutional autonomy in Nigerian universities, educational regulatory laws and administrative effectiveness, quality assurance in Nigerian university education, and the relevance of quality assurance to university education. Other topics include institutional factors and administrative effectiveness, lecturer/student ratio and administrative effectiveness, school calendar stability, governance structure, and erosion of university autonomy and academic freedom.

The literature review cited here highlights the importance of university autonomy and effective administrative practices in Nigerian universities, and draws upon several theoretical frameworks, including contingency theory, institutional theory, and systems theory.

Contingency theory suggests that effective administrative practices are contingent on the specific circumstances and contextual factors of each organization, such as its size, structure, and environment. Institutional theory emphasizes the importance of formal rules, norms, and values that shape organizational behaviour and decision-making, while systems theory focuses on the interdependence of various components within an organization and their impact on overall performance. The empirical review covers a range of topics related to the effectiveness of administrative practices and university autonomy in Nigerian universities. Some of these topics include the relationship between university autonomy and administrative effectiveness, issues of institutional autonomy, educational laws and administrative effectiveness, quality assurance in Nigerian university education, and the relevance of quality assurance to university education. Other topics covered in the review include institutional factors and administrative effectiveness, lecturer/student ratio and administrative effectiveness, school calendar stability, governance structure, and erosion of university autonomy and academic freedom. All of these topics underscore the importance of effective administrative practices and university autonomy for ensuring the quality of education in Nigerian universities. Overall, the literature suggests that university autonomy and effective administrative practices are crucial for promoting academic excellence, maintaining institutional autonomy and academic freedom, and ensuring the overall quality of education in Nigerian universities.

Endnotes

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Chapter Three

Methodology

This chapter presents the methodology used in achieving the aim and objectives of the study. It was presented under the following subsections: Research Design, Population of the Study, Sample and Sampling Techniques, instrumentation, Validity and Reliability of the Instrument, Method of Data Administration and Method of Data Analysis.

3.1 Research Design

This study adopted a descriptive survey research design. This design was found appropriate for the study because the study intended to describe the existing variables Autonomy (Administrative, Pedagogical and Financial autonomy), Regulatory Laws (The Universities Miscellaneous Act and Education - National Minimum Academic Standard and Establishment Act), Institutional Factors (Lecturer/ Student Ratio, School Calendar Stability, Governance Structure) and administrative effectiveness in universities in Nigeria without any form of manipulation.

3.2 Population of the Study

The population of the study comprised Vice Chancellors, Registrars, Bursars, Director Academic Planning, Human Resource Managers, Deans of Faculties and Heads of Departments in the one hundred and one (111) private, sixty (60) state and fifty (50) federal universities available in Nigeria as at the time of this study, making a total of two hundred and twenty-one universities (221).

3.3 Sample and Sampling Techniques

A Multi-stage sampling procedure was employed to arrive at a representation of the entire population of the study. First, Nigeria was stratified into six using the existing six geo-political zones. These are North Central, North East, North West, South West, South East and South South. Secondly, using the Southeast with five (5) states as benchmark, five states were selected using simple random sampling technique in each stratum. See table 3.1. In the third stage, in the oldest federal, state and private universities were selected in each stratum. Finally, using intact sampling, the vice chancellor, registrar, deputy-vice chancellors, librarian, bursars, directors academic planning, human resource managers, dean of faculties and heads of departments were elected to participate in the study through filling of the study's instrument. This is because they are actively involved in the university administration. In the last stage, the oldest private university in Zamfara state with 1 vice chancellor, 1 registrar, 2 deputy-vice chancellors, 1 librarian, 1 bursar, 1 director academic planning 1 human resource manager, 7 dean of faculties, 30 heads of departments/administrative officers. In all, the sample size for the study is four thousand, one hundred and forty (4,140).

Table 3.1 Number of States Selected in Each Stratum

Geo-Political Zone: North Central

S/N	Selected State
1	Niger
2	Kogi
3	Benue
4	Plateau
5	Nasarawa
Total	05

Geo-Political Zone: North East

S/N	Selected State
1	Bauchi
2	Borno
3	Taraba
4	Adamawa
5	Gombe
Total	05

Geo-Political Zone: North West

S/N	Selected State
1	Zamfara
2	Sokoto
3	Kaduna
4	Kebbi
5	Katsina
Total	05

Geo-Political Zone: South East

S/N	Selected State
1	Enugu
2	Imo
3	Ebonyi
4	Abia
5	Anambra
Total	05

Geo-Political Zone: South South

S/N	Selected State
1	Bayelsa
2	Akwalbom
3	Edo
4	Rivers
5	Cross River
Total	05

Geo-Political Zone: South West

S/N	Selected State
1	Oyo
2	Ekiti
3	Osun
4	Ondo
5	Lagos
Total	05

Breakdown of Sample for the Study

1 vice chancellor
1 registrar
2 deputy-vice chancellors
1 librarian
1 bursar
1 director academic planning
1 human resource manager
7 dean of faculties
30 heads of departments/administrative officers

Now, let's calculate for each region:

North Central:

- 5 states x 3 universities per state x (1 + 1 + 2 + 1 + 1 + 1 + 1 + 7 + 30)
- 5 states x 3 universities x 46 individuals = **690 individuals**

North East:

- 5 states x 3 universities per state x (1 + 1 + 2 + 1 + 1 + 1 + 1 + 7 + 30)
- 5 states x 3 universities x 46 individuals = **690 individuals**

North West:

- 5 states x 3 universities per state x (1 + 1 + 2 + 1 + 1 + 1 + 1 + 7 + 30)
- 5 states x 3 universities x 46 individuals = **690 individuals**

South East:

- 5 states x 3 universities per state x (1 + 1 + 2 + 1 + 1 + 1 + 1 + 7 + 30)
- 5 states x 3 universities x 46 individuals = **690 individuals**

South South:

- 5 states x 3 universities per state x (1 + 1 + 2 + 1 + 1 + 1 + 1 + 7 + 30)
- 5 states x 3 universities x 46 individuals = **690 individuals**

South West:

- 5 states x 3 universities per state x (1 + 1 + 2 + 1 + 1 + 1 + 1 + 7 + 30)
- 5 states x 3 universities x 46 individuals = **690 individuals**

Total Sampled Population:

- 690 individuals (North Central) + 690 individuals (North East) + 690 individuals (North West) + 690 individuals (South East) + 690 individuals (South South) + 690 individuals (South West) = **4140 individuals**

Table 3.2: Sampled Population of the Study

ZONE	State	No. of Universities	Respondents
North Central	Niger	3	46
	Kogi	3	46
	Benue	3	46
	Platea	3	46
	Nasarawa	3	46
North	Bauchi	3	46

East	Borno	3	46
	Taraba	3	46
	Adamawa	3	46
	Gombe	3	46
	Zamfara	3	46
North West	Sokoto	3	46
	Kaduna	3	46
	Kebbi	3	46
	Katsina	3	46
South East	Enugu	3	46
	Imo	3	46
	Ebonyi	3	46
	Abia	3	46
	Anambra	3	46
	Bayelsa	3	46
South South	Akwa Ibom	3	46
	Edo	3	46
	Rivers	3	46
	Cross River	3	46
	Oyo	3	46
South West	Ekiti	3	46
	Osun	3	46
	Ondo	3	46
	Lagos	3	46
TOTAL	30	90	4,140

3.4 Description of Research Instrument

The data for the study were collected using a self-developed four Likert scaled questionnaire titled "**Autonomy, Educational Regulatory Laws, Institutional Factors, and Administrative Effectiveness in Nigerian Universities**" (AERLIFAE). The questionnaire consisted of two sections, A and B. Section A aimed to gather information on the respondents' demographic characteristics such as institutional type, gender, job designation, and age range. This section also included items to determine the lecturer/student ratio.

Section B of the instrument comprised items 1-8 structured to determine employee satisfaction as a measure of administrative effectiveness. Items 9-17 focused on alumni engagement, while items 18-24 aimed to assess faculty development. Items 25-30 were designed to measure administrative autonomy, while items 31-40 focused on pedagogical autonomy. Items 41-50 were geared towards financial autonomy, while items 51-58 aimed to assess governance structure. Items 59-67 focused on school calendar stability, and items 68-77 were developed to measure university education regulatory laws. Specifically, items 68-71 were designed to assess Universities Miscellaneous Act, while items 72-77 aimed to evaluate the Education- National Minimum Standards and Establishment Act.

3.5 Validity of Instrument

This is the degree to which a test or a measuring instrument measures what it is supposed to measure. The instrument of the study was subjected to a face, content and construct validity test. To this end, a sample of the instrument will be given to the supervisor for vetting. All corrections and observations will be effected before the administration of the instrument.

3.6 Reliability of the Instrument

This refers to the consistency or accuracy with which the instrument measures whatever it purports to measure. It can be achieved through statistical procedures. The reliability of the instrument used for this study was determined using a pilot test technique. This enabled the researcher to pre-test the instrument and ascertain its reliability. This process was carried out using Fountain University Osogbo, Osun State, Olabisi Onabanjo University, Ogun State and University of Abuja, Federal Capital Territory which are not part of the sample of the study but share similar characteristics. Cronbach Alpha Coefficient $\alpha = 0.73$ was generated meaning the instrument is reliable for the study.

3.7 Method of Data Collection

The researcher with the help of thirty (30) trained research assistants, the instrument for data collection were distributed to the actual sample for the study.

3.7 Method of Data Analysis

Data analysis is a technique whereby the investigator extracts information from data generated from the field using statistical tools to answer research questions or test hypotheses. To this end, descriptive and inferential statistics were used for data analysis in this study. While the research questions were answered using descriptive statistical tools of frequency count, distribution mean and percentages, the hypotheses were tested using inferential statistics of multiple regression analysis and Analysis of Variance (ANOVA).

Endnote

1. National University Commission (NUC) release of the list of accredited universities in Nigeria, (2021)

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Chapter Four

Results and Discussion of Findings

This chapter presents the data collected using instrument; questionnaire during the study and analysed using both descriptive and inferential statistics to find answers to each question, highlighting descriptive statistical tools of frequency count, distribution mean and percentages, the hypotheses will be tested using inferential statistics of multiple regression analysis and Analysis of Variance (ANOVA). The chapter is presented in the following order: Questionnaire Return/Response Rates, Demographic Data Analysis, Presentation of Research Questions, Test of Hypotheses, Discussion of Findings.

4.1 Questionnaire Return/Response Rates

S/N	Number of Questionnaire Distributed	Number of Questionnaire Retrieved	Percentage
	4140	4051	97.8%

Source; Field survey, 2024

The data on questionnaire return/response rates from a field survey conducted in this study reveals that out of the 4,140 questionnaires distributed, a significant 97.8% were successfully retrieved, totalling 4,051 responses. This high response rate signifies a commendable level of engagement and participation among the targeted respondents probably owing to the fact that they are highly educated and knows the significance of research. The information underscores the effectiveness of the survey methodology in eliciting valuable feedback and insights. The robust data collection process not only involved a substantial distribution of questionnaires but also ensured a nearly comprehensive retrieval of responses, enhancing the overall reliability and

representativeness of the survey findings. The results, sourced from the field survey, reflect a successful and well-executed effort in gathering information from the surveyed population.

4.2 Demographic Data Analysis

Table 4.2: Type of Institution

	Frequency	Percent
Federal	1350	33.3
State	1350	33.3
Private	1351	33.3
Total	4051	100.0

Source; Field survey, 2024

The table represents the distribution of institutions based on the type. There are three categories of institutions: Federal, State, and Private. The table also provides the frequency and percentage of each type of institution. The table shows there are 1,350 respondents drawn from federal institutions that were involved in the study, 1,350 respondents from state institutions, and 1,351 respondents from private institutions. The percentage column indicates the proportion of each type of institution relative to the total number of institutions. All the percentages are approximately 33.3%, indicating that each type of institution comprises roughly one-third of the total institutions. From the table, it can be concluded that there is an equal distribution among the three types of institutions, with each type representing approximately one-third of the total institutions. This suggests a balanced representation of federal, state, and private institutions within the dataset or population being analysed.

Table 4.3: Gender of Respondents

	Frequency	Percent
Male	2303	56.9
Female	1748	43.1
Total	4051	100.0

Source; Field survey 2024

The tabulated data elucidates the gender distribution among the diverse cohort of respondents who took part in the study, including Vice Chancellors, Registrars, Bursars, Directors of Academic Planning, Human Resource Managers, Deans of Faculties, and Heads of Departments across Nigerian universities. Within this context, the analysis reveals that 2,303 male participants, constituting 56.9% of the total respondent pool, and 1,748 females, representing 43.1%, contributed to the comprehensive dataset, culminating in a total of 4,051 respondents. This gender breakdown underscores a notable predominance of male participants, prompting consideration of its potential implications for the study's generalizability.

The discernible gender disparity within the respondent pool, with a majority of male participants comprising 56.9% compared to 43.1% female participants, prompts a nuanced consideration of its potential implications. It is crucial to note that the gender distribution observed in this study should not be misconstrued as a determinant factor influencing the study's findings. Gender was not explicitly considered as a control or moderating variable in the research design, and therefore, the observed gender distribution should not inherently impact the validity or generalizability of the study's outcomes. While acknowledging the importance of balanced representation for comprehensive research, it is essential to emphasize that the primary focus of this study is on the influence of autonomy, educational regulatory laws, and institutional factors on administrative effectiveness in Nigerian universities. The gender distribution, while notable, serves as a descriptive aspect of the participants' demography rather than a variable under investigation. The study's findings remain rooted in the specific variables and factors outlined in the research objectives.

Table 4.4: Job Designation of Respondent

	Frequency	Percent
VC	21	.5
DVC	75	1.9
Registrar	56	1.4
Librarian	31	.8
Bursar	100	2.5
Dean	1129	27.9
HOD	2430	60.0
Director Academic Planning	51	1.3
HR	158	3.9
Total	4051	100.2

Source; Field survey 2024

The table provides the distribution of respondents across various job designations. Notably, there are 21 Vice Chancellors (VCs), constituting 0.5% of the total sample, and 75 Deputy Vice Chancellors (DVCs), making up 1.9%. Registrars account for 56 respondents, representing 1.4%, while Librarians constitute 0.8% with 31 participants. Bursars are represented by 100 individuals, accounting for 2.5%. Deans, with 1,129 respondents, form the largest group at 27.9%, while Heads of Departments (HODs) contribute significantly with 2,430 respondents, making up 60.0% of the total. Directors of Academic Planning total 51, representing 1.3%, and Human Resource Managers (HR) are comprised of 158 respondents, constituting 3.9%. The cumulative number of respondents across all job designations is 4,051. This diversity in job designations provides a foundation for detailed analyses, considering the varied responsibilities associated with each position. As the study unfolds, recognizing the distinct roles and responsibilities tied to different job designations becomes imperative, offering potential insights into how autonomy, regulatory laws, and institutional factors may impact administrative effectiveness across the administrative landscape within Nigerian universities.

Table 4.5: Age Range of Respondents

	Frequency	Percent
Less than 30 years	13	.3
30-40 years	40	1.0
41-50 years	693	17.1
51-60 years	1667	41.2
Above 60 years	1638	40.4
Total	4051	100.0

Source; Field survey, 2024

The table illustrates the distribution of respondents based on age within the context of the research on the influence of autonomy, educational regulatory laws, and institutional factors on administrative effectiveness in Nigerian universities. Respondents span a diverse range of age groups, with 58.3% falling between 41 and 60 years. The majority, 41.2%, are aged 51-60 years, while 40.4% are above 60 years. A relatively smaller proportion, 17.1%, falls within the 41-50 age range, and 1.0% is aged 30-40 years. Notably, the diverse age representation enhances the study's comprehensiveness, capturing insights from different age group and potentially influencing the exploration of administrative challenges. Subgroup analyses based on age may provide valuable insights into how generational cohorts perceive and navigate the complexities of administrative roles in Nigerian universities.

4.3 Presentation of Research Questions

Research Question One: What is the level of administrative effectiveness (employee satisfaction, alumni engagement and faculty development) in universities in Nigeria?

Table 4.6: Level of Administrative Effectiveness (Employee Satisfaction) in Universities in Nigeria

S/N	Employee Satisfaction	Always Freq(%)	Seldom Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean	Std.
	My Staff feel or get:						
1	valued and appreciated as an employee at this university	1783(44.0)	1701(42.0)	243(6.0)	324(8.0)	3.22	0.878
2	satisfied with the benefits and perks provided by this university	1540(38.0)	1863(46.0)	567(14.0)	81(2.0)	3.20	0.748
3	opportunities for professional development and training	1702(42.0)	1701(42.0)	567(14.0)	81(2.0)	3.24	0.763
4	safe and healthy in the work environment.	892(22.0)	1620(40.0)	810(20.0)	729(18.0)	2.66	1.012
5	constructive feedback on their job performance through regular performance reviews	487(12.0)	1296(32.0)	1620(40.0)	648(16.0)	2.40	0.895
6	recognizes and rewards for their achievements and contributions.	972(24.0)	2350(58.0)	567(14.0)	162(4.0)	3.02	0.735
7	satisfied with the procedures in place for resolving workplace conflicts and grievances.	243(6.0)	1458(36.0)	1540(38.0)	810(20.0)	2.28	0.849
8	satisfied with the overall culture and work environment	810(20.0)	1945(48.0)	486(12.0)	810(20.0)	2.68	1.009
	Weighted Mean					2.83	0.861

Source; Field survey, 2024

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

The table 4.6 and Figure 1 in Appendix II present an analysis of administrative effectiveness in Nigerian universities, specifically focusing on employee satisfaction. Notably, 44.0% of respondents always feel valued and appreciated, reflecting a high satisfaction level with a mean score of 3.22. Additionally, 38.0% always express satisfaction with benefits and perks, resulting in a high mean score of 3.20. A significant portion (42.0%) always perceives opportunities for professional development positively, with a mean score of 3.24, indicating high satisfaction. However, only 22.0% always feel safe and healthy in the work environment, resulting in a moderate satisfaction level with a mean score of 2.66. Concerning feedback on job performance, a mere 12.0% always receive constructive feedback, yielding a lower satisfaction level with a mean score of 2.40. On the positive side, 24.0% always feel recognized and rewarded, with a mean score of 3.02, indicating high satisfaction. However, only 6.0% always perceive effective procedures for conflict resolution, resulting in a lower satisfaction level with a mean score of 2.28. Furthermore, 20.0% always report satisfaction with the overall culture and work environment, leading to a moderate mean score of 2.68. The weighted mean across all dimensions is 2.83, placing the overall level of administrative effectiveness in terms of employee satisfaction within the "High Level" threshold. These findings suggest generally positive sentiments regarding employee satisfaction, highlighting strengths in areas like feeling valued, opportunities for professional development, and recognition for achievements. However, there are areas for improvement, including providing constructive feedback on job performance and enhancing procedures for resolving workplace conflicts. This comprehensive assessment serves as a valuable foundation for targeted interventions and improvements within the administrative landscape of Nigerian universities.

Table 4.7: Level of Administrative Effectiveness (Alumni Engagement) in Universities in Nigeria

S/N	Alumni Engagement	Always Freq(%)	Sometimes Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean	Std.
	My University:						
9	involves alumni in university events or initiatives	1701(42.0)	243(6.0)	1134(28.0)	973(24.0)	2.66	1.243
10	measures the success of alumni engagement initiatives	81(2.0)	3247(8.0)	1620(40.0)	2026(50.0)	1.62	0.718
11	supports alumni engagement efforts	405(10.0)	486(12.0)	2593(64.0)	567(14.0)	2.18	0.792
12	contacts information and communication preferences	972(24.0)	1701(42.0)	1054(26.0)	324(8.0)	2.82	0.888
13	ensures that alumni engagement efforts align with the university's strategic goals and mission	1702(42.0)	972(24.0)	567(14.0)	810(20.0)	2.88	1.160
14	encourages alumni to give back to the institution through donations or volunteering	2350(58.0)	1458(36.0)	162(4.0)	81(2.0)	3.50	0.671
15	recognizes and show appreciation for alumni who are highly engaged and supportive	2755(68.0)	1296(27.0)	00	00	3.68	0.467
16	collaborates with alumni to support current students and recent graduates	1458(36.0)	1783(44.0)	648(16.0)	162(4.0)	3.12	0.816
17	fosters a sense of community and belonging among its alumni	162(4.0)	2674(66.0)	891(22.0)	324(8.0)	2.66	0.681
	Weighted Mean					2.79	0.826

Source; Field survey, 2023

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level.

Table 4.7 and Figure 2 in Appendix II on the assessment of alumni engagement in Nigerian universities reveals a diverse landscape of administrative effectiveness. While 42.0% of respondents note that their university involves alumni in events or initiatives, contributing to a moderate level of alumni engagement with a mean score of 2.66, a mere two percent report consistent measurement of the success of alumni engagement initiatives, reflecting a very low level of engagement with a mean score of 1.62. Although ten percent of respondents indicate consistent support for alumni engagement efforts, suggesting a relatively low level of support with a mean score of 2.18, a significant 24.0% always have their contact information and communication preferences acknowledged, contributing to a moderate level of engagement with a mean score of 2.82. Additionally, 42.0% report that alumni engagement efforts always align with the university's strategic goals, indicating a moderate level of alignment with a mean score of 2.88. A substantial 58.0% report that their university encourages alumni to give back through donations or volunteering, showcasing a very high level of engagement with a mean score of 3.50. Furthermore, a significant 68.0% state that their university recognizes and appreciates highly engaged alumni, highlighting a very high level of engagement with a mean score of 3.68. Thirty-six percent of respondents report collaboration with alumni to support current students, contributing to a high level of collaboration with a mean score of 3.12. Although only four percent report that their university fosters a sense of community among alumni, the mean score of 2.66 suggests a moderate level of community building. The weighted mean across all dimensions is 2.79, categorizing the level of alumni engagement in Nigerian universities as "High Level." This indicates positive engagement in areas such as encouraging giving back, recognizing engaged alumni, and collaborating to support current students, while also identifying

opportunities for improvement, particularly in measuring the success of engagement initiatives and fostering a stronger sense of community among alumni.

Table 4.8: Level of Administrative Effectiveness (Faculty Development) in Universities in Nigeria

S/N	Faculty Development My University:	Always Freq(%)	Sometimes Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean	Std
18	makes available faculty development programmes for members of staff	2107 (52.0%)	1539 (38.0)	324 (8.0%)	81 (2.0%)	3.40	0.721
19	provides adequate support for members of staff to attend faculty development programs outside the institution	2998 (74.0%)	1053 (26.0%)	00	00	3.74	0.439
20	enforces the skills and knowledge acquired from faculty development programmes in the teaching, research and other activities in the University	648 (16.0%)	1135 (28.0%)	1215 (30.0%)	1053 (26.0%)	2.34	1.032
21	facilitates faculty development programmes that can contribute to the overall quality of education in the institution	3159 (78.0%)	730 (18.0%)	162 (4.0%)	00	3.74	0.522
22	encourages and support staff on research publications, conference presentations and grants	2512 (62.0%)	1539 (38.0%)	00	00	3.62	0.485
23	encourages staff to collaborate with colleagues within or outside the institution as a result of attending faculty development programs	3160 (78.0%)	648 (16.0%)	243 (6.0%)	00	3.72	0.567
24	tie staff promotion to development programmes	3565 (88.0%)	486 (12.0%)	00	00	3.88	0.325
Weighted Mean						3.49	0.584

Source; Field survey, 2024

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Table 4.8 and Figure 3 in Appendix II present level of administrative effectiveness in terms of faculty development in Nigerian universities. It is noteworthy that 52.0% of respondents indicate that their university consistently makes faculty development programs available for staff, demonstrating a high level of accessibility with a mean score of 3.40. Furthermore, a substantial 74.0% report that their university provides robust support for staff to attend faculty development programs outside the institution, suggesting a very high level of support with a mean score of 3.74. However, there is a notable area for improvement, as only 16.0% of respondent state that their university enforces the application of skills and knowledge acquired from faculty development programs in teaching, research, and other activities. This results in a moderate level of enforcement with a mean score of 2.34. Furthermore, a considerable 78.0% of respondents affirm that their university actively facilitates faculty development programs that contribute to the overall quality of education, indicating a very high level of contribution with a mean score of 3.74. Moreover, encouragement for research and collaboration is evident, with 62.0% reporting that their university encourages and supports staff in research publications, conference presentations, and grants, resulting in a high level of encouragement with a mean score of 3.62. Additionally, 78.0% of respondents indicate encouragement for staff to collaborate as a result of attending faculty development programs, contributing to a very high level of encouragement with a mean score of 3.72. A noteworthy practice is observed in staff promotion, as an overwhelming 88.0% of respondents note that their university ties staff promotion to participation in development programs, showcasing a very high level of integration between promotion and development with a mean score of 3.88. The weighted mean across all dimensions is 3.49, categorizing the level of administrative effectiveness in faculty development in Nigerian universities as "Very High Level." These findings underscore robust support and emphasis on

faculty development programs, significantly contributing to the enhancement of teaching, research, and collaborative activities among staff.

Table 4.9: Level of Administrative Effectiveness (Employee Satisfaction, Alumni Engagement and Faculty Development) in Universities in Nigeria

Items	Always	Seldom	Rarely	Never	Mean	Std.
	Freq(%)	Freq(%)	Freq(%)	Freq(%)		
Employee Satisfaction	1053.6(26.0)	1741.75(43.0)	800(19.75)	455.625(11.25)	2.83	2.550
Alumni Engagement	1287.3(32.0)	1215.22(29.4)	963.22(24.0)	585.22(14.4)	2.79	4.110
Faculty Development	2592.71(64.0)	1018.57(25.14)	277.71(6.86)	162(4.0)	3.49	5.429
Weighted Mean					3.04	4.030

Source; Field survey, 2024

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Table 4.9 and Figure 4 in Appendix II offer a comprehensive analysis of Administrative Effectiveness in Nigerian universities, honing in on crucial aspects such as Employee Satisfaction, Alumni Engagement, and Faculty Development. This result provides an understanding of the current state of administrative practices within these institutions. Beginning with Employee Satisfaction, 26.0% of respondents reported always being satisfied, while a more considerable 43.0% indicated satisfaction occurring seldom. Despite these variations, the mean score of 2.83, falling within the 2.50-2.99 range, points to a "High Level" of employee satisfaction on average. This implies that, despite occasional or lower satisfaction reported by a significant proportion, the overall satisfaction level within the surveyed universities is relatively high.

Turning to Alumni Engagement, 32.0% reported always engaging with alumni, while 29.44% reported engagement occurring seldomly. Despite varied engagement levels, the mean score of 2.79, within the 2.50-2.99 range, signifies a "High Level" of alumni engagement on average. This suggests that, while there are differences in reported engagement levels, the overall involvement with alumni in the surveyed universities is commendable.

In terms of Faculty Development, a significant 64.0% reported always engaging, while 25.14% reported occasional engagement. The mean score of 3.49, within the 3.0-4.00 range, categorizes it as a "Very High Level" of faculty development. This underscores a strong commitment to the professional growth and development of faculty within the surveyed universities.

Faculty development receives the highest mean score, indicating a very high level of engagement. This underscores a strong commitment to enhancing the skills and capabilities of the faculty within the surveyed universities. The focus on faculty development is critical for ensuring a high standard of education and research. Employee satisfaction follows closely, with a mean score indicating a high level. While there is room for improvement, the overall satisfaction level is noteworthy. Addressing specific concerns raised by the 43.0% who reported satisfaction occurring seldom could further elevate the overall employee satisfaction level. Alumni engagement is rated slightly lower than employee satisfaction, with a mean score reflecting a high level. The universities demonstrate a commendable level of involvement with alumni. Strategies to increase engagement with the 29.44% who reported seldom engaging could contribute to further strengthening alumni relationships.

Furthermore, the fact that faculty development ranks highest is significant. It suggests a recognition of the pivotal role played by faculty in maintaining academic standards and

contributing to the overall reputation of the universities. The commitment to faculty development indicates an understanding of the importance of investing in human capital. Similarly, employee satisfaction, while not the top-ranked index, holds substantial importance. Satisfied employees are likely to be more productive and contribute positively to the institutional environment. Addressing the concerns of those reporting seldom satisfaction could lead to a more cohesive and motivated workforce. Alumni engagement, though slightly lower in ranking, remains a crucial aspect. Engaged alumni can contribute significantly to institutional growth through support, networking, and advocacy. Universities should explore strategies to increase engagement with the subset reporting seldom involvement.

The overall weighted mean, considering all three indicators, is 3.04. According to the given threshold, this falls into the category of "High Level" (2.50-2.99). Therefore, it can be affirmed that there is high level of administrative effectiveness in universities in Nigeria. In all, the findings portray a positive administrative landscape with a high level of employee satisfaction, commendable alumni engagement, and a particularly robust commitment to faculty development.

Research Question Two: What is the level of autonomy (administrative, pedagogical and financial autonomy) in Nigerian Universities?

Table 4.10: Level of Autonomy (Administrative) in Nigerian Universities

S/N	Administrative Autonomy	Always Freq(%)	Sometimes Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean	Std.
In My University:							
25	decision-making processes is transparent	648(16.0)	2350(58.0)	486(12.0)	567(14.0)	2.76	0.885
26	no bureaucratic obstacles hinders department's operations	00	243(6.0)	1539(38.0)	2269(56.0)	1.50	0.608
27	there is high responsiveness to the needs of individual departments/units	1540(38.0)	1782(44.0)	567(14.0)	162(4.0)	3.16	0.809
28	principal officers and unit heads can make decision without fear of restrictions from the university or outside the university	405(10.0)	1459(36.0)	1701(42.0)	486(12.0)	2.44	0.829
29	there are no restrictive or unnecessary policies/regulations	649(16.0)	486(12.0)	486(12.0)	2430(60.0)	1.84	1.156
30	there is trust between the department department/unit and higher-level administrators	243(6.0)	2836(70.0)	567(14.0)	405(10.0)	2.72	0.722
Weighted Mean						2.40	0.835

Source; Field survey, 2024

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Table 4.10 and Figure 5 in Appendix II on transparency in decision-making processes is reported to be consistently high, with 16.0% of respondents indicating that such processes are always

transparent while 58% reported sometimes, resulting in a mean score of 2.76, reflecting a "High Level" of transparency. Surprisingly, no respondents reported bureaucratic obstacles hindering departmental operations, while 6.0% acknowledged that such hindrances occur sometimes, leading to a low level of hindrance with a mean score of 1.50. Regarding responsiveness to the needs of individual departments or units, 38.0% of respondents believe that there is always high responsiveness, yielding a mean score of 3.16, categorizing the level of responsiveness as "High Level." "Principal officers and unit heads' decision-making freedom without fear of restrictions is reported to be at a moderate level, with 10.0% of respondents indicating that such freedom is always present, resulting in a mean score of 2.44. In terms of the existence of restrictive or unnecessary policies and regulations, 16.0% of respondents believe that there are always no such policies, while 60.0% indicate their presence sometimes, resulting in a low level of absence with a mean score of 1.84. Trust between the department or unit and higher-level administrators is perceived to be at a moderate level, with 6.0% of respondents reporting that trust is always present, resulting in a mean score of 2.72. The weighted mean across all dimensions is 2.40, categorizing the level of administrative autonomy in Nigerian universities as "Low Level." These findings highlight a mixed scenario, featuring high transparency and responsiveness but lower levels of decision-making freedom, the presence of restrictive policies, and moderate trust between departments or units and higher-level administrators.

Table 4.11: Level of Autonomy (Pedagogical) in Nigerian Universities

S/N	Pedagogical Autonomy	Very True	True	Not Very True	Not True	Mean	Std.
	My University can:						
31	design its own curriculum, determine the content and structure of courses, and decide on the learning outcomes of each program	2431 (60.0%)	1458 (36.0%)	162 (4.0%)	00	3.56	0.571
32	set its own admission policies, including eligibility criteria, selection criteria, and the number of students to be admitted.	162(4.0)	1215(30.0)	2349(58.0)	325(8.0)	2.30	0.671
33	choose its own teaching methods, including lectures, seminars, tutorials, online courses, and practical work.	1702(42.0)	1296(32.0)	567(14.0)	486(12.0)	3.04	1.019
34	decide on its own assessment methods, including exams, essays, projects, presentations, and other forms of assessment.	2836(70.0)	810(20.0)	243(6.0)	162(4.0)	3.56	0.779
35	set its own academic standards, including minimum grade requirements, progression rules, and graduation requirements.	2107(52.0)	1539(38.0)	243(6.0)	162(4.0)	3.38	0.772
36	hire and promote its own faculty, based on its own criteria and procedures.	2350(58.0)	1296(32.0)	243(6.0)	162(4.0)	3.44	0.779
37	set its own research priorities, allocate	1864(46.0)	1377(34.0)	648(16.0)	162(4.0)	3.22	0.855

38	research funding, and decide on the scope and direction of research projects. establish collaborations and partnerships with other institutions and organizations, both domestically and internationally.	2107(52.0)	1539(38.0)	243(6.0)	162(4.0)	3.38	0.772
39	provide its own student services, including academic advising, career services, health services, and other support services.	2188 (54.0)	1458 (36.0%)	243 (6.0%)	162 (4.0%)	3.40	0.775
40	govern and administer itself, including setting policies, making decisions, and managing its resources.	2107(52.0)	1539(38.0)	243(6.0)	162(4.0)	3.38	0.772
Weighted Mean						3.27	0.777

Source; Field survey, 2024

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Table 4.11 and Figure 6 in Appendix II on pedagogical autonomy within Nigerian universities across various dimensions as presented indicates that respondents overwhelmingly asserted that their university consistently possesses the autonomy to design its curriculum, structure courses, and determine learning outcomes, indicating a very high level of autonomy with a mean score of 3.56. However, in terms of setting admission policies, a mere 4.0% of respondents reported consistent autonomy, resulting in a low level with a mean score of 2.30. Regarding teaching methods, 42.0% of respondents stated that their university consistently exercises autonomy, showcasing a high level with a mean score of 3.04. A significant 70.0% of respondents believe

that their university consistently decides on assessment methods, revealing a very high level of autonomy with a mean score of 3.56. When it comes to setting academic standards, 52.0% of respondents affirmed consistent autonomy, reflecting a high level with a mean score of 3.38. Similarly, 58.0% of respondents reported consistent autonomy in hiring and promoting faculty, resulting in a high level with a mean score of 3.44.

In terms of research priorities and funding, 46.0% of respondents believed their university consistently exercises autonomy, indicating a high level with a mean score of 3.22. Collaborations and partnerships were reported to be consistently established by 52.0% of respondents, revealing a high level of autonomy with a mean score of 3.38. Respondents also indicated that their university consistently provides student services, with 54.0% affirming autonomy, resulting in a high level with a mean score of 3.40. Lastly, over half of the respondents (52.0%) reported consistent autonomy in governance and administration, reflecting a high level with a mean score of 3.38. The overall weighted mean across all dimensions is 3.27, categorizing the overall level of pedagogical autonomy in Nigerian universities as "High Level." These findings highlight a substantial degree of autonomy in crucial aspects of university functioning, emphasizing the capacity for self-governance, innovation in teaching and research, and strategic collaborations.

Table 4.12: Level of Autonomy (Financial Autonomy) in Nigerian universities**Very True (VT), True (TR), Not Very True (NVT), Not True(NT)**

S/N	Financial Autonomy	VT Freq(%)	TR Freq(%)	NVT Freq(%)	NT Freq(%)	Mean	Std.
	My University can:						
41	set tuition and fees independently.	3241(80.0)	810(20.0)	00	00	3.80	0.400
42	invest in endowment funds	324(8.0)	2025(50.0)	1459(36.1)	243(6.0)	2.60	0.721
43	secure grants and research funding	2998(74.0)	1053(26.0)	00	00	3.74	0.439
44	implement cost-cutting measures	1378(34.0)	1782(44.0)	486(12.0)	405(10.0)	3.02	0.927
45	engage in fundraising activities	00	243(6.0)	2107(52.0)	1701(42.0)	1.64	0.592
46	establish partnerships and collaborations	1621(40.0)	1377(34.0)	729(18.0)	324(8.0)	3.06	0.947
47	commercialize intellectual property	1053(26.0)	1621(40.0)	1296(32.0)	81(2.0)	2.90	0.806
48	invest in revenue-generating initiatives	2349(58.0)	1702(42.0)	00	00	3.58	0.494
49	implement effective financial management practices	2998(74.0)	729(18.0)	324(8.0)	00	3.66	0.620
50	ensure transparency and accountability in financial decision-making.	1054(26.0)	2592(64.0)	405(10.0)	00	3.16	0.578
	Weighted Mean					3.12	0.652

Source; Field survey, 2024

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Table 4.12 and Figure 7 in Appendix II presents financial autonomy in Nigerian universities. Notably, a substantial 80.0% of respondents affirm their university's capacity to autonomously set tuition and fees, yielding a compelling mean score of 3.80. However, when considering investment in endowment funds, only 8.0% of respondents report consistent autonomy, marking a comparatively lower level with a mean score of 2.60. Moving on, a significant 74.0% of respondents believes their university excels in consistently securing grants and research funding, indicating a commendable level of financial autonomy with a mean score of 3.74. Yet, in the realm of implementing cost-cutting measures, 34.0% of respondents claim consistent autonomy, reflecting a moderate level with a mean score of 3.02. Transitioning to fundraising activities; only 6.0% of respondents report a consistent ability, resulting in a relatively lower level of autonomy with a mean score of 1.64. Despite this, forty percent of respondents assert that their university consistently establishes partnerships and collaborations, indicating a moderate level of financial autonomy with a mean score of 3.06. Exploring the commercialization of intellectual property, 26.0% of respondents report consistent autonomy, revealing a moderate level with a mean score of 2.90. In the context of revenue-generating initiatives, a robust 58.0% of respondents believe their university consistently invests, underscoring a high level of financial autonomy with a mean score of 3.58. Furthermore, seventy-four percent of respondents affirm their university's consistent implementation of effective financial management practices, attesting to a very high level of financial autonomy with a mean score of 3.66. In the realm of ensuring transparency and accountability in financial decision-making, 26.0% of respondents report a consistent ability, resulting in a moderate level with a mean score of 3.16.

Collectively, the weighted mean across all dimensions of financial autonomy is 3.12, signifying an overarching "Very High Level" of financial autonomy within Nigerian universities. These

findings underscore a substantial capacity for financial decision-making, strategic partnerships, and effective resource management.

Table 4.13: Level of Autonomy (Administrative, Pedagogical and Financial Autonomy) in Nigerian Universities

	Always	Seldom	Rarely	Never	
Items	Freq(%)	Freq(%)	Freq(%)	Freq(%)	Mean
Administrative Autonomy	580.83(14.3)	1526(37.7)	891(22.0)	1053.16(26.0)	2.40
Pedagogical Autonomy	1985.4(49.0)	1352.7(33.4)	518.4(12.8)	194.5(4.8)	3.27
Financial autonomy	1701.6(42)	1393.4(34.4)	680.6(16.8)	275.4(6.8)	3.12
Weighted Mean					2.93

Source: Field survey, 2024

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Table 4.13 and Figure 8 in Appendix II provide data on the level of autonomy (administrative, pedagogical, and financial) in Nigerian universities. The frequency distribution is presented for each level of autonomy, ranging from "Always" to "Never," and the corresponding percentage distribution is provided. Additionally, the mean values are calculated for each type of autonomy as well as the weighted mean is 2.93 which was used for decision making.

Administrative Autonomy in Nigerian universities varies across different levels. Approximately 14.333% of the respondents reported that administrative autonomy is "Always" present, while 37.666% indicated "Seldom," 22.0% reported "Rarely," and 26% responded "Never." The calculated weighted mean for administrative autonomy is 2.40. According to the provided scale,

this falls within the "Low Level" threshold, suggesting that universities generally have a limited degree of autonomy in administrative matters. The low level of administrative autonomy suggests that universities may face challenges in making independent administrative decisions. This could lead to bureaucratic hurdles and a slower response to institutional needs. This could result in inefficiencies in administrative processes, as decision-making may be hindered by external factors. This could affect the overall effectiveness and agility of the university administration.

Pedagogical Autonomy exhibits a different pattern. A significant 49% of respondents reported "Always" having pedagogical autonomy, with 33.4% indicating "Seldom," 12.8% reporting "Rarely," and 4.8% responding "Never." The weighted mean for pedagogical autonomy is 3.27, placing it within the "High Level" threshold. This suggests that Nigerian universities, according to the survey, generally enjoy a substantial degree of autonomy in academic and teaching-related decisions. The high level of pedagogical autonomy is a positive sign for academic excellence. It suggests that universities have the freedom to make decisions related to teaching and research, fostering an environment that promotes innovation and quality in education as high pedagogical autonomy allows for diverse teaching approaches, accommodating different learning styles and enhancing the overall educational experience for students.

Similarly, Financial Autonomy in Nigerian universities shows variations. Respondents reported "Always" having financial autonomy at a rate of 42%, with 34.4% indicating "Seldom," 16.805% reporting "Rarely," and 6.8% responding "Never." The calculated weighted mean for financial autonomy is 3.12, placing it within the "Very High Level" threshold. This implies that universities in Nigeria, based on the survey data, possess a significant level of independence in

financial matters. The high level of financial autonomy indicates that universities have a significant degree of independence in managing their finances. This can lead to better resource allocation and strategic financial planning. It should be noted that financial autonomy allows universities to invest in infrastructure, research, and development initiatives. This can contribute to innovation, improved facilities, and a more conducive environment for academic and research activities. Based on the findings, it can be submitted that there is high level of autonomy in universities in Nigeria. However, striking a balance between autonomy and accountability is crucial. While too much autonomy may lead to potential mismanagement, insufficient autonomy can stifle creativity and hinder growth. Universities need to navigate this balance carefully to ensure effective governance.

4.4 Test of Hypotheses

H₀₁: There will be no significant combined influence of Autonomy (administrative, pedagogical and financial autonomy), Regulatory Laws (Universities Miscellaneous Act, Education-National Minimum Academic Standard and Establishment Act) and Institutional Factors (Lecturer / Student Ratio School Calendar Stability and Governance Structure) on administrative effectiveness in universities in Nigeria.

Table 4.14: Summary of Regression Analysis Showing Combined Influence of Autonomy (administrative, pedagogical and financial autonomy), Regulatory Laws (Universities Miscellaneous Act, Education-National Minimum Academic Standard and Establishment Act) and Institutional Factors (Lecturer / Student Ratio School Calendar Stability and Governance Structure) on administrative effectiveness in universities in Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
1	0.796	0.633	0.633	3.371	.633	2328.626

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	79395.450	3	26465.150	2328.626	.000
	Residual	45994.709	4047	11.365		
	Total	125390.159	4050			

a. Dependent Variable: Administrative Effectiveness

b. Predictors: (Constant), Institutional Factors, Autonomy, Education Regulatory Laws

Source: Field survey, 2024

The regression analysis result presents the combined influence of institutional factors, autonomy and university education regulatory laws on administrative effectiveness in universities in Nigeria. The null hypothesis (H_0) states that there will be no significant combined influence of Autonomy (administrative, pedagogical, and financial autonomy), Regulatory Laws (Universities Miscellaneous Act, Education-National Minimum Academic Standard, and Establishment Act), and Institutional Factors (Lecturer/Student Ratio, School Calendar Stability, and Governance Structure) on administrative effectiveness in Nigerian universities. From the Model Summary, the R Square value of 0.633 suggests that approximately 63.3% of the variance in the administrative effectiveness can be explained by the combined influence of the predictors. The Adjusted R Square is also 0.633, indicating that the model's inclusion of the predictors provides a

good fit for the data. The ANOVA table results indicate that the regression model is statistically significant, as the p-value (Sig.) is 0.000, which is less than the typical alpha level of 0.05.

This suggests that at least one of the predictors (Autonomy, Regulatory Laws, and Institutional Factors) has a significant influence on the administrative effectiveness in Nigerian universities.

Therefore, based on the statistical significance of the regression model and the substantial R-square value, the null hypothesis (H_01) that there will be no significant combined influence of the specified factors on administrative effectiveness in universities in Nigeria was rejected at a 0.05 level of significance. The results indicate that the combined influence of Autonomy, Regulatory Laws, and Institutional Factors does have a significant influence on administrative effectiveness in Nigerian universities.

H₀₂: There will be no significant relative influence of Autonomy (administrative, pedagogical and financial autonomy), Regulatory Laws (University Miscellaneous Acts National Minimum Academic Standard and Establishment Act) and Institutional Factors (Lecturer / Student Ratio School Calendar Stability and Governance Structure) on administrative effectiveness in universities in Nigeria.

Table 4.15: Summary of Regression Analysis Showing Relative Influence of Autonomy, Regulatory Laws and Institutional on administrative Effectiveness in Universities in Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.499	1.079		39.391	.000
	Autonomy	0.542	0.008	0.783	71.904	.000
	University Education Regulatory Laws	0.286	0.015	0.220	19.578	.000
	Institutional Factors	0.637	0.018	0.356	35.992	.000

a. Dependent Variable: Administrative Effectiveness

Source: Field survey, 2024

The regression coefficients offer insights into the relationship between the predictor variables (Autonomy, Regulatory Laws, and Institutional Factors) and the dependent variable (Administrative Effectiveness) in Nigerian universities. The standardized coefficients (Beta) indicate the relative influence of each predictor, while the unstandardized coefficients (B) represent the direction and magnitude of the influence. Autonomy: The coefficient of 0.542 suggests a positive relationship between autonomy and administrative effectiveness. The standardized coefficient (Beta) of 0.783 implies that autonomy has the highest relative influence on administrative effectiveness compared to the other predictors.

This result is statistically significant, with a p-value of 0.000. University Education Regulatory Laws: The coefficient of 0.286 indicates a positive relationship between regulatory laws and administrative effectiveness. The standardized coefficient (Beta) of 0.220 implies that regulatory laws have a moderate relative influence on administrative effectiveness. This result is also statistically significant, with a p-value of 0.000. Institutional Factors: The coefficient of 0.637 suggests a positive relationship between institutional factors and administrative effectiveness.

The standardized coefficient (Beta) of 0.356 indicates that institutional factors have a moderate relative influence on administrative effectiveness. This result is statistically significant, with a p-value of 0.000. Based on the coefficients and their significance, the null hypothesis (H₀₂) that there will be no significant relative influence of Autonomy, Regulatory Laws, and Institutional Factors on administrative effectiveness in universities in Nigeria was rejected at a 0.05 level of significance. The results indicate that all three factors significantly contribute to administrative effectiveness, with autonomy being the most influential, followed by institutional factors and regulatory laws respectively.

Table 4.16: Summary of Regression Analysis Showing Relative Influence of Autonomy (Administrative, Pedagogical and Financial Autonomy), Regulatory Laws (University Miscellaneous Acts, National Minimum Academic Standard and Establishment Act) and Institutional Factors (Lecturer / Student Ratio School Calendar Stability and Governance Structure) on administrative effectiveness in universities in Nigeria

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.993	1.908		13.623	0.000
	Administrative Autonomy	0.381	0.039	0.141	9.706	0.000
	Pedagogical Autonomy	0.374	0.017	0.352	22.250	0.000
	Financial Autonomy	1.056	0.052	0.419	20.433	0.000
	National Minimum Academic Standard and Establishment Act	0.427	0.018	0.311	23.305	0.000
	University Miscellaneous Acts	0.427	0.018	0.311	23.305	0.000
	Type of Institution	0.121	0.071	0.017	1.707	0.088
	Lecturer/Student Ratio	0.211	0.078	0.032	2.686	0.007
	School Calendar Stability	0.622	0.032	0.299	19.758	0.000

a. Dependent Variable: Administrative Effectiveness

Source: Field survey, 2024

The given regression coefficients provide insights into the relationship between the different predictors (Administrative Autonomy, Pedagogical Autonomy, Financial Autonomy, University Education Regulatory Laws, Type of Institution, Lecturer/Student Ratio, and School Calendar Stability) and the dependent variable (Administrative Effectiveness) in Nigerian universities.

Interpretation of coefficients: Administrative Autonomy: The coefficient of 0.381 suggests a positive relationship between administrative autonomy and administrative effectiveness. The standardized coefficient (Beta) of 0.141 indicates a relatively weak influence compared to other factors. Pedagogical Autonomy: The coefficient of 0.374 suggests a positive relationship between pedagogical autonomy and administrative effectiveness. The standardized coefficient (Beta) of 0.352 suggests a moderate influence on administrative effectiveness.

Financial Autonomy: The coefficient of 1.056 suggests a positive relationship between financial autonomy and administrative effectiveness. The standardized coefficient (Beta) of 0.419 indicates a relatively strong influence on administrative effectiveness. University Education Regulatory Laws (University Miscellaneous Acts, National Minimum Academic Standard and Establishment Act): The coefficients of 0.427 suggest a positive relationship between regulatory laws (Universities Miscellaneous Act, Education-National Minimum Academic Standard and Establishment Act) and administrative effectiveness. The standardized coefficient (Beta) of 0.311 indicates a moderate influence on administrative effectiveness. Type of Institution: The coefficient of 0.121 suggests a positive relationship between the type of institution and administrative effectiveness. However, the standardized coefficient (Beta) of 0.017 indicates a very weak influence. The p-value is 0.088, which is relatively higher to show that the influence is not statistically significant. Lecturer/Student Ratio: The coefficient of 0.211 suggests a positive relationship between lecturer/student ratio and administrative effectiveness. The

standardized coefficient (Beta) of 0.032 indicates a weak influence on administrative effectiveness. School Calendar Stability: The coefficient of 0.622 suggests a positive relationship between school calendar stability and administrative effectiveness. The standardized coefficient (Beta) of 0.299 indicates a moderate influence on administrative effectiveness.

Based on the significance levels, it was found that all predictors, except the Type of Institution, significantly influence administrative effectiveness in Nigerian universities. As the Type of Institution has a p-value of 0.088, which is relatively high, we can accept the influence of the other predictors on administrative effectiveness.

Based on the results of the regression analysis, the influences on administrative effectiveness in Nigerian universities can be ranked as follows: The strongest influence was found to be Financial Autonomy, with a coefficient of 1.056, indicating a significant positive relationship with administrative effectiveness. Following closely behind is School Calendar Stability, with a coefficient of 0.622, suggesting a notable impact on administrative effectiveness. University Education Regulatory Laws also demonstrated a considerable influence, as indicated by a coefficient of 0.427. Pedagogical Autonomy was found to have a moderately strong influence, with a coefficient of 0.374, while Administrative Autonomy showed a comparatively weaker impact, with a coefficient of 0.381. Lecturer/Student Ratio was observed to have a relatively minor influence, with a coefficient of 0.211, while the Type of Institution exhibited the least relationship, with a coefficient of 0.121 and a relatively high p-value of 0.088 showing not statistically significant influence. Therefore, in terms of their relative influence on administrative effectiveness, the factors can be ranked as Financial Autonomy, School Calendar Stability, University Education Regulatory Laws, Pedagogical Autonomy, Administrative Autonomy and Lecturer/Student Ratio, from strongest to weakest influence, respectively.

H₀₃: There will be no significant school type difference in the level of administrative effectiveness in universities in Nigeria.

Table 4.17: Summary of (ANOVA) Showing School Type Difference in the Level of Administrative Effectiveness in Universities in Nigeria.

		Sum of Squares	Df	Mean Square	F	Sig.
Federal Universities	Between Groups	57046.193	21	2716.485	309304.865	0.000
	Within Groups	0.000	1328	0.000		
	Total	57046.193	1349			
State Universities	Between Groups	41777.073	21	1989.384	304834.909	0.000
	Within Groups	8.667	1328	0.007		
	Total	41785.740	1349			
Private Universities	Between Groups	41809.997	21	1990.952	305304.865	0.000
	Within Groups	8.667	1329	0.007		
	Total	41818.663	1350			

Source: Field survey, 2024

The table above presents findings of test of hypothesis on school type difference in the level of administrative effectiveness in universities in Nigeria. Looking at the ANOVA table, the 'Sig.' column represents the p-value. A p-value less than the significance level (0.05) suggest that there is sufficient evidence to reject the null hypothesis. In this case, the p-value is extremely low (0.000) for all three types of universities (Federal, State, and Private). Therefore, we can conclude that there is a significant difference in the level of administrative effectiveness among these university types in Nigeria. The 'F' column represents the F-statistic. A high F-value suggests that the variability among group means is greater than the variability within the groups. Here, the F-values for all three types of universities are very high, indicating that there is a significant difference in the means of administrative effectiveness between the groups.

Additionally, the 'Mean Square' and 'Sum of Squares' values also indicate significant differences between the groups. The 'Between Groups' and 'Within Groups' values for each type of university suggest substantial differences between the groups, further supporting the rejection of the null hypothesis. Based on the extremely low p-values and high F-values, we reject the null hypothesis (H_03) and conclude that there is a significant school type difference in the level of administrative effectiveness in universities in Nigeria. Specifically, the findings suggest that there are significant differences in administrative effectiveness among Federal, State, and Private universities in Nigeria.

Based on the ANOVA results, the ranking of administrative effectiveness for each university type is as follows: Private Universities: With a between Groups Mean Square of 1990.952, this type of university has the highest level of administrative effectiveness among the three types in Nigeria.

State Universities: Following closely behind, State Universities have a Between Groups Mean Square of 1989.384, indicating the second-highest level of administrative effectiveness.

Federal Universities: Although still high, Federal Universities have a slightly lower Between Groups Mean Square of 2716.485 compared to the other two types. Therefore, the ranking of administrative effectiveness, based on the provided statistical values, is Private Universities, followed by State Universities, and then Federal Universities.

4.5. Discussion of Findings

Research question one aimed to determine the level of administrative effectiveness (employee satisfaction, alumni engagement, and faculty development) in universities in Nigeria. Results

obtained revealed that employee satisfaction is generally high, with positive feedback on feeling valued and professional development. Areas for improvement include providing constructive feedback and enhancing conflict resolution. Alumni engagement is diverse, with positive aspects in events and strategic alliance, but opportunities for improvement in measuring success and fostering alumni support. Regarding faculty development, there is strong support, especially for external programs, but a need to improve applying acquired skills. The overall administrative effectiveness in faculty development is deemed a "Very High Level," emphasizing its positive impact on education and staff activities. However, on the aggregate, the result obtained revealed a high level of administrative effectiveness in universities in Nigeria. In support of the findings, an author conducted a thorough investigation into the factors influencing employee satisfaction in Nigerian universities¹. Through a combination of surveys and interviews, the research found that the majority of university employees reported high levels of job satisfaction. Notably, factors such as collaborative work culture, supportive leadership, and opportunities for professional growth emerged as key contributors to overall satisfaction. These findings suggest that fostering a positive work environment and providing avenues for career development are crucial for maintaining high employee satisfaction in Nigerian universities¹. Similarly, a study delved into the role of organizational culture in shaping employee satisfaction in Nigerian universities². The findings indicated a strong correlation between a positive and inclusive organizational culture and high levels of employee satisfaction. Factors such as clear communication, recognition of achievements, and a sense of belonging were identified as key components of a favorable culture².

On the other hand, the report is not consistent with the submission of an author who posited that there is a low level of job satisfaction among university employees, occasioned by a high volume

of work, inadequate salaries, inadequate allowances, inadequate loans for the purchase of housing stands and cars, and poor organizational culture³. Similarly, another author submitted that, overall, the majority of employees in Nigerian universities were dissatisfied with HRMPs in their organizations⁴. However, in specific dimensions, it was found that the respondents expressed dissatisfaction in the HRMPs of providing security to employees, hiring employees, managing effective teams, and training of employees in relevant skills, while they only expressed a fair level of satisfaction on fair and performance-based compensation, creation of a flat and egalitarian organization, and making information easily accessible to employees⁴. The report on the high level of alumni engagement is supported in a study that investigated the role of alumni engagement in contributing to the overall development of Nigerian universities⁵. The findings suggested a strong positive correlation between active alumni involvement and various aspects of institutional advancement, including fundraising, recruitment, and academic collaboration⁵. The study highlighted successful alumni-led initiatives and programs that significantly enhanced the university's resources and reputation, underscoring the importance of fostering robust alumni relationships for sustained university growth⁵. In the same vein, a study focused on tracking the career paths of graduates from Nigerian higher institutions and assessing the impact of alumni engagement on their professional development⁶. The study found that alumni are actively engaged with their alma mater, through mentoring programs, networking events, and collaborative projects, reported greater career satisfaction and advancement⁶. The findings suggested that sustained alumni engagement positively influenced not only the individual career trajectories of graduates but also contributed to the overall success and reputation of the universities⁶.

On the contrary, it was submitted in a study that despite recognizing the potential benefits of active alumni involvement, barriers, including insufficient communication strategies, lack of interest from alumni, and institutional constraints, have over the years limited the involvement of alumni associations in their university administration⁷. The findings suggested that, in certain contexts, the level of alumni engagement was hindered by systemic issues, indicating that achieving high alumni engagement is not a one-size-fits-all scenario and may require targeted interventions⁷. The report on the high level of faculty development in Nigerian universities is supported by an author who reported a strong positive correlation between faculty participation in development initiatives and improvements in teaching methods, student engagement, and learning outcomes⁸. The study highlighted specific programs and interventions that successfully enhanced the skills and competencies of faculty members, emphasizing the pivotal role of ongoing professional development in ensuring a high standard of education in Nigerian higher institutions⁸. Similarly, an author also explored the connection between faculty development opportunities and research productivity in Nigerian universities⁹. The findings indicated a positive correlation, showing that faculty members who engaged in continuous development activities were more likely to produce high-quality research output. The study underscored the importance of investing in faculty development not only for teaching improvement but also for fostering a culture of research excellence within the academic community⁹. On the other hand, a study found obstacles, including limited resources, institutional resistance, and faculty reluctance, as limiting factors to faculty development in Nigerian universities¹⁰. The findings suggested that, in certain contexts, the effectiveness of faculty development programs is compromised by systemic issues, highlighting the need for strategic solutions to overcome these barriers¹⁰.

Research Question two aimed to assess the degree of autonomy (administrative, pedagogical, and financial) present in Nigerian universities. The results unveiled varying levels of autonomy across the indices considered. Specifically, the findings indicated a low level of administrative autonomy, as only 14.333% of respondents affirmed its constant presence, signifying potential challenges in making independent administrative decisions. This situation may lead to bureaucratic hurdles and sluggish responses to institutional needs. Conversely, pedagogical autonomy was reported to be high, with 49% stating it is "Always" present. This implies a significant degree of freedom in academic and teaching-related decisions, fostering innovation and maintaining educational quality. Financial autonomy also exhibited a high level, with 42% reporting "Always," indicating substantial independence in managing finances. This autonomy may contribute to improved resource allocation and strategic financial planning.

The findings underscore the importance of striking a delicate balance between autonomy and accountability to ensure effective governance in Nigerian universities. Reinforcing these findings, another study identified a similarly low level of administrative autonomy in Nigerian universities, aligning with the notion that independent administrative decision-making faces challenges¹¹. Additionally, a related study observed a high percentage of respondents reporting a substantial level of pedagogical autonomy, providing consistent support for the argument that Nigerian universities enjoy significant freedom in academic and teaching-related decisions¹². Another author reported a similarly high level of financial autonomy, reinforcing the idea that universities in Nigeria generally possess significant independence in managing their finances¹³.

In contrast, a separate study found a higher percentage claiming a high level of administrative autonomy, challenging the idea of a uniform low level and suggesting potential differences

across universities¹⁵. Similarly, another study reported a lower percentage of pedagogical autonomy compared to the present findings, raising questions about the universality of high pedagogical autonomy in Nigerian universities¹⁶. A related study also reported a low level of financial autonomy in their universities, contradicting the notion of a uniformly very high level and suggesting variability across institutions¹⁷. Moreover, exploring administrative decision-making challenges in Nigerian universities, a related study found that limited administrative autonomy indeed led to bureaucratic hurdles and slower responses, further supporting the argument that low administrative autonomy poses challenges in decision-making processes¹⁸.

Hypothesis one was tested to ascertain the combined influence of autonomy, regulatory laws, and institutional factors on administrative effectiveness in Nigerian universities. The results revealed a statistically significant combined influence of autonomy, regulatory laws, and institutional factors on administrative effectiveness in Nigerian universities. The null hypothesis, suggesting no significant influence, was rejected based on the statistical significance of the regression model. This finding aligns with a related study affirming a significant positive relationship between professional autonomy and employee job performance¹⁹. Another study in organizational behaviour and management explored the relationship between autonomy and organizational performance. Research suggests that increased autonomy for institutions leads to more efficient and effective operations²⁰. A related study also examined the impact of regulatory compliance on organizational outcomes, especially in educational settings, finding that adherence to regulations positively influences organizational effectiveness. This is because compliance can create a stable and predictable environment conducive to effective administration²¹. Furthermore, another study concluded that elements such as organizational culture, leadership structure, and communication channels significantly influence the overall

effectiveness of institutions²². A related also study provided insights into how autonomy, regulatory laws, and institutional factors interact to influence administrative effectiveness²³.

Test of hypothesis two examined the relationship between predictor variables (Autonomy, Regulatory Laws, and Institutional Factors) and the dependent variable (Administrative Effectiveness) in Nigerian universities. In the result, Autonomy showed a positive relationship with administrative effectiveness, having the highest relative influence among predictors. Institutional Factors exhibited a positive relationship with administrative effectiveness, having a moderate relative influence while regulatory laws also had a positive association, with a moderate relative influence. All the three factors significantly contributed to administrative effectiveness, with autonomy being the most influential, followed by institutional factors and regulatory laws. The null hypothesis of no significant relative influence was rejected, confirming the importance of these factors in Nigerian university administration. This result is in line with the findings of some other related studies, for instance, a study revealed that Faculty Empowerment exhibited a strong positive relationship with administrative effectiveness, holding the highest relative influence among predictors. Government Funding also showed a positive association with a moderate relative influence, while Technological Integration had a positive but weak influence. All three factors significantly contributed to administrative effectiveness, with Faculty Empowerment being the most influential, followed by Government Funding and Technological Integration²⁴. In the same vein, a study indicated a positive relationship between decentralization and administrative effectiveness, with a high relative influence. Legal Framework also exhibited a positive relationship, holding a moderate relative influence, while Research Productivity showed a positive but limited influence. The factors significantly contributed to administrative effectiveness, with Decentralization being the most influential,

followed by Legal Framework and Research Productivity²⁵. Furthermore, a study on the relationship between predictor variables (Leadership Style, Diversity and Inclusion Initiatives, and Financial Resource Allocation) and Administrative Effectiveness demonstrated that Leadership Style had a significant positive relationship with administrative effectiveness, with a high relative influence. Diversity and Inclusion Initiatives also exhibited a positive relationship, showing a moderate relative influence, while Financial Resource Allocation contributed positively but with a relatively lower influence²⁶. A study equally focused on the impact of Resource Allocation Strategies (Financial and Human Resources) on Administrative Effectiveness in universities. The findings revealed that both Financial and Human Resource Allocation had positive relationships with administrative effectiveness. However, Financial Resource Allocation had a higher relative influence, being a significant driver of administrative effectiveness²⁷.

Test of hypothesis three concluded that there is a significant school type difference in administrative effectiveness, with Private Universities leading in Nigeria. This result is not likely to have occurred by chance as Private Universities often have better financial resources due to tuition fees and donations, allowing them to invest in modern infrastructure, technology, and well-qualified administrative staff which can enhance administrative effectiveness. The competitive nature of private institutions can also drive them to excel in various aspects, including administration. To attract students and maintain a positive reputation, they may prioritize efficient administrative processes. Similarly, private might have more flexibility in decision-making compared to public institutions, allowing them to adapt quickly to changing administrative needs and challenges. Also, Private universities may tie administrative

performance to incentives or bonuses, motivating administrators to excel in their roles and contribute to the overall effectiveness of the institution.

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Chapter Five

Conclusion

This section wraps up the study. It gives a quick rundown of what was found, summarizes the main points, draws conclusions and suggests recommendations, highlights the study's contribution to body of knowledge, and highlights areas that could be explored in future research. It is presented in the following sub-sections: summary of findings, conclusion, recommendations, contribution to knowledge and area for further studies.

5.1 Summary of Findings

Research question one (Q₁) assessed the current state of administrative practices in Nigerian universities, focusing on employee satisfaction, alumni engagement, and faculty development. Despite variations, the overall employee satisfaction within surveyed universities was relatively high, with a mean score indicating a "High Level" of satisfaction on average. Alumni engagement was commendable, and faculty development received the highest mean score, indicating a "Very High Level" of engagement. The findings underscore a strong commitment to employee satisfaction and professional growth within the surveyed universities.

Research question two (Q₂) investigated the autonomy levels in Nigerian universities were across administrative, pedagogical, and financial dimensions. Administrative autonomy was found to be relatively low, indicating potential challenges in making independent administrative decisions. In contrast, pedagogical autonomy was high, suggesting a substantial degree of freedom in academic and teaching-related decisions. Financial autonomy was also high, indicating significant independence in managing finances. The study emphasized the need for a balanced approach to autonomy to ensure effective governance.

Test of hypothesis one (H₁) on the combined influence of autonomy, regulatory laws, and institutional factors on administrative effectiveness in Nigerian universities indicated that approximately 63.3% of the variance in administrative effectiveness could be explained by the combined influence of these factors. The regression model was statistically significant, suggesting that autonomy, regulatory laws, and institutional factors collectively have a significant influence on administrative effectiveness in Nigerian universities.

Test of hypothesis two (H₂) further explored the relative influence of autonomy, regulatory laws, and institutional factors on administrative effectiveness. Autonomy emerged as the most influential factor, followed by institutional factors and regulatory laws. All three factors were found to significantly contribute to administrative effectiveness, highlighting their importance in the context of Nigerian universities.

Test of hypothesis three (H₃) examined differences in administrative effectiveness among Federal, State, and Private universities in Nigeria. The results showed a significant difference in administrative effectiveness among these types. Private universities demonstrated the highest administrative effectiveness, followed by State universities, and then Federal universities. This suggests variations in administrative practices and effectiveness across different institutional types in the Nigerian higher education landscape. In all, the study provided a comprehensive understanding of administrative practices, autonomy levels, and the combined influence of factors on administrative effectiveness in Nigerian universities. The findings offer valuable insights for policymakers, administrators, and stakeholders to enhance governance and management practices in higher education institutions.

5.2 Conclusion

The study's findings collectively affirm high level of administrative practices within Nigerian universities. The examination of employee satisfaction, alumni engagement, and faculty development revealed a commendable commitment to these facets, with overall satisfaction levels being relatively high and faculty development receiving the highest mean score, indicating a "Very High Level" of engagement. Autonomy, a critical factor in effective governance of universities, was affirmed as having a substantial positive impact on administrative effectiveness. While administrative autonomy posed challenges, both pedagogical and financial autonomy were notably high, contributing to better resource allocation and strategic financial planning within the universities.

Autonomy, university regulatory laws, and institutional factors collectively wield a significant positive influence on administrative effectiveness. In terms of relative influence, it can be concluded that autonomy stands out as the most influential factor, positively impacting administrative effectiveness. Institutional factors and regulatory laws also play positive and significant roles in contributing to effective administration within Nigerian universities. The examination of type or category of institutions further affirms positive disparities, with private universities showcasing the highest administrative effectiveness, closely followed by state universities, and then federal universities. This affirmative ranking underscores the varying strengths among different institutional types in Nigeria. In summary, the affirmative findings collectively endorse the dedication to administrative excellence within Nigerian universities. The identified positive aspects, including autonomy, regulatory frameworks, and institutional

contexts, provide a robust foundation for ongoing efforts to enhance governance and elevate the overall effectiveness of higher education institutions in the country.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made. University administrators, governments, and key stakeholders should:

1. put up specific strategies to address the issues raised by the respondents who said that employee satisfaction was inconsistent or low. This might be in form of holding employee feedback meetings and putting policies in place to boost morale at work. It is also important to support the alumni community's regular and productive involvement. As well give continuing faculty development programs a priority, since they play a vital role in preserving a "Very High Level" of engagement. This can entail investing in mentorship activities, exchange programmes, research development and professional growth.
2. develop and implement policies aimed at enhancing administrative autonomy in Nigerian universities. This could involve conducting a comprehensive review of existing structures to identify areas for increased decision-making independence. Evaluate the factors contributing to the low level of administrative autonomy and develop strategies to address these challenges. This may involve engaging university stakeholders in decision-making processes and streamlining bureaucratic procedures. High level of autonomy will stir up competition in teaching-learning delivery, research development, inventions, innovations and home-grown solutions to challenges impeding community development.

3. formulate and revise university policies to ensure a harmonious integration of autonomy, regulatory laws, and institutional factors. This may involve creating interdisciplinary committee to oversee policy coordination. Establish mechanisms for ongoing collaboration and communication among university administrators, regulatory bodies, and key institutional stakeholders to enhance the effectiveness of governance structures.

4. empower the internal and external regulatory authorities to adopt modern technology for tracking, monitoring and enforcement of implementation of the university regulations and educational regulatory laws. Further, facilitate the update of education regulatory laws especially those governing the universities in line with modern day realities. This should be targeted at fostering high fidelity in student-centric learning, strengthening university autonomy, academic freedom, knowledge exchange, addressing social challenges, value reorientation, self-development and public policy.

5. conduct detailed assessments to identify the specific practices contributing to the high administrative effectiveness in private universities. Use these insights to inform strategies for improvement in other institutional types. Facilitate knowledge exchange among different types of universities, allowing institutions to learn from each other's administrative strengths and implement successful practices. This may start with knowledge exchange between private, federal and state-owned universities.

5.4 Contribution to Existing Knowledge

The study provides a nuanced understanding of administrative practices within Nigerian universities, offered insights into employee satisfaction, alumni engagement, and faculty

development. This contributes to a deeper comprehension of the current state of administrative dynamics in higher education institutions in Nigeria.

By evaluating autonomy levels across administrative, pedagogical, and financial dimensions, the study contributes to knowledge by shedding light on the challenges and strengths associated with decision-making independence in Nigerian universities. This knowledge is crucial for policymakers and administrators seeking to enhance autonomy while maintaining accountability.

The study advances knowledge by examining the combined influence of autonomy, regulatory laws, and institutional factors on administrative effectiveness. This holistic perspective contributes to a more comprehensive understanding of the interconnected factors shaping governance structures in Nigerian universities, offering valuable insights for policymakers and administrators.

Through statistical analysis, the study identifies the relative influence of autonomy, regulatory laws, and institutional factors on administrative effectiveness. This knowledge provides a quantitative understanding of the factors driving effective governance, offering guidance for prioritizing interventions and resource allocation.

The study contributes to knowledge by exploring and comparing administrative effectiveness across different types of universities (Federal, State, and Private) in Nigeria. This comparative analysis enhances our understanding of how institutional context influences administrative practices, enabling policymakers and administrators to tailor strategies to the unique challenges and strengths of each type.

5.5 Areas for Further Studies

Future research endeavours may benefit from conducting an in-depth analysis of institutional disparities in autonomy levels within the higher education landscape. This exploration could offer a more nuanced understanding of how varying levels of autonomy impact administrative effectiveness across diverse institutions.

Subsequent studies could extend their scope to encompass a broader array of higher education institutions beyond the universities considered in this research. Inclusion of other tertiary institutions would contribute to a more comprehensive overview of administrative effectiveness within the entire higher education sector.

Further investigations may explore additional variables influencing administrative effectiveness that were not explicitly addressed in the current study. A more extensive examination of these factors could enrich the understanding of the multifaceted nature of administrative practices and their outcomes in Nigerian universities.

Future studies might contemplate employing alternative research methodologies to validate and complement the findings of this research. Utilizing different methods could enhance the robustness of the research outcomes and provide a more comprehensive perspective on the dynamics of administrative effectiveness in Nigerian higher education institutions.

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Appendix I

Questionnaire

This instrument is designed to gather information exclusively for research purposes. The researcher kindly requests your cooperation in responding to the provided items to the extent that they apply to you. Please note that there are no right or wrong responses and responses provided will be treated with the utmost confidentiality.

Thank You,

The Researcher

Section A

Instruction: This section aims to gather demographic information from the respondents. The researcher kindly request that you select the option that best describes your response to the following statements by ticking the space () provided.

Institutional Type: Federal () State () Private ()

Gender: Male () Female () Others () Not Willing to Disclose ()

Job Designation: Vice Chancellor () DVC () Registrar ()
Librarian () Bursar () Dean () HOD ()
Director Academic Planning () Human Resource Manager ()

Age Range: Less than 30 () 30-40 () 41-50 () 51-60 () Above
60 ()

Lecturer / Student Ratio: Less than 50 () 50-70 () 71-80 () 81-100 ()
Above 100 ()

Section B

S/N	Employee Satisfaction	Always	Seldom	Rarely	Never
	My Staff feel or get:				
1	valued and appreciated as an employee at this university				
2	satisfied with the benefits and perks provided by this university				
3	opportunities for professional development and training				
4	safe and healthy in the work environment.				
5	constructive feedback on their job performance through regular performance reviews				
6	recognizes and rewards for their achievements and contributions.				
7	with the procedures in place for resolving workplace conflicts and grievances.				
8	With the overall culture and work environment at this university.				

S/N	Alumni Engagement	Always	Sometimes	Rarely	Never
	My University:				
9	involves alumni in university events or initiatives				
10	measures the success of alumni engagement initiatives				
11	supports alumni engagement efforts				
12	contacts information and communication preferences				
13	ensures that alumni engagement efforts align with the university's strategic goals and mission				
14	encourages alumni to give back to the institution through donations or volunteering				
15	recognizes and show appreciation for alumni who are highly engaged and supportive				
16	collaborates with alumni to support current students and recent graduates				
17	fosters a sense of community and belonging among its alumni				

S/N	Faculty Development	Always	Sometimes	Rarely	Never
	My University:				
18	makes available faculty development programmes for members of staff				
19	provides adequate support for members of staff to attend faculty development programs outside the institution				
20	enforces the skills and knowledge acquired from faculty development programmes in the teaching, research and other activities in the University				
21	facilitates faculty development programmes that can contribute to the overall quality of education in the institution				
22	encourages and support staff on research publications, conference presentations and grants				
23	encourages staff to collaborate with colleagues within or outside the institution as a result of attending faculty development programs				
24	tie staff promotion to development programmes				

S/N	Administrative Autonomy	Always	Sometimes	Rarely	Never
	In My University:				
25	decision-making processes is transparent				
26	no bureaucratic obstacles hinders department's operations				
27	there is high responsiveness to the needs of individual departments/units				
28	principal officers and unit heads can make decision without fear of restrictions from the university or outside the university				
29	there are no restrictive or unnecessary policies/regulations				
30	there is trust between the department department/unit and higher-level administrators				

S/N	Pedagogical Autonomy	Very True	True	Not Very True	Not True
	My University can:				
31	design its own curriculum, determine the content and structure of courses, and decide on the learning outcomes of each program				
32	set its own admission policies, including eligibility criteria, selection criteria, and the number of students to be admitted.				
33	choose its own teaching methods, including lectures, seminars, tutorials, online courses, and practical work.				
34	decide on its own assessment methods, including exams, essays, projects, presentations, and other forms of assessment.				
35	set its own academic standards, including minimum grade requirements, progression rules, and graduation requirements.				
36	hire and promote its own faculty, based on its own criteria and procedures.				
37	set its own research priorities, allocate research funding, and decide on the scope and direction of research projects.				
38	establish collaborations and partnerships with other institutions and organizations, both domestically and internationally.				
39	provide its own student services, including academic advising, career services, health services, and other support services.				
40	govern and administer itself, including setting policies, making decisions, and managing its resources.				

S/N	Financial Autonomy	Very True	True	Not Very True	Not True
	My University can:				
41	set tuition and fees independently.				
42	invest in endowment funds				
43	secure grants and research funding				
44	implement cost-cutting measures				
45	engage in fundraising activities				
46	establish partnerships and collaborations				
47	commercialize intellectual property				
48	invest in revenue-generating initiatives				
49	implement effective financial management practices				
50	ensure transparency and accountability in financial decision-making.				

S/N	Governance Structure	Always	Seldom	Rarely	Never
	My University:				
51	clearly define roles and responsibilities of all stakeholders in the university				
52	ensures processes are in place within the university system structure to facilitate effective decision-making				
53	facilitate communication between different stakeholders such as faculty members, staff members, and students				
54	creates mechanisms within the university system to ensure collaboration across different units				
55	support the successful execution of tasks and achievement of goals in the University				
56	adaptable the university system's governance structure to changing circumstances and emerging challenges				
57	impact the overall culture of the institution, including its values, norms, and practices				
58	adopts best practices and benchmarks for effective governance in higher education				

S/N	School Calendar Stability	Always	Seldom	Rarely	Never
	My University:				
59	adhere to the published start and end dates of the academic year				
60	make changes to the academic calendar after it has been published				
61	inform staff and students in advance of any changes to the academic calendar				
62	adhere strictly to dates of holidays and breaks				
63	schedule exams with other important events on campus				
64	allows students to express confusion or frustration regarding the academic calendar				
65	receives feedback from students regarding the effectiveness of the academic calendar				
66	academic calendar accommodate the needs and preferences of students				
67	take student feedback into consideration when making changes to the academic calendar				

S/N	University Education Regulatory Laws	Very True	True	Not Very True	Not True
	In My University:				
68	principal officers including the vice chancellor, registrar, librarian, bursar, dean and head of departments spends a single term of 5 years				
69	academic staff who retires as a professor is entitled to pension at a rate equivalent to his annual salary				
70	academics retires compulsorily at the age of 70				
71	non-academic retires compulsorily at the age of 65				
72	develops and inculcate proper value-orientation for the survival of individuals and society				
73	develops the intellectual capacities of individuals to understand and appreciate their environment				
74	ensures physical skills to enable individuals to develop into useful members of the community and make optimum contributions to national development through the training of higher level manpower.				
75	ensures intellectual skills to enable individuals				

	to develop into useful members of the community make optimum contributions to national development through the training of higher level manpower				
76	promote national unity by ensuring that admission of students and recruitment of staff into universities are transparent				
77	Promotes and encourage scholarship and research				

Section C

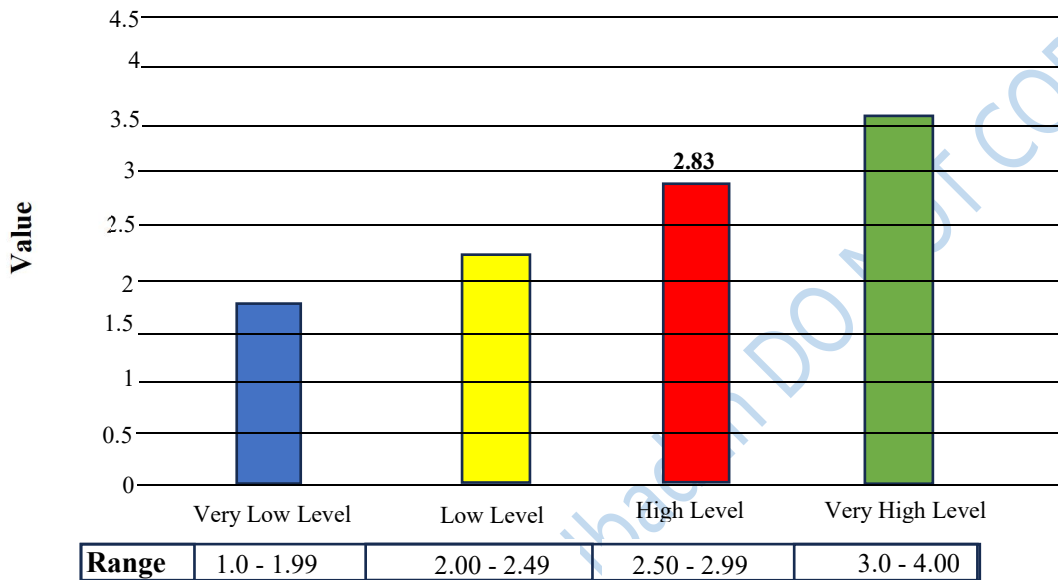
S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Administrative autonomy positively affects the effectiveness of university management in Nigeria				
2	Level of administrative autonomy in Nigerian universities in terms of decision-making authority and independence from external interference				
3	Granting pedagogical autonomy to Nigerian universities enhances the quality of teaching and learning experiences for students				
4	Level of pedagogical autonomy currently practiced in Nigerian universities, in terms of the freedom given to faculty members to design and implement their teaching methodologies and curriculum is high				
5	Financial autonomy impact the ability of Nigerian universities to effectively allocate resources and invest in infrastructure, research, and faculty development				
6	The current financial autonomy of Nigerian universities is conducive for financial sustainability and long-term planning for academic growth and development				
7	Lecturer/student ratio in my universities influence the administrative effectiveness in terms of providing personalized attention, managing workload, and maintaining a				

	conducive learning environment				
8	Disruptions in the school calendar, such as prolonged strikes or shifting academic schedules, impact administrative effectiveness in terms of curriculum delivery, assessment, and student outcomes in Nigerian universities				
9	Spending a single term of principal officers in the university do not allow them to consolidate on their administrative effectiveness				
10	Retiring non-academic staff at age 65 is not good for their administrative effectiveness				

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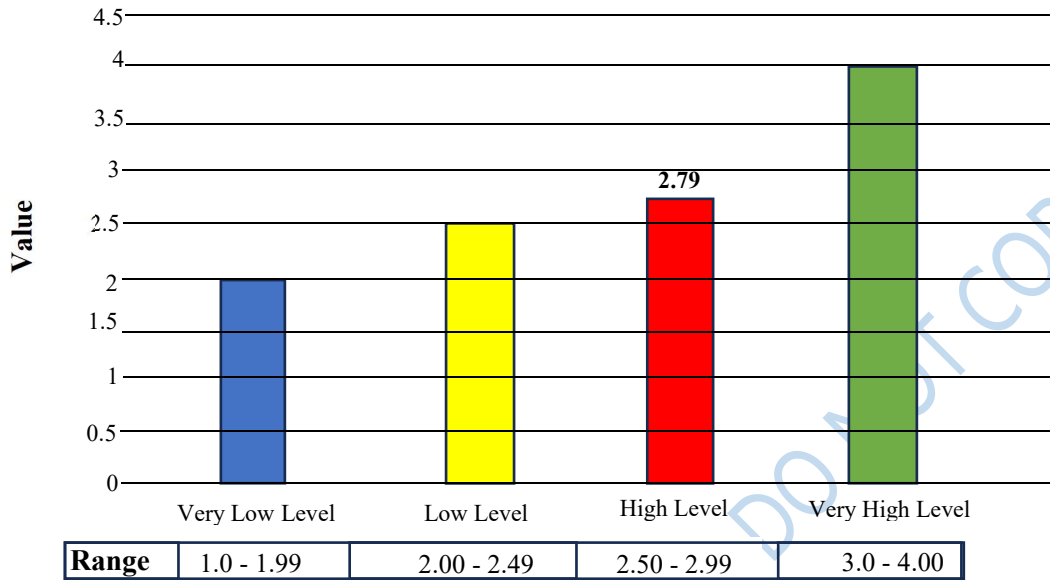
Appendix II

Figure 1: Level of Administrative Effectiveness (Employee Satisfaction) in Universities in Nigeria



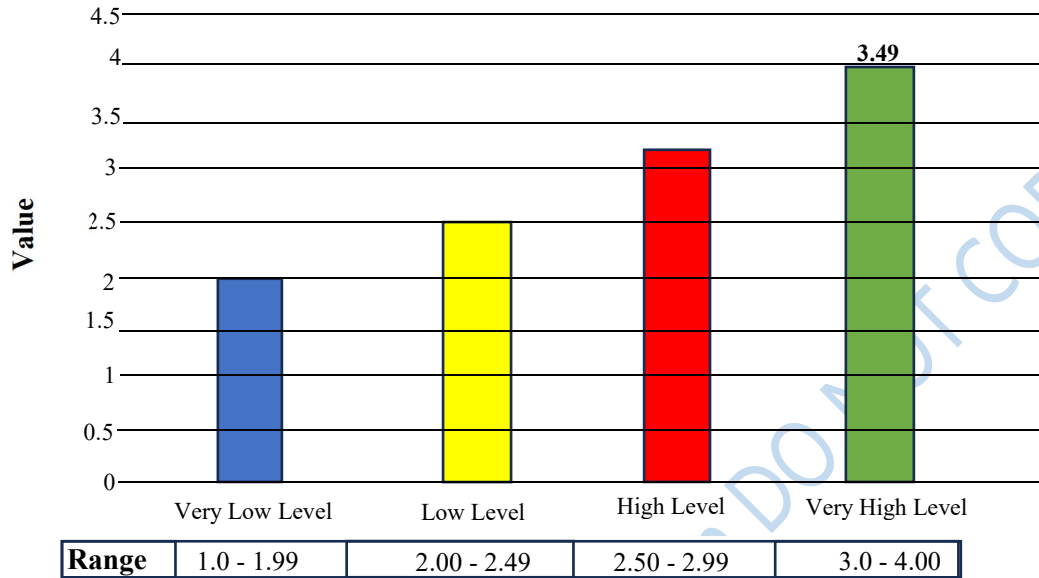
Note: The weighted mean is 2.83 indicating that the level of administrative effectiveness in terms of employment satisfaction is within “High Level” threshold.

Figure 2: Level of Administrative Effectiveness (Alumni Engagement) in Universities in Nigeria



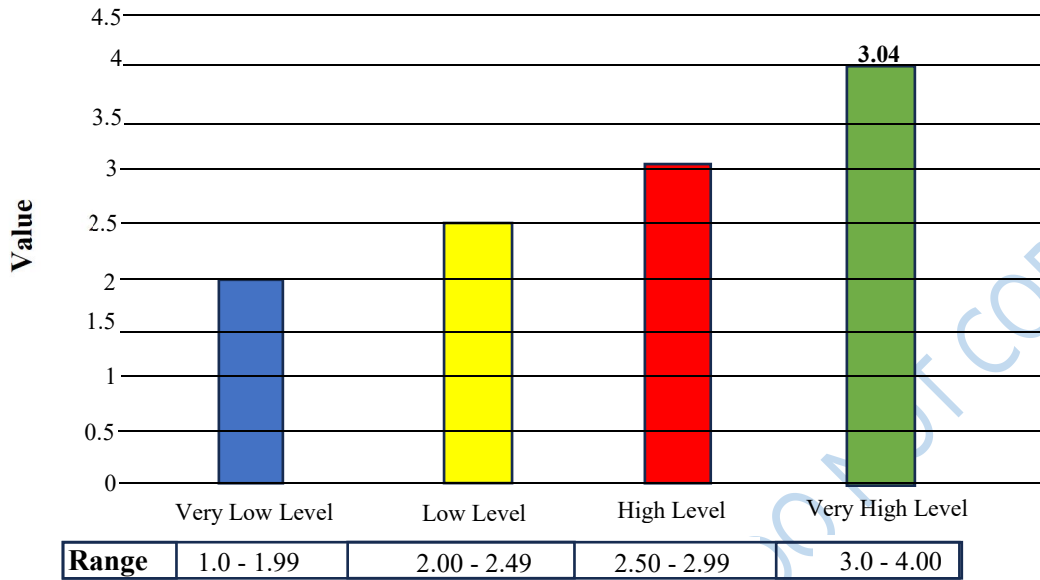
Note: The weighted mean is 2.79 indicating that the level of administrative effectiveness in terms of alumni engagement is within “High Level” threshold

Figure 3: Level of Administrative Effectiveness (Faculty Development) in Universities in Nigeria



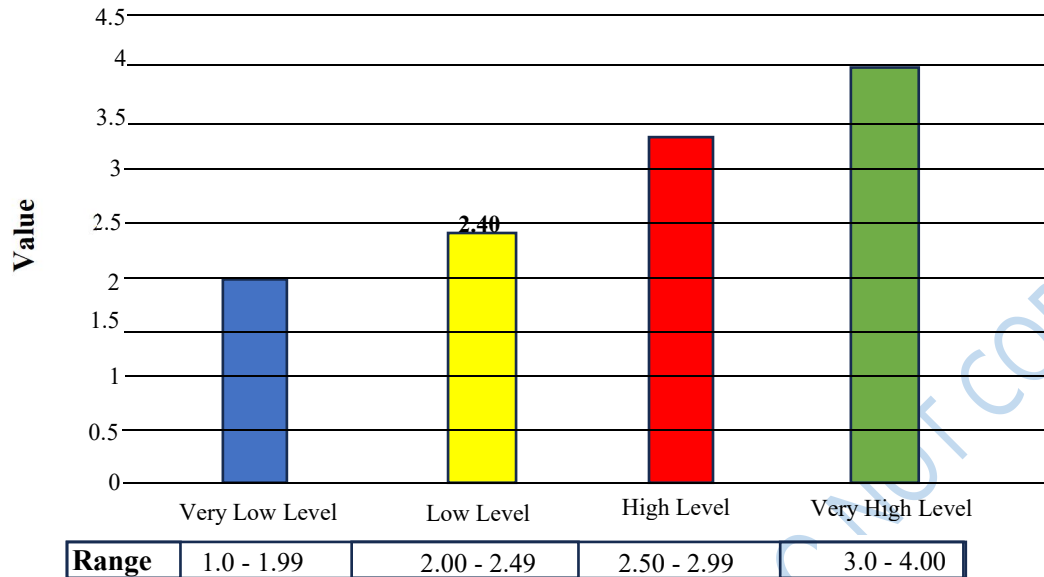
Note: The weighted mean is 3.49 indicating that the level of administrative effectiveness in terms of Faculty Development is within “Very High Level” threshold.

Figure 4: Level of Administrative Effectiveness (Employee Satisfaction, Alumni Engagement and Faculty Development) in Universities in Nigeria



Note: The weighted mean is 3.04 indicating that the level of administrative effectiveness in terms of employee Satisfaction, Alumni Engagement and Faculty Development is within “Very High Level” threshold.

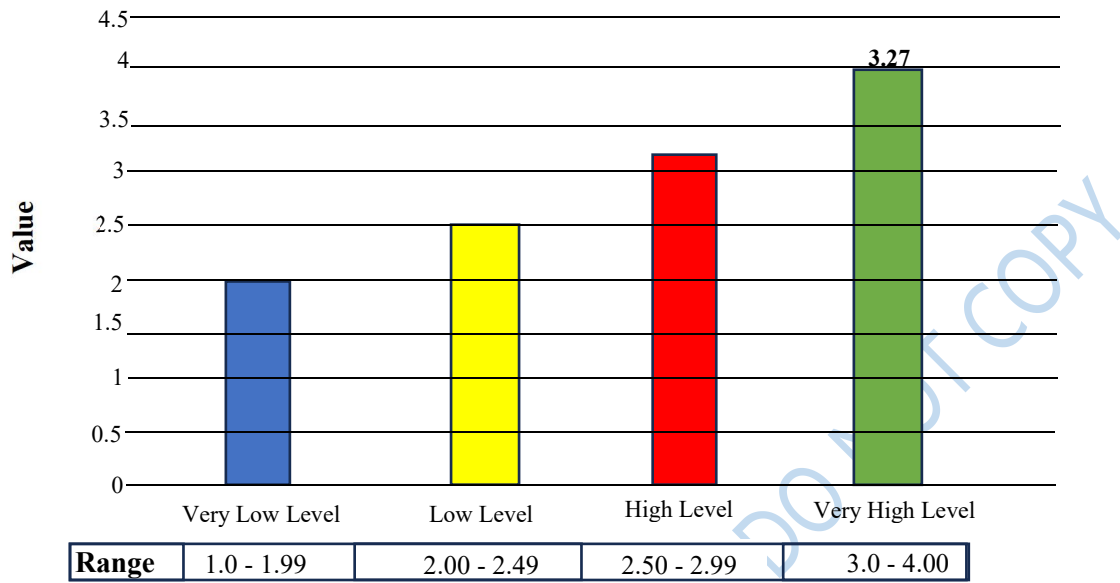
Figure 5: Level of Autonomy (Administrative) in Universities in Nigeria



Note: The weighted mean is 2.40 indicating that the level of Autonomy effectiveness in terms of Administration is within “Low Level” threshold.

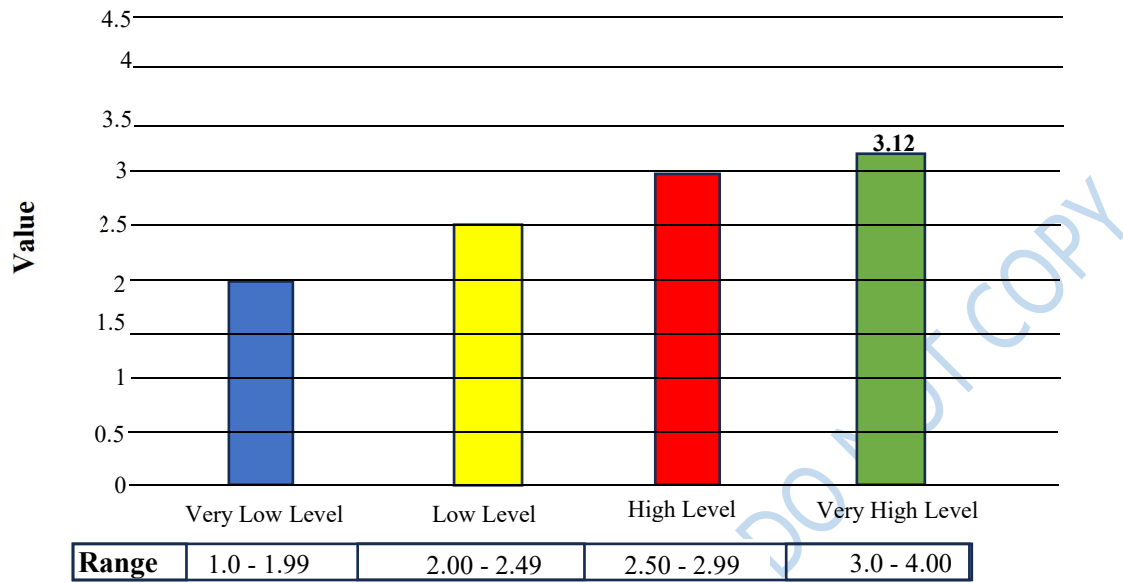
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Figure 6: Level of Autonomy (Pedagogical) in Universities in Nigeria



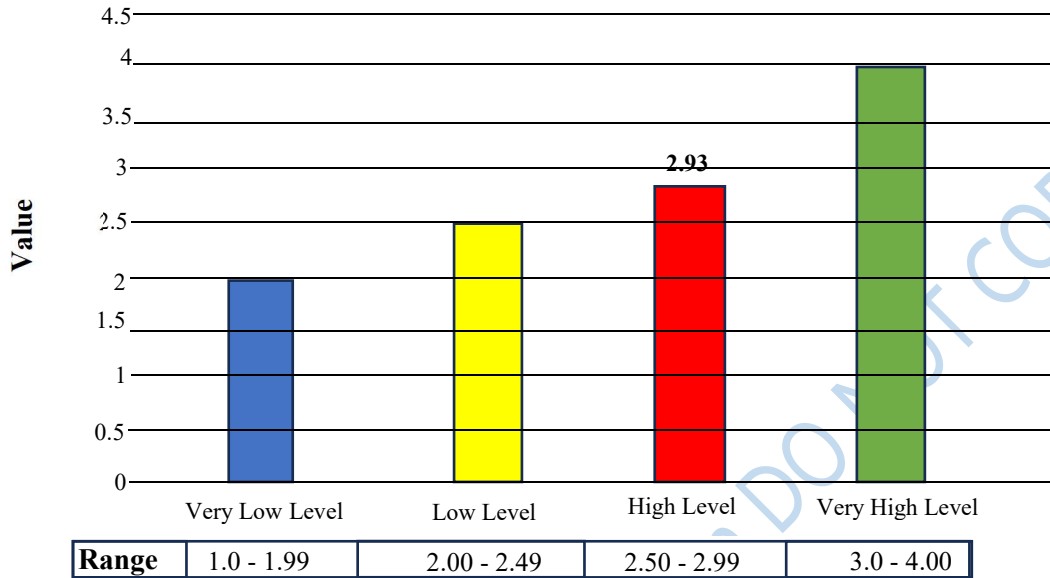
Note: The weighted mean is 3.27 indicating that the level of Pedagogical effectiveness in terms of Autonomy is within “Very High Level” threshold.

Figure 7: Level of Autonomy (Financial Autonomy) in Universities in Nigeria



Note: The weighted mean is 3.12 indicating that the level of Financial Autonomy in terms of Administration is within “Very High Level” threshold.

Figure 8: Level of Autonomy (Administrative, Pedagogical and Financial Autonomy) in Universities in Nigeria



Note: The weighted mean is 2.93 indicating that the level of Administrative, Pedagogical and Financial Autonomy in terms of Administration is within “High Level” threshold.

***Threshold: mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Appendix III

Descriptive Statistics

	Mean	Std. Deviation	N
Administrative Effectiveness	72.26	5.564	4051
Autonomy	78.24	8.036	4051
University Education Regulatory Laws	25.36	4.284	4051
Institutional Factors	31.23	3.108	4051

Correlations

		Administrative Effectiveness	Autonomy	University Education Regulatory Laws	Institutional Factors
Pearson Correlation	Administrative Effectiveness	1.000	.659	-.064	-.371
	Autonomy	.659	1.000	-.479	.052
	University Education Regulatory Laws	-.064	-.479	1.000	-.254
	Institutional Factors	-.371	.052	-.254	1.000
Sig. (1-tailed)	Administrative Effectiveness	.	.000	<.001	<.001
	Autonomy	.000	.	.000	.000
	University Education Regulatory Laws	.000	.000	.	.000
	Institutional Factors	.000	.000	.000	.

N	Administrative Effectiveness	4051	4051	4051	4051
	Autonomy	4051	4051	4051	4051
	University Education Regulatory Laws	4051	4051	4051	4051
	Institutional Factors	4051	4051	4051	4051

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Institutional Factors, Autonomy, University Education Regulatory Laws ^b		Enter

a. Dependent Variable: Administrative Effectiveness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.796 ^a	.633	.633	3.371	.633	2328.626	3	4047	.000

a. Predictors: (Constant), Institutional Factors, Autonomy, University Education Regulatory Laws

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79395.450	3	26465.150	2328.626	.000 ^b
	Residual	45994.709	4047	11.365		
	Total	125390.159	4050			

a. Dependent Variable: Administrative Effectiveness

b. Predictors: (Constant), Institutional Factors, Autonomy, University Education Regulatory Laws

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Si g.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	42.499	1.079		39.391	<.001	40.384	44.615
Autonomy	.542	.008	.783	71.904	.000	.527	.557
University Education Regulatory Laws	.286	.015	.220	19.578	<.001	.257	.314
Institutional Factors	-.637	.018	-.356	-35.992	<.001	-.671	-.602

a. Dependent Variable: Administrative Effectiveness

Notes

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Descriptive Statistics

	Mean	Std. Deviation	N
Administrative Effectiveness	72.18	5.894	4051
Administrative Autonomy	14.42	2.183	4051
Pedagogical Autonomy	32.66	5.560	4051
Financial Autonomy	31.16	2.336	4051
University Education Regulatory Laws	25.36	4.284	4051
Type of Institution	2.00	.817	4051
Lecturer/Student Ratio	3.23	.888	4051
School Calendar Stability	26.00	2.828	4051

Correlations

Administrative Effectiveness	Administrative Autonomy	Pedagogical Autonomy	Financial Autonomy	University Education Regulatory Laws	Type of Institution	Lecturer/Student Ratio	School Calendar Stability

Pears on Corre lation	Administrati ve Effectivenes s	1.000	.584	.390	.638	-.051	.017	.158	-.442
	Administrati ve Autonomy	.584	1.000	.101	.552	-.016	.000	.131	-.593
	Pedagogical Autonomy	.390	.101	1.000	.591	-.459	.000	.212	.296
	Financial Autonomy	.638	.552	.591	1.000	-.540	.000	.440	-.291
	University Education Regulatory Laws	-.051	-.016	-.459	-.540	1.000	.000	-.443	-.140
	Type of Institution	.017	.000	.000	.000	.000	1.000	-.015	.000
	Lecturer/Stu dent Ratio	.158	.131	.212	.440	-.443	-.015	1.000	.045
	School Calendar Stability	-.442	-.593	.296	-.291	-.140	.000	.045	1.000
Sig. (1- tailed)	Administrati ve Effectivenes s	.	.000	<.001	.000	<.001	.145	<.001	<.001
	Administrati ve Autonomy	.000	.	.000	.000	.150	.487	.000	.000
	Pedagogical Autonomy	.000	.000	.	.000	.000	.494	.000	.000

	Financial Autonomy	.000	.000	.000	.	.000	.491	.000	.000
	University Education Regulatory Laws	.001	.150	.000	.000	.	.498	.000	.000
	Type of Institution	.145	.487	.494	.491	.498	.	.169	.500
	Lecturer/Stu dent Ratio	.000	.000	.000	.000	.000	.169	.	.002
	School Calendar Stability	.000	.000	.000	.000	.000	.500	.002	.
N	Administrati ve Effectivenes s	4051	4051	4051	4051	4051	4051	4051	4051
	Administrati ve Autonomy	4051	4051	4051	4051	4051	4051	4051	4051
	Pedagogical Autonomy	4051	4051	4051	4051	4051	4051	4051	4051
	Financial Autonomy	4051	4051	4051	4051	4051	4051	4051	4051
	University Education Regulatory Laws	4051	4051	4051	4051	4051	4051	4051	4051
	Type of Institution	4051	4051	4051	4051	4051	4051	4051	4051
	Lecturer/Stu	4051	4051	4051	4051	4051	4051	4051	4051

dent Ratio									
School Calendar Stability	4051	4051	4051	4051	4051	4051	4051	4051	4051

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	School Calendar Stability, Type of Institution , Lecturer/Student Ratio, Pedagogical Autonomy, University Education Regulatory Laws, Administrative Autonomy, Financial Autonomy ^b		Enter

a. Dependent Variable: Administrative Effectiveness

b. All requested variables entered.



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.780 ^a	.608	.607	3.694	.608	895.726	7	4043	.000

a. Predictors: (Constant), School Calendar Stability, Type of Institution , Lecturer/Student Ratio, Pedagogical Autonomy, University Education Regulatory Laws, Administrative Autonomy, Financial Autonomy

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85542.776	7	12220.397	895.726	.000 ^b
	Residual	55158.682	4043	13.643		
	Total	140701.458	4050			

a. Dependent Variable: Administrative Effectiveness

b. Predictors: (Constant), School Calendar Stability, Type of Institution , Lecturer/Student Ratio, Pedagogical Autonomy, University Education Regulatory Laws, Administrative Autonomy, Financial Autonomy

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Si g.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	25.993	1.908		13.623	<.001	22.252	29.734
Administrative Autonomy	.381	.039	.141	9.706	<.001	.304	.458
Pedagogical Autonomy	.374	.017	.352	22.250	<.001	.341	.406
Financial Autonomy	1.056	.052	.419	20.433	<.001	.955	1.158
University Education Regulatory Laws	.427	.018	.311	23.305	<.001	.391	.463
Type of Institution	.121	.071	.017	1.707	.088	-.018	.261
Lecturer/Student Ratio	.211	.078	.032	2.686	.007	.057	.364
School Calendar Stability	-.622	.032	-.299	-19.758	<.001	-.684	-.561

a. Dependent Variable: Administrative Effectiveness

Statistics

		Type of Institution	Gender of Respondents	Job Designation of Respondent	Age Range of Respondents
N	Valid	4051	4051	4051	4051
	Missing	749	749	749	749
Percentiles	100	3.00	2.00	9.00	5.00

Frequency Table

Type of Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Federal	1350	28.1	33.3	33.3
	State	1350	28.1	33.3	66.7
	Private	1351	28.1	33.3	100.0
	Total	4051	84.4	100.0	
Missing	System	749	15.6		
Total		4800	100.0		

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2303	48.0	56.9	56.9
	Female	1748	36.4	43.1	100.0

Total	4051	84.4	100.0
Missing System	749	15.6	
Total	4800	100.0	

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Job Designation of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VC	21	.4	.5	.5
	DVC	75	1.6	1.9	2.4
	Registrar	56	1.2	1.4	3.8
	Librarian	31	.6	.8	4.5
	Bursar	100	2.1	2.5	7.0
	Dean	1129	23.5	27.9	34.9
	HOD	2430	50.6	60.0	94.8
	Director Academic Planning	51	1.1	1.3	96.1
	HR	158	3.3	3.9	100.0
	Total	4051	84.4	100.0	
Missing	System	749	15.6		
Total		4800	100.0		

Age Range of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30 years	13	.3	.3	.3
	30-40 years	40	.8	1.0	1.3
	41-50 years	693	14.4	17.1	18.4
	51-60 years	1667	34.7	41.2	59.6
	Above 60 years	1638	34.1	40.4	100.0
	Total	4051	84.4	100.0	
Missing	System	749	15.6		
Total		4800	100.0		

Lead City University Ibadan

Bio data

A. Personal Data

Name: Wasiu. Olawunmi OLANREWAJU-SMART

Date and place of birth: 27th June 1986 – Epe, Lagos State

State of Origin: Oyo State

Nationality: Nigerian

Marital Status: Married

Permanent Address: 11, Adekunle Tobun Street, Iraye, Epe, Lagos

Telephone: +234-7040340370

Email: lanre.smart@statehouse.gov.ng
wasiusmart@gmail.com

Personal Qualities: An astute administrator with the ability to quickly adapt to changes; good communication skills; a team worker, innovative, proficient in information technology applications and data analysis, a hard but flexible work ethic.

B. Educational Institutions Attended/ Qualifications (With Dates):

- Ph.D, Educational Management (in view), Lead City University, Ibadan, Nigeria
- Professional Diploma in Public Relations, London School of Public Relations, Kensington, United Kingdom 2023
- Master of Education (M.Ed), Educational Management Lead City University, Ibadan, Nigeria 2019-2021
- Bachelor Degree (B.Ed), Educational Management with Economics Lead City University, Ibadan, Nigeria 2007 – 2011

- Advanced Certificate in Information Technology Management (ACITM)
Lagos City Computer College, Ikeja, Lagos 2005
- West African Exams Certificate
Epe Grammar School, Epe, Lagos State 2003
- Primary School Leaving Certificate
Army Children Primary School, Epe, Lagos State 1998

C. WORK EXPERIENCE

- 1. Presidency, Federal Republic of Nigeria**
Designation: Senior Special Assistant to the President on Inter-governmental Affairs, O-CoS , Oct, 2023 – Till date
- 2. Office of the Speaker, Nigeria’s House of Representatives, National Assembly, Abuja.**
Designation: Ag. Chief of Staff June 13, 2023 – Oct 17, 2023
- 3. Office of the Speaker, Nigeria’s House of Representatives, National Assembly, Abuja.**
Designation: Chief of Staff September 2022 – June 11, 2023
- 4. Office of the Speaker, House of Representatives, National Assembly, Abuja.**
Designation: Deputy Chief of Staff Nov, 2020 – Sept, 2022
- 5. Office of the Speaker, House of Representatives, National Assembly, Abuja.**
Designation: Special Adviser on Political Matters June, 2019 – Nov, 2020
- 6. Office of the Majority Leader, House of Representatives, National Assembly June, 2015 - June, 2019**
Designation: Research and Media Assistant
- 7. Office of the Minority Leader, House of Representatives, National Assembly Nov, 2012 - June, 2015**
Designation: Research and Media Assistant
- 8. National Youth Service Corps Member (Internship),**
Designation: Research Assistant – House Committee on Education, National Assembly, Abuja Oct, 2011 – Oct, 2012
- 9. Lead City University**
Designation: Reporter, Lead City University Weekly Bulletin (2009 – 2011)

10. Methodist High School, Ibadan

Designation: Educational Management/ Teaching Practice 2010/2011

11. Office of Special Adviser on Education, Lagos State Government, Alausa, Ikeja

Designation: ICT Assistant (Industrial Training)

12. Lead City High School, Jericho, Ibadan

Designation: Educational Management/ Teaching Practice 2009/2010

13. Smart Action Photo Studio

Designation: Assistant Studio Manager 2007

D. ADDITIONAL LEADERSHIP EXPERIENCE/FOOTPRINTS

1. Administrative Head of the House of Representatives Speakership Campaign of Rep. Femi Gbajabiamila April - June 2019
2. Administrative Head of the House of Representatives Speakership Campaign of Rep. Femi Gbajabiamila March – June 2015
3. Initiator and Leader of the working team on the Book, titled “Mr. Speaker – Legislative Life, Service and Resilience of Femi Gbajabiamila”, published June 2022
4. Head of the Technical/Planning Committee of National Summit on Tertiary Education Reforms - Nov, 2022
5. Member of Legislative Drafting Team of Nigeria’s Students' Loan (Access to Higher Education) Bill, 2019
6. Member of Legislative Drafting Team of the Electric Power Sector Reform Act (Amendment) Bill, 2018
7. U.S Midterm Elections Observer (2014 IVLP) – North Carolina, New Hampshire, Kansas Missouri and Washington DC
8. Inventor, Nigeria’s first grade point simulator, 2009
9. United Nations Model Ambassador to Argentina
10. President, Students Representatives Council, Lead City University, 2010 – 2011
11. Public Relations Officer, Muslim Students Society of Nigeria, LCU Branch 2009 – 2011
12. Member, LCU University Arts and Theatre Group

13. Public Relations Officer, Education Management Students Association, LCU 2009 – 2011
14. Class Governor, Department of Educational Management, LCU 2007/2008 Session
15. Caucus Leader of Action Congress of Nigeria (ACN) political party, LCU campus
 - i. 2010 – 2011
16. Active Member of All Progressives Congress (APC) political party.
17. Best Project Thesis in Department of Educational Management, Lead City University, 2011, titled ‘Adoption of Franchising for Private University Expansion.’

E. PROFESSIONAL/LEADERSHIP CERTIFICATIONS

1. United States International Visitors Leadership Programme (IVLP, 2014), (U.S Department of State’s Premier Professional Exchange Program), Washington D.C
2. Associate Member, Nigeria Institute of Public Relations (NIPR);
3. Member, TRCN;

G. COMMUNITY /HUMANITARIAN SERVICE

- i) Vice President, Hospital Road Development Association, Epe, Lagos State
2005 – 2007
Focus Area: Sensitization on Sexually Transmitted Diseases, Environmental Sanitation and Youth Development
- ii) Constituency and Community Development Project Supervisor
Surulere 1 Federal Constituency, Lagos
2013 – Till date

H. THESIS/ DISSERTATION

Masters: University Education Regulatory Laws, Institutional Autonomy and Administrative Effectiveness in Nigeria

Bachelors: Adoption of Franchising for Private University Expansion (A Viability Study on Some Private Universities in South-West, Nigeria)

I. PUBLICATIONS

Olanrewaju-Smart, W. (2009). Management of the Gifted Child. Proceedings of the Roundtable Conference on Gifted Education & Talent Development: Positioning Gifted Education in Nigeria by Lead City University with Godmijt Educational Consultants, Lagos Pg. 93 – 111, College Press, Ibadan, Nigeria

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J. EXTRA CURRICULAR

Reading, Networking and Meeting people

K. REFEREES

1. Rep. Femi Gbajabiamila
Speaker of Nigeria's 9th House of Representatives
femigbaja1@gmail.com
2. Prof. Gabriel Ogunmola
Chancellor, Lead City University, Ibadan
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3. Prof. Mrs Afolakemi Oredein
Provost, Post-graduate School
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Signature

Date

The University Compliance Certification

This is to certify that this thesis by **Wasiu Olawunmi OLANREWAJU-SMART** with the matric number: LCU/PG/001282 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

Date

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