

**INTRA-ORGANISATIONAL HUMAN FACTORS' FUNCTIONS AND ACTIVITIES
AS CORRELATES OF GOAL ATTAINMENT OF PUBLIC UNIVERSITIES IN
SOUTHWESTERN NIGERIA**

BY

Oluwole Gbolagade AJAYI

**B.Ed Educational Management/Economics, Master in Industrial and Labour Relations
(MILR), M.Ed Educational Management (Institutional Administration), Ibadan**

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CERTIFICATION

I certify that this research work was carried out by Oluwole Gbolagade AJAYI in the Department of Educational Management, Faculty of Education, University of Ibadan, Nigeria.

SUPERVISOR

B. O. Emunemu

B.Ed, M.Ed, Ph.D (Ibadan)

Professor, Department of Educational Management,

University of Ibadan,

Ibada, Nigeria.

DEDICATION

This research work is dedicated to God Almighty for all required enablements he showered on me to be able to start and complete the Ph.D work. Also this work is dedicated to my Late Father, Mr. Amos Moteleola Alao AJAYI, and my mother who is still alive, Mrs. Yinyinola, Ogunyemi AJAYI and my entire household

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ABSTRACT

Goal Attainment (GA), the successful mobilisation of human and other resources to achieve the institution objectives, is indicated by teaching, research and community service. However, anecdotal evidence has shown that Nigeria's public universities has low GA resulting in poor quality of graduates, skills' mismatch and low research outputs. Previous studies have focused largely on non-human factors (financial, environmental and institutional autonomy) with little emphasis on intra-organisational human factors such as Management Functions –MF (planning, organizing, leading and controlling), Staff Union Activities (SUA) and Students' Union Government Activities (SUGA). This study, therefore, was design to investigate MF, SUA, SUGA as correlates of GA in public universities in southwestern Nigeria.

The study was premised on the Open System Theory, while the mixed methods (Quan,+qual) design was adopted. The six federal universities in southwestern Nigeria were enumerated, while one state university with over five years of establishment in each state was purposively selected. The 76 principal officers and 100 deans in all 12 selected universities were enumerated, while 400 heads of departments (four in each faculty 400) were randomly selected. The president, secretary, treasurer, publicity secretary and one trustee of the four existing staff unions in each university were purposively selected, while the president, secretary, publicity secretary, speaker of the students' representative council and chief justice of the students' judiciary council in each university were purposively selected making 1376 respondents. Instruments used were GA ($r=0.87$), MF (planning $r=0.87$, organising $r=0.89$, leading $r=0.88$ and controlling $r=0.85$) scales, SUGA ($r=0.90$) and SUA ($r=0.83$) questionnaires. These were complemented. In-depth interviews were conducted with three principal officers, six deans and eight union chairmen/secretaries. Quantitative data were subjected to descriptive statistics, Pearson product moment correlation and Multiple regression at 0.05 level of significance, while the qualitative data were content-analysed.

Respondents' age was 42.32 ± 9.06 years and 72.2% were male. The GA ($\bar{x}=3.79$), Planning- $\bar{x}=4.43$; Organising- $\bar{x}=4.43$; Learning- $\bar{x}=4.71$; Controlling- $\bar{x}=3.87$; SUGA- $\bar{x}= 4.19$ and SUS- $\bar{x}= 4.01$ were high against the threshold of 3.00. Leading ($r=0.87$), planning ($r=0.66$), organising ($r=0.66$), SUA ($r=0.56$), SUGA ($r=0.55$) and controlling ($r=0.50$) had significant relationships with GA. There was a significant joint contribution of the internal human factors to GA ($F_{(4,195)}=413.27$; Adj $R^2=0.892$); accounting for 89.2% of its variance. Leading ($\beta=0.62$), SUGA ($\beta=0.37$), controlling ($\beta=0.29$), organizing ($\beta=0.19$), SUA ($\beta=0.13$) and planning ($\beta=0.13$) made significant relative contributions to GA. Management functions conflicts with SUA and SUGA. Also, community service is an essential function of universities, but little attention and priority was paid to it, and this affected the impact the universities had on the larger society.

Leading, students' union government activities, controlling, organizing, staff union activities and planning influenced goal attainment of public universities in Southwestern Nigeria. Therefore, stakeholders should give more attention to these human factors to facilitate goal attainment in the Nigeria universities.

Keywords: University goal attainment, intra-organisational human factors, management functions, staff union activities, students' union government activities, universities in Nigeria, Nigerian

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

University education is known globally to be a strong sector and a critical partner in the business of attaining national developmental goals, aspirations, and ideals, with respect to its knowledge creation capabilities, no wonder, higher institutions are established with the intent to achieve certain set goals and objectives. These goals, according to the National Policy on Education (Federal Republic of Nigeria, 2013) are of two folds: national boundary and global (international) goals. These goals are achievable through the execution of critical mandates of teaching, research and community service by universities which indicate that these mandates are not in themselves goals but means through which the goals are achievable. These mandates are otherwise called basic roles of universities but not goals, hence, universities goals are as dictated in the National Policy on Education and mission statements of universities. For national boundary goals, universities are expected to intensify and diversify their programmes for the development of high level manpower inside the context of the needs of a nation and make professional course contents to reflect national requirements. This is with a view to making universities' researches relevant to national developmental goals while disseminating such research results to both governments and industries.

Goal attainment is the successful mobilisation of human and non-human facility to achieve the institutional objectives by embarking on the three mandates of teaching, research and community service. However, there is anecdotal evidence that Nigeria's public universities' goals attainment have been relatively low and unattainable led to dwindling quality of graduates, skills' mismatch, low research outputs and yet to be solved societal problems.

The national boundary goals identified for this study are production of highly skilled and self-reliant graduates, attainment of academic excellence in researching and teaching,

university community engagement/service for society transformation as well as measuring up to world class university status as the global goal. These identified goals are only achievable when the three university mandates of teaching, research and community service are optimally pursued. It appears the goals are not fully attainable despite the fact that the goals appear laudable and well-intended even as a large chunk of funds is expended yearly by the Federal and State governments on university education through several interventions for the attainment of the goals (local and global status). The problem of unattained goals appear worrisome and of great concerns to stakeholders in education and industrial sectors since attainment of such goals is a reflection of the health of the sector with its positive attendant impact on developmental needs on the nation's economy especially with the current trend and paradigm shift to knowledge based economy. The non-attainability of these goals seem to be better understood when the potency of teaching and research mandates of Nigerian universities are critically examined. It appears that quality of teaching in Nigerian universities had reduced tremendously. This is attributable to factors such as unrestricted access into secondary education brought about by Universal Basic Education Policy (UBE,1999) with the goal of providing free, universal and compulsory basic education for every Nigerian child aged 6-15 years.

This enhances enrolment at secondary education level and ultimately made enrolment into tertiary education a herculean task because through the policy, applicants for university admission were far more than the universities' carrying capacities, since as no adequate plan was made for the transition of graduates from secondary education to tertiary education. This scenario painted here appear to make available capacities in universities over-stretched with lecturers over-whelmed in the performance of their duties due to students' population explosion, this goes a long way to affect the quality of researches conducted by already over-whelmed lecturers. The position here painted is supported by Abiodun-Oyebanji (2010), when the study noted that some academic staff appear not to be committed to their teaching responsibilities as they ought to, suggesting a problem exists. Again, Emunemu (2009), observed that the quality of researches conducted by Nigerian universities are of low standard when compared to that of their counterparts in the developed nations. Tagoe (2012), submitted that the quality of researches carried out in Nigerian universities do not attract global attention. Once the teaching and research roles of universities are not

effectively carried out therefore holds the likelihood that identified goals (national and global) mentioned earlier might be unattainable whereas through effective teaching, production of highly skilled and self-reliant graduates can be achievable. Also with top-notch and cutting-edge researches, attainment of quality teaching, research excellence, impactful community service/engagement for society transformation, the world-class university status goals can be achieved.

Production of highly skilled and self-reliant graduates as a national goal has appeared unattainable as expected due to some factors such as low quality teaching, poor teaching environment, unattractive and ill-motivating working environment for lecturers, much work without commensurate pay, low quality research output by lecturers which may prevent effective teaching since it appears that prolific researchers tend to be better lecturers during classes owing to their ability to deploy their discoveries while unraveling their content. Evidences showcasing problems of this kind is contained in the remarks by various stakeholders who has something doing with the quality of graduates of Nigerian institutions. Though empirical statistical information and report might not be available to buttress the general opinion and public outcry about falling standard in the quality of university graduates yet graduates complain of high levels of unemployment while employers complain that graduates are poorly prepared for work. They believe that the academic standard have considerably fallen at the span of past decade and that a university degree is no longer a guarantee of communication skills or technical competence. Similarly, several researchers have commented on decline in the quality of graduates from Nigerian universities and suggested urgent need to enhance it.

These include (Kayode, Oduwaiye, Etejere, Sheu and Kutu 2018). Many factors associated with low quality of graduate are poor leadership and lack of facilities (Asiyai, 2014; Okoro, Agugum, and Agugum, 2017; World Education Services (WES) 2017), decentralized examination (Francis, 2015), frequent labour disputes (Asiyai 2014; WES, 2017), brain drain, inadequate funding, and lack of vibrant staff development programmes (Asiyai, 2014). Corporate organisations demonstrate some level of caution in engaging university products who are hardly functional and utility based. Infact each year the Nigerian higher institutions produce no fewer than 130,000 graduates, out of which only 13,000 (10%) get employed and

others roam the streets due to possession of skill mis-match (Makinde, 2007; Eneh, 2007). Skill mismatch occurs when graduates possess skills not directly required in the world of work.

Also Academic Staff Union of Universities (ASUU, 2013) has been showcased by vanguard and have embarked on series of negotiations and strike actions amongst several of such was nationwide strike of 23rd March 2021 and also the current ongoing strike of ASUU started Feb 2022 to date to demand for revitalisation fund, earned academic allowance, renegotiation of the 2009 agreement, visitation panels with the bid to redress dwindling fortunes of Nigerian universities with respect to quality of graduates being churned out yearly caused by underfunding, neglect of university system, poor and outdated infrastructure and laboratory equipment, poor condition of service for academic staff.

The observed drawbacks observable in the quality of Nigerian graduates has been confirmed through the submissions of stakeholders and researchers enumerated above, yet non adequate attainability of the goals are still manifesting till date. Also, goals of the universities appear unattained despite the fact that some researchers like (Pitan 2012, Mamedu 2016 and Arikewuyo, 2016) have worked on university goal attainment using different independent variables such as quality of work life versus institutional goal attainment yet the problem of unattained university goals persisted, although authors opined that the problem could be addressed using human element factors of university system (i.e Management, Student's and staff union leaderships with respect to their activities) hoping that this approach may be used to solve the problem.

University Community service is a goal that projects universities as wisdom boxes that are increasingly being recognised as major agents of knowledge and innovation generation. They are generally seen as the official drivers of economic growth and development through its knowledge creation capabilities. There is currently strong global advocacy for inclusive development, which higher institutions are invariably realigning their teaching and research templates to embrace community engagement as a means of creating knowledge that engenders inclusiveness. According to United Nations Educational, Scientific and Cultural Organisation, UNESCO (2009), universities are to create mutually beneficial partnerships

with communities and as well as the civil societies to facilitate the sharing and transmission of appropriate knowledge. Primarily, roles of universities are teaching, research and community engagement (Waghid,2002). Teaching and research usually take place most time inside the university environment while community engagement is usually done outside the university (Weets and Sandmann, 2008) .This requires taking new knowledge produced and practically applying it to real life situation with the aim of positively impacting people at the community level (Sanof,2000).

Again, efficient community engagement of a particular university depends on the institutional policy framework which determines how community engagement will be carried out and the nature of benefits that accrue from the engagement. Community engagement goal attainable level varies from individual universities to the other depending on institutional framework designed by the universities on how community engagement would be executed. Some institutional framework on community engagement do not allot any mark for career progression with respect to promotion despite the fact that such universities acknowledge the tripod of teaching, research and community service as the university critical roles. With this, community service or engagement appears not taken as a serious role of the university to be pursued with vigour because no rating is attached by such university for the purpose of promotion. Any faculty pursuing such engagement is doing it on the basis of individual. This position is supported by (Ifedili and Ifedili 2015; Adekalu,2017).

The goal of academic excellence in researching and teaching is a worthwhile feat that must be achieved by universities if they will adequately deliver on their mandates. Higher institution as the wisdom boxes of their respective nations through sound teaching and execution of top-notch and cutting-edge researches generate new knowledge, new discoveries and critical innovations that truly made them wisdom boxes through which town and gown functions are easily delivered. Surprisingly, the goal seems not optimally achievable despite it being a pivotal goal which necessarily must be achieved if the universities will attain the essence of their establishment. . Some factors appear to account for non-attainment of the goal which include among others, deplorable state of laboratories, libraries with outdated books, new and latent journal articles unavailable, aftermath effect of

poor working condition that led to brain-drain forecloses mentor-mentee which could have afforded execution of top-notch researches and the desire to attain the goal appears unyielding suggesting that the goal can only be realisable when some efforts are directed towards correcting the highlighted lapses. Literature affirms this position as Igbafe (2016) argued that no Nigerian university appeared in the first one hundred best universities in the world due to the non-availability of visibly quality researches. National Universities Commission (NUC) (2016) carried out an evaluation of the research achievements of Nigerian universities which did not only result to failure but also refuse to feature in the world ranking but also were lowly rated even among other African universities (Ebuara, Udida, Ekipken and Bassey,2019). Looking at research in the global perspective, it seems many Nigerian universities are lagging behind in terms of quality research.

Measuring up to world class university status appears to be an important goal that all universities aspire to achieve because world class universities possess intellectual property that confer on them research university status and such universities play critical role in training the professionals, high-level specialists, scientists, and researchers needed by the economy in generating new knowledge to support the national innovation system. In this context, policy makers are keen at seeing their top universities operating at the cutting edge of intellectual and scientific development. And this appears to account for the position that ability of a society to produce, select, adapt, commercialise and use knowledge is critical for sustained economic growth and improved living standard.(World Bank, 2004) The implication of this is that with globalization, nation's economy is better driven through knowledge as against resource driven economy which was the former paradigm.

It appears that the importance of attaining world-class university status by Nigerian university is so essential that it cannot be easily dispensed with, such that all efforts for its actualisation or attainment must not be spared. A world-class university according to Alden and Lin (2004) Salmi (2009) has the essential features and characteristics which include international reputation for its researches, teachings, with a number of global researchers and world research leaders in their fields. In some cases, there are Nobel Prize for Peace winners. With these attributes, attainment of the highlighted goals appear easier because once a university has an international reputation for its researching and teaching which are

the major roles of universities it might not be difficult to train quality graduates, execute worthwhile and innovative researches that will impact on the community through engagement.

Relatedly, it is imperative to note that the performance of Nigerian universities in global ranking has become a major concern to stakeholders in the education industry because since 2003 when university ranking became a global phenomenon. Nigerian universities have been performing poorly according to (Banjo, 2017), for instance, according to Times Higher Education (THE) (2003) one of world class university ranking outfit, none of the Nigerian 139 universities was ranked of 2003 when the survey began until 2015 when only the University of Ibadan (one out of 170, representing 0.58%), was ranked among the top 800 universities globally (THE, 2015). In the 2017 global ranking, the University of Ibadan, Nigerian's oldest university, with population of 26,753 students, 17:3 student-staff ratio, and 1% international students, obtained the following scores: Teaching (22.7%), Research (11.1%), Citation (4.6%), Industry income (29.2%) and international outlook (26.1%), and was ranked 601 of the world's top 800 universities featured in the 2015 survey, with 200 steps lower than Makerere university, Uganda, which ranked 401. The University of Cape Town, South Africa, with 20,061 student population, 11.6 student-staff ratio, and 28% international students, put at 120th position, was ranked as the best university in Africa in 2015, with 481 steps higher than the University of Ibadan. This ugly situation painted above about non attainment of the goals by Nigerian universities confirmed the quotation by Onyekakeyah (2007) that;

We are aware of the deplorable state of our universities. The instruments for learning are lacking. Teaching and learning are done in the most uncondusive environment. The libraries have outdated books. New journals and publications cannot be acquired because there is no subsidy. The laboratories are a mockery of the expected outcome that ought to be. Feeding no longer on campus; many students literally go about hungry. The lecturers don't get commensurate pay like their counterparts elsewhere. The workload of most lecturers is enormous, as brain drain has taken toll on capable hands that would have been here to help out. Students hang over one another in crowded lecture rooms and theatres to receive lectures.

This painted situation cannot be left unattended to for a long time hence the need for a study like this that investigated public universities goal attainment from the angles of management functions, student and staff union activities more so that non-attainment of the set goals are not wholly traceable to insufficient funding nor lack of adequate infrastructure. Also, most previous studies on university goal attainment such as (Obiwuru ,Okwu Akpa and Nwankwere, 2011, Eze, 2012, Odekina 2015, Mamedu, 2016, Abdulkareem, Sheu, and Kayode, 2016; Garieth, Usen, Valentine and John,2020) did not consider human element factors but rather focused on the quality of work life, succession management, corporate culture and participative management, political factors such as government funding, political consideration in citing of universities as independent variables in studying university goal attainment and this brings dearth of empirical studies on university goal attainment that use human element factors (management functions, students and staff unions activities) and this is the gap the study is out to cover.

The seeming inability of Nigerian universities to attain their respective mission statements with respect to goals of production of skilled and self-sufficient graduates, efficient community service, academic excellence in teaching and research and measuring up to world class university status appear to be attributable to several factors such as: poor performance of management functions of planning, organizing, directing and controlling and non-participatory, undemocratic administrative practices that do not allow for effective participation, collaboration and synergy of purpose by members of the academic community (academic/non-teaching staffers and student body) in their daily administration of the universities. This is because, the success or failure of any organisation appear hanging on leadership effectiveness to deploy result oriented management process where planning, organizing, leading and controlling will be practically engendered for the purpose of goal attainment.

Planning is the process of setting goals and objectives in an organisation and determining how to achieve such goals and objectives Alaka, Tijani and Abass, (2011) Planning occupies a central position in management and certainly, it is difficult to talk about management without planning. As far as university administration is concerned effective planning appears to be essential for the attainment of the goals because university as a conglomeration of

intellectuals with varied understanding, beliefs and diverse aspirations which may be at variance with the university goals may require effective planning to put in place strategies that will harmonise the diverse interests of the individuals with that of the university to ensure the achievement of the set goals. Infact it appears unimaginable and unthinkable that any university will survive without effective planning needless to talk about attaining her set objectives, by implication strategic planning appears essential for goal attainment since planning is the bedrock of entire management process.

Organising is matching of human and material resources with job schedules and delegating requisite authority for the manager at each level of compartmentalisation for the effective performance of the functions at the level. Organising could also be explained to mean management function of assembling and coordinating human, financial, physical, information and other resources needed to achieve organisational goals. Organising activities include specifying job responsibilities, grouping jobs into work units and resource allocation. It appears evident that Nigerian universities are operating on the strong basis of organising by the way university operations are structured with respect to interrelatedness in the compartmentalisation of the faculties and departments. This appears to enhance goal attainment because it promotes easy flow of instruction with little or no ambiguity. The better an organisational structure reflects categorisation of the tasks and activities required for achievement of objectives and assists their coordination through creating a system of interrelated roles; and the more these roles are designed to motivations of people available to fill them, the more effective and efficient an organisation structure will be. The more a position or a department has clear definition of results expected, activities to be undertaken, organisation authority delegated and authority and informational relationships with other position, the more adequately individual responsible can contribute toward goal attainment.

Leading is about motivation and effective communication by management with staff to enhance staff performance. Leading or directing as its used interchangeably is a management function that involves the manager's efforts to stimulate high performance by employees and includes directing, motivating and communicating with employees, individually and in groups. Effective leading depends on the extent to which individual objectives in cooperative activity are harmonized with group objective. The more

completely an individual has a reporting relationship to a single superior, the less the problem of conflict in instruction and the greater the feeling of personal responsibility for results. It appears that if appropriate leadership practice or style is deployed to manage human resources element of the organisation, productivity will be enhanced and goal attainment appears achievable because in recent times, the concept of directing has become more congruent with leading than with pushing. Hence, these days, directing is more related to leading and leadership styles. Leadership in this context means the process whereby a work environment is created in which people can do their best work and feel an interest in producing a quality product or service.

Controlling is a management function that talks about comparing actual result with the projected one and putting in place mechanism for correction in case of variations. When these management functions are effectively carried out university goals are likely to be efficiently attained. In fact, poor management affects employee's morale, perception of institutional vision, core values and ideals, and this potentially appears to likely cause apathy and may possibly lead to a high turnover of employee thereby undermining goal attainment. To buttress this argument, Koroma (2018) opines that, to circumvent potential negative impacts of bad managerial approach, there is the need for conscious and conscientious development of competent leaders to enhance organisational goal attainment.

The implication of this is that it appears leadership succession culture must evolve in a way that emerging leaders would have been tutored on practical management functions like sound, strategic and technical planning which include efficient planning that will be result oriented, efficient resource management, efficient financial and budgetary planning and many other planning templates. Also organising functions, leading functions and controlling mandates of management must be well imbibed by the universities administrators if the goals will be attained. Goal attainment by the universities appear to be easily achievable and depend on when and if management functions are effectively and efficiently performed

In a related development, Ogunraku (2010) noted that higher educational institutions operate as complex organizations rooted in participatory democracy with highly professional and knowledgeable participants. This implies that management must seek to ensure effective involvement of staff and students in all aspect of university life. Relatedly, Macek (2019)

opine that, modern university managers are overseeing personnel who have skills they do not have. Essentially then, they must turn to personnel for technical advice to make informed decisions. It therefore follows that, achievement of the goals of the universities require collaborative, collective, or participatory approach.

In furtherance of this argument, it appears university managers, students' and staff unions leadership should consciously evolve operational strategies that will recognize the need to synchronise their diverse goals and objectives with the university goals such that their activities will not be executed at cross purposes and at variance with the university's goals hence a good signal that university goals will be achievable if this synchronisation principle is recognized and approved by the concerned stakeholders. This position was affirmed by Akomolafe and Ibijola (2012) in a research work conducted by the duo where they submitted that when students are involved in university governance, it has positive correlation with organisational effectiveness. Kanperin (2004) stressing the importance of student's participation in university governance viewed student's participation in university governance as when students feel responsible for their learning.

Students' union leadership engages in activities such as acting as labour union for the protection of students' welfare needs and rights, promoting social, cultural, intellectual and recreational interests of student body with a view to using the protection of these interests to enhance students achieving their academic goals which in turn promotes accomplishment of universities set objectives and goals. Relatedly, students' union leadership engages in activities that includes agitation for well-stocked library, effective and efficient internet connectivity, promoting effective, efficient academic and administrative information dissemination among students. The academic information that is usually disseminated by a good student union leadership include current journal articles, newly developed jargons or letters in each profession mostly from the internet through different search engines while administrative information are updates from university management inform of bulletin to keep student body better informed since students most times believe more in information disseminated by their leadership than those coming from the institutions' management. These activities appear to be helpful in the attainment of goals` because when a library is

well stocked, efficient internet service made available, information dissemination undistorted there is the likelihood that universities goal attainment may be easily achievable.

Also, students union leadership activities include participation in decision making process through their membership of university committees that are student's issue based and this appears significantly beneficial to the attainment of university goals because students feel sense of belonging and system stability appears inevitably assured. This position is supported by Akomolafe and Ibijola (2012), those researchers revealed that the essence for students' participation in university governance among others include: higher degree level of commitment of the students, easy attainment of university goals and objectives, efficient policy formulation, implementation, uninterrupted flow of academic programmes, leadership training and development, stable economic gains and reduction in crime or anti-social behavior of the students.

These above mentioned activities of students' union leadership appear to affect university goal attainment in various ways such as disruption of academic calendar, elongation of students' study period usually caused by their unrest and demonstration activities and perennial academic staff union strike with the attendant problem of increasing unit cost of training. This position was corroborated by Edinyang and Ubi (2013), Olusegun, (2014), maintained that instability in academic calendar through strike and students demonstration elongate study period and hamper their academic activities.

The activities of staff unions in attainment of university goals cannot be underestimated because membership of the unions are the workforce through whom management gets the job done and goals accomplished but, these same staff hold allegiance to their unions such that industrial action they take instructions from their unions and disregard instructions from the university authorities. This situation must be avoided as much as possible if the university goals will be achievable. Avoidance of this situation appears achievable when university authorities recognise the relevance of unions in the scheme of things with respect to effective administration and accord them such consideration. For the purpose of this study, the union with much relevance is Academic Staff Union of Universities (ASUU) due to the fact that its members are operationally more relevant towards the achievement of

university goals since they are line officers. This clarification is not to disparage semiler unions but to justify the perennial mentioning of ASUU as a union for this work.

Also, activities of the unions are conceptualized and categorized into two: national and institutional based activities. National activities relate to the national union (the headquarter union) and their specific activities include collective bargaining with federal government, policy formulation and modification, (for instance emergence of Education Trust Fund (ETF) which transformed to Tertiary Education Trust Fund (TETFUND) was the brain child of ASUU for generation of fund for education sector and later modified to TETFUND) and coordination of industrial action such as strike action, down-tooling, work to rule while institutional based unions otherwise called chapter unions derived their legitimacy from the headquarter union's enabling laws hence held their allegiance to the national union while performing these activities: negotiation with institutional management, joint action negotiation by trade unions of tertiary institutions in the particular state and management and coordination of strike actions at the institutional level.

The activities of the unions especially ASUU appear positive and negative effects on university goal attainment. Strike actions which supposedly ought to be last resort appears to be the most potent instrument for ASUU to achieve positive results on their demand from government or management of the institutions respectively. This statement is supported by Mohammed and Gbenu (2007) as the researchers opine that strike has been prominent in relations vocabulary due to the fact that strikes are permanent and ineradicable, an outbreak of discontent caused by obvious grievances which could have been avoided. This is so because most times when ASUU at national level engages government on bargaining and decision reached, memorandum of understanding (MOU) and memorandum of agreement (MOA) signed, such agreement are most times observed in breach and same at institutional level. This scenario most times forces ASUU to employ strike action as a means of redress not minding the effect on student's academic wellbeing. This give negative impact of strike action on goal attainment of universities.

Despite the fact that ASUU appears to have genieu points for embarking on the series of strike actions, the instability of universities academic calendar is such alarming and disturbing, worrisome and destabilises university program. It is on record that, from 1988

to 2021, the national body had embarked on twenty three (23) industrial actions. Abdulsalam (2013) reported that ASUU organized strike in 1988,1992,1994 and 1996. According to Kazeem and Ige (2010), disruption of academic program resulting from strike led to closure of universities for a period of time thereby affecting the academic activity of universities.

Positive impacts of ASUU's strikes actions appear to manifest in the numerous infrastructural projects being constructed all over the university campuses in Nigeria. ASUU as a union of academics in Nigerian universities has done so much in ensuring proper human resources development. The wage structure that is in place in Nigerian public universities as at today is a product of ASUU's struggle. The Tertiary Education Trust Fund (TETFund) which is saddled with the responsibility of providing funds for the provision and upgrading of teaching and learning facilities and sponsoring of university academic staff for higher degrees where applicable and conference sponsorship is a brain child of ASUU. Relatedly, the Need Assessment Fund that is currently being used in setting up structures, providing teaching and learning facilities and of course training of academic staff of Nigerian universities is a fall-out of the 2013 ASUU strike that lasted for six month (ASUU/FGN 2009 AGREEMENT). Based on the foregoing, it wouldn't be an overstatement to say that if not for the activities of trade unions, ASUU, university education in Nigeria would have collapsed a long time ago. Previous studies have focused largely onnon-human factors with little emphasis on internal human factors such as management functions (planning, organizing, leading and controlling, staff union activities and students 'union government activities. This study, therefore, was carried out to investigate intra-organisational human factors' functions and activities as correlates of goal attainment of public universities in southwestern Nigeria

1.2 Statement of the Problem

Dating back to three decades ago, even to date there had been several researches to unravel reasons for the decline in the standard of universities education resulting in dwindling standard of Nigerian universities graduates, researches not measuring up to international standard with respect to quality and international visibility,community service not fulfilling the town and gown purpose it meant to attain and lastly Nigerian universities not measuring up to world class status. These problems appear to be a recurring incidence manifesting in

overall decimation of purpose of Nigerian university education. Nigerian universities appear unable to achieve their stated objectives and goals optimally. Production of skilled and self-reliant graduates appears yet to be fully achieved because several Nigerian graduates remained unemployed and could not have anything doing even on their own to justify self-reliant mandate of their training. University community engagement goal appears unfulfilled because the universities are yet to impact positively on their host or local communities through the teaching and research mandates which supposedly is the town and gown impact role it is to fulfill. Academic excellence in teaching and research goal appears affected with shortcoming in its delivery as stakeholders in the education and industrial sectors express their skepticism to the adequacy of the quality of Nigerian graduates and the usefulness of researches being conducted to the industries and society at large.

Measuring up to world-class university status is another goal that policy makers in government and major stakeholders in education sector such as education planners are expressing concerns as to the position of Nigerian universities in the world universities ranking especially now that world university ranking is enjoying prominence. The expressed concerns enjoyed prominence when the quantum of fund expended by government at Federal and State levels are considered vis a vis the status attained by Nigerian universities in the world class ranking. The implication of the non- attainment of these goals is that Nigerian universities appear not achieving optimally the purpose of their establishment. Also, some researches have been done on goal attainment by some researchers on this same dependent variables (public university goal attainment) using different independent variables yet it appears that not much improvement have been achieved hence the need for this study.

Past studies have considered largely on non-human factors with little emphasis on internal human factors such as management functions (planning, organizing, leading and controlling, staff union activities and students' union government activities. This study, therefore, was carried out to investigate intra-organisational human factors' functions and activities as correlates of goal attainment of public universities in southwestern Nigeria,

1.3 Purpose of the Study and Objectives

The study majorly investigated the extent to which to investigate intra-organisational human factors' functions and activities as correlates of goal attainment of public universities in southwestern Nigeria. Specific purpose of the study are that the study:

- (i) investigated the extent have Nigerian public universities attained their set goals (production of skilled manpower, academic and research excellence, university community engagement/service for society transformation and world class status).
- (ii) examined the status of each of management functions on goal attainment? (planning, organising, directing controlling and management leadership practice as the indices of management functions).
- (iii) examine the status of student union government activities in Nigerian public universities? (protection of students' social, economic, academic and recreational welfare interest, communication role among students, coordination of unrest and demonstration, representation of student on university committee serve as the indices of students' union activities).
- (iv) examine the status of staff union activities in Nigerian public universities? (collective bargaining, negotiation and coordination of industrial actions (strike) as the indices of staff union activities).
- (v) examined the pattern of relationship between the independent variables and dependent variable among the management staff of Nigeria public universities in southwestern Nigeria
- (vi) investigated the joint contribution of independent variables on goal attainment among public universities in southwestern Nigeria.
- (vii) examined the relative contribution of independent variables to goal attainment among management staff in public universities southwestern Nigeria.
- (viii) examine the assessment of stakeholders (Principal Officers, Deans, Union leaderships) on goal attainment level of public universities in southwestern Nigeria?

- (ix) investigated the significant relationship between management functions with public universities goal attainment in southwestern Nigeria.
- (x) examined the significant relationship between student union related activities and public universities goal attainment in southwestern Nigeria
- (xi) investigated the significant relationship between staff union activities and public universities goal attainment in southwestern Nigeria.

1.4 Research Questions

The following research questions were raised and answered in this study

- RQ1: To what extent have Nigerian public universities attained their set goals? (production of skilled manpower, academic and research excellence, university community engagement/service for society transformation and world class status).
- RQ2: What is the status of each of management functions on goal attainment? (planning, organising, directing controlling and management leadership practice as the indices of management functions)
- RQ3: what is the status of student union government activities in Nigerian public universities? (protection of students' social, economic, academic and recreational welfare interest, communication role among students, coordination of unrest and demonstration, representation of student on university committee serve as the indices of students' union activities).
- RQ4: What is the status of staff union activities in Nigerian public universities? (collective bargaining, negotiation and coordination of industrial actions (strike) as the indices of staff union activities).
- RQ5: What is the pattern of relationship between the independent variables and dependent variable among the management staff of Nigeria public universities in southwestern Nigeria?
- RQ6: What is the joint contribution of independent variables on goal attainment among public universities in southwestern Nigeria?
- RQ7: What is the relative contribution of independent variables to goal attainment among management staff in public universities southwestern Nigeria?
- RQ8: What is the assessment of stakeholders (Principal Officers, Deans, Union leaderships) on goal attainment level of public universities in southwestern Nigeria?

1.5 Hypotheses

The following hypotheses were formulated to guide the study.

Ho₁: There is no significant relationship between management functions with public

universities goal attainment in southwestern Nigeria?.

Ho₂: There is no significant relationship between student union related activities and public universities goal attainment in southwestern Nigeria/

Ho₃: There is no significant relationship between staff union activities and public

universities goal attainment in southwestern Nigeria?

1.6 Significance of the Study

The findings of the study is beneficial to the following: Federal and state governments, university administrators, labour leaders, student's union leadership, parents/guardians and society. The extent of benefit of the study to above listed stakeholders is as explained below:

Government through the findings of the study is informed about the actual level of goal attainment by Nigerian universities as being very good but not excellent. Also government is informed about the benefits of having world class and research universities and strategies to adopt in making Nigerian universities to attain world class and research universities status.

University administrators also benefited from the study by knowing statistically the level of goal attained by the universities, strategies required to be adopted in a bid to having a world class university and the need for the university administrators to synergize with labour leaders and student union leadership for ultimate universities goal attainment.

Labour leaders were educated about the need for them to accommodate and appreciate accomplishment of the mission statements of their respective universities since the universities are the goose that lays the golden egg because without employment they cannot be union leaders and as such they should appropriate and synchronize their struggle with the attainment of university goals as their prime motive for any struggle

Student union leaders were informed about goal attainment essence and the **need** for them to synchronize their agitations towards goal attainment since attainment of the university

goals is mutually beneficial to them and the students they are leading more so that the purpose of their attending the university was to earn a good degree.

Parents/guardians were better informed about status of each university with respect to their goal attainment level which may in turn influence the parent's choice of university for their children/wards.

Society was informed about quality of graduate output she would expect to come to her having been informed about level of goal attainment of the universities.

1.7 Scope of the Study

The study investigated intra-organisational human factors' functions and activities as correlates of goal attainment of public universities in southwestern Nigeria. The study executed its investigation on public universities in the South-western Nigeria because these universities are taken as true representation of other public universities spread across the country particularly given their homogeneity. Theoretical scope adopted for the study is "Systems theory" with particular reference to open system theory(OST) The universities of coverage were six Federal universities and six State universities. The universities are: University of Ibadan, Ibadan, University of Lagos, Akoka, Yaba, Obafemi Awolowo University, Ile-Ife, Federal University of Technology, Akure, Federal University of Agriculture, Abeokuta, and Federal University, Oye- Ekiti. Others are Lagos State University,Ojo, Osun State University, Osogbo, Ladoke Akintola University of Technology, Ogbomoso, Adekunle Ajasin University,Akungba Akoko ,Tai Solarin University of Education, Ijebu-Ode and Ekiti State University Ado Ekiti while Olabisi Onabanjo University Ago-Iwoye was used for Pilot study to test the reliability of the instruments.

The goals of the universities that were of interest to this study are: production of self-reliant highly skilled manpower, university community engagement, attainment of centre of academic excellence in teaching and research, and attainment of world class status

The period of coverage for this study is five years between 2016 to 2021.

1.8 Operational Definition of Terms

These underlisted concepts could have other meanings but in this study, the concepts have been operationalized by definition and measurement as follows:

Public Universities: citadel of learning where teaching and researches are carried out and are predominantly funded by Federal or State government depending on ownership at governmental level. Public universities in this study are the ones located in the southwestern geo-political zone of the country

University Goals: These are to be attained aspirations expressly stated in the mission statement of the universities that could include: production of highly skilled and self-reliant graduates, university community service, academic excellence in teaching and research, and measuring-up to world class university status,

University Goal Attainment: is the successful mobilisation of human and other resources to achieve the institutional objectives by embarking on the three mandates of teaching, research and community service. These are: production of highly skilled and self-sufficient graduates, university community engagement, academic excellence in teaching and research, and measuring-up to world class university status.

University Rankings: is the classification of universities into world-class status, academic excellence institutions in teaching and research. The criteria to be used in this study are: combination of measures of funding and endowment, research excellence and/or influence, specialisation expertise, admissions, student options, award of excellence, internationalisation of operations and faculties, graduate employability rate, industrial linkage, intrinsic reputation and other criteria as adapted from Times Higher Education (THE) ranking template.

Intra-Organisational Human Factors' Functions and Activities: This refers to as management functions, student union leadership and staff union activities in the public universities in Nigeria.

Management Functions: These are managerial responsibilities of occupiers of leadership positions who see to the execution of functions that will enable the universities to attain her goals as contained in the mission statements of the universities. Management functions of interest to this study are generic and grounded in management theory such as planning,

organising, leading and controlling which are operationalized as management practice, administrative and academic leadership, financial and budgetary management, staff management and development, provision and maintaining of academic and physical infrastructure. Also effects of managerial infractions such as financial impropriety, favouritism, nepotism and many more on goal attainment will be investigated

Student Union Leadership Activities: Student union leadership activities of interest are acting as labour union, entering into dialogue with university leadership with the aim of solving problems that affect student body, intermediary between student population and university management, sporting activities and other social functions by student union leadership. Students demonstration and unrest are also important activities to be considered as indices to measure student's union leadership activities.

Staff Union Activities: are industrial relation activities embarked upon by unions such as negotiation, dialogue, work to rule, strike action as the last resort for the betterment of work relation of their members. At the university level available and recognised staff union are Academic Staff Union of Universities (ASUU), Senior Staff Association of Nigerian Universities (SSANU), National Association of Academic Technologist (NAAT) and Non-Academic Staff Union (NASU) and they engage in all these activities mentioned above. These are the unions the researcher will interact with.

CHAPTER TWO

LITERATURE REVIEW

The review of literature for this study was anchored on dependent and independent variables with their indicators or elements being critically analysed /examined.

2.1 Conceptual Review

2.1.1 University Goals Attainment

As enumerated in the background, goals to be attained by the universities are sub-classified into production of skilled and self-reliant graduates, academic excellence in teaching and research, university community engagement/service for society transformation and measuring up to world-class university will be discussed in the review of literature. Essentially, universities are societal creations that have their purposes and goals to achieve. These goals to be attained are expressly stated in the National Policy on Education (NPE) Federal Republic of Nigeria (2013) section 8 (59) and these goals are:

- Contribution to national development through high level manpower training.
- Development and inculcation of proper values for the survival of the individual and society.
- Development of the intellectual capabilities of the individual to understand and appreciate their local and external environment.
- Acquisition of both physical and intellectual skills which will enable the individual to be self- reliant and useful member of the society.
- Promotion of scholarship and community service for national unity and the promotion of national and international understanding and interaction.

Section 8 (60) of (NPE) also state that universities in Nigeria should vigorously pursue these goals through: I. Teaching, ii Research and development, iii Knowledge generation and dissemination and international competition and cooperation and iv Dedicated services to the communities through extra- mural and consultancy services

From these foregoing goals and template for the attainment of the goals enumerated above, Nigerian universities carved out specific goals to be achieved by each of them but the aggregate and harmonisation of the individualised goals signaled that they are seemingly pursuing same goals. Having harmonised individual goals of the universities, the following

goals were arrived at to guide this study; production of highly skilled and self-reliant graduates transformation of society through creativity and innovation using university community engagement/service attaining academic excellence in teaching and research status measuring-up to world class university status.

World class status, teaching and research excellence goals are goals that make Nigerian universities globally visible, relevant and competitive while production of highly skilled and self-reliant graduates and society transformation goals are national developmental goals. Ekundayo and Omodan (2015) described universities as academic communities comprised of intellectuals such as teaching and non-teaching who are in charge of teaching and non – teaching activities for the attainment of goals. Based on this, the important roles being performed by universities as an apparatus of social engineering and societal efficacy cannot be under estimated because these institutions instigated advancement and diffuses societal consciousness in maintenance and adaptive structures of the society (Rotem and Glasman, (1977), Uko and Nnaji, (2015), Oyewunmi and Oyewunmi, (2017). Goal attainment of universities are fundamental to the build- up of society. This is due to their contributions to the production of higher level skills and competencies, which are essential to national development, particularly in the context of globalisation and the agitation to shift towards knowledge-based economies Akinyemi and Bassey, (2012).

University education has been recognized as a fundamental instrument for the construction of a knowledge economy and the development of human capital all over the world (World bank, 1999). According to Peretomode (2007), university education is the facilitator, the bedrock, the power house and the driving force for the strong socio-economic, political, cultural, healthier, and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries. Only human capital can sustain growth Kors, (2008) opines. World Bank (2004) argued that higher education is fundamental to all developing countries if they are to prosper in the world economy where knowledge has become a vital area of advantage. The quality of knowledge which is generated in universities is critical to national development and international competitiveness. It is only quality education that can sharpen the minds of individuals and help transform the society economically, socially and politically. Countries

can achieve sustainable development by improving through training in higher level the skills of their human capitals. From a global perspective, higher level manpower training has been recognized as the primary tool for national development. Such high level educational provision enables the citizens to acquire skills and techniques which are ploughed back into human productivity, creativity, competence, initiative, innovation and inventiveness (Ehiamentor 1988).

(1) The goal of Production of skilled manpower and self-reliant graduates

Universities as organisations have their predetermined set goals and objectives which they always aim at achieving. These predetermined goals include training of individuals in specific field of interest where such individual will acquire predetermined and well-structured skills and knowledge that will prepare him/her for future challenges and make him/her live a meaningful life after graduation. Specifically, the goals of tertiary education are fundamental to the build-up of a successful society. This is due to the production of higher-level skills and competencies, which are essential to national development, particularly in the context of globalisation and the agitation to shift towards knowledge-based economies (Akinyemi and Bassey,2012). Universities are knowledge production industry similar to industries that produce industrial products like coca cola or cars.

Universities by definition and role are places of high faculty where knowledge is produced and sold, bought and consumed by willing buyers. For this product to be produced and sold for the willing buyers, the management of the organisation (i.e. the universities) must have put in place management attributes that will make the universities to be effectively and efficiently administered and will go out into society and give to society through leadership or through civic duties. As knowledge generators, they are research institutions, to provide new knowledge, to change paradigms, to aid society in its development and in meeting new challenges as they come along”. “The main function of the university really is to make a significant contribution to civil society. Obviously, the education that we provide to our students, preparing them for their contribution to society is a key function. We create new knowledge. That is a key and important part of any research led intensive university, the link between the two is particularly important to us here at the University of Leeds. We think they feed on each other, and of course, interpreting all of that into things that are of use to

impact on society. Those, to me would be the key functions of any university”. In Nigeria, universities are established like their contemporary to serve society their service to society is in folds. Universities offer services in form of academic and intellectual leadership, impacting on society through their research output which make society to be more friendly as against hitherto hostile climes. Also with research output, new technologies that make things to be done better are invented.

The importance of higher or university education cannot be overemphasized; no wonder in 2000, UNESCO accelerated the efforts of the International community for the expansion of higher education for development, with a focus on high level manpower training that will drive knowledge economy a prerequisite to globalisation for the countries of sub-Saharan Africa to enjoy the benefits of globalisation. Based on research and intensive discussion and having conducted under a two-year period, it was concluded that, without more and better higher education, developing countries will find it increasingly difficult to benefit from the global knowledge – based economy (The World Bank 2000). The power of higher education in Africa has undoubtedly not only been underestimated for decades by African governments, but it has also been regarded as a luxury meant for a few and thus neglected tertiary education as a veritable means of driving economic growth and mitigating poverty (Kuhn, 2011).

It is now common knowledge that education, science and research are essential for a country social and economic development. As Knoop (2011) noted, besides human resources, knowledge is the key factor for development. As a result of globalization, knowledge is increasingly becoming the major locational advantage in international competition. Consequently, only countries that have adequately trained human resources and effective academic system can benefit from globalization. It is higher education institution especially universities that are designed and possess the capacity to provide the required level of knowledge and skill to trainees. An efficient higher education, (HE) institutions performs a variety of functions that are essential for a country’s development. Universities train the specialists and managers (including Higher Education Managers) who will initiate development and change processes in their countries. Research, one of the cardinal obligations of university education, can provide relevant knowledge and development of

appropriate technologies that fit local level needs. Besides the traditional roles of teaching-learning, research and community service, universities play broader roles that lead to sustainable human development.

Janetzke and Scheidtweiler (2011) quoted the inspiring words of Kofi Annan, former United Nation Secretary General on the subject thus “I believe that the university must become a primary tool for Africa’s development. Universities can help develop African expertise; they can enhance the analysis of African problem; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights; and enable African academics to play an active part in the global community of scholars.

Universities have remained the most virile vehicle for the transmission of ideas, skills, history and culture from one generation to another all over the world for the perpetuation of socio-economic development, human survival and self-improvement and man’s ability to conquer his often hostile environment and thus improve living standards and life expectancy. The value of our knowledge in the areas of medical science, agriculture, engineering, technology, law, political economy, to mention but a few and its impact on human welfare, orderly living and overall development can hardly be underestimated. Life in any of the global climes would be inconceivable without the advancement that men has made in the science of food production, health care, information dissemination, communication, good governance and other areas of learning especially in the 19th and 20th centuries. Life is becoming increasingly complex in the 21st century and it would require a welladapted and efficient system of university education to overcome the challenges being posed to our environment, health, food security, security of lives and property and good governance.

Empirically, various discoveries in nuclear energy, bio-medicals and several other developmental discoveries were made possible through researches being conducted in the universities. Meaningfulness of life generally is made possible through inquisition by researchers who are trained and work in the universities. It is not an exaggeration to say that without science and technological discoveries life will not be habitable and friendly and that is why science is making a hitherto hostile environment to become friendly. These are made

possible through researches and the executors of researches are trained through those universities, investment in higher education by any government should be seen as investing in infrastructure that aids societal developments. Economic development in the world we are living today is predicated on knowledge. Invariably we are saying that the world economy thrives on knowledge. Consequently, any country left behind in knowledge acquisition cannot fit into the modern day knowledge driven economy and that is the reason why nations of the world must strive to have at least a world class and research university.

Politically, era of mediocrity in handling of political offices was gone because politics is about administration and sound minds are the requirement for efficient and effective administration of any organisation. From experience university is the training ground for the would be future politicians who possesses sound minds and intellectual capabilities to administer a nation. All spheres of human endeavours require sound training, necessary epistemological skills acquisition; even theology requires training and all these are obtainable in the universities hence the role of universities in the training of high level manpower cannot be relegated to the background by any nation.

But surprisingly, the role of production of self-reliant and highly skillful manpower by the universities appears not totally fulfilled because Nigerian graduates appear skillful in their area of discipline but not generally skillful Nigerian universities by their mission statements are expected to train high level manpower which from all indications are being achieved as the graduate skillfulness are subject specific and this appears to be the reason for high rate of unemployment in the country because once employment cannot be gained in the specific subject skill possessed by the graduate he become unemployed whereas if the training had allowed for flexibility such graduates will be able to adjust and adapt to prevailing situation. With respect to attainment level of self-reliant and highly skilled manpower, Nigerian universities graduates in the 70's and 80's measured up to their callings because they were able to fill the vacancies created with the exit of expatriates at independence. Even beyond independence Nigerian universities appear to have standard curricular that impart the required skills in the subject specific area of each graduates. No wonder Nigerian graduates that managed to go abroad had proven their worth by competing favourably well with their contemporaries abroad and even excelling in some situations. Relatedly, Nigerian graduates

of 70's, 80's and 90's are the captain of industries, captain of corporations and heads of ministries, departments and agencies (MDAs) in Nigeria today. So with this numerous achievement of Nigerian graduates it could be inferred that Nigerian universities appear to have recorded high level achievement in highly skillful manpower training. But in the contrary the self-reliant graduates goal attainment appears not yet attained because university curriculum is not adaptive to the socio-economic changes and situation of the nation.

The implication of this is that with increased access to secondary education in Nigeria caused by free and compulsory primary education programme of Universal Basic Education (UBE) which according to the National Policy on Education, (FRN, 2008) stated that UBE covers the first six years of primary education while the rest three year is for junior secondary education which is meant to be universal, free and compulsory (9.3.4), hence, the government states that sanctions shall be imposed on society, parent or guardian who would prevent children or adult from benefitting from education. With this increased access more students find their ways into the universities, the curriculum and admission policy of universities was not immediately adaptive to the changing socio-economic environment to admit more students into vocational and technological skills courses. Instead students were being admitted to humanities, Arts, non-vocational and technical course which made graduates not to possess employability skills. This inevitably makes most Nigerian graduates less self-reliant. To correct this, more developmental and entrepreneurial universities were established to train students in employability skills. Universities of technology, agriculture, education, medical science were established with the aim of training students to possess employability skills but the unfortunate scene about this laudable development is of two folds (i) it appears that due to lack of adequate funding and non-provision of required academic infrastructure the in-depth analysis of course content and practical teaching that will expose student to practical skill acquisition seem not adequately executed such that the employability skill appears not acquired or assimilated by graduates. This implies that the creativity and innovative skill needed are not imbibed by the graduates of these development or entrepreneurial universities. (ii) the culture of attaching importance to white collar job by

graduates appear to be affecting the desire to be self-reliant. With this scenario, it appears that self-reliant attribute is lacking in the graduate output of Nigerian universities.

(2) University Community Engagement/Service for Transformation of Society through creativity and innovation.

This is an important goal which appears to be highly beneficial to the university and society. This goal is mutually beneficial to society and the universities because the universities are a creation of the society. The society's expectation is return or reward or benefit of creation and when universities are able to give benefit to society, the universities in reality will be able to justify their essence and would be able to expect and attract necessary support from society. These will be through funding, provision of physical and academic infrastructure, donor agencies will be encouraged to assist the universities, philanthropist and alumni contributions will be encouraged as well. If the universities will be able to impact on society, the concept of creativity and innovation must be appreciated and understood by the key players of the universities and society.

Contemporary society is characterized by rapid and complex change process encompassing all spheres of life. Creativity has been identified both as a key factor for adequately addressing the challenges caused by these changes as well as a major driving force towards knowledge creation, social and economic advancement through the development of a knowledge society. Progress towards a knowledge-based society and economy will require that universities as centre of knowledge creation and their partners in society and government give creativity their full support and attention. The complex question is if the future will not be solved "by the book", but by creative, forward looking individuals and groups who are not afraid to question established ideas and are able to cope with the insecurity and uncertainty this entails, then knowledge being created by the universities must be problem solving knowledge that will be useful for solving ever mounting societal problems. If Nigeria stakeholders should not succeed in strengthening creativity in her higher education institutions, the very goal of a Nigerian knowledge society would be a mirage, mere wishful thinking. Purely mechanistic approaches geared towards reaching predetermined targets will definitely not allow higher education institutions in Nigeria to contribute meaningfully toward this goal.

The essence of imparting creativity and innovation skills in the graduates is that offering an education that does not only serve the needs of the labour market but also equips graduates with a sound basis for contributing to society in many different ways, Also, striving towards providing society with innovative services that build on the institutions expertise in knowledge impartation research are the very essence and major strengths of higher education institution activities.

Attainment level of this goal of transformation of society is relative due to the fact that creativity and innovation are individualistically, faculty-wise and institutionally centred. Society has been transformed through creative and innovative actions of few individuals such as; great singers and musicians, medical experts, evangelists, poets and play-writers and many more. Political leaders through robust and impactful policies such as Chief Obafemi Awolowo (Nigeria), Kwame Nkrumah (Ghana), and Nelson Mandela (South Africa) have impacted positively into their respective societies. It must be noted that society transformation may not necessarily be the outcome of university education alone but rather sometimes from the creative ingenuity of individuals. The focus of this study is to investigate the impactful contributions of universities creativity and innovative roles into society transformation and Nigerian society appeared to have been transformed in various ways through creativity and innovative roles as follows:

Through creativity and innovation the Nigerian society that was hitherto full of crudity is now a haven of modernity. Most of occupations like farming, blacksmithing and many more that were hitherto done primitively are now carried out with modern implements. Some cultural beliefs and concepts such as “abiku” meaning incessant children’s death caused by sickle-cell anemia, but was never known to be the cause of the incessant death, has now been known through university bio medical research activities. Technology transfer was made possible through adaptive training being given to graduates by the universities. Industrialisation was made possible through innovative education obtained from the university. Globalisation is enhanced through knowledge driven-economy, information and communication technology. Historically, societies have witnessed different stages of human civilisation centering around knowledge. Based on advancement in knowledge, societies

have been changing, transitioning and transforming. Most of these paradigms have been determined by human endeavor to harness nature through exploration, knowledge and research. Universities and other higher education institutions (HEI) in general have been instrumental in catapulting the desires of mankind to greater heights. Critical thinking, accessibility to education and freedom of knowledge have been fundamental in this process of changing societies or to use the expression society in motion. Human nature is also metamorphosing with the passage of time, underscoring the connection between knowledge, societies and human beings.

Contributions of universities to transformation of society is developmental because tracing the sequence, in the earlier phases of history of mankind still unfamiliar with boundless potential of human nature and the universe, liberal arts led to man's understanding of nature, the universe, society and man. As the human civilisation progressed through agricultural and industrial revolutions, science and technology dominated scholarship and research output of universities. In the present day context, people talked about knowledge-based society and knowledge-based economy. The dynamics of the changed circumstances posed by globalisation, proliferation of knowledge and information and other social, economic and political transitions demand an increased understanding of the paradigms of the world today. The challenges posed by illiteracy, poverty and income disparities have compounded the problem of instability and insecurity, particularly in developing countries and most especially Nigeria where "boko-haram", herdsmen brutality affect the atmosphere of the country. The universities role in arresting and possibly reversing some of these trends can become even more essential and meaningful through 21st century-problem solving-specific training, research and knowledge.

Consequently, in helping policy and decision makers along with others stakeholders in the society, universities do and can play a constructive role in promoting public goods, service delivery and in meeting various challenges including the Millenium Development Goal (MDGS) for 2015. If developing countries will graduate to meet advanced countries socio-economic transformation has to be steered in a way that they promote prosperity, development, and peace in these societies. It is therefore critically and crucially essential to understand the different ways in which universities and other (HEI) "generate, contribute or

inhibit social- economic and political changes” A crucial goal for the 21st century is Education for All (EFA). This is because “expanding and improving education are key to adapting to change and confronting these challenges.

Moreso the benefits of quality education result in “more rapid and sustainable economic growth and development in assessing the achievement or attainment of this transformation goal of the university on society .It appears appear safe therefore to say that Nigerian university have been able to attain reasonably on this goal considering these metrics.

- (i) Several quality graduates have been produced by Nigerian universities who have succeeded in their respective professions such as captains of industries, emeritus professors, renowned physicians (local and international) competent researchers and acclaimed public administrators. Through their activities these professionals and highly competent individuals have impacted positively into the society.
- (ii) Through education, primitive cultural beliefs have been jettisoned for the betterment of society. Such shift in paradigm include killing of twins, giving birth to twins was hitherto seen as an aberration and abomination, genital mutilation, tribal marks and many more have been drastically reduced through university education as graduate from these universities through extension services educated the society on the primitive nature of such cultural beliefs.
- (iii) Through research by universities especially in medicine and pharmacy some hitherto killer diseases such as heart failure, diabetics, Aids and HIV have had their killing tendencies reduced if not totally eliminated due to researches, Also bio-genetic discoveries have made incessant death of young children born from genetically incompatible couples who produce sickle cell anemia children otherwise called (Abiku) in some cultures. Researches has made it abundantly clear now that couples should check their genotype before marriage. This is to avoid giving birth to sickle cell children.
- (iv) Through HEI knowledge impartation effort, some traditional belief that women’s place is in the kitchen have long been jettisoned because the clamour for the girl child education and education for all (EFA) have been able to remove exclusion of women in education. Also with superlative performances of women who were

opportuned to be educated, the era of women's place is in the kitchen had long been forgotten. This is another society transformation role of Nigerian universities.

- (v) Universities have empowered the policy makers to be more proactive in their formulation through critical analysis and constructive criticism of public policy for the betterment of society. For instance, public private partnership (PPP) policy adopted for some government projects have enabled some level of quality service delivery of some hitherto moribund economic outfit of government. Era of mass wastages in government resources have long gone. Corporation that were hitherto running at loss are now running at a considerable profit margin and are rendering quality service to the society through public private partnership policy management strategies.
- (vi) Effectively, universities in their bid to transform society must have linkages with government and industries to be able to perform transformative role of enhancing political upliftment and economy emancipation of the country. These are being done by Nigerian universities because the policy criticism (economic, political and social) domiciled in the universities. Also, research output of the universities are impacting on industries output making such industries output to be more beneficial to the society.

In the final analysis it appears laudable to infer that Nigerian universities have transformed society in numerous ways mentioned above.

(3) Academic Excellence in Teaching and Research Goal

Goal of achieving centre of academic excellence in teaching and research is another goal that appears inevitable if the university will impact on society in terms of innovation and entrepreneurial role. University becomes a centre of academic/research excellence when such university is enabled to embark on advanced research whose outcome is impactful on the industries and ultimately the society, and also when the graduates are well sought for according to Salmi (2009). The meaning of academic excellence goes beyond obtaining good grades by students but it includes university having talented faculties and talented students who will wish to study under best brains, also admission policy of such universities

must be based on meritocracy not quota system. The recruitment policy must attract best brains from within and outside. Sustaining this academic excellence will also be approached from a personnel policy that will promote coaching and mentoring when young but talented and promising academics and researchers will be mentored to sustain the tempo of academic excellence such that no vacuum will be experienced. World class university ranking and centre of academic and research excellence status are corollary to each other but the minor difference has to do with quality teaching culture and advanced research emphasis upon which such university will generate more research income per academic staff and more industry income from research.

The quality of teaching and advanced research which will produce top flyer graduates and impactful research output by adjudged academic excellent university normally boost the public image of such universities. This enables such universities to be centres of attraction to talented academics (local and international) and talented students (local and international). This attribute make such university internationalised. In the Nigerian context, the level of attainment of academic and research excellence goal varies from one university to another. For example the University of Ibadan's decision to transform itself to have more graduate students than undergraduates is an indication of its desire to strengthen its research focus and output which is a key feature toward attaining world-class and research university status.

Still on attraction of talented students, attracting talented students from within, the universities of Ibadan, Lagos, Ife embark on stringent measures of admission like post UTME examinations to ensure that admitted students are of high quality and are top flyers. This measure had given these universities high quality public image and this continually endeared the universities to high quality and talented students from within and internationally. Employment related issue is that top-edge academics are attracted to these top-ranked universities (not THE, SJTU and webometric ranking) for job. The availability of top-edge academics plus talented students admitted through highly competitive examinations, special fund allocation from TETFund to these top universities, good governance and relatively favourable management framework appear to make the

universities to enjoy an upcoming status of academic excellence and research university status.

Going by the latest (2018) ranking by Webometric, the ranking result show the list of top 10 best universities in Nigeria.

Table2.1 Results of Webometric Ranking of Nigerian Universities

S/N	UNIVERSITIES	RANKING POSITION	REMARK
1.	Ahmadu Bello University (ABU)	1 st	The university has a very popular and reputable medical program with its own A.B.U Teaching hospital which is one of the largest teaching hospitals in Nigeria and Africa.
2.	University of Lagos	2 nd	The university has built a legacy of excellence and has been instrumental in the production of top range graduates impact, directly or indirectly, on growth and development in Nigeria. The honours and awards testify to the positive impact of the Unilag on education and academic matters in Nigeria.
3.	ObafemiAwolowo University (O.A.U) Ile Ife	3 rd	In the 70's and early 80's, the University attained a foremost position among universities in Africa with a vibrant academic and social atmosphere and a high international reputation. Today, the university celebrates a rich tradition of excellence having produced from among its staff, a Nobel Laureate and four National merit award winners.
4.	University of Ibadan U.I.	4 th	The University offers both undergraduates and post graduates degree with more emphasis on doctoral degrees to boost her research output. Admission to the University of Ibadan is however very difficult, competitive and highly sought for.
5.	University of Ilorin	5 th	It was one of the seven institutions of higher learning established by a decree of Federal Military Government in 1975 to implement the educational directive of the country's Third National Development plan, which was aimed at providing more opportunities for Nigerians aspiring to acquire university education.
6.	Covenant University, Ota	6 th	It is a growing dynamic vision-birthered, vision-driven university established on a pioneering excellence at the cutting edge of learning. It aimed at developing and raising total men who will go out to develop the world.
7.	University of Nigeria, Nsukka (UNN)		The University was modeled upon American educational system with a vision to place herself in the forefront of research and development, innovation, knowledge

		7 th	transfer and human resource development with global academic terrain.
8.	University of Benin	8 th	The University has continued to grow from strength to strength with some faculties, departments and institutes offering courses at graduate, undergraduate, diploma and certificate levels contributing to human capital development of the country.
9.	University of Abuja	9 th	The University is one of the newer universities that has attained this feat of being among the best 10 top universities in Nigeria due to its contributions to human capital development and research output.
10.	University of Port-Harcourt	10 th	The University has faculties and departments where human capital and research emeritus are being executed for national and global needs.

Source: Webometric Ranking Report 2018

(4) Measuring up to World Class University Status.

It appears evident from their individual vision and mission statements that most Nigerian universities, if not all desire to be world-class universities, in the present sense of the word. The question is, is this possible? Is it desirable? The answer is that it is desirable but appears not easily attainable due to huge financial requirement needed to attain the status. But since it is desirable, efforts should be intensified for the attainment more so that it is one of the major aspirations of almost all Nigerian universities and advantages accruable from its attainment is enormous. Alden and Lin (2004), summarized the essential features and characteristics of world-class universities as follows: has an international reputation for its teaching, has an international reputation for its research, has a number of research stars and world leaders in their fields.

This goal is the goal that if attained enables universities to rank high among global universities and purpose of their establishment. It must be stressed that according to Salmi and Altbach (2009), attaining world class or flagship university status and academic excellence or research (elite) university status is more than self- declaration of these statuses but it entails provision of the following metrics of: abundant funding which is indispensable not only for setting up first rate facilities and an appropriate physical infrastructure but also

for attracting and retaining high level academics(*talent war*) (Altbach 2009). University management in Nigeria most times rely heavily on subvention from government which may not be forthcoming and when the fund comes it is always insufficient for procurement of necessary top-notch academic and physical infrastructure that are required to attain world class status and research university status (ASUU 2013). The opportunity the universities had was TETFUND intervention with respect to funding of special projects that enhance academic advancement.

Another important requirement for attaining world class, research university status, is that the university management should strive to attract, recruit and retain leading academics. Most Management of Nigeria universities are unable to retain leading academics not only because of poor remuneration, but also because of poor working environment. This appears to promote .massive drift and moving in droves of renowned academics to foreign countries in Europe, Asia, America, Great Britain and even nearby smaller African countries where they are better valued .This concept is called “*brain drain*”. The agonising thing about this is that these renowned academics could have provided academic and administrative leadership in form of coaching and mentoring, but their mass exodus to foreign countries forecloses this important management function. Added to this, is that, replacement of these highly rated academics seem impossible with the resultant effect that the remaining academics appear not sufficiently prepared experientially to drive the process of attaining world-class and research university status. This appears to account for Nigeria universities not featuring in the first five hundred universities in the world class ranking by SJTU, THE, and Webometrics.

Relatedly, attainment of world-class status and academic excellence centered universities require advanced, impactful and globally visible research output and such attribute can only be driven by highly rated academics who coincidentally had left the country for greener pasture. Due to this it appears that most Nigerian universities are bereft of quality and impactful research output and internationally rated academic publications in internationally rated journals. Consequent on this, attraction of talent with respect to student which is another measure of success appears lacking in Nigerian universities such that international student ratio in most universities admission/enrolment are grossly insufficient thereby making the ratio non-proportionate in respect to the practice in world class rated

universities. A sound faculty and best talented academics attract best student across the globe and this account for high number of Nigerian best talent students (who are financially enabled) having their education in world-class universities in Asia, Europe and America where league of international highly rated universities are available.

Universities as producers, repositories and imparters of knowledge according to Salmi (2011) several inputs such as talent academics, talent students, quality academic infrastructure like latest and up-to-date laboratory equipment, regular supply of electricity, portable water supply and many more for optimal productivity but Nigerian universities appear not having these items in sufficient quantities needless to talk about having them in abundance. With this situation, operations appear not being carried out efficiently, operations like sound impartation of knowledge (*teaching*), generation of knowledge (*impactful research*) creativity and innovation (*community service*) appear not executed efficiently due to factors like outdated/obsolete academic infrastructure, inadequate funding, non-favourable governance and ineffective management framework of those universities, bad ecosystem of higher education institution (HEI) among others.

Additionally, factors like; bad leadership among management such as high handedness, non-involvement of major stakeholders like staff union leaders, student union leadership in critical decision making, administrative and financial infractions such as corruption, embezzlement, nepotism, incessant strike action by labour unions and riotous action of the student union body, observation of agreement reached through negotiation in breach, non-dynamic and non-adaptive curricula and many more, appear to be the reasons for non-attainment of world-class status, academic excellence/research university status and self-reliant and skillful graduate production goals. Non-attainment of these goals by universities in Nigeria have several implications which include: the expected impact or social relevance of the universities to society appear not adequately felt, graduates of these universities appear not self-reliant and not generally skillful instead they are subject skillful.

Possession of university degree is expected to positively impact on the graduates by being able to adapt to all situations but for Nigerian graduates still appear to rely on white collar jobs, graduates of these universities appear not morally upright despite the fact that degrees

are awarded on the strength of academic excellence and moral uprightness as always claimed at the convocation ground. Nigerian universities appear unable to attract best brains in terms of faculty and students while foreign universities were able to engage in talent war which enable them to rank well among comity or league of world class universities. Meanwhile, no Nigerian universities appear in the first five hundred world class rated universities in various rankings by webometrics, Times Higher Education (THE) and SJTU.

Universities in Nigeria appear unable to allow the remaining talent academics to embark on impactful research due to non-favourable academic environment, research grant unavailable and cutting-edge laboratory equipment unavailable which implies that their research exploit is limited by the environment. Emunemu (2009), affirms that Nigerian researches do not enjoy global attention. Due to lack of sound and talent faculty, coupled with non-favourable academic environment caused by incessant strike action by labour unions, as well as frequent demonstration by the student bodies most of potential students of Nigerian origin who could have obtained their degrees from Nigerian universities embarked on academic sojourning to foreign universities where their academic aspirations appear to be met. This has economic implication of mounting pressure on Nigerian currency caused by excessive demand for foreign currency to finance the training rising the exchange rate of Nigerian currency. Also the social implication of this scenario is that Nigerian universities appear not being able to fulfil their mission statement of training high level manpower need of the nation. when large number of Nigerians potential undergraduates have to leave the shores of the country for program they could have within the country, tells much about the quality of educational system of Nigeria.

Key characteristics of a globally recognized top 200 universities

An average top 200 university has a total annual income of \$751, 139 per academic (compared with \$ 606, 345 for a top 400 university), has a student to staff ratio of 11.7:1 (compared with 12.5:1 for a top 400 university) hires 20 percent of its staff from abroad (compare with 18 percent for a top 400 university, has a total research income of \$229, 109 per academic (compared with \$168, 739 for a top 400 university)

Publishes 43 percent of all its research papers with at least one international co-author (compared with 42 percent at a top 400 university)

Has a student body made up of 19 percent international students (compared with 16 percent at a 400 top university).

Institutional characteristics of world class universities are as follows, high concentration of talent (faculty and students)

Abundant resources (for procurement of facilities for rich learning environment and to conduct advanced research)

Favourable governance – encourages strategic vision, innovation, flexibility not encumbered by bureaucracy.

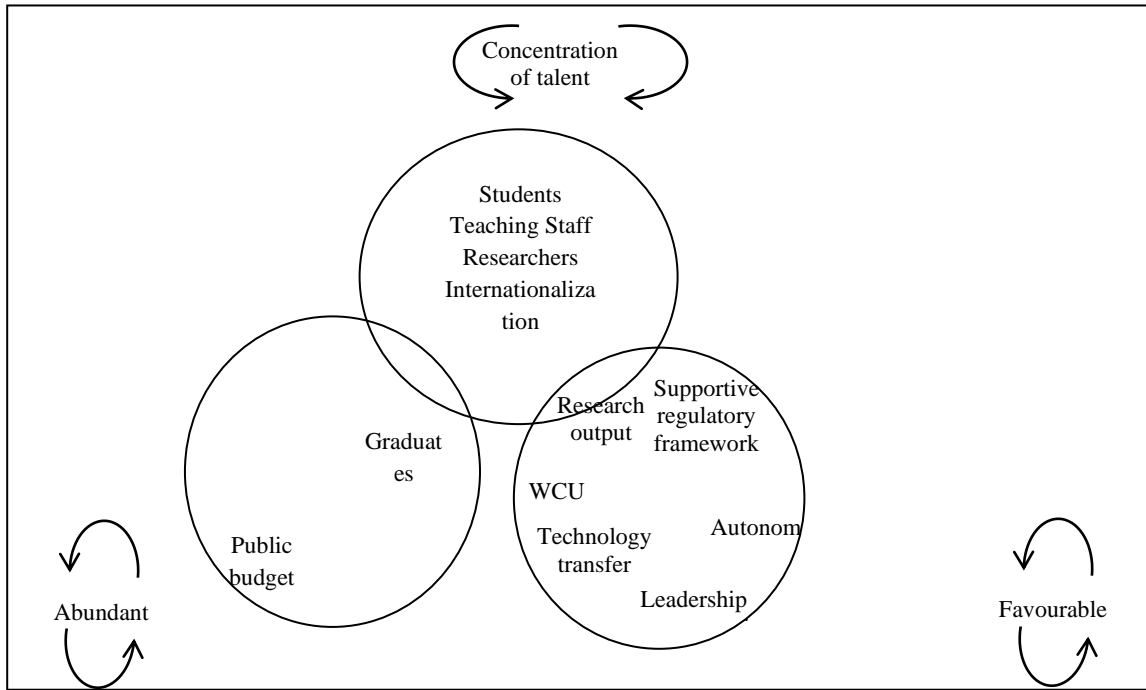
Relatedly, world class ranking by Shanghai Jiao Tong University (SJTU), ranks universities that have Nobel Laureates, Fields medal winners, highly cited researchers and papers in Nature and science as well as universities with significant numbers of publications indexed in the science and social science citation Index. It ranks over 1,200 institutions and publishes the best 500 in what is known as the Academic Ranking of World universities. Also, the Times Higher Education (THE) World university Ranking systems uses data collected by Thomson Reuters through survey of academics from various fields on teaching and research alongside 13 performance indicators grouped into five areas – teaching (learning environment), research (volume, income, reputation), citations (research influence), industry income (innovation), international mix (staff, students and research) THE (2012-2013).

According to (World Bank, 2002) higher education helps countries build globally comparative economics by developing skilled, productive and flexible labour force and by creating, applying and spreading new ideas and technologies. *Further to this (World Bank, 2002, Pg 65) opined that within the higher education system, world class universities regarded as research or elite universities play a critical role in training the professionals, high-level specialists, scientists and researchers needed by the economy and in generating new knowledge in support of national innovation systems.* In this context, an increasingly pressing priority of many governments is to make sure that their top universities are actually operating at the cutting edge of intellectual and scientific development.

The concept “world-class university” has become a catch phrase, not simply for improving the quality of learning and research in higher education, but also, more importantly, for

developing the capacity to compete in the global higher education market place, through the acquisition, adoption and creation of advanced knowledge (Salmi, 2009). With students looking to attend the best possible tertiary institution that they can afford, often regardless of national borders, and with governments keen on returns in their investments in universities global standing is becoming an increasingly important concern for institutions around the world (William and Van Dyke, 2007). The paradox of the world-class university, however, as Altbach has succinctly and accurately observed, is that “everyone wants one” no one knows what it is, and no one knows how to get one” (Altbach, 2009).

The pertinent question is that what does world-class university means?. *According to Salmi (2009,pg 75) world-class universities are those institution who achieve superior results in the form of highly sought graduates, cutting-edge researches and technology transfer.* These results could be linked to three complementary sets of factors found in top universities. Those factors include; high concentration of talent in both faculty and students, abundant resources to support a rich learning environment and to conduct advanced research and constructive governance features that encourage strategic vision, innovation and flexibility which enable institutions to make autonomous decisions and to manage resources without being burdened by high bureaucracy (Salmi, 2009). The relationship between these factors is dynamic and when aligned, they create virtuous reinforcing loops that could lead to reaching the status of a world-class university (Salmi, 2009).



Figour 1.1 Characteristics of a World-Class University (WCU): Alignment of Key Factors
Source: Salmi (2009).

The interpretation of this figure is that world class university thrives on conditions where there is abundant resources through several sources. These resources will be required to attract, recruit and retain talented faculty and talented international students with a proportionate ratio with local students and these will interface with favourable governance. There is a fundamental question which needed to be answered when thinking about establishing a world-class university. According to Salmi (2009), the questions cover a wide spectrum of issues both at the macro and micro levels ranging from the economic rationale of the initiative and the government's role in it to the target student population and how quality and success will be measured. The toughest of them all is the following: does the country need to create a world-class university to achieve its economic development aspirations or are there alternatives and less costly approaches that could be more effective and require less time to achieve?.

On the issue of alternative and cost effectiveness for creating a world-class university, creation of world-class university could be done using three approaches:

- (i) merging of existing universities
- (ii) enlarging or reinvigorating the existing large university through add-ups that will make the university to attain world-class university status
- (iii) starting from scratch a world-class university.

Any nation desirous of world-class university needed to critically analyze the options before her and pick the most beneficial to her but what is certain and obvious is that no nation can do without having at least one world-class university if her aims of knowledge driven-industrialization, a partaker in globalisation and knowledge economy, innovation and technology transfer will be attainable.

In the Nigerian context, Nigerian universities appear far away from attaining world class status because institutional characteristics of world-class university appear unavailable in any of Nigerian universities and the attributes of world class university in terms of abundant resources, concentration of talent faculty and student and favourable governance appear equally not available in the Nigerian context. Nigerian universities are still encumbered with bureaucracy, government budgetary allocation to education sector is far less than 26% United Nations prescribed allocation to education sector. As a matter of fact, budgetary

allocation to education sector is around 1% since the start of democracy in 1999. Arikewuyo (2004), reported that since the advent of democracy in 1999, funding of education dropped from 11.12% to 1.81% in 2003, UNESCO (2000) reported that unlike Nigeria which spends an average of 1.1% of its Gross Domestic Production on education, other countries like Ghana spends 3.6%, Kenya 6.2% and Zimbabwe 9.5%.

Also, Nigerian universities appear not enjoying absolute autonomy required for effective functioning of world-class university. Strategic decisions that will propel university growth to world class university status cannot be taken by the university management. In-fact, National Universities Commission's benchmarking and quality control function is a way of censoring the operations of the universities in terms of what they can teach or research into. All these conditions appear not making the Nigerian universities a world-class status.

The few universities that came close to the first one thousand universities in the world-class university ranking are University of Ibadan, University of Lagos whereas four universities in South Africa featured among the first five hundred universities in the world-class universities ranking. The positions of many universities in Nigeria and even Southwestern part of the country, the focus of this study appears unpleasant. In the final analysis, world class aspiration of Nigeria universities appear to be mere aspirations which may take a longer time to be attained but it appears obvious that the goal is still desirable to all the universities and its attainment is still being vigorously pursued by the universities.

University's public image caused by level of attainment and its effect on attraction of students (admissions) and staff (employment) to the university. Some universities in Southwestern Nigeria appear reputed to have academic excellence in some fields of study. And because of their reputations such universities endeared themselves to students, rushing to be admitted into such courses.

Aside some of the universities being reputed for having academic excellence in some specific fields, some appear to enjoy national and international reputation in academic excellence in about 90% of their programs. For example, University of Ibadan appears to enjoy national reputation in the field of medicines and surgery, veterinary medicines,

education and Arts related courses. Even in the world class university ranking, University of Ibadan came before any Nigerian university in the ranking and this appear to happen because the university is reported to have high number of postgraduates students numbering up to 50% of the entire student population which is a means toward having mass of researchers in the university. With these attributes the university appear highly attractive to students in terms of admission. It appears that prospective candidates seeking admission to Nigerian universities would love to pursue their degree program at the University of Ibadan.

Relatedly, the university's admission policy is highly stringent to the extent that it's only the very best students that get admission into the university. Going by statistics, yearly students' subscription or expression of interest to the university is always high but eventual admission get to small percentage, for instance in the 2017/18 academic year 53,851 candidates applied to University of Ibadan but only 3,552 students were admitted. With this high national and international reputation, many international students enroll for admission into the university especially at post-graduate level and at undergraduate level many international students enroll for Medicine and Surgery, Veterinary medicine and Economics. These qualities appear to attract best faculty nationally and internationally.

Universities that equally enjoy high national and international good public image in terms of academic excellence are; ObafemiAwolowo University, University of Lagos, OlabisiOnabanjo University, Federal University of Agriculture, Abeokuta (FUNAAB) and Federal University of Technology Akure (FUTA).

ObafemiAwolowo University is highly reputed for culture preservation and enhancement, its academic excellence pervade all discipline but the university excel spectacularly in the field of law, culture and environmental design and studies. These attributes appear to attract best talented students and best faculty locally, nationally and internationally.

University of Lagos being a cosmopolitan university is located in urban centre. Despite its high cost of living and accommodation it still appears attractive to students and best faculty because of its academic excellence reputation in the field of Medicine, Engineering and Technology, Environmental design and studies as well as Law. Infact, Unilag is the only university that makes its College of medicine to be run on a full fledge separate campus of the university.

OlabisiOnabanjo university, despite being a state owned institution enjoys some high reputation of academic excellence in the field of Law because during 2010/2011 and 2011/2012 academic sessions, the product of the university from the Faculty of Law excelled as best graduating students in the law school. The university excels in other disciplines and this appears to account for student's attraction for admission into the university, also high caliber academics are attracted to work for the university. Another significant academic excellence of the university manifested in the university's Medical program with some feats achieved at the OlabisiOnabanjo University Teaching Hospital (OOUTH).

FUNAAB and FUTA being development universities have excelled in their respective mandates of agriculture and technological training. These attributes made them to appear attractive to students and best faculty. Lagos State University (LASU) is another academically wonderful university. The university equally enjoys academic excellence in Law and Management sciences. Their products in accounting have recorded academic successes in professional bodies like ICAN, Chattered Institute of Personnel Management, Nigeria Institute of Management and many others. This had equally made the university to appear attractive to both students and faculty.

In the final analysis, it appears that Nigerian universities may not have succeeded in attaining world-class status but each of them appear to have their areas of academic excellence which attract students for admission into their respective programs. No university in the Southwestern Nigeria suffer dearth of student enrolment, instead they appear to have more than enough students. But the excess in students enrolment may be attributable to increased access in secondary education which made available more students seeking admission into the universities and the limitations in the carrying capacity of the universities.

Some universities have student- centred programs and facilities which make the students stay in the university highly conducive and memorable as part of reputation and public image which appear to attract students and best faculty. For instance, University of Ibadan, Obafemi Awolowo university, University of Lagos all because of their location and

provision of recreational facilities make the universities attractive to both talented faculty and students. This locational advantage cannot be compared with universities located in rural setting like Adekunle Ajasin University AkungbaAkoko, Tai Solarin University of Education, Ijagun and OlabisiOnabanjo University, Ago-Iwoye.

Consequence of Low Goal Attainment of Public Universities

The measuring metrics used in this study for goal attainment are world-class status, academic excellence, production of highly skilled and self-reliant graduates and society transformation through creativity and innovation. These goals if attained would place the universities in a steady condition and position to solving societal problems as it is being done by elite universities in advanced climates. Attainment of these goals vary in two layers. The first layer is level of attainment of these goals by each university and the second layer is level of attainment of specific goal by a particular university in relation to other goals and in comparison with other universities both home and abroad. World class status is a goal aspiration by virtually all the universities that will be covered by this study, but surprisingly this particular goal appears elusive and mere aspiration by virtually all the universities covered by the study except the University of Ibadan that appears to be making efforts to attain world class status. The implication of this particular goal non-attainment are:

- (i) The needed international knowledge impartation (teaching) and knowledge creation (research) for knowledge-driven economy which is a cogent requirement for globalisation appear unavailable to Nigerian society. From literature, world class universities countries that have them have several advantages and that is the reason for Altbach (2004) statement that everyone wants world class university but no one knows what it is to be a world class university and how to get one.
- (ii) International fame and recognition attributable to world-class universities appear unachievable by Nigerian universities.
- (iii) Nigerian universities seem not internationalized in terms of faculty, students, research output, scientific journal publication and many more.
- (iv) Brain-drain is prevalent in the society because, best brains from within the country feel unactualized due to unfavourable working environment occasioned

by poor infrastructure and poor working condition aside poor remuneration (HEI eco-system).

It must be recorded here that contrary to the unwholesome situations affecting the Nigerian universities in recent times, Nigerian universities in the 70s and 80s were epitome of academic excellence, highly attractive to both staff and students. According to Kazeem (2009), the 1980s saw Nigerian universities as examples of excellence in academic and a pillar on which the nation's developmental hope rested. The working conditions were satisfactory, adequate academic staff in quality and quantity, university students were adequately taken care of in terms of accommodation, conducive rich learning environment, and adequate physical and academic infrastructure.

Infact, the universities of 70s and 80s featured though few universities at and after independence, but undoubtedly possessed world-class status with outstanding success in almost all the disciplines producing graduates that compete favourably well with foreign graduates of world-class rated universities in UK such as Oxford, Cambridge, USA such as Harvard, MIT and Asian universities. But with dwindling fortune in goal attainment in recent years, Nigerian universities appear unable to join the league of highly rated universities (THE, 2018). This position was buttressed by Manufacturing Association of Nigeria (MAN 2017 Sectoral Report) when it complains that Nigerian universities are not producing graduates to meet their needs and that in the not-too- distant past, nigerian university graduates were priced jewels sought after at home and abroad by employers of labour but the reverse is the case now. Corporate organisations demonstrate some level of caution in engaging Nigerian universities product who are hardly functional and utility based.

The academic excellence status is equally a goal desired by all universities because of the numerous advantages attached to attainment of the status. An academic excellent university is an elite and research university and a research university has the attribute of commitment to excellence in research and teaching and to furthering career development for young academics. Also a research university requires institutional independence of universities be acknowledged and guaranteed.

Attainment of academic excellence in research and teaching by Nigerian universities is being thwarted by various problems attributable to unfavourable eco-system prevalent among HEI. Some of the factors responsible are:

- (i) Loss of talent faculty to foreign countries due to poor remuneration and unfavourable working environment
- (ii) Talented students (local and foreign) whose parents are having high socio-economic status drift towards foreign universities that are highly rated as research universities to obtain highly rated degree certificates.
- (iii) Graduates of Nigerian universities have limited competitive edge (if any) in the educational market place.
- (iv) Absolute autonomy required by research university to avoid bureaucratic encumbrances which most times affect the speed at which research universities should operate seem not available for Nigerian universities, making them to appear not ready or enabled to become the research university that would have enhanced the academic excellence status.

The other two goals of production of self-reliant and highly skilled manpower and society transformation through creativity and innovation are goals which to a large extent have been achieved by the universities. Nigerian graduates may not be totally self-reliant but they are highly skillful in their subject specialisation and this accounted for their good performances at work especially the 80's and 90's graduates. Of course, the recent graduates that appear not sound enough is a statement that cannot be generalized because some graduates who pass through due process of meritocracy are always able to defend their qualifications, but for some who cut corners and are still able to graduate appear unfit to defend their certificates. Also, Nigerian societies appear to have been tremendously transformed in many ways through university education.

Finally, it appears that while the non-attainment of world class and academic excellence status goal might have disabled Nigerian universities to enjoy international fame and recognition, the relative attainment of the two other goals of skilled graduate production and society transformation seems enabled the institutions serve the purpose of their establishment. In the word of Hawawini (2011), stated in a recent article on

internationalisation of HEIs, “Any attempt to transform themselves (HEIs) into truly global institutions is unlikely to succeed and may divert them from their fundamental mission to educate their home based students and help them become effective global citizens”.But it must be noted that becoming effective global citizens is a function of being trained in an environment where highly talented faculty exist and adequate academic and physical infrastructure are sufficiently available so that the output will not be half-baked graduates but highly sought for graduates in the international education and labourmarket. This situation (decadence and rottenness in academic and physical infrastructure of Nigerian universities) appear to be one of the reasons for incessant ASUU strikes (most recently 3month strike Nov 2018-Feb 2019 and the latest strike of 14th February to 16th October 2022) because university students appear to being trained in an academic environment where laboratories are non-functional due to lack of edge-cutting equipment and laboratory consumables.

This remark by Hawawini on Nigerian universities to focus on training of students (home-based) to become effective global citizens appear one sided and not suffice to ignore the need to train graduates in the modern day knowledge and information driven economy. Nigerian home-based trained graduates appear to be deficient in internationally compliant skill acquisition and technical know-how that will truly make them effective global citizens. It is a fact that Nigerian has a large number of higher educational systems in Africa both in terms of number of institutions and students enrolment. However, due to the country’s focus on providing access to higher education, enrolments and number of higher institutions has grown-up exponentially over the last two decades such that its quality has emerged as the biggest challenge for the country. This is being manifested through symptomatic indicators like lack of research capabilities, graduates high unemployment rate and negligible presence of Nigerian institutions (except University of Ibadan) in world rankings.

In line with goal setting and deliberate policy construct focused toward its attainment, countries like Russia, Malaysia, India, Singapore, China,Japan (The 211 Project planning and 985) instituted some deliberate program for the actualisation of world-class and research universities status for some of their universities after realising the importance of having at least one world-class rated university in their respective countries. This is unlike

Nigeria that has the aspiration of having 20 world-class rated universities by year 2020 (20-2020) and yet no concrete action appear to have been taken to have just one university rated world-class even by year 2019 just a year to the (20-2020) target. China hopes to have at least 10 world-class universities by year 2035 with vigorous investments for its actualization. If it is the desire of Nigeria to have world-class university(ies) the following strategies appear needed for actualisation of the aspiration. The first strategy is to determine the mode of actualisation either through (i) upgrading existing institutions (ii) merging existing institutions (iii) creating new institution

This concept of mode of actualisation of attaining world class universities was better explained by Jamil Salim (2009), on the table created by him captioned costs and benefits of strategic approaches for establishing world-class and research excellent universities.

Table 2.2 Approaches to the achievement of world-class and research excellent universities

Conditions	Upgrading existing institutions	Merging existing institutions	Creating new institution
Ability to attract talent	Difficult to renew staff and change the brand to attract top students	Opportunity to change the leadership and to attract new staff, existing staff may resist	Opportunity to select the best (staff and students) difficulties in recruiting top students to “unknown” institution, need to build up research and teaching traditions.
Costs	Less expensive	Neutral	More expensive
Governance	Difficult to change mode of operation within same regulatory framework	More likely to work with legal status different from that of existing institution	Opportunity to create appropriate regulatory and incentives framework.
Institutional culture	Difficult to transform from within	May be difficult to create a new identity out of distinct institutional culture	Opportunity to create culture of excellence.
Change management	Major consultation and communication campaign with all stakeholders	“Normative” approach to educate all stakeholders about expected norms and institutional culture	“Environmentally adaptive” approach to communicate and socially market the new institution.

Source: Jamil Salmi (2009).

The second strategy is to key into globalisation concept. Globalisation is the tendency towards convergence and integration (Held, 1999). This concept is all about a country catching up with the global trend of knowledge economy and high-tech information strategies. Globalisation is the current paradigm that explains the strategy which enables country's economy to move in tandem with the spate of knowledge and information technology driven economy the world over. Each country will first and foremost have internal mechanisms that will make it globally ready by generating knowledge that is globally inclined and relevant, and possess information network that will enable the country to launch herself into the global arena. This will enables countries to enjoy international knowledge comparison and be availed, and be able to consume such external knowledge created (research). Other management strategies that will be required for attainment of world-class and research university(ies) status are:

- (i) Relaxation of some stringent regulations such as indigenisation act that appears to make appointment into key positions in the (MDA's) the exclusive right of Nigerians. This policy or act if not relaxed will make appointment of talented faculties uneasy task and the requirement of internationalisation of university operations will appear not achievable. Relatedly the immigration policy must not be too stringent to allow inflow of talented international students that will complement talented faculties.
- (ii) Absolute university autonomy must be allowed in the area of what to teach and what to research. Collaborative research efforts must be encouraged because it appears to be the new paradigm in international research efforts. There is a growing realisation across the world that collaborative research is more valuable and effective in tackling global economic, social and environmental problems.
- (iii) The nation should set realistic and achievable targets of numbers of university(ies) that it hope to make attain world-class status and to be simultaneously followed by concerted pragmatic actions that will be able to achieve the set goals.
- (iv) Having chosen the approach to use out of the three approaches in achieving world-class status goal, the nation should be prepared to be generous in funding

the project because world-class status attainment is an expensive project but beneficial in many ways economically, socially and globally.

- (v) Another important strategy, universities must move toward internationalisation of their operations because internationalisation facilitate the osmosis of educational ideology, pedagogy and outlook. The benefits of internationalisation of educational operations had long been realized and appreciated by the West, because they have, for long known that education and spread of knowledge are essential tools to remain competitive in a fast changing global economy increasingly based on knowledge and information transfer. A constant exchange of ideas has led western countries to become more dynamic and the inflow of overseas students has greatly enriched the culture through their knowledge base, hard work and value system.

Internationalisation entails:

Creating globally – reputed institutions

Connecting with the best institutes globally

Attracting international students and faculty

Building a culture of research innovation and entrepreneurship to enable qualitative economic growth

Becoming a hub of global talent.

2.1.2 Management Functions

Management traditional functions include planning, organizing, leading and controlling. Management as drivers of progress and academic growth of HEIs that guarantee attainment of the goals are expectedly required to provide academic leadership function that affirms effective teaching, cutting-edge researches, coaching and mentoring. Financial and budgetary management, Student and Staff personnel management and development, Student related responsibilities, Provision and maintaining academic and physical infrastructure to enhance university goal attainment. According to Idumange (2002), university managers, like all other managers in different organisations have a set of roles to perform if the predetermined goals of the universities would be attained. Planning function as a prime mover in a bid to attain university goals include operational, tactical, strategic, and

contingency plannings. Some of these roles include robust and fantastic human and material resource management (planning function) encouraging scholarly publications and professional journal articles and cutting-edge researches (effective operation planning and management) This study investigated relationship between management functions and goal attainment using the functions highlighted above (officially gazetted/positive roles) functions of management which have planning, organizing, leading and controlling as the indicators while (ungazetted/negative) activities such as administrative infractions, bad leadership style influences were considered to determine if they contribute to the non-attainment of set goals.

The four pivotal goals of the universities being investigated by this study as highlighted above are world class status, academic excellence, production of self-reliant and highly skillful manpower and society transformation through creativity and innovative drives. These goals are attainable if appropriate planning, efficient organization, leading and controlling by the university management are put in place since such goals have been attained by foreign world class rated institutions in advanced countries of the world through effective and efficient management functions. Nigerian universities shouldn't be an exception because attaining these goals by Nigerian universities only require the political will and critical analysis of cost-benefit of such educational policy. The critical cost-benefit analysis will only take into cognizance the balancing of social demand approach of higher education reformation policy with economic cost and benefit derivable from the policy. These implies that the policy made with respect to higher education and specifically university education sectorial goal attainment must put into consideration the desirability of attainment of world-class and research universities goals. No doubt, attainment of the first two goals of world-class and academic excellent universities require stringent conditions of deliberate policy focus and developmental agenda that will provide favourable and robust academic environment which will leverage on best talent acquisition, generous funding, relaxing stringent indigenisation regulations that will enhance internationalisation of faculty, foreign student enrolment, internationally relevant curriculum, teaching and research of the universities that will promote globalization, international information and knowledge access.

Planning, is essentially for direction of an organisation established through a variety of activities including the development of goals. As such, the planning functions of management embodies various levels of decision making. Allowing employees to participate in making these decisions may generate additional ideas that offer valuable insights (Leung and Kleiner, 2004). These new ideas could, in turn, have a positive effect on the quality of the plan since employees have a variety of different experiences and skills. Whitener (1998), also notes that involving employees in decision making has symbolic value in conveying a sentiment of trust to employees, while Dirks and Ferrin (2002), discuss the implicit confidence associated with allowing employees to participate in decision making. Indeed, managerial trust is associated with increased levels of employee involvement in decision making (Tzafrir, 2004).

Organising function of management comprised of numerous activities directly or indirectly related to allocation of resources in ways that support the achievement of goals and plans developed in the planning function (Leung and Kleiner, 2004). Included within the organizing framework are numerous human resource management (HRM) related activities such as job design and the assignment of job duties.

Leading is a multi-dimensional process that includes motivation and influence of employees (Howell and Costley, 2006). The leading function of management may also include organizational change (Leung and Kleiner, 2004). Management of universities must ensure that they enlist the trust of the employees in their leadership role if they must succeed especially when change is involved.

Controlling is the fourth function of management, control, comprise of managerial efforts directed toward monitoring both the organisation and employee's performance and progress toward goals (Costa and Bijlsma-Frankema, 2007). Organisations and managers utilize a variety of strategies or methods related to control, to ensure conformity with set standard in terms of goals and employees behaviours toward the established norms.

Management practice in terms of leadership styles appear to have effects on workers attitude towards their work responsibility. Leadership style deployed by University Management goes a long way to determine level of productivity of university workers. There are different kinds of leadership styles that could be deployed such as participatory or democratic, dictatorial/authoritarian leadership styles and situational leadership. Literature affirms that

democratic leadership appears to be the most preferred style as opined by (Osim, 2012; Mbon, 2017, Arop, 2019, Bassey, 2019 Madukwe, 2019) as they pointed out that employee involvement or participation in decision making does influence organizational commitment, job satisfaction and effectiveness. To some, it lowers absenteeism, enhance work attitudes and higher individual work performance, lower employee turn-over and improve organizational learning culture. Conversely, employees are not made to participate in decision making process, it leads to job dissatisfaction, lack of organizational commitment, poor labour-management relation which reduces productivity and by implication impairing goal attainment. A practical example of autocratic leadership and its effect on institutional administration was expressed by Ekundayo (2012), that the cause of conflict between the university administrator and trade unions with high-handedness of the university management.

Meanwhile, it was observed that university managers, head of departments inclusive are ruling the departments single-handedly without involving other officers. This was supported by Arogundade (2010) and Omodan (2016), that the leadership of tertiary institutions seem to be autocratic in their management styles which is prone to attract catastrophic implications on the peace and productivity of the institutions. Hence it is not an overstatement that records of gross misconduct and abuse of office and misuse of power by some management of institutions in Nigeria, which has consequently resulted into major unrest and crises. Omotoso (2013), cited the example in case of the University of Abuja who unilaterally dismissed 35 lecturers, dissolved the Senate, created programmes and altered the academic calendar of the university. The university was runed like chiefdom and with unthinkable hostility (Egbokhare, 2000).

This high handedness on the part of some Chief Executive officers of the university has triggered disharmony and conflicts between them and institutional based unions. According to Ajayi and Ayodele (2002), an authoritarian leader makes all decisions without involving their subordinates. This is glaringly affecting the relative peace in the university system because an autocratic leader is primarily concerned with productivity and the use of power and authority without concern for humanity (Nwafor, 2012; Ajayi and Ekundayo, 2016), In view of this, university managers are expected to adopt measures that ensure effective

participation in the day to day administration of their institutions. Another method for enhancing participative management in the universities is through the committee system, for instance Governing Council have committees such as finance and general purpose committee (F and GPC), Appointment and Promotion committee (A and P) university senate, faculty and departmental academic boards are models of participatory management which makes decision making all inclusive.

2.1.3 Student Union Activities

Student unionism is the political act of governance for student union bodies popularly called Students' Union Government (SUG) that are in all higher institutions of learning in Nigeria. The students' government mimics/mirrors real life political administrative steps in a country in order to promote academic excellence, social discipline and the spirit of oneness among students. Specifically, the fundamental objectives of SUG in Nigeria include the following.

Respect the laws of the country and rules and regulations of the university.

Evolve an effective virile and responsible students' union

Create a veritable form for cultural, social welfare, intellectual, physical, moral development and upliftment of members (student)

Promote cordial relationship and cooperation with the students of other institutions of higher learning and external bodies with similar interest as the union.

Students being the main and major stakeholder in the university community with varying background need to be harmonized by the university administration through unionism since reaching out to students by the university administrators cannot be individualized. Students as the major stakeholder in the university is premised on two factors; in numerical terms they are in the vast majority. In purpose, almost all programs, structures, offices and facilities exist for their use. Directly or indirectly, therefore, students are at the centre of any administration of universities often revolves around them. There is little possibility that any university will be effective and efficient in its administration if it does not collaborate efforts with students to interact with all its structures, university students are as unique a people, as the university itself is, as an institution.

It is therefore dangerous for any university administration to leave blank, the minds and manners of such important part of her population – the main stakeholders really are the students. Doing so is an invitation to institutional suicidal mission and administrative lacuna, and to avoid such, literature has shown that it is necessary to systemise the process of building the students into organised associations and unions. Associations and unions avail students the opportunity to interact beyond the four walls of their classroom. It builds their reasoning and sense of engagement. It helps the university administration to fill the wide organizational gap between the Professors and administrators who run the university and the students for whom the universities are run. Through this, as Lispet (1967) asserts, university students do not just prepare themselves for future roles in political life; they play a significant role like political life of their countries even during the student period. Students' union therefore becomes a tool for systemising and organising university student in a bid to maximally coalesce the assorted learning they have towards developing the socio-political framework of their country.

It appears evident from the foregoing that higher institutions according to Akomolafe and Ibijola(2014), have very strong role to play in the sustainability of democracy of any nation. Adesanoye(2000), corroborating this view states that universities are made up of individuals with varying needs, interests, values, personalities, opinions and ideology that need to be respected for real sustainable development. Lending credence to these views, Lambert (2012) posits that the campus is now the most veritable training ground for future political leaders who will at a later date become heads of political institutions that will direct the affairs of the country in the realms of education, economy, politics and so on and who will also determine educational policy as it affects goals of educational levels including university goals. He emphasised that students participating in campus unionism may not be political scientists or related studies, but people inclined to politics naturally. The author further notes that most politicians played active role in campus politics and concluded thus: that if extra-curricular studies development and students participation in union governance could serve as a training ground to instill and support democratic values and practices, then students should be allowed their rightful place in university governance. In line with the views of Lambert (2012), students should be given free hands to practise societal roles they

would play in future. This points that students participation in governance within and outside the campus are indicators of active citizenship(Saha, 2000).When students participate in university governance, the leadership skills, policy formulation and character development are built up. According to Akomolafe and Ibijola (2014), Students' Union

Government makes the process of democratic representative and participation in the universities decision making bodies easier. The authors reiterate that representation in universities governance serves as training ground for leadership in civil society. A study carried out by Ezekwem (2009) revealed that students' participation in university governance is necessary for easy university administration. The study also revealed a significant relationship between students' participation in university governance and organised effectiveness within higher institutions system. The scholar revealed that students' participation in universities decision-making process would enhance high level of institutional effectiveness and institutional core values and goals attainment.

Preparing today's students for success and eventual leadership in the new global market place is the most important responsibility in education today (Enu, 2012). Ezekwem (2009), posits that Students' Union Governments (SUGs) are very effective as they offer some ideas for good administration of universities in Nigeria in the 21st century. According to him, students as critical stakeholders in university governance cannot be ignored. This is because they can initiate moves that can be a source of hope for addressing the problems of university governance in Nigeria.

Another significant role the student body is orchestrating on university administration is that teaching and learning should no longer be one way process from teacher to learner. Real education can only come about through discussions, projects and challenging the critical minds. Student-centred learning is therefore about seeing students as active participants in the classrooms, as partners who contribute to reaching the required outcomes of a course or program. It is a holistic subject that ranges from questions of practical organisation to issues of philosophy.

In terms of organisation, any definition of student-centred learning must have both an academic and social dimension. There is a general agreement among students that student-centred learning cannot be realised without the right mechanisms. Such mechanisms ranges

from social and financial support to healthcare and are an integral part of a student-centred approach to education. From a philosophical standpoint, any definition of student centred learning must have both ontological and epistemological dimensions. The ontological dimension requires that student be seen as people who have certain “personal autonomy”. By the time they reach higher education students have attained a certain age in which they are fully grown individuals. This requires them to be seen as responsible citizens, as adults who can take charge of their own huss. This view is justified by two developments

- i. Modern societies require educated, free and critical citizens and
- ii. Lifelong learning asks students to develop personal and professional more autonomous way.

The epistemological approach stated a change of method, require by the paradigm of student-centred learning is a move from teaching to learning. In this modern radical construct, education is seen as a “constructive and collaborative process “ a democratic process between teachers and students as well as between students themselves. The implication of this paradigm are

- i. On a practical level, studies should be organized differently. Curricula and everyday university life should be focused more on the student needs. Practically, most salient issues are the freedom to choose components within curricula, mall classrooms and teaching groups, a low student-staff ratio and more counseling services (health, relational issues, study and career). On a different level it requires to change practices in the classrooms themselves. Students should learn to become critical citizens, to change the status quo. Most student unions understand student-centred learning as activity-based learning (e.g. project based learning, case study-based learning, etc). A more democratic classroom also needs student evaluation of teaching methods and students participation in the development to those methods as crucial components. Changing the practices in the classroom itself finally requires teachers to change their attitudes. Training for lecturers is therefore a last important element of the concept. Taking action of student-centred learning means taking action on a number of other areas. As an example, if student-centred learning is to become the main paradigm in classroom, then action is needed on working conditions and funding for higher

education. Hence, student-centred learning is a useful concept for realizing other long-standing needs of the higher education system as well.

Other laudable roles performed by students' union government in our institutions of higher learning especially the universities include the following

- i. Students welfare which involves monitoring prices of goods in the campus, improving public transportation around the school, raising scholarship funds by seeking assistance, improving services in sick bays and clinics such as monitoring efficient performance of Health Service providers under the National Health Insurance Scheme (NHIS). Expression of solidarity in support of union members during incidences such as death.
- ii. Social Activities: enrich social life on campus by organizing parties, discounted trips on excursions, fun trips to beaches, and museums, selling discounted tickets to concerts, shows, plays and cultural events and rag days.

Other activities rendered by students union government include; community service, sports development, infrastructural development, para-military training, information dissemination and giving of Awards to deserving students and also confer awards of excellence to deserving lecturers, staff and student leaders and people in government and politicians that have distinguished themselves in works of life.

Another activity of students' union government that most times have adverse effect on the university governance and administration is student violent protest. Over the years, Nigerian universities and other tertiary institutions have experienced several students demonstrations and unrest. Some of them have resulted in violence leading to destruction of public properties, arrests, large scale injuries, maimings, expulsions, proscription of union activities, prosecution and imprisonment of some arrow heads, rustication and loss of life. The most astonishing element of these situations is that after such worrisome incidents, the students will vacate the university on instruction like management so, it will return same campus even living with the same situation or condition that led to the fracas in the first instance. Evidences shown that there are two possibilities. First is that the students body may not consult widely before embarking on such violent and unnecessary protest and secondly, sometimes university management may handle such situation with lethargy which may

attract the student body displeasure. There are different definitions by scholars of the concept of student's unrest, demonstration and protest. The words are used interchangeably. Adejuwon and Okewale (2009), referred to protest as the end product of human interaction, especially where there is a need to meet incompatible ends and satisfy the needs of members of the society. Bloisi (2007), defined protest as a condition of disagreement between two or more parties who have dissimilar needs and interests. Thus, individuals and groups of people are said to be engaging in protest whenever the action of one party is perceived to hamper the achievement of the goals and aspiration of another. Thus, student protest is a broad term which refers to a disagreement between students and other important stakeholders in the university system, such as university management, lecturers and non-teaching staff, policy-makers, politicians and host community, among others, over the distribution of resources and other issues bordering on students welfare. Adeyemi, Ekundayo and Alonge (2010), posited that student protest is a situation of tension among students who are motivated to revolt against real and or imagined social ills and irregularities in the university system and society at large

Essentially, student union activity of demonstration is a negative activities which appear to have its damning consequences and must be avoided by the university administrators at all cost because this negative consequence appears to undermine the university's goal attainment adversely and potently too.

Causes of Students' Unrest

The causes of student protests are manifold. Thus, several studies have attributed the prevalence of protest to a broad range of internal and external factors. By implication, according to Odebode (2019), university students might participate in protest due to various issues, which could be primarily related to the university system or based on trending and pressing issues in the society and global community. For example, the Finnish Ministry of Education increased the autonomy of universities in Finland in 2010 ("Ministry of Education", 2009). By doing so, Finnish universities were allowed to be more innovative and entrepreneurial by charging tuition fees. Consequently, several university students protested in Finland to challenge the promulgation of the new legislation on student tuition fees (Holttta, Janssen, and Kivisto, 2010). Likewise, students at the university of Rijeka, Croatia,

protested for about 20 days to express their views on the implementation of the Bologna Process, high tuition fees and the neoliberal agenda for education in 2009.

Dolenec and Doolan, (2013) and K'okul (2010), also found that student riots in Kenyan universities were caused by age, socio-economic background, past rioting experience, financial issues, academic stress, drug abuse, lack of understanding between students and university administrators, police brutality and political influence. Nigerian society is replete with internal factors or university system-based causes of student protest. For instance, Davies, Ekwere and Uyanga (2013) found that the breaking of rules and regulations, lack of social amenities, student involvement in cultism, an effective student union and periodic strikes by staff of the institution were the causes of student protests at the University of Uyo, Akwa Ibom, Nigeria. Odu (2013) reported that student protests are caused by cultism, communication gap between university authorities and student union, youthful exuberance and student's home background in Ebonyi and Enugu states, Nigeria. Etaneki and Okolie (2020) also found that an increase in tuition fees, dissatisfaction over academic programme, poor leadership and cult activities were the causes of students unrest in tertiary institutions in Delta state, Nigeria. At the University of Lagos, Nigeria students have protested, shut down the university and clashed with the police due to lack of basic amenities Abah and Folarin (2016). Adegun and Ojo (2016) investigated the socio-cultural factors influencing the attitude of students unrest in tertiary institutions in Ekiti and revealed that exorbitant transport fares, poor management policies, an increase in school fees and lack of social amenities were the causes of students unrest. Students.

government and authorities of our tertiary institutions all share various degrees of blames on brewing and giving rise to unrest in our institutions, of higher learning in Nigeria. According to Jega (2013), the Nigerian education sector in general has been experiencing a devastating crisis since late 1970's crisis has been characterized by a combination of chronic underfunding, rapidly increasing students enrolment, inadequacy of facilities, deterioration of physical infrastructures and suppression in managing the institution, demoralisation of staff and students, incessant student riots and periodic staff strikes.

These include

- (i) Non participation of students' union leaderships in decision making process by government and authorities of universities, Students should be included in institutions committees such as sports, welfare, matriculation, discipline, bursary and accommodation committees. This gives students a sense of belonging and makes them participate in decision making process as opined by Ajayi and Ayodele (2003).
- (ii) Deliberate refusal by government and university management to grant audience to students' union leaders on their request for improved welfare needs
- (iii) Basic welfare problems brought about by the absence of amenities such as limited conditions, recreational facilities etc.
- (iv) Academic stress precipitates students' unrest in Nigerian universities. Mounting academic pressures and stress from overcrowded lecture halls, hostels and common rooms etc. this view is supported by Aluede (1996), Denga (1982) and Samson (1967).
- (v) High handedness by lecturers and imposition of arbitrary levies and hostile behaviour of host communities to student community.

Impact of Students' Protest on University Goal Attainment

As earlier remarked no nation can develop more than the educational system it imposes on herself. The university educational system determines to a large extent the number and quality of professionals that will drive the process of economic development the country requires. Coincidentally, the university students under the coordinating efforts of student union leadership embark on protest and demonstrations which jeopardise smooth running of the higher institutions of learning

Many of their protests are always violent, destructive and disruptive, the university system always derails from the track and smooth sail journey to efficient and effective university administration.

In strict sense of it, students protests and demonstration accounts for the following undesirable effects

- i. Malicious destruction and vandalism of infrastructure thereby preventing effective teaching-learning. When laboratories are destroyed, teaching aids destroyed and other items that aids teaching-learning damaged, effective teaching-learning is compromised. Relatedly

these malicious destruction affects quality research exploits of lecturers and all these have negative effects on attainment of world-class and research university status, production of self reliant and skilful graduates and transforming of society through creativity and innovative roles of universities. No wonder Tayo (2006), in his view posited that there has been preponderance of student-related crises in the Nigerian university system, which is becoming worrisome to many stakeholders. According to him, this ugly development is so recurring that many are conditioned to think that crisis is an inevitable factor in university education. Based on this, it is estimated that between 1989 and 1997 major unrests and outbursts by Nigerian university students were more than double. Okogie (1992), and Ogunyemi (1994), also noted that the riots arising from students conflicts are becoming an endemic feature of the Nigerian educational system and they appear to manifest majorly in Nigerian tertiary institutions. They observed loss of lives and destruction of public property as a result of students' conflict is phenomenal. Hence, youth violence on campuses of tertiary institutions generally has increasingly become a worrisome scenario for university administrators, government and members of the international university ranking communities whose parameter of ranking world-class and research university status abhor (though not stated) violence that disrupt sound academic and advance research activities of universities.

The reason why this is so is that, the tertiary institutions are subsets of the various macro societies and they are reflection of society's increasing use of violent methodologies to resolve conflicts, frustration and conflict situations. Nigeria, with over one hundred and fifty tertiary institutions, had therefore witnessed unprecedented violent behaviours occasioned by students' involvement in all categories of conflicts and violence being spearheaded by student union government.

Mohammed (2005), on a research conducted observed that over thirty-three (33) students' lives were lost between 1986-1996 and more than seven (7) members of academic staff were also killed in the process of student's violent conflicts. Rinju (2003), reported that students' unrest always have adverse effects on students, staff members, administrators and institutional goal attainment at large. Lawal (2003) listed the following as the main consequences of students' unrest in Nigerian schools; loss of lives, disruption of academic

programs including teaching and advanced research activities which are some of pre-requisite for attaining world-class university, academic excellence, qualities graduate output and society transformation, destruction of public and private property, distraction of institutions attention from other important sectors of the economy and many more.

From the management point of view, Obianyo (2003), observed that the alarming increase in students' unrest, riots and vandalism especially at the university level has been mostly blamed on heads of institutions because they lack adequate skills and knowledge required for checking and managing students' unrest. Furthermore, students' protest affects parents and sponsors of wards, parents incur extra cost keeping their children indefinitely in school. Sometimes, student are levied to pay for the damages done on properties. Irregular academic calendar arising from the students demonstration. Academic programs are elongated to cater for the period the institutions were shut down.

2.1.4 Staff Union Activities

Activities of staff unions can be categorized into two levels, governmental (federal and state level) and institutional level. The unions operating at the institutional level have their central union or national union as its being called as the coordinating units whose directives and instructions are most times being followed such that any industrial issue(s) that is nationalistic in nature is/are handled by the central union. However some industrial relation issues are institutional based and such issues are handled by the institutional based unions with reference to the central union if and when necessary. With reference to this study, institutional based issues are the issues of interest because the unit of analysis of this study are the universities of coverage (south-western federal and state universities) and interactions between the unions and institutional management determine to a large extent, the attainment of the institutional set goals as contained in the mission statement. It is pertinent to remark at this juncture that the impact of directives of the central union on institutional goal attainment cannot be overlooked despite the fact that this study concerns itself with institutional based unions and issues because issues that are nationalistic in nature most times have direct bearing on the activities of the institutional based unions.

The trade unions based in our universities are Academic Staff Union of Universities (ASUU) for the teaching staff, Senior Staff Association of Nigerian Universities (SSANU)

for Senior Non-Teaching Staff, National Association of Academic Technologist (NAAT) for non-teaching academic technologist and Non-Academic Staff Union (NASU) for Junior non-teaching staff. .Activities of unions that are of interest to this study include negotiating with university management on staff matters, contribution of the union as members of university committee on staff matters, efforts of the union in ensuring workers enhanced productivity with respect to teaching and research, unions involvement in critical decision making that affect goal attainment, ensuring implementation of negotiated agreement for the betterment of workers welfare which enhances their productivity and ultimately universities goal attainment and lastly coordinating strike actions when and if necessary.

These roles or activities appear to portend great impact on the universities goals depending on direction the unions tilt such activities either toward beneficial approach or self centredness by focusing majorly on the concerns of the union without considering possible negative impact of its activities on the universities operations.

The primary role of unions is to engage the university management in meaningful negotiation in a bid to apprehend possible strife between the two stakeholders. Relatedly university management owed it as a matter of corporate responsibility to be proactive in apprehending and interrogating as quickly as possible imminent industrial dispute that can evolve from non-negotiation, haphazard negotiation and or avoiding negotiation with the trade unions. When meaningful negotiation takes place and the reached agreement was not observed in breach, university goals appear easy to achieve because Djastuti (2010), found out that better job characteristics/conditions lead to job satisfaction and high organizational commitment, which in turn reduce the intention for conflict. No wonder a breach of this consensual motivator usually trigger disharmony, discontent and dichotomies between the staff unions and the management of universities and that is probably why Nwankwo (2014), opines that every organization, especially tertiary institutions, will fight for leaders who will be concerned with the job and the people doing the job.

Relatedly at the governmental level, the synonyms of negotiation is collective bargaining and it is the central union that bargains with the government (federal or state). The central union bargains with federal and state government on many issues. The ultimate of which is to better the university system if the product of negotiation is faithfully implemented. This

collective bargaining, though not directly in the purview of this study, it was remarked earlier that the impact of the central union activities on effective and efficient universities administration cannot be ignored because most of the issues being negotiated at the institutional level could be regarded as by-product of the issues collectively bargained at the national level. At the government level, ASUU had been at logger heads with government authorities, the union had always based its agitations on three major issues. These are funding of the system, university autonomy and conditions of service while at the institutional level the union had agitated on issues like office environment, teaching materials, adequate infrastructure, implementation of negotiated agreements and many more staff related matters. Sometimes non-inclusion of union membership on some important committees had generated much problems.

Conclusively, the importance of collective bargaining and negotiation is to improve the university system for efficient and effective goal attainment. For efficient university administration, literature have confirmed that decisions reached by the universities which involved union membership are easy to implement with little or no resistance and relatively guarantee institutional goal attainment. This position is corroborated by Ogunraku (2010), when he opined that universities operate as complex organisations rooted in participatory democracy with highly professional and knowledgeable participants.

This suggests that management must seek to ensure effective involvement of staff and students in all aspects of university life. When unions are involved in critical decision making process on either staff related or core university functions, such decisions are easy to implement. Once there is industrial peace and harmony, unions acknowledge their role of moral responsibility to ensure that the workforce or their members engage in best practice of work ethics to discharge their official responsibility with a bid for the university to attain the set goals. Any deviation from the norms or work ethics by any member of the union is frowned at even by the union leadership.

Infact, if disciplinary action is to be taken on the member, once it is objectively done and union leadership involved in the trial, the implementation of such recommendation by the committee enjoys the support of the union. This singular effort serves two purposes (i) if the staff in question was not dismissed, it promotes ethical conduct in such staff and (ii)

deviations from the norms is greatly curtailed such that snowballing and bandwagon effect among other staffers appear greatly discouraged and this promotes attainment of university goals.

Additionally, high productivity among university staff in the area of effective teaching and impactful research output appear enhanced when peaceful industrial atmosphere is made to pervade the university environment/community which indicates that union's demands are being met by the university leadership. Whenever there is synergy between the university administrators and the union leadership through unions allowing for meaningful negotiation and proactive measures being taken by the university management to apprehend looming crisis and nipping such in the bud there is the likelihood that industrial harmony will be engendered in the system which may guarantee university goal attainment. These activities by the two stakeholders (Management and Staff Unions) promote synergy of purpose that results in harmonious working relationship between the two and translates to peaceful industrial environment which appear to promote high commitment level among workforce and enhances workers high productivity which may eventually lead to accomplishment of university goals.

Unions have the responsibility to ensure that the product of negotiation (reached agreement) are faithfully implemented by the university authorities (agreement not observed in breach) through several processes or means such as lobbying, political solution, advancing reason to the management on the benefit attached to faithful implementation of reached agreement. The union should equally know that responsibilities bestowed on her in the reached agreement such as improved productivity by workers needed to be faithfully executed by her to promote fairness in industrial relation practice at the institutional level as this has much to impact on goal attainment.

Finally, if the unexpected should happen after exhaustion of all known peaceful procedures had been followed i.e. the ultimate (strike action, work-to-rule and many more uncomplimentary or negative actions) by the union, it is the responsibility of the union leadership to strategise on coordination of the strike activities majorly for two reasons (i) to ensure effective coordination and impactful strike action (ii) to ensure non-violent, non-

destructive action so as not to affect the infrastructural base of the university. It shouldn't be win-win battle. Most of the time, the closure of universities are more externally induced and no wonder Federal Ministry of Education (2003) reported that public universities in Nigeria remained closed for an accumulated period of about 33months due to progressive reformulation of collective bargaining issues by university staff unions.

At the institutional level, most strikes by the unions appear predicated on internally generated issues such as leadership style of the Vice-Chancellors, managerial infractions, high handedness by the university leadership, misplacement of priorities with respect to fund allocation to non-academic projects. Any institution where internal strife pervade the system, such system will be characterized with anarchy and academic development may possibly elude the system, staff turn-over might increase thereby encouraging brain-drain, quality teaching and impactful research might be a mirage jeopardizing university goal attainment.

Aniemeka-Okonji (2003), conducted a study on Trade unionism and staff productivity in select Government-owned universities in South West Nigeria. The study stressed the impact of strikes on productivity in selected Government-owned universities in South West Nigeria. Eight hypotheses were generated to guide the study while the survey research design of the ex-post facto type was adopted for the study. The purposive sampling technique was used in the study to select one thousand (1000) subjects from eight (8) Government-owned universities in South West Nigeria. The questionnaire adopted a four-point likert-type while the multiple regression, t-test and simple percentage were used for data analysis. The research established that the combination of the variables in trade unionism, demand for funding and improve conditions of service contributed 12.02% ($R^2 = 0.1202$) to the variance of staff productivity. The research further established that poor handling of universities matters by the relevant authorities was a major factor responsible for strike actions. The research recommended that the universities should be adequately and promptly funded, negotiated agreements should be properly implemented, and parties in university labour relations should always resort to the relevant courts of law in the event of any breach of agreement by any party instead of resorting to strike actions.

The most important activity of trade union is collective bargaining at the national level but it is negotiation at the university (institutional level). Through this process, issues like wages, working conditions, workers' safety, payment of accrued allowances and working hours are highly emphasized during the process of negotiating with the employers. Other important activities of unions include: the provision of a number of benefits to their members such as employee compensation, insurance or professional training which may also cover legal services when there is the need. Political activities is also an integral part of the activities of the union, the union gives support to members who are running for political offices and the union also try to influence politician to get their support behind the legislation that they are trying to get passed. Involvement of Union in decision making, embarking on strike action, collective bargaining, ensuring good leadership style and commensurate remuneration of workers are also part of the activities of workers Union in Public Federal and State universities in Nigeria.

Nation building is not specifically placed on the shoulders of the elites or the political leaders, it is a collective task and so encourages a general co-operation of all citizens in order to boost the economic, social and political status of a country. The status of trade unionism as a form of nationalist movement has contributed immensely to national development. Right from the inception of the first trade union organisation, there has been series of restructuring in the various trade unions that emerged in subsequent years. This followed from the passing of the trade union ordinance in 1938 in which there was a formal recognition of trade unionism.

The law laid down the mode of registration of trade unions and prescribed the rights and obligations of unions in the employer-employee relationships. The law was prepared to recognise the existence of a workers' organisation that fulfilled the minimum standards stipulated in the law. This gave impetus to trade union development in the country (Ubeku, 1983 cited by Okolie,2009). With the legal basis of the unions established, there were three major events that helped in the rapid growth of trade unionism. The first was the grant of a cost of living allowance (COLA) to government employees in June 1942, the general strike of 1945 and the Enugu shootings of 1949. Unfortunately most of the trade unions came into

existence only to get the allowance and much later, some of them became moribund and eventually became dissolved (Ubeku, 1983).

This setting was to undermine the main purpose of promoting such trade unionism which was outrightly formed to cater for the welfare of the members for efficiency, effective productivity and national development.

Apart from the bad impressions created by some of these unviable unions, the emergence of the Nigeria Labour Congress (NLC) produced much positive effects. The NLC became the back bone of the efficiency of these unions. They used their power to discipline any union that does not produce results. This is without prejudice to some unions like Academic Staff union of Universities (ASUU) that at certain instances have accused NLC of politicizing the process of any dispute resolution between the union and the government. The result is their outright disassociation from the umbrella union, the NLC. However, the NLC on its inception had many problems to tackle. These include tribalism, ethnicity and nepotism, which characterized the unions during the period. These deteriorating factors have hampered the progress towards nation building. Be that as it may, the recent records of trade unionism have shown that they have contributed immensely to national development.

Experience has also shown that the NLC as the centre point of all trade unions now acts as check on all governmental policies. In recent times, the government and its agencies have introduced moribund and non-progressive policies or imposition which had caused major setback in the workers' efficiency and productivity. The NLC and other trade unions have in most times won the support of international organisations like the United Nations (UN), International Labour Organisation (ILO) as regards the sustenance and adoption of the standard of workers' welfare scheme, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) mandate that every nation must set aside 26% of their annual budget for education and the International Labour Organisation (ILO) support for improved workers' wages for efficient productivity. It has been reasoned that for any economic, social or political development, the welfare of the workers (skilled/professionals) must be a determinant factor which the government both at the Federal and State levels must consider. Thus a good working condition and welfare package can influence the level of productivity in any country's economy. It is the collective effort of the members of these

trade unions and the strength of their bargains with the government that has sustained their effectiveness and productivity.

2.2 Empirical Review

Literature were empirically reviewed using the concepts of independent variables of management functions of university administrator versus goal attainment, student union activities versus goal attainment and staff union activities versus goal attainment with their indices as the focus of the review.

2.2.1 Management Functions of Nigerian Universities Administrators and Goal Attainment

Garieth, Usen, Valentine, and John (2020) evaluated the relationship between participative management practices and institutional goal attainment among Nigerian universities, with University of Calabar in focus. To achieve the purpose of the study, two research questions and two null hypotheses were developed to guide the study. The descriptive survey research design was adopted for the study. The population and sample of the study was one hundred and twenty-two (122) deans of faculties and heads of departments using the census approach. An instrument titled Participative Management Practices and Institutional Goal Attainment Questionnaire (PMPIGAQ) was used for data collection. The instrument was validated by three experts in Higher Education Administration and Measurement and Evaluation. The instrument yielded Cronbach's reliability alpha ranging from $\alpha=.75-86$. Data were collected and analyzed through mean, Standard deviation, Pearson Product Moment Correlation Analysis. The results of the study showed that there is a significant relationship between participation in decision making, participation in planning and institutional goal attainment. It was recommended that managers of universities should promote participatory management practices to enhance high morale, commitment and enthusiasm among staff in the pursuit and attainment of institutional goals.

Oladejo (2019) investigated academic-administrators' decision-making styles and institutional goal attainment in public universities, Lagos State, Nigeria. Four null hypotheses, tested at 0.05 level of significance guided the study. The descriptive survey design was used. A total number of 52 academic-administrators, selected through

convenience sampling technique from the two purposively selected public universities in Lagos State constituted the sample size. Data were collected with the aid of a self-designed, validated, and reliable ($r=.89$) questionnaire. Methods of data analysis used were Pearson Product-Moment Correlation and Pearson Chi Square. Results showed that institutional goal attainment was significantly correlated with academic administrators' directive ($r=0.404$; $df= 50$; $p<0.05$) and conceptual decision-making styles ($r=0.113$; $df= 50$; $p<0.05$) respectively. Also, analytic decision-making style and institutional goal attainment were significantly and strongly associated [$\chi^2 (16, N= 52) = 72.40, p<0.05$]. However, institutional goal attainment was not significantly independence of behavioural decision-making style [$\chi^2 (16, N= 52) = 25.53, p> 0.05$].

Management is not a one-man affair, this is because all of its activities cannot be carried out in isolation of other members of the university; since the institutions are system that comprised of sub-systems that must work connectively if the institution must achieve its goals. Regrettably, Kassa (2017), pointed out that a critical managerial challenge is the ability to mobilize others to want to get extraordinary things done in the organization. This involves the ability to collaborate or ensure adequate participation of critical stakeholders in the system through the development of a shared vision, mission and goals. This could be achieved through adopting a positive disposition towards involving relevant stakeholders in decision making, because when people plan or make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision making, as well as several people deciding together make better decisions than one person alone.

Numerous studies on this subject point to the fact that employee involvement or participation in decision making does influence organizational commitment, job satisfaction and effectiveness (Osim ., 2012; Mbon, 2017; Arop ., 2019; Bassey *l.*, 2019; Madukwe ., 2019). Tosome, it lowers absenteeism, enhance work attitudes, and higher individual work performance (Buch and Spangler, 1990) lower employee turnover and increase returns on equity, improve organizational learning culture. Adversely, it has also been shown that, when employees are not made to participate in decision making process, it leads to job

dissatisfaction, lack of organizational commitment, low labour– management relations which reduce productivity.

Therefore, institutional managers are expected to adopt measures that ensure effective participation in the day to day administration of their institutions. Another method for enhancing participative management in universities is through the committee system or structure, university senate, faculty and departmental academic boards. Therefore, the increasing number of committees, and councils in universities in recent time is to avoid closed administrators' centered style of management and to move towards accommodating various opinions from school committees and encourage the participation of stakeholders. However, it is doubtful whether managers actually make use of resolutions, plans, and decisions reached in these committees and boards as guides for actions. Because, observations have shown that, the larger political scenario where small group of powerful individuals, known as “cabal” in local parlance, who undermine established institutions by high- jacking decision making process is threatening the possibility of collective decision/planning in some Nigerian universities, as it is gradually taking roots in the system.

However, Akuegwu (2016), posits that, it is the combination of organizational structure that shapes college and university administration. It is the organizational structure adopted by different organizations that create a framework of order and command through which the activities of the organisation can be planned, organized, directed and controlled. Therefore, the organizational structure adopted could influence stakeholders' participation/involvement in the planning and decision-making activities of an organization. Basically, there are three major organizational structural patterns operated in the university namely the line, line and staff and the committee. The line is occupied by those directly responsible for the achievement of the primary objectives of the institution, while the line and staff comprise of key actors on the line and subsidiary support staff who perform advisory roles in the organisation and occupy the horizontal axis and provide support services to line staff.

In the line, and line and staff structure, an individual's rank, and position is key determinant of the level of participation in decision planning and decision-making process in the

institution. On the other hand, the committee structures in tertiary institution is a major platform that ensures high level of participation of both academic and non-academic staff in the process of decision making in spite of level or rank. Akuegwu (2016), asserts that committees are meant for group involvement in institutional decision making and they facilitate task performance by enlisting the participation of staff in policy decisions. He further noted that committees constitute integral parts in the smooth operation of higher institutions worldwide. They are established at top management, faculty and departmental levels to cater for the administrative and academic needs and aspirations of the university, college, faculty, department or unit.

Management functions in this study took into cognizance the activities of external and internal organs responsible for the administration of the universities but the study places more emphasis on internal organs than the external. The external organs whose activities have influence on management of universities include Federal and State ministries of Education and National Universities Commission (NUC) which serve as regulatory bodies while the internal organs include the Governing council, the Senate and the Principal officers who are responsible for decision making for the daily smooth running of the universities. This is in consonance with Ojelabi (2004), who pointed out that university management can be viewed from two dimensions internal and external. According to Ibukun (1997), the main objectives of NUC are to ensure the order and development of education in Nigerian universities, to maintain standard and ensure adequate funding. Okojie (2007), stated that NUC activities that aim at improving the quality of university education in the country include: accreditation of courses, approval of courses and programmes, maintenance of minimum academic standards, monitoring of universities and providing guidelines for the setting up of universities.

Mgbekem (2004), explains that internal management of universities in Nigeria are run through committee systems, which are either responsible to the council or the senate. There is a hierarchy of authority for all official positions. In the organogram of the entire university, the authority flows directly down the line in a maze of subordinate authorities from the Vice-Chancellor, the (CEO) through his deputies and heads of departments such as the Registrar, Bursar, university Librarian, Provosts of colleges, Deans and Director of

Faculties and Institutes. Below them are other officers working as staffers, who clearly exercise authority at their respective levels. The committees in the universities include finance and general purpose committee, development committee, appointment and promotion committee, academic committee, admission committee, committee of deans, research committee and ceremonies committee among others. In the Nigerian university system, despite the fact that the Vice-Chancellors are the chief executive officers (CEO) and number one academic officer of the universities, they cannot make instant decisions on very important matters that affect all students and staff (Ibukun, 1997).

In purely academic matters, for instance, all universities have a body called the Senate. The Senate comprised of the Professors, Provosts, Deans, Director of institutes and Heads of academic departments. They organize and control admission, teaching, graduation and discipline of students and determine priority areas of research (Ojelabi, 2004). Ofoegbe (2002) explained that the management are a body of employees that ensures daily administration of the universities. The Vice-Chancellor presides over the senate, but even as comprehensive and representative as the senate appears to be, many of its decisions were based on the recommendations from various faculties and committees. In other words, committees are integral part of Nigerian universities' administration. The Governing council is the governing authority of each university and has the custody, control and disposition of all the property and finances of the university.

Adeogun and Gboyega (2010), established that the story of university education in Nigeria and its management has largely been a story of mixed fortune. They stated that these institutions initially lay claims in making a respectable impact on the socio-political and economic advancement of Nigeria. Obasi (2010), recently argued that there are doubts as to whether Nigerian universities under the condition will be able to continue to lay claims on being central to national capacity connecting to the new international knowledge system, or to adopt or further adapt developing new technologies needed in wider society. Obasi (2010), observed that university governance in Nigeria today is nothing but crises management. Some of the crises noticeable in Nigerian universities include; financial crises, deteriorating infrastructure, brain-drain, erosion of university autonomy, and graduate unemployment. Volatile and militant student unionism, secret cults, political interference

and strikes, all of which have affected the quality of education. He identified that the majority of these problems are traced back to lack of proper management and policies not being implemented for the reasons they were originally formulated.

Leadership style adopted by university administrators appear, to a large extent, in determining the level of goal attainment achievable as exemplified in the study conducted by Omorobi, Owan, Mbon and Ekpenyong (2016) of University of Calabar titled Participative Management Practices and Goal Attainment in Nigerian Universities. The study evaluated the relationship between participative management practices and institutional goal attainment among Nigerian Universities, with University of Calabar as the focus. To achieve the objective of the study, two research questions and two null hypotheses were developed to guide the study. The descriptive survey research design was adopted for the study. The population and sample of the study was one hundred and twenty two (122) deans of faculties and heads of departments using the census approach. An instrument titled Participative Management Practices and Institutional Goal Attainment Questionnaire (PMPIGAQ) was used for data collection. The instrument was validated by three experts in Higher Education Administration and Measurement and Evaluation. Data collected were analysed through mean, Standard deviation, Pearson Product Moment Correlation Analysis. The result of the study showed that there is a significant relationship between participation in decision making, participation in planning and institutional goal attainment. It was recommended that managers of universities should promote participatory management practices to enhance high morale, commitment and enthusiasm among staff in the pursuit and attainment of institutional goals.

In deference to the findings and recommendations of this research work, if leadership style of the university managers accommodate interests and feelings of both staff and students through meaningful dialogue, all encompassing decision making processes, institutional goal attainment appears guaranteed.

2.2.1.1 Planning and University Goal Attainment

Chuku (2020) investigated the influence of quality management on goal achievement of Ignatius Ajuru University of Education, Rivers State. Two research questions corresponding

with two hypotheses were used. The study adopted a descriptive research design. The population of the study consisted of 110 staff (64 senior academic and 46 senior administrative staff). The sample size consisted of 72 staff (44 senior academic and 28 senior administrative staff); balloting 65% of the population size. The stratified random sampling technique was adopted. A self-structured questionnaire titled “Quality Management Goal Achievement Questionnaire (QMGAQ)” with 20 questionnaire items on a modified validated four-point rating scales response. The Cronbach Alpha value 0.83 was also obtained. Data obtained was analysed using the mean and Z-test. Specifically, the mean was used to answer the research questions while the Z-test was used to test hypotheses at 0.05 level of significance. Findings showed that the roles of academic and administrative staff on employees’ involvement and creative thinking enhanced achievement of goals to a great extent in Ignatius Ijuru University of Education, Rivers State.

Conclusively, the aim of tertiary institutions is structured on school master plan that can be actualized through quality management for goal achievement and quality management is virtually indispensable in the administration in Ignatius Ajuru University of Education, Rivers State. While it was recommended that and employees’ involvement signifies productivity of staff and students, progress, etc. Hence, the institutions’ management should have such culture to drive its master plan to be actualized and resources (financial and materials) that would enhance creative thinking and continuous improvement should be provided and not allowed to be hindrance to effective functioning of the institution.

Owolabi and Makinde (2012), examined the effects of Strategic Planning on Corporate Performance using Babcock University as the case study. It further probed into how this has impacted on the management efficiency and effectiveness as strategic planning is essential in corporate organisations. Primary and secondary data were used for the study. The study made use of questionnaire to elicit information from employees of Babcock University. Data collected were analysed using descriptive and inferential statistics. The hypotheses were tested using the Pearson’s Product Moment Correlation Coefficient to establish the significance of relationship between the various variables used in measuring performance. The results of the hypotheses revealed that there is a significant positive correlation between strategic planning and corporate performance. The study therefore, concluded that strategic

planning is beneficial to organisations in achieving set goals and recommends that universities and other corporate organisations alike, should engage in strategic planning in order to enhance corporate performance.

Arop, Owan, and Ekpang (2018), examine effective communication management and the performance of tertiary institutions in Cross River State. Three hypotheses were formulated to guide the study. The study adopted a correlational design and was conducted using cross river state college of Education, Akamkpa as case study. A proportionate stratified random sampling technique was used to select 30 per cent each from a total of 176 academic staff and 215 Non-academic staff in the institution. A total of 53 Academic and 66 non-academic staff were selected resulting in a sample of 119 participants. A questionnaire titled Effective Communication Management and Performance of Tertiary Institutions Questionnaire (ECMAPOTIQ), was used as the instrument for data collection. The collected data were analysed and the hypotheses were tested using Chi Square test of independence at .05 level of significance. The findings revealed that effective communication management has a significant relationship with human relationship, work performance and organizational goal attainment. Based on these findings, it was concluded that effective communication leads to good human relationship, promotes work performance and organizational goal attainment. It was recommended among others that educational managers should make efforts to adopt good communication skills to enable them communicate effectively; workers should adopt proper communication strategies if they are to promote good relationship among co-workers and the managers.

The process of strategic planning takes into account the entire decision making process and the issues that an organisation faces. According to Uvah, (2005), the strategic planning process is as important as the actual plan and its implementation. He further suggested a strategic planning process which includes - Plan Design which deals with the design stage of a strategic planning exercise and should resolve questions such as who should be responsible for what? The next stage is the formulation stage. The next stage is the implementation stage which includes outlining the achievements of goals, allocation of necessary resources, tasks, schedules and other actions being specified (Daft 2008). It must be noted that the hardest part of strategic planning is implementation, that is to effect what is

planned and to be alert to the event of any opportunity for action that is clearly better than that in the original plan and then to adjust the plan accordingly to fit emerging circumstances. (Uvah, 2005). The last stage is the evaluation and review stage. This stage deals with monitoring, evaluation, feedback and review of the plans. This is necessary so as to ensure consistency between implementation and the planned strategic directions.

The goals of Tertiary Education according to the National Policy on Education (FRN, 2014) includes among others to:

- (a) Contribute to national development through high level manpower training;
- (b) Reduce skill shortage through the production of skilled manpower relevant to the needs of the labour market;
- (c) Promote and encourage scholarship, entrepreneurship and community service.

These goals if pursued vigorously and implemented can produce the required manpower thereby increasing per capita income and bring about the desired development which is the major goal of education. The nation's educational curriculum like that of developed nation is good enough to address our needs and provide relevant manpower to work in different sectors of the economy. The problem is not the curriculum or the goals of education but its implementation. It is worthy of note that entrepreneurship education is not promoted and carried out at any level of our educational system as provided for by the National Policy on Education.

Resources are pivotal to the achievement of the aim and objectives of the school. Consequently, Mukhopadigay (2016) revealed that resources operationally can be grouped into; human resources, physical facilities/equipment and financial resources which can gainfully be employed in the process of providing education so as to produce quality delivery needed for national development while Abraham (2013), further projected that the management of educational resources (human and material) is very important because of its roles in the attainment of educational objectives. As tertiary schools in Rivers State re-organise to gain competitive edge, quality management plays a key role in helping learners to deal with and adapt to, a fast-changing environment and the greater demand for quality education.

2.2.1.2 Organising and University Goal Attainment

Okon (2020), investigated organising human resource utilisation and Goal Attainment in Commercialized Public Corporations. It presents techniques that may be applied by decision makers/resources developer for the effective human resource utilisation and goal attainment in commercialized public corporations especially in Cross River Broadcasting Corporation. The intent is to provide a useful basis for change in the human resources management culture in the public corporation of Nigeria. In carrying out the study, three research questions were developed which were later transformed into three research hypotheses, formulated to guide this study. A survey design was used as the methodology of the study and this allowed for the use of research questionnaire which were distributed and administered to the staff of Cross River Broadcasting Corporation, Calabar. The responses from the questionnaire and oral interviews were analysed. From the analysis and interpretation of hypotheses, the study found that inadequate training has a significant relationship with organizational goals attainment, poor recruitment policy has a significant relationship with organizational goals attainment and poor human resources utilisation has a significant relationship with organizational goals attainment. Based on these findings, the study recommended among others that the Corporation should make an in-depth x-ray of its training programme and address areas of lapses, recruitment policy of the Corporation should be evaluated to adhered to the fundamental tenet of meritocracy. This is because the performance of staff depends on potentials of such staff that would in-turn ensure optimal performance of the organization. The study further recommended that an assignment of responsibilities should be strictly on technical competence.

Ndukwe, Ikechukwu and Johnpaul (2016), investigated the nature of leadership styles in organisation and the politics of institutional management in State-owned Universities in Nigeria. In the study, descriptive survey design was adopted. Generated data were analysed using the Analysis of Variance (ANOVA) via Special Package on Social Sciences (SPSS). Analysis />was based on primary data generated through a structured likert questions administered on respondents. The result of the findings shows the need for the government to grant institutional autonomy to the management of state-owned universities in Nigeria and especially in the various six (6) geo-political zones in order to achieve global best practices, organisational performance and sustainable human capital development within the

purview of global/ international standards thereby providing relevant manpower training and general performance of its tasks in the areas of teaching, research, capacity building and community services, that will contribute meaningfully in institutional performance and rapid national development attainment in this 21st century.

In every organisation, human resource planning is a fundamental component that determines its failure or success. This is because the day to day running of an organisation is the sole responsibility of human beings. The machines and other assets owned by the organisation are controlled and directed by the employees who function at both managerial and lower levels (Bohlander, Snell and Sharmer 2001). An organisation is as strong as its manpower. Human resource is the most vital of other factors of production, it is the function of manpower to coordinate, direct and harness the other factors of production to ensure that the goals and objectives of the organisation are achieved. The human resources of an organisation are key factors that dictate the effectiveness of other assets and projecting the future of the organisation determining whether or not its objectives and goal will be achieved.

Manpower of any establishment plays a sensitive role in its success or failure. Agba (2014), asserted that the progress of any nation or organisation relies on the capacity of its manpower. Therefore, an effort of any organisation to attain its goals and objectives depends on the quantum and greatness of its manpower skills. Argris (2007), postulated that just as the nation's gross domestic product depends on the capacity of its manpower; the attainment of organizational goal depends on the capacity of its workforce. However, Human Resources of an organisation involve the entire workers which defines the entirety employees of the organisation. Human resource investment defines the nature, value, accessibility as well as efficiency of the organisation, human resources are the roadmap to attain the objectives and goals of any organisation.

2.2.1.3 Directing and University Goal Attainment

Ozurumba and Amasuomo (2015), examined directing staff development and the output of academic staff in the state universities in South-South Nigeria. An ex-post-facto survey design was used to conduct the research in three state universities in the area. Three

research hypotheses were formulated to guide the study. Data were collected from a sample of 402 academic staff. This was done using a questionnaire entitled “Academic Staff Development and Academic Staff Output Questionnaire”. One way Analysis of Variance (ANOVA) was used to analyse the data. The findings were that significant relationship exists between staff development and the productivity of academic staff in terms of research, teaching and community service. Therefore, the study concluded that in-service training and attendance of conferences and workshops influence the output of academic staff. Accordingly, it is recommended that adequate funding towards staff development and policies that support staff development are imperative for improved performance.

Radhika (2020), investigated significance of directing and guiding principle as indispensable factors necessary in achievement of goals and objectives in the university community. It is the job duty of the leaders to direct and guide their subordinates to focus upon the implementation of job duties in an appropriate manner and generate the desired outcomes. In order to put into operation these functions in an effective manner, the leaders as well as others need to possess sufficient knowledge and skills. They need to put emphasis towards enriching their knowledge, skills, and abilities, so they are able to help others. In educational institutions at all levels and in various types of organizations, all the individuals in leadership positions such as, instructors, supervisors, managers, principals, heads, directors and so forth, need to implement the functions of directing and guiding to their subordinates. When these functions will be put into practice in an efficacious and meaningful manner, only then they will be able to render an important contribution in facilitating the achievement of organizational goals and enriching the overall structure of the organization. Therefore, these functions are acknowledged to a major extent. The main areas that are taken into account in the research paper are, significance of directing, significance of guiding, principles of directing, principles of guiding and measures to bring about improvements in directing and guiding.

The significance of directing can be understood by the fact that all tasks and activities that are being carried out in organizations are initiated through directing. In other words, when the leaders and superiors want their subordinates to carry out a particular task or activity, they are communicating in the tone of directing. Through implementing this function, the

leaders are generating information among the subordinates towards the attainment of desired goals and objectives. Through directing, the efforts of the subordinates get integrated within the organisation in such a manner that all efforts would contribute in an efficacious manner in enriching the performance of the organizations. The individuals need to inculcate the traits of diligence, resourcefulness and conscientiousness to carry out their job duties well and achieve organizational goals. The individuals with good leadership abilities will be in a position to convince the employees, who are working under him or her to put into operation the measures and approaches in a productive manner (Directing, 2019).

In the implementation of the function of directing, the leaders motivate the individuals to realize their potential and capabilities by making provision of leadership functions in an operative manner (Directing, 2019). In some cases, the subordinates do not feel pleasurable in the implementation of job duties. They find them monotonous and tedious. The job duties are found to be complicated, particularly when the individuals are employed in hazardous occupations. These include, factories and industries. Hence, the leaders put into operation motivation strategies, which would enable the subordinates to develop interest and enthusiasm towards the implementation of job duties satisfactorily. Within the course of time, there is a need to bring about changes. These need to take place within the course of implementation of job duties in an effective manner, goals and objectives, infrastructure, resources, materials, facilities, tools, technologies, equipment and overall structure of the organization. In order to bring about changes and ensure, they prove to be beneficial to the individuals and overall structure of the organization, the function of directing is regarded as efficacious and meaningful. When the subordinates are required to make use of modern, scientific and innovative methods, then too the leaders need to put into operation the function of directing.

Ekundayo and Ajayi (2009), examined the myriads of problems militating against the effective Directing and management of the Nigeria university education system. These include: financial crisis, poor infrastructure, brain-drain, erosion of university autonomy, graduate unemployment, volatile and militant students' unionism, secret cults, examination malpractices and sexual harassment. Therefore, it is recommended that government should re-address the issue of funding of university, review upward the pay-package of academics,

grant the university autonomy and make plans and projections on the nation's manpower needs in a bid to integrate this into the university programmes.

Effective directing by management of university is desirable and it is paramount with university autonomy. The need for autonomy or self-determination is the desire to have choice in what we do and how we do it. In other words, it is the desire to act independently, rather than to have external pressures and rewards determine our actions (Ryan and Deci 2000). Porter (1961) argued that there is need for independent thought and action, autonomy is a basic need. When the autonomy of the leader is eroded, the chance of the leader to be an origin is spoiled by a hierarchical attempt to control him by the visitor who is the governor or the government of the day who interferes in admission policy, the choice of a Vice-Chancellor, funding, discipline to mention but a few. When a leader's autonomy is eroded, he has little appetite for site-based management and a sense of self-determination is stolen (Wool Folk 2007). The internal management of each university is defined by an organogram. The first citizen in the university in Nigeria is the visitor who is the Head of State or the Head of Government that established it. He presides over the convocation ceremonies. The second citizen is the Chancellor, by law take precedence over all other members of the university and when present, presides over all convocations and he confers degrees on students.

At the peak of the management structure of each university, is the governing council, headed by the chairman (Pro-Chancellor) which is saddled with the administrative functions in the area of goal setting, policy formulation, staff discipline, budget approval and liaison activities with the government of the day. Ibukun (1997) asserted that the main body controlling and regulating the internal academic activities of the universities is the Senate, headed by the Vice-Chancellor and the Registrar as the Secretary. The Senate regulates the academic activities of the university through the general guidelines provided by the NUC. The external and internal managers of university education in Nigeria paradoxically require the latter to assist the former in order to function very effectively. The external level which is the control by the Federal Government through the National Universities Commission (NUC). Ibukun (1997) explained the main objective of NUC as ensuring the orderly development of university education in Nigeria, maintenance of high standard and its proper

and adequate funding. Okojie (2007), asserted that the NUC activities in improving quality of university education in the country are comprehensive.

2.2.1.4 Controlling and University Goal Attainment

Corwin and Chris (2013), introduced the goal attainment expectancy construct to achievement goal theory. Three studies, two in college classrooms and the other using a novel math task in the laboratory, converged on the same finding. For mastery-approach goals and performance approach goals alike, the harder the goal appeared to attain, the less likely participants were to pursue it, ultimately with negative repercussions to participants' task interest and achievement. Additionally, in each study, mastery-approach goals were generally considered easier to achieve than performance-approach goals. Study 3 also demonstrates that these judgments are highly amenable to cues in the situation: mastery-approach goal expectancies are coloured by the apparent complexity of the material to be learned. Multiple theoretical implications are considered, particularly for work on achievement goal antecedents and goal revision.

Mamedu (2016) investigated academic staff perception of Quality of Work-Life and University Goal Attainment to have some understanding of the QWL of university academic staff and to relate this understanding to their performance towards university goal attainment in the South-South geo Political Zone of Nigeria. The topic was chosen because of persistent complaints concerning the low quality of university output in Nigeria for over a decade. Two research questions and two null hypotheses were raised to examine the QWL of university academic staff, university goal attainment and the relationship between the two variables. The significance of the study is to help those involved in higher educational planning, policy formulation and implementation to achieve optimum university outcomes through performance and QWL of academic staff. The study was guided by a theoretical concept on self-theory with a plethora of self-based theories on QWL and university goal attainment. The review indicated that only very limited work had been done in this area in Nigeria, on university and on the subjects. The sample constituted 1681 of university academic staff and this was 36% of the entire population of academic staff in the zone. Two questionnaires were each developed for QWL and UGA respectively in addition to personal interviews and document review. Results of the study revealed a state of satisfactory QWL

for the staff; a state of unfavourable University goal attainment; and insignificant relationship between QWL and UGA in the universities. These results are unique in the sense that they revealed that satisfactory QWL of university academic staff does not generate commensurate satisfactory UGA in the Zone in Nigeria.

Burrus, Elliott, Brenneman, Markle, Carney, Moore, Betancourt, Jackson, Robbins, Kyllonen, and Roberts (2013), investigated keeping students on track toward a comprehensive model of college persistence and goal attainment through identification of three (3) goals. The first was to review the extant literature on persistence in higher education. The second was to develop a working model of persistence informed by our literature review. This resulted in a model centered on 3 basic categories of variables: those that put you on track towards persistence, those that push you off track, and those that keep you on track. The final goal was to outline a research agenda to develop student-centered assessments informed by our model, and we conclude with a discussion of this agenda. The study found out from National Center for Education Statistics, 2011 that despite near universal acceptance in the value of higher education for individuals and society, college persistence rates in 4-year and community colleges are low. Only 57% of students who began college at a 4-year institution in 2001 had completed a bachelor's degree by 2007, and only 28% of community college students who started school in 2005 had completed a degree 4 years later.

Schippersa,, Morisanob, Locked, Scheepersa, Lathame, De Jong (2020), investigated personal goals and plans regardless of goal type boosts academic performance; the potential impact of a brief (4–6 h), written, and staged personal goal-setting intervention on undergraduate academic performance (earned European Credit Transfer and Accumulation System credits) was investigated. Using a time-lagged quasi-experimental design, our model was tested with two first-year university goal-setting cohorts and two control cohorts (total $n = 2928$). The goal-setting cohorts ($n = 698$ and 711) showed a 22% increase in academic performance versus the control cohorts ($n = 810$ and 707). This increase depended on (1) the extent of participation in the 3-stage goal-setting intervention, (2) number of words written in the exercise, and (3) the specificity of students' goal-achievement plans (GAP). Contrary

to goal-setting theory, which necessitates goal-task specificity, the results revealed that it did not matter whether the students wrote about academic or non-academic goals, or a combination of both. Rather, it appeared to be the overall process of writing about their personal goals, the specificity of their strategies for goal attainment, and the extent of their participation in the intervention that led to an increase in their academic performance. This study suggests an important modification to goal-setting theory, namely a potential contagion effect of setting life goals, an academic goal primed in the subconscious, and subsequent academic performance.

2.2.1.5 Management Practice and University Goal Attainment

Olanipekun, Abioro, Akanni, Arulogun, and Rabiun (2015), examined the impact of strategic management on competitive advantage and organisation performance in Nigerian bottling company using the resource based theory as its theoretical basis because the theory explains how competitive advantage and superior performance of an organisation is explained by the distinctiveness of its resources and capabilities which constitutes central considerations in formulating its strategy. Primary data with the aid of a structured questionnaire was used to elicit information from respondents. The data collected were analyzed using both descriptive such as frequencies, percentages mean, standard deviation and inferential statistics of Chi-square and Analysis of Variance (ANOVA). The findings revealed that indeed the adoption and implementation of strategic management practices make the organisation not only to be proactive to changes but also initiate positive changes that consequently leads to competitive advantage and sustainable performance. It was recommended that organisation should continuously maintain, sustain and improve strategic management practices since it is an indispensable tool for business organisation performance.

Owolabi and Makinde (2012), studied the effects of strategic planning on corporate performance using Babcock University, Nigeria as the case study. The results of the hypotheses revealed that there was a significant positive correlation between strategic planning and corporate performance. Similarly, Dauda, Akingbade and Akinlabi (2010), examined the influence of strategic management on corporate performance in selected small scale enterprises in Lagos Metropolis, Nigeria. Their findings revealed that strategic

management practices enhance both organizational profitability and company market share and it was concluded that strategic management practices enhance both organizational profitability and company market share and therefore suggest that strategic planning concepts should be adopted by business organizations. Fiberesima and Abdul Rani (2013), examined the impact of strategic management on business success in Nigeria. The study concluded that strategic management was found to be positively related to corporate success, and strategic management practices improve business success.

Gichunge (2007), examined the effect of formal strategic management on organizational performance of medium sized manufacturing enterprises in Nairobi, Kenya. One of his key findings is that competition influences adoption of formal strategic management, this is even as it was discovered that organizations with formal strategic management performed better than those without formal strategic management. Singh (2005), in his studies examined the impact of strategic planning process variation on superior organizational performance in non-profit human service organizations providing mental health services. The major finding of this study was that strategic planning is highly correlated with superior organizational performance.

Sharabati and Fuqaha (2013) in their studies investigated the diffusion of six proposed strategic management tools of the past few decades through the lens of organizational change theory, examined the relationship between the adoption of these techniques and organizational performance in both manufacturing and non-manufacturing organizations in New Zealand. The results and findings showed a significant association between the diffusion of these relatively new strategic management tools and organizational performance. Adeyemi (1992), discovered that there is a positive correlation between strategic management and organizational performance in some selected Nigeria banks.

2.2.2 Students' Union Activities and Goal Attainment

Student union is the movement of the student population to come together under an umbrella that produces a leadership through electioneering process who in turn, after winning the election are saddled with the responsibilities of acting as labour union for the protection of

student's rights and privileges. Beyond this, students' union performs representational role, communication and information dissemination role, welfarist role, socio-cultural role for the student body. Literature revealed that universities all over the world are administered through committee system which symbolizes representational administration and a medium by which quality decisions are taken and a means through which decision making is democratized. Akomolafe (2012), submitted that a democratic leader should believe in consultation and joint decision making as it is one of the principles of decision making process. However, it is obvious that, despite the numeric strength and their relevance as a prominent stakeholder in the universities, students still hold minority member seats on very few university committees, thereby making their contribution at such committee meetings very insignificant in decision making and this appears to be a major factor of the instability in the Nigerian university system. In a research work conducted by Akomolafe and Ibijola (2012), they submitted that when students are involved in university governance, it has a positive correlation with organizational effectiveness. Kanperin (2004), while stressing the importance of student's participation in the university governance as when students feel responsible for their learning. Participation and leadership in formal settings such as student government on campus and voluntary associations on or off campus are among the typical indicators of active citizenship according to Saha (2000). Akomolafe and Ibijola (2012), revealed that the rationale for students' participation in university governance among others includes; higher degree of level of commitment on the part of the students, easy attainment of set goals or objectives, efficient policy formulation and implementation, uninterrupted flow of academic programmes, leadership training and development, stable economic gain and reduction in crime or anti- social behavior on the part of the students. Observations have shown that students have so much regards for their union executives even more than for the university authorities probably because they believe in the course of their leaders. Therefore, the student union government makes the process of democratic representative and participation in the faculty and the university decision making bodies easier. By implication, formal student representation in university governance have been serving as a training ground for leadership in civil society, as the skills and competencies acquired in the university context could immediately be transferred to organized civil society.

2.2.2.1 Acting as Labour Union for the Protection of Students' Welfare, Needs and Rights and Goal Attainment

Odeyemi, Idowu, and Ogunbodede (2020), investigated students' union management relationship and conflict resolution management in Obafemi Awolowo University Ile-ife Nigeria. The study adopted an exploratory research design and used primary and secondary sources of data. Primary data was obtained by conducting semi-structured interviews. A total of 20 respondents were purposively selected from OAU. The respondents were carefully selected based on their expertise, experience and involvement in the subject matter of the research over time. They were: former and serving officials of OAU Students' Union (8 respondents); past and present university officials (6 respondents); an official of the OAU security unit (1 respondent); and lecturers who specialise in peace and conflict management in OAU (5 respondents). The study finds that the Students' Union–Management relations in Obafemi Awolowo University have been a mixture of conflict, confrontation and harmony. The pattern of relationship often depends on a number of factors. The management and the Students' Union swing from conflicts to harmony depending on the leadership traits of the Students' Union executives, its mode of operation and style of leadership, the nature of communication, the release of subventions to the union, and the content of information disseminated to the students. It also finds that to a large extent, the OAU Students' Union does not participate in university management because they are not involved in Senate committees and other top decision-making meetings/committees.

Alada (2011), posits that it is the students' unions that assist students to develop their organisational abilities and strength of character which prepare them for greater responsibilities in the near future. A good student union leadership provides the leverage for the student community to enter into the socio-economic and political spheres of the institution and the larger society. Generally, a students' union on any college campus serves two traditional purposes. One is to provide certain critical services to newly admitted students in the university, so as to guide them to experience a successful social transition from home to the beginnings of the adult world, to acquire personal responsibility, and to create a new social configuration.

These functions also affect returning students. This is usually achieved through various clubs and societies, student affairs, and the provision of a whole network of social activities where, at the end of the day, students can be productive. Students' union activities normally complement other guidance and counselling services that colleges and universities provide. The second function of students' unions globally, is to serve as flashpoints of social conscience. Regardless of divergent religious, social and political ideologies in their respective societies, students all over the world are, arguably, one of the most united groups. Students are held together by common biological factors affecting their transition from adolescence to adulthood, the common ground being the college environment which provides a readily available conduit for the expression of their newly acquired social freedom and conscientiousness. Most often, students' activism and its aftermath are not restricted to the university campus, but spill over to the larger society and lead to clashes with established authorities, and even to deaths and destruction. Due to the colourful nature of student unrests in various social contexts, it is often too easy to ignore the many important functions of student unionism, and clearly perceive that it goes beyond organising protests against the establishment.

The United Nations Development Programme (2013), reports show that youth accounts for over 70% of Africa's population, the social group is largely relegated to the back seat in decision making at institutional and national levels. There is a generational gap as the older generation has edged out the more youthful population. Despite the fact that youths have been largely marginalised in Africa, Mengistu (2017) avers that the will and desire of African youths to engage in political, social and economic activities remain vigorous. He further argues that when the right conditions are set for youths, such as creating favourable legal ground for them, they can invest their skills, efforts and knowledge in decision making (social, political and economic) in the society.

2.2.2.2 Promotion of Social, Cultural, Intellectual and Recreational Interests of Student's Body and Goal Attainment

David (2013), investigated the responsibilities of an ideal students' union leadership. The study identified Sports Development as one of the responsibilities stressing that students'

union organise competitions in sports across faculties/schools, departments, programmes (degree, masters, National Diploma) to engage students and discover talents to form school teams. Sporting activities such as football, volleyball, handball, swimming and athletics are competed for in National Universities Games Association(NUGA) and other tertiary sports competitions. The study also identified social functions by stressing that students' union enrich social life on campus by organizing parties, discounted trips on excursions, fun trips to beaches, zoos and museums, selling discounted tickets to concerts, shows, plays and cultural events and rag days.

Asta (2007), investigated on "An assessment of the management of students' Welfare services in universities in three Geo-Political Zones in Northern part of Nigeria" The study was specifically interested in finding out the types of welfare services available in the system and the impact they have on the students' behaviour with respect to their academic attainment. The inadequate provision of the students, welfare facilities and their management were assumed by the stakeholders and members of the public as factors militating against students' peaceful behaviour in the University system. The objectives of the study therefore were to identify the types of students' welfare services and to assess the availability as well as to examine the impact of each welfare service on the students' social and academic behaviour. The critical areas examined were social, academic, medical and environmental services. Twenty (20) hypotheses were postulated to find out the significant differences in the opinions of the three groups of respondents. The researcher reviewed relevant literature to establish the theoretical base for the study.

The descriptive and survey methods were adopted for investigations, identification and collection of data. The total population of subjects was two hundred and twenty six thousand nine hundred and forty six (226,946), made up of 206,948 students, 19,448 service staff and 450 top management staff, in the sixteen Universities in the three Geo-Political Zones in Northern part of Nigeria. Through random sampling Technique, five Universities; Ahmadu Bello University Zaria, Bayero University Kano, University of Maiduguri, University of Jos and Usman Dan Fodio University Sokoto, were selected, being one third of the sixteen Universities, in the three Geo Political Zones in Northern part of Nigeria. Out of the total of one hundred and thirteen thousand two hundred and eight (113208) subjects consisting of

109,774 students 3389 service staff and 45 top management staff in the five sampled Universities, 770 respondents were used.

Out of the 770 copies of the questionnaire designed and administered by the researcher, 463 copies were returned. The questionnaire as the basic instrument was vetted by the experts in Educational Administration and Planning and Educational Statistics Sections and subjected to pilot study in Federal College of Education Zaria. The Analysis of Variance (ANOVA) and Scheffe's statistical test were used to test the Null hypotheses. Eight out of twenty hypotheses were retained, while twelve were rejected. The twelve were subjected to Scheffe's test to determine the extent of significant difference in the respondents' opinion. The major finding of the research indicated that the social, academic, medical and environmental students' services were available but not adequate in the Universities. It was also discovered that some services had positive impact on students' behaviour and academic performance. Recommendations such as the need for improved fund allocation to the Universities by the Government were offered for better provision, management and improvement of students' welfare services for peaceful social and academic performance by students in the Universities. A model for effective and efficient management of the students' welfare services was also developed by the researcher. Finally suggestions were also made for further research into the area of students' welfare services in the University system in Nigeria in general.

2.2.2.3 Demanding for Academic Infrastructure (Well Stocked Library and Internet Facilities and Goal Attainment

Ainon and Rosmaizura (2018), investigated three factors that can impact on students' academic achievement, which is System Management (E-Learning, Management Information System); Learning Environment (Classrooms, Teaching Aid, Library) and Infrastructure (Hostels, Sports Facilities, Parking and Transportation). It was conducted in the University of Malaysia Kelantan (UMK) City Campus because of its conditions of using shop lots as building in the campus. Data were distributed to 500 students of 2016/17

academic calendar. A total of 364 returned and usable questionnaires were received, given a response rate of about 73%. The study runs correlation and regression analysis to analyse the data. The results of the study show that E-learning of System Management; Teaching Aids and Library of Learning Environment; Hostels, Sports Facilities and Parking and Transportation of Infrastructure were all significant to impact students' academic achievement. All the factors contributed about 51.5% towards the students' achievement. As this is the first attempt of looking at the issue in the UMK, it provides valuable findings of the factors which should be given attention by UMK and other academic institutions to improve students' academic achievement.

Okoroma and Orike (2019), investigated the influence of availability of facilities on academic performance of undergraduate students of federal universities in south-south zone, Nigeria as perceived by academic staff, senior administrative staff and final year students. The study adopted the descriptive research design. Three research questions and one hypothesis guided the study. The population of the study comprises of 25,465 (twenty five thousand four hundred and sixty five) academic staff, senior administrative staff and final year students from six (6) Federal Universities of south-south zone of Nigeria in the following categorization: 6,700 (six thousand seven hundred) academic staff, 796 (seven hundred and ninety six) senior administrative staff and 17,969 (seventeen thousand nine hundred and sixty nine) final year students. The sample size consists of 3,263 (three thousand two hundred and sixty-three) academic staff, senior administrative staff and final year students of six federal universities in south-south zone of Nigeria. The combined population of 24,669 academic staff and final year students were sampled at 10% because of the huge number involved ($24669 \times 0.1 = 2466.9 \approx 2467$), while the entire population (796) of senior administrative staff was used because the number was manageable to be adopted for the study. The proportionate stratified random sampling was adopted. The instrument for data gathering consists of a self-constructed questionnaire titled "Influence of availability of facilities on Academic Performance of Undergraduate students of Federal Universities Questionnaire" (IAFAPUSQ). A ten item questionnaire made up of two sections (A and B) and structured after a 4-point modified Likert scales; Strongly Agree (S.A), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data gathering. A Chronbach's Alpha

value of 0.86 was obtained. Data obtained from the respondents were analysed using the mean to answer the research questions while the analysis of variance (ANOVA) was used to test the hypothesis at 0.05 significant level. The result showed that the respondents unanimously agree that availability of facilities in university education influence the academic performance of undergraduate students of Federal Universities in South-South Zone, Nigeria. While the following recommendations were made based on the findings of the study: The government should carry out periodic assessment of infrastructural needs of the universities and endeavour to close up the infrastructural/ facilities“ gap for smooth administration of University education in Nigeria; Supervision of infrastructural developments and facilities upgrade should be enhanced to forestall compromise to standards and design. This will reduce substandard infrastructures and facilities that parade the university environment and increase the lifespan of any facility that government has managed to provide.

Nwosu and Uba (2019), determined the perceived influence of infrastructural facilities and classroom management in secondary schools in Port Harcourt City, Rivers State. A specific objectives, research questions and a null hypotheses were formulated to guide the study. A correlation research design was adopted for the study. .A correlation research design was adopted by the researcher. The study was carried out in Port Harcourt city Local Government Area of Rivers State of Nigeria. The population of the study comprised 1,280 teachers as respondents from senior secondary schools in the Port Harcourt city Local Government Area of Rivers State. The sample size for the study comprised 384 teachers selected from senior secondary schools in the Port Harcourt city Local Government Area of Rivers State. The sample size is 30% representation of the population. The simple random sampling was adopted for the study. A structured instrument titled “Infrastructural Facilities and Classroom Management Questionnaire (IFCMQ)” was used to elicit data for the study. To validate the instrument, the questionnaire was taken to two experts. To ascertain the internal consistency of the instrument, the test- retest reliability method was adopted which yielded the result of 0.78. Mean scores were used to analyze the research questions while Z-test was used to analyze the hypotheses at 0.05 level of significance. Based on the findings, it was revealed that there is a relationship between the state of infrastructural facilities and

classroom management in senior secondary schools in Rivers State and it was recommended that adequate funds should be made available for building of infrastructural facilities for effective classroom management; The available infrastructural facilities should be maintained for effective utilisation and that classroom teachers should be trained on how to utilize infrastructural facilities for proper classroom management.

Fagbohunka (2017), described the library as one of the most important physical facility of the school and the engine room of the university that houses text books, journals, references and micro film. The facilities in the library according to Kpee (2018), directly aid teaching, learning and research in the university. The library facility is provided in virtually all universities but the question remains how functional they are. A library that is stocked with old books and journals cannot benefit students much as all information privy to them are obsolete talk more now that libraries are gradually visuals and electronic in nature. The library impact greatly on the students' achievement because the library is a stock of information and knowledge centre where every student visits to abreast himself with new innovations. However, utilisation and maintenance of these physical resources is as important as their provision. Fagbohunka, (2017), is of the opinion that utilisation of school facilities actually leads to achievement of desired goals and also depend on the needs and rate of usage of the school facility.

2.2.2.4 Serving as Vanguard for Information Dissemination and Goal Attainment

Shonhe (2017), assessed the advances in Information Communication Technologies (ICTs), information repositories have radically changed their information dissemination platforms and employed new techniques. Information repositories such as libraries are striving to remain relevant in the 21st century. It has become essential for libraries to meet 21st century user needs and demands. Today libraries have acquired new roles and are making use of various technologies such as mobile technology and social networks to disseminate information to library users. ICTs have been employed in information services due to their ability to provide high speed and effective access. Usage of information communication technologies present information seekers with a variety of advantages such as; 24/7

connectivity, self-service platforms, limitless access and it is time saving. The purpose of the study is to discuss various techniques used to disseminate information in the 21st century era.

A study carried out in Nigeria by Okiy (2010), revealed that; students and lecturers in Nigerian tertiary institutions increasingly demanded and preferred access to electronic sources and networked information from their respective libraries. Another preliminary study conducted by Jain (2013), revealed that potential library users have positive attitude towards technology, they have competent skills to use mobile technology and they access information daily using mobile technology. McGrath (2016), also revealed that 87% of internet users own a smart phone. These findings show that information seekers are ready to access information through the use of ICTs. It is left to the information providers to take appropriate measures to disseminate information using 21st century techniques. ICTs offer tremendous advantages that cannot be ignored. If information providers harness the benefits brought by technology, developed countries can raise informed and educated economies at a much faster rate. It is on this premise that the study sought to explore and establish the 21st century environment of information dissemination.

Udoh, Okafor, and Ekpenyong (2020), examined strategic information access tools for dissemination of information resources in academic libraries in a digital era in Nigeria, using Michael Okpara University of Agriculture, Umudike (MOUUAU) Library, as a case study. The study adopted a descriptive survey design. The population consist of forty-six (46) library staff, comprising academic librarians, para-professional staff and library assistants from the Michael Okpara University of Agriculture, Umudike, (MOUUAU) Library. However, Michael Okpara University of Agriculture, Umudike, (MOUUAU) Library, is located in Abia State, South-East zone of Nigeria. It is located along the Umuahia - Ikot Ekpene federal highway. The complete census sampling technique is adopted since the entire population is small and manageable in size based on the recommendation of Nworgu (2015). A 4-point structured questionnaire titled: “Questionnaire on Strategic Information Access Tools for the Dissemination of Information Resources in a Digital Era in Academic Libraries in Nigeria”, was used for data collection. The questionnaire instrument was designed with closed-ended questions and distributed by the researchers. 46 copies were distributed to the respondents, out of which, 43 copies representing 96% were completed

with valid information and used for the analysis. The data collected were analysed using the descriptive statistics of mean scores and frequency counts in accordance with the Statistical Package for Social Sciences (IBM-SPSS Version 23). A-4 point scale was used to determine the degree of agreement or disagreement in each of the item statements. The criterion mean of 2.50 was used to ascertain the level of agreement or disagreement in each case. This implies that any mean score below 2.50 indicates disagreement while item statements with mean scores of 2.50 and above indicate agreement. The study found out that dissemination of information in any academic libraries is analogous to the key essence of the existence of the academic libraries. This is because without effective dissemination of information by the academic libraries, especially, as the system is steadily going digital, the objectives of the academic institutions such as teaching, learning, research/scholarship and community services, may not be accomplished. However, this study clearly shows that to achieve effective dissemination of information, some strategic information access tools are indispensable.

Olatunji (2020), analyse patterns of information dissemination by U.S.-based universities on Facebook and the possible effect of these patterns on the number and types of interactions the posts receive. Frequency and types of information (e.g., athletics, student accomplishments, campus announcements) shared in 50 universities' Facebook posts, over four months are analyzed. Kruskal-Wallis H Tests evaluate differences in interactions with social media posts based on the type of information shared. The findings of the study indicate that there are several unique types of information shared on Facebook. Posts that involve a human element (like stories about student and faculty accomplishments) are found to receive the most interactions.

Peruta and Shields (2018), examined Facebook posts from top U.S. colleges and universities to determine what effect the topics of the posts (information disseminated) may have on engagement. The researchers found that different topics did influence engagement (either positively or negatively), and the inclusion of certain elements (like multimedia) could also be influential. One limitation of this study was the emphasis on "top U.S. colleges and universities," which are not necessarily representative of the average institution of higher

education. Additionally, there are limited controls for the size or prominence of the university, which may affect social media engagement/interactions external to the type of content/information disseminated.

A study conducted by Tan, Sum, Seah, Somasundram, and Wong (2012), investigated the types of information posted on Facebook by academic libraries and the frequencies of post engagements. It revealed that types of posts (e.g., interest, news, and activities) were the leading reasons for higher engagements, instead of higher posts frequencies. Also, library users' posts usually had higher engagement than the library's ones because the posts tended to be more informal and conversational, making it easier to connect with users and increase engagements.

2.2.2.5 Participation in Decision Making through Membership of University Committees and Goal Attainment

Okpa, Odigwe, Emeribe and Obule (2020), investigated the level of students' participation in quality assurance management and tertiary institutions effectiveness in Nigeria. Four null hypotheses were formulated to guide the study. The design adopted was correlational research design. The population was made up of 423 (2018/2019) session students' union officials. A sample of 160 was randomly selected from three (University of Calabar, Cross River state University of Technology and Federal College of Education, Obudu) public tertiary institutions in the area. The instrument used for data collection was questionnaire (Students' Participation in Quality Assurance Management Questionnaire (SPQAMQ) validated by experts in test and measurement. It contained 28 items constructed in a 4-point Likert scale. Pearson Product Moment Correlation Statistics was used for data analysis. The result of the analysis revealed a significant positive relationship between students' participation in decision-making, discipline management, quality assurance committees and school plant maintenance and tertiary institution management when tested at 0.05 level of significance. Based on the findings, it was recommended that students should be adequately motivated through quality participation in school governance to enhance their academic achievement and development of basic leadership skills.

Nwanah, Ofobruku, Okafor and Mba (2019), investigated the impact of participatory decision making on organizational goal attainment. This study investigated the extent to which participative decision making affects the organizational goal attainment. The study had a sample size of 136 obtained using the Cochran statistical formula. The study employed a survey research design. The instrument used for data collection was the questionnaire. The data from the responses were presented in frequencies, simple percentages. Three hypotheses were tested using the chi-square X^2 and t-test statistical tools. The study found out that: Employee participation in decision making significantly improves job productivity ($X^2 \text{ cal} = 2.554 > X^2 0.5 = 0.6763$); employee participation in decision, making relates to employee motivation ($F_c - \text{test} = 21.56 > f_t 1 = 2.01$); the policy of employee participation in decision-making is significant in organizational goal attainment ($X^2 \text{ Cal} = 1.887 > X^2 0.5 = 0.6763$) The study, based on the above findings, concluded that for the goal attainment of any organisation to be achieved successfully depended on the extent to which the organisation integrated the workers into the policy formulation and implementation. The study recommends that organizations should adopt the ring show management theory as a way of survival.

Kagendo (2018), determines the extent of students' participation in decision making in secondary school management as well as determining its influence on student discipline in Tharaka-Nithi and Nairobi counties, with a view to informing educational practices in Kenya. The objectives of the study were to determine the extent of students' participation in decision-making, examine the influence of type of school, class level and the gender of the students on student participation in decision-making; establish the status of student discipline, analyse the extent to which student participation in management of curriculum, and management of students and welfare issues influenced student discipline. The study employed mixed method design, specifically triangulation method. Stratified random sampling, simple random sampling, purposive and convenience sampling were used in drawing the samples. The Krejcie and Morgan's table for determining large sample size was used to determine the sample size of students. The sample consisted of 38 secondary schools, 38 head teachers, 293 teachers, 753 students, 72 student leaders, 24 parents and 3 SCDE. Data collection instruments included questionnaire, interview guides and Focus Group

Discussion (FGD) guide. Content validity was determined by seeking expert judgement from educational management. Cronbach's alpha was used to establish the reliability of the instruments. Quantitative data were analysed using descriptive and inferential statistics while qualitative data were organized into themes and presented using descriptions and quotations. The findings showed that majority of the schools had established Students' Council form of students' leadership, although the councils were not represented in Board of Management, Parent Association and staff meetings. The study found that there were low levels of student participation in management of school finances, physical resources and staff personnel. The extent of student participation in management of school curriculum, and management of students and welfare issues was found to be moderate. The interaction between type of schools, class levels, and gender of the students did not influence student participation in decision making. However, the interaction between class levels and type of schools significantly influenced student participation in decision making. Student discipline was found to be good during the three years prior to the study. The serious expression of indiscipline in form of strikes had significantly reduced. The influence of student participation in management of the school curriculum, management of students and welfare issues were found to be of moderate levels. The study concluded that student participation in management of school curriculum, and management of students and welfare issues influenced student discipline moderately. The study therefore recommends that secondary school managements should actively involve students in all areas of decision-making in school with particular emphasis on decisions relating to the foregoing decision-making areas.

Duze (2019), investigated students' and teachers' participation in decision making in secondary schools and the consequent impact on their attitude to school work and school internal discipline in Nigeria. This was necessitated by the observed frequent breakdown of law and order in secondary schools alleged to be related to certain decisions taken without their inputs, usually forcing schools to be closed down for long periods thereby introducing serious wastages in the educational system. The responses of the randomly sampled 3,318 students and 612 teachers to the questionnaire used for data collection were analysed to

answer one research question and test six null hypotheses using frequency, simple percentage, mean, t-test, Chi-square and Pearson's r. Results showed that students and teachers, irrespective of gender, indicated alike a low level of participation in administrative creative decisions which influenced their attitude to school work and school internal discipline. Furthermore, low level of participation was found to have significant unwholesome impact on their attitude to school work and the school internal discipline thus undermining accomplishment of set instructional objectives/educational goals. It was therefore recommended that all school administrators in Nigeria should wisely adopt participatory decision-making for optimal goal attainment.

Isah (2012), assessed decision- making process in secondary schools in Kaduna state. The major factors considered were the management principles and their impact on decision making in secondary schools. This enabled the researcher to assess the decision- making process and to determine whether or not they have impact on the management of secondary schools in Kaduna state. Consequently, four objectives, four research questions and corresponding four hypotheses were posed for the study. The review of literature gave broad spectrum of various definitions of decision making management processes as well as reviewed the trends on management principle and their impact on decision making process in secondary schools in Kaduna State. A number of relevant and related literature by different authors were reviewed on the research problem. The design adopted for the study was the descriptive research design using survey method. The population of the study comprised of one hundred and twenty three (123) secondary schools in Kaduna state, five thousand and thirty four (5034) teachers from which the sample was drawn to represent forty (40) secondary schools in which ten (10) principals each were selected from each zone to form part of the respondents. Though the sample size randomly selected for the study was three hundred and six (306) from the thirty (30) secondary schools selected to represent teachers and principals, only two hundred and ninety six were retrieved and used for the study. The instrument for data collection was the likert five point scale questionnaire designed and adopted by the researcher. The data collected was used to answer the research questions while the four null hypotheses were statistically tested on 0.05 level of significance using the t-test statistics for independent samples. The study established that

teachers were insignificantly involved in decision- making despite their eagerness to be involved. Some duties are given to senior teachers or committees even when teachers feel that they should be directly involved. There are times when school heads make unilateral decisions and impose them on teachers for implementation. The study recommends that heads of schools should give their teachers room to come up with ideas and look at all issues objectively.

2.2.3 Staff Union Activities and Goal Attainment

There is no gainsaying the fact that activities of the unions especially the Academic Staff Union of Universities (ASUU) appear to impact positively and negatively on the goal attainment of Nigerian universities. From several literature reviewed there were opinions and positions empirically established by various researchers to corroborate this position. Tahir (2013), as well as Adamu Nwogo (2014), reported that trade union such as ASUU, usually embark on various actions over agitation for improvement of their welfare, teaching and research facilities and university autonomy. Also, Edinyang and Ubi (2013); Olusegun (2014), Adamu and Nwogo (2014), also reported that incessant industrial action of ASUU in Nigeria has interrupted the academic calendar of the universities, elongated the study period and thus discourage academic interest of students upon resumption.

Relatedly, the following researchers have opined severally on the impact of ASUU strikes on the university goal attainment.

Ogbette and Eke (2017), using an advocacy method investigated the causes, effects, and management of ASUU strike in Nigeria between the periods 2003 to 2013. The study digs into the historical trend of industrial action of the ASUU and how various promises made by the previous administration has been unfulfilled. The study was able to identify that ASUU strike in Nigeria is fueled by political and economic factors. Instability in macro-economic policies also contributes to the incessant industrial action of the ASUU. The study thus recommends that to resolve these issues between Federal Government and ASUU, the Federal Government should create a strong forum where the active actors (Government, Management and ASUU) meet and deliberate on issues affecting them instead of expressing it through strike action.

Eric and Urho (2015), using an experimental research design investigated the effect of strike action on educational management of universities in River state. The study distributed one hundred and thirty-five questionnaire to the academic and non-academic staff of the universities in River state. Findings show that the industrial action expressed through strike does more harm than good in Nigerian universities. The study outlined some of the ripple effects of ASUU strike and these include; irregularities of academic programs, examination malpractices caused by non-completion of course content and yet examination questions being set on the entire syllabus, and cultism among students, lack of interest in furthering higher education and so on. As such, the study recommended that previous agreement on salaries, fringe benefit and other working conditions between labour and management, government should be respected as and when due.

Appraising the ASUU industrial action between the government and the union, the study put into consideration the history of ASUU's industrial action in Nigeria, the budgetary allocation of the federal government towards the education sector, causes and effect of ASUU industrial action and the way forward. A mixed method of analysis was adopted which comprises of the primary and documentary data form. The study thus identified that the prolong ASUU strike was occasioned by the indecision of the Federal government on the issue at hand. The study reported that issues like the poor condition of service and low wages, obsolete equipment and facilities in the Nigerian universities among others are issues ignored by the government and as such, the strike lingers. The study thus recommends that government should increase budgetary allocation towards the educational sector as this will prepare a solid financial ground to foot the educational bills in Nigeria.

Adams and Nwogo (2014), empirically investigated the impact of ASUU strike on the quality of university education in Nigeria using the quasi-experimental research design. The study administered copies of a well- structured questionnaire where the targeted population of the study was four hundred and fifty students of a Federal university in Nigeria. The study was able to retrieve all the distributed questionnaire due to the one on one method of distribution. The study proxies the quality of university education in Nigeria with study curriculum, quality of teaching, student skills and student learning habit. Findings revealed

that there exists a negative relationship between the implementation of university curriculum and ASUU strike. To this end, when universities are on strike, all academic activities were shut down and upon resumption students are not given time to make up for the lost periods. As such, the effect of ASUU strike on student performance and university curriculum is negative. The study concludes that ASUU strike destabilizes the university curriculum and academic calendar in Nigeria. On the basis of this, the study suggests quick negotiation process and inter-coherent relationship should exist between the government and the association as this will further help in tackling potential planned strike in the system.

Anonaba (2015), appraised strike in Nigeria higher education using historical research method. The study evaluated the Nigerian strike history, its causes and effects on the Nigerian educational system and the students. It was reported within the context of the study that strike in Nigeria lingers for a very long period due to inconclusive negotiation between the government and the union. As such, the educational standard in Nigeria is deteriorating. The study thus recommended that quick response and adequate negotiation should be reached by the union and government to improve the educational system in Nigeria as this will help to prevent future strikes.

Still on ASUU strike and its effect on university goal attainment, study by Ibrahim and Alagbu (2014), revealed that ASUU strike had negative impact on implementation of universities curricula. This finding agreed with that of Bello (2008), who reported that, during strike action, universities curricula were not fully implemented. As a result, students struggled to acquire certificates at all cost without actually fulfilling the required educative process. Kazeem and Ige (2010), earlier noted that during strike action no academic activity takes place at the institutions and upon resumption students at most times are not given the opportunity to make up for the lost times. Similarly, Edinyang and Ubi (2013), stressed that, effective learning was always undermined by inability to successfully implement the curriculum or total coverage of the syllabus before the examination. In supporting this, Adesalu (2014), asserted that ASUU strike has affected the quality of graduates from Nigerian universities since the time lost due to strikes which could have been used for delivering lectures to cover the syllabus was not gained after the strike.

Relatedly, Olusegun (2014), reported that one of the negative impacts of ASUU strike was lowering of quality of graduates from Nigerian universities since the time that should have been used for teaching the curriculum was lost during the strikes. He added that, the typical scenario was to condense content that should be taught by rushing students to examinations thereafter. This scenario led to half-baked products of university graduates in Nigeria.

The study further revealed that strike action affected the quality of teaching in the universities. This result agreed with most of the findings regarding the relationship between job satisfaction, need satisfaction, motivation and job performance (Ifinedo, (2004), Ladebo (2005), Ubom and Joshua 2004) all stated that job performance of teachers depended on job satisfaction, Nwachukwu (2006), reported that physiological needs, security needs, social needs, self-esteem needs and self-actualisation needs are significant predictors of the job performance of Nigerian teachers. Asuquo (2010), reported that good human relations are important to teachers and students wellbeing as well as effective teaching and learning in the universities. No wonder Nwankwo, (2014), stressed that every organization, especially tertiary institutions, will fight for leaders who will be concerned with the job and the people doing the job. Sommer (2014), remarked that, when a group of employees voluntarily joins a labour union and this group goes on strike, the overall employees performance will suffer. The study also revealed that ASUU strike affected the learning habit of students. The outcome of this study reinforces that of Iheanacho (2002), and Isangedighi (2007), reported that effective learning was achieved when students were emotionally and psychologically stable. They stressed that during strike action, students become emotionally and psychologically unstable especially on the perception that it would cause them to stay at the institution longer than expected hence affecting their learning habit. Edinyang and Ubi (2013) also reported that disruption in academic programme from strike action affect the quality and the quantity of students learning habit. They added that such disruption affected their concentration, interaction with fellow students and teachers. Isangedighi (2011), believed strike action had negative effect on students learning ability. He added that, students lost preparedness and readiness to learn at the time of strike, hence, their educational attainment become adversely affected. Similarly, Edinyang and Ubi (2013), reported that disruption in academic programmes served as demotivator to the students as it

discouraged their learning habit. The view of Gabriel (2014), also showed that, during strike, the enthusiasm of reading would be lost.

2.2.3.1 Collective Bargaining by National Union with Federal and State Governments and Goal Attainment

Odim, Annastashia and Solomon (2018), examined the effect of strike on management and planning of educational activities in Nigerian universities. The meaning of strike was defined, and a brief history of strike in tertiary institutions in Nigeria was analysed including the 2017 strike by ASUU. The causes of strikes were thoroughly explained. The effect of strike on management and planning of universities in Nigeria was also treated. It was concluded that Strike is a problem that has lingered for too long, yet nothing serious has been done about it. That management of strike in Nigeria requires the attention of both the government, educational managers, academic and non-academic staff, as well as other relevant stakeholders. That strike makes planning for universities' academic and non-academic activities to be very difficult. That everyone must play his or her role by abiding to agreements signed. That educational managers faces the challenge of re-planning educational activities, re-preparing the school calendar, re-assigning old task to new staff and not achieving certain long term goals due to the prolonged un-accomplishment as a result of the strike. Strike is an event that consumes and waste a lot of time which implies that urgent attention is needed to solve this problem.

Okpalibekwe, Onyekwelu and Dike(2015), examined Trade Union, collective Bargaining and Organizational Performance, a study of the Nigeria Union of Local Government Employees of Idemili North Local Government Council of Anambra State. Trade Unions have often been accused of pursuing their own selfish interests without due consideration of their role in enhancing organizational performance. Adequate and detailed exposition on the role trade unions can play in organizational performance therefore becomes very necessary, thus this study intends to examine trade Unions, Collective Bargaining and Organizational Performance. The survey research method was adopted for the study and the study relied much on primary and secondary data. Three hypotheses were formulated as guide to the study and simple random sampling technique was used to select the study sample. The data generated were analysed using percentages and mean scores and the hypotheses were tested

using one sample t-test. The findings from the study showed that the Nigeria Union of Local Government Employees (NULGE) has helped to ensure industrial peace, employee commitment to optimum job productivity as well as effectively using collective bargaining to enhance organizational performance. The researcher concludes that the Nigeria Union of Local Government Employees of Idemili North, is a veritable instrument for improved employee productivity as well as organizational performance. The researcher recommends that continuous and adequate awareness should be created among the stakeholders (Trade Union, management and Government) on their role in, not only developing, but sustaining, a rancour free work environment which is a prerequisite for organizational performance.

2.2.3.2 Negotiation by Chapter Union with Institution Management and Goal Attainment

Azogor (2014), examined students' participation in administrative decision-making in the governance of universities in South-South Nigeria. The study became necessary because of the researcher's experiences of student crisis in South – South Nigeria universities. Five purposes of study and five research questions guided the study. Four hypotheses were tested at 0.05 level of significance. The research design adopted was descriptive survey research design. The population for the study was 145,870 students with a sample of 1200 final year students. The data collection instrument was questionnaire made up of forty (40) items. The internal consistency of the instrument was established with the use of Cronbach alpha method. The reliability co-efficient of 0.82 was obtained for cluster one, 0.76 for cluster two 0.68 for three, 0.91 for four and 0.88 for cluster five. These scores or values were computed and internal reliability coefficient of 0.92 was obtained and considered reliable enough for the study. Data collected was analyzed using mean and standard deviation. The result revealed that: Students of federal and state universities agreed that the university disciplinary committees are composed of students and members of staff and students are free to contribute to matters relating to students discipline in the committee. Student' of federal and state universities disagreed that the rules and regulations operating in the university for students are made by the students and the university authority. Students of federal universities agreed that university authority seeks students' opinions when rules and regulations are formulated for students, Students of both federal and state universities also

disagreed that students and the university authority always decide hostel accommodation fees, Students of federal and state universities disagreed that; they take part in deciding internally generated revenue like: development fee, laboratory fee, and their views are not usually sought nor considered before increases in registration fees are made. Students of both federal and state universities held the opinion that students' leaders are elected by students and the list forwarded to the university authority for approval among others. Based on the findings, conclusions were drawn and the educational implications discussed. Among the recommendations made were that: Students should be represented in university disciplinary committees of their institutions, university authorities should involve students in the formulation of rules and regulations on students union government in both state and federal universities. Students should participate in decision making on accommodation related issues. Students should be involved in decision making on internally generated revenue and finally students should take part in the selection of their leaders.

2.2.3.3 Industrial Action (Strike, Work to Rule, Warning Strike, Work Boycott) at both National and Institutional Levels and Goal Attainment

Odim, Annastashia, and Solomon (2018), examined the effect of strike on management and planning of educational activities in Nigerian universities. The meaning of strike was defined, and a brief history of strike in tertiary institutions in Nigeria was analyzed including the 2017 strike by ASUU. The causes of strikes were thoroughly explained. The effect of strike on management and planning of universities in Nigeria was also treated. It was concluded that Strike is a problem that has lingered for too long, yet nothing serious has been done about it. That management of strike in Nigeria requires the attention of both the government, educational managers, academic and non-academic staff, as well as other relevant stakeholders. That strike makes planning for universities' academic and non-academic activities to be very difficult. That everyone must play his or her role by abiding to agreements signed. That educational managers face the challenge of re-planning educational activities, re-preparing the school calendar, re-assigning old task to new staff and not achieving certain long term goals due to the prolonged un-accomplishment as a result of the strike. Strike is an event that consumes and wastes a lot of time which implies that urgent attention is needed to solve this problem.

Edinyang, and Ubi (2013), investigated the effects of strike action on secondary school students' learning effectiveness in Social Studies in some selected secondary schools in Uyo Local Government Area of Akwa Ibom State as it pertains to their development. Survey research design was adopted for the study. With this design it was possible to study the targeted population using sample. The sample comprised of 100 students carefully selected from a population of 400 students. To elicit responses from these students, a structured and close ended questionnaire was developed and systematically administered. The questionnaires were retrieved and analysed with the Pearson's Product Moment Correlation statistical tool. Result revealed that strike action in secondary school significantly influence students learning effectiveness and performance in Social Studies. To this end, it was recommended that the government and other educational stakeholders stand up to their responsibility and stabilize the education system while stamping out strike actions in the system for effective human development in the field of social studies.

Olatide, Ojo and Alonge (2020), analysed the courses, effect and implications of incessant strike on the education in tertiary institutions. The paper examined students, government and the unfair circumstances by the employee, ability of the employees to provide for their family, students roaming about the streets, well learned academics still engaged in farming, trading to fetch food for their family, the ugly situations faced by students during strike and failed government promises. It was however concluded that the school calendar needs to be restored appropriately to stabilize the school system. Government should fulfill all their promises made during resolution meetings and restore the glory of education and status of lecturers/teachers in the country when adequate infrastructures and man power are provided for use on our various purposes. Government must ensure security of lives and properties to make learning more meaningful.

Adegun (2014), carried out a study on Students' Participation in Governance and Organizational Effectiveness in Universities in Nigeria . The paper was published by Mediterranean Journal of Social Sciences Vol. 5 No 9 of May 2014. The main objective of the study was to determine the level of students participation in university governance and how it affects or influences organizational effectiveness. The methodology used for the

study seems adequate because the respondents were selected using stratified random sampling technique which took into cognizance the strata that existed in the university population in terms of the students and personnel. The recommendation of the study sound plausible which if implemented will afford the students more participation in the university governance and which may positively affect organizational effectiveness.

The gap in the study is that organizational effectiveness of universities transcend students' participation in governance. The effect of union activities and management's proactive functions appear to contribute majorly in universities effectiveness. The current study by the researcher took into cognizance other major stakeholders whose actions affect universities effectiveness. Another gap is that the study uses effectiveness and no mention of efficiency. Efficiency is a concept that emphasises more than getting things done, but getting things done with cost efficiency.

Relatedly, the study being carried out has a geographical spread more than the reach of the paper being reviewed. This invariably allows for a more generalisation and inferences that could come out of the work than the paper under review. The interpretation is that, this current study shall contributed more to the body of knowledge than what the paper reviewed did.

Akomolafe and Ibijola (2014) conducted a study on Staff and student's perception of student's participation in University Governance in Ekiti and Ondo States, The paper was published by International Journal of Learning and Development Volume 4 No 2 2014.

The study investigated staff and students' perception of students' participation in university governance and organizational effectiveness in Ekiti and Ondo States. The methodology used is survey design and appropriate instruments for data collection were used. Population of study was arrived at through stratified and simple random sampling techniques. These raised hypotheses were tested using t-test statistics and research questions were answered using simple percentage.

The findings revealed no significant difference between staff and students' perception of the level of students' participation in university governance.

The study concluded that, the participation of students in university governance is perceived as worthwhile to enhance administrative effectiveness. Based on the discoveries from the study the researcher recommended that students should be represented on all university

statutory committees and also an increase in the numbers of students to be in the university committees should be allowed.

The gap in the study is that emphasis was not placed on the overall importance of university effectiveness such as quality teaching and quality research output, instead the focus of the study was on political leadership building of students through their participation in university governance as if the very essence of attending universities by students is political leadership building. The ultimate essence or importance of university education is about leadership training in all spheres of life and not particularly political leadership training as emphasized in the reviewed study.

In the contrary, the ongoing study by the researcher shall focus majorly on the totality of university goal attainment which is more holistic and more pervasive than the reviewed study.

The research methodology was deficient in the sense that the sampling technique used is stratified and random sampling technique, but instead the selection of students' union executive and top 50 university administrators supposed to be done through purposive and total enumeration techniques.

The researcher's ongoing study used all appropriate sampling techniques and the coverage is much larger than the study being reviewed.

Adamu and Nwogo (2014), executed a study on Impact of Academic Staff Union of Universities (ASUU) strike on quality of University Education in Nigeria. The study was published by ATBU, Journal of Science, Technology and Education (JOSTE) Vol. 2(2) January 2014.

The study examined the effect of ASUU strike on quality of Education in Nigerian universities. The study examined in detail the effect of strike on indices of quality education which include; implementation of curricula, quality teaching, acquisition of requisite skills by students and students' learning habit. The study adopted, descriptive survey research design, appropriate research questions were adopted followed by formulation of hypotheses to answer the research questions. Relevant instruments were developed to elicit needed information for necessary analysis. Population of study was sampled from 3 Federal universities in the North-West geopolitical zone.

The study had a result that revealed that ASUU strike has negative effect on the quality of university graduates that the country produces. In view of this, the researcher recommended among others that, government should develop actions that will help to check incessant industrial action in Nigerian educational sector.

The gap of this study is that; (i) the researchers did not accommodate other important unions in the university system. The way the researcher handled the study is as if its only ASSU's strike action that can stall teaching and learning. (ii) also, the universities of coverage were just three (3) federal universities as if there were no state universities in the region (iii) another gap is that the study failed to explain the sampling technique used (iv) the independent variable used is just one (ASUU Strike) as if that independent variable is the only variable that affect quality of education in the university system.

The ongoing research took into cognizance all these mentioned gaps and it appears this may affect the quality of results that will be obtained from the work upon its successful completion.

Nnenna(2016), did a study on Leadership Aspects of Hidden Curriculum Students practice in Nigerian Universities: A preview of Students' Union Government contributions in university Governance. The paper was published by Journal of Education and practice ISSN 2222-1735 (paper) ISSN 2222-288 x (online) vol 7, No 23 2016.

The paper examined the leadership aspect of Hidden curriculum that students practise in Nigerian universities and their contributions to university governance. Four research questions guided the study and ex-post-facto descriptive survey design was adopted. The study used unstructured interview with staff/students officials cum critical analyses of students' union bye-law document were the method of data collection. The paper's findings showed that the students enhancement of moral and academic excellence among its members encourages oneness and cordial relationship with host communities. The findings of the researcher agreed with the findings of some other researchers who have worked on a similar concept.

Part of the findings of the study is that Students' Union Government (SUG) makes giant strides in helping university administration and this align with the views of Ogah, Eze, Mbah and Emesini (2009), when they reiterated that students' practice of hidden curriculum

aspects produces changes in them, making them mature and prepare them for adulthood roles in the society.

The gaps of this study are (i) the study relied more on secondary data and the primary data that it uses were even gotten from unstructured instrument, then the validity and reliability of the data collected is not guaranteed, such that the result from data analysed may not be reliable (ii) the geographical coverage of the study is too small to generalize its findings and the result of the study.

The current study will bridge the gap in that study, in that, the methodology is more elaborate, the instrument of data collection is structured and variables of the study are more comprehensive.

2.4 Theoretical Framework

This study adopted system theory as the underpinning theory upon which analyses was based.

Systems Theory

Since Aristotle's claim that knowledge is derived from the understanding of the whole and not that of the single part (Aristotle's Holism) researchers have been struggling with systems and parts in terms of their contents and their relative dynamics. This historic efforts evolved during the last century into so-called "systems theory"(Bogdanov, (1992 and 1980), Von Bertalanffy, (1968), Lazlo,(1996); Meadows, 2008).

Systems theory is an interdisciplinary theory about every system in nature, in society and in many scientific domains as well as framework with which we can investigate phenomena from a holistic approach (Capra, 1997). Systems thinking comes from the shift in attention from the part to the whole (Checkland, (1997); Weinberg, (2001); Jackson, (2003).It considers the observed reality as an integrated and interacting unicum of phenomena where the individual properties of the single parts become indistinct. In contrast, the relationships between the parts themselves and the events they produce through their interaction become much more important, with the result that "system elements are rationally connected"(Luhmann, (1990) towards a share purpose Golinelli, (2009). The systematic perspective argues that we are not able to fully comprehend a phenomenon, simply by breaking it up into elementary parts and then reforming it; we, instead need to

apply a global vision to underline its functioning. This was the reason for the adoption of the systems theory. This approach enabled the study to look at the university administration holistically through the study of component parts, their interactions, and mechanisms and dynamisms. Von Bertalanffy (1968), opined that although we can start from the analysis of the elementary components of a phenomenon; in order to fully comprehend the phenomenon in its entirety we have to observe it also from a higher level: a holistic perspective.

Systems theory sees system as open, closed and isolated system. Open system theory (OST) looks at the relationship between the organisation and the environment in which they are involved. This focus reflects in organisations' ability to adapt to changes in environmental conditions (with or without the need for information processing Boulding, (1956); Katz and Kahn,(1978).

Open Systems Theory (OST) enables interactions of the organisation demarcated by boundary with its environment. The principle of open systems theory is that the organisation gets inputs from its environment and the input is processed within the organisation through the combination of many resources into an admirable output and the output gets back into the environment through feedback loop.

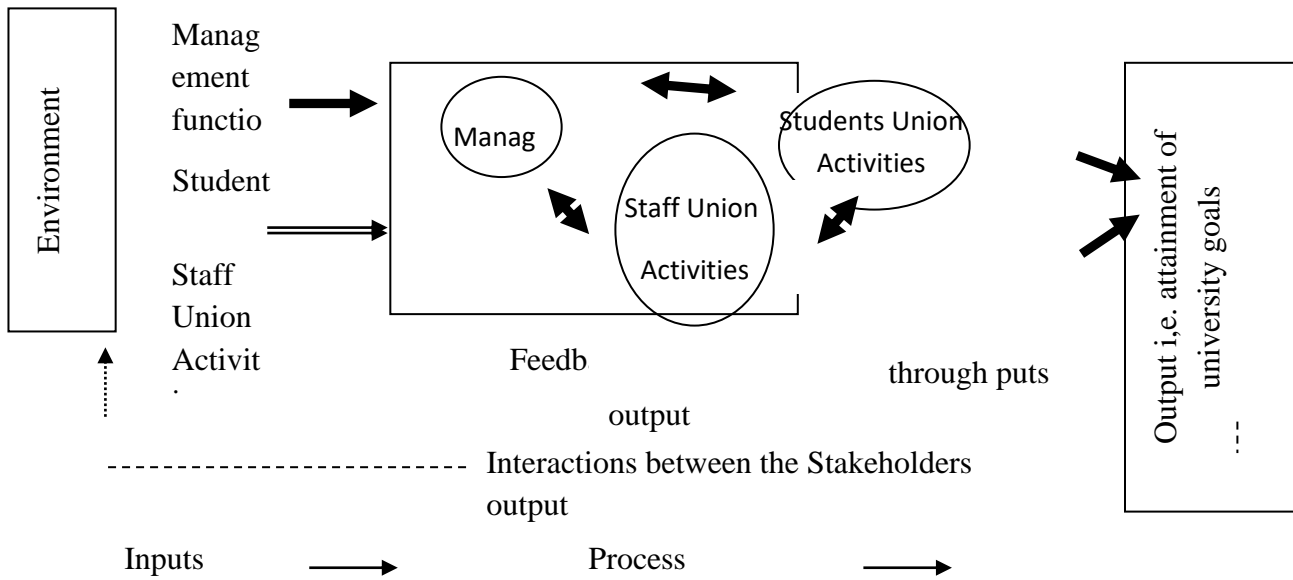


Figure 2: Theoretical framework of open system theory

Source : Adapted from open system theory

The tenets of open system theory is apt for the study of university goal attainments in that personnels occupying the positions of university management, student union leadership, and staff union leadership are products from the environment, their interactions in the course of performing their responsibilities is regarded as throughputs which results in outputs that could be regarded as goals attained by the universities and the quality of these attained goals get back to the environment (society) through feedback loop mechanisms. The implication of this is that using the management functions, student and staff union activities as independent variables which interact and determine the achievement of university set goals as the dependent variable and the goals get back to the environment (society).

Open system theory was developed by scientist trying to understudy natural processes such as how human body functions. However open system theory has been applied to the study of business and public organisations such as universities to explain interdependence and interrelatedness of one variable to the other.

Appropriateness of Open System Theory Adopted for the Study

In relation to the figure above and tenets of open system theory (OST) the universities operate in economic, political and social environments and must make constant adjustments to survive in those environments just like a living organisms must adjust to the prevailing biological or hazardous environment if they must survive.

Universities are expected to constantly adjust to environments that affect their operations for instance, economic situations of the country always have effects on the operations of the universities. Before 1983 structural adjustment programmes, the economy was buoyant and the universities especially Federal ones did not experience harsh economic environment. Capital, recurrent and overhead costs were paid promptly to the universities. No mention of dearth of academic infrastructure, Teaching aids and laboratories were well equipped, but immediately the structural adjustment policy was adopted, it wasn't long that the environment changed in the university system. For the survival of the universities, several economic measures were put in place and the universities survived through some measures of hardship.

Also in the area of curriculum, with the rate of unemployment prevalent among the university graduates, it became evident and pertinent for the universities to change their

admission quota to 60:40 ratio in favour of science and technological courses to Arts and humanities. So that entrepreneurial exploits could be engendered and reduce unemployment; this is another response to both economic and social environment where the universities operate.

Also in response to environmental stimuli, the universities were expected to engaged in “SWOT” analysis of their environment and operations. The “SWOT” analysis means strength of the university, weakness of the university as it were, also opportunity available to the university must be considered while the possible threats must either be avoided or work upon to reduce the intensity of the threat to the university’s existence and/or operations.

Relatedly, open systems theory talks about enabling process of the interaction of parts of the organisation with each other. For instance the parts of an organisation do not operate in isolation from each other, instead, anything that happens in one department affects what happens in every other departments. This happens in the university in the sense that, if any of the major stakeholders in the university administration embarks on a particular action which affects the university system every other parts of the university will be affected. Take for instance, whenever ASUU goes on strike agitating for one thing or the other, it usually affects the entire system, because first, the academic program will be affected, the students will not attend lectures, other unions are by extension affected psychologically and would warm up for a similar action, more so when or if the strike action is anchored on staff welfare. In a similar vein, the university management will not be psychologically stable to perform their duties as it were because the state of equilibrium has been affected. Open system theory refers to this type of interaction as an enabling process because the different sub-systems enable and affect each other to perform effectively.

Open system theory allows for feedback. This feedback quality enables the organisation to adjust based on information sent back to the environment from the output. If the output of the organisation is deficient or do not meet the environmental expectation the feedback loop mechanism will enable the organisation to effect correction required. So that the input that will go into the organisation from the environment will have some modifications. The output

that will be produced from the milling process of the through-put will be of standard expected by the environment or the society.

The empirical manifestation of this situation can be explained through the modification of admission process. This is why some students with high score in JAMB and excellent grades in WAEC or NECO are unable to cope with academic requirement of courses they were admitted for. Notwithstanding, the high grades they possess in such examination which qualify them for such courses they cannot cope academically, and such students are normally advised to withdraw from the universities due to academic deficiencies which they exhibited. The universities in a bid to address the situation started mounting post UTME. The process was that, added to good performance in JAMB and WASC results, candidates were further exposed to more qualifying examination (Post UTME) and results there from indicates more than 90% of candidates admitted through this process were found worthy of academic programme they were admitted for. No more barrage of advice to withdraw from the universities and this is the adjustment mechanism inherent in the open system theory.

2.5 Conceptual Model

The construction of the conceptual model is fashioned alongside architectural design of how houses are built. By implication the model is designed along the variables of the study (independent and dependent variables) using their indices as building blocks for the construction. Also the model uses Input –Process- Output model of open system theory.

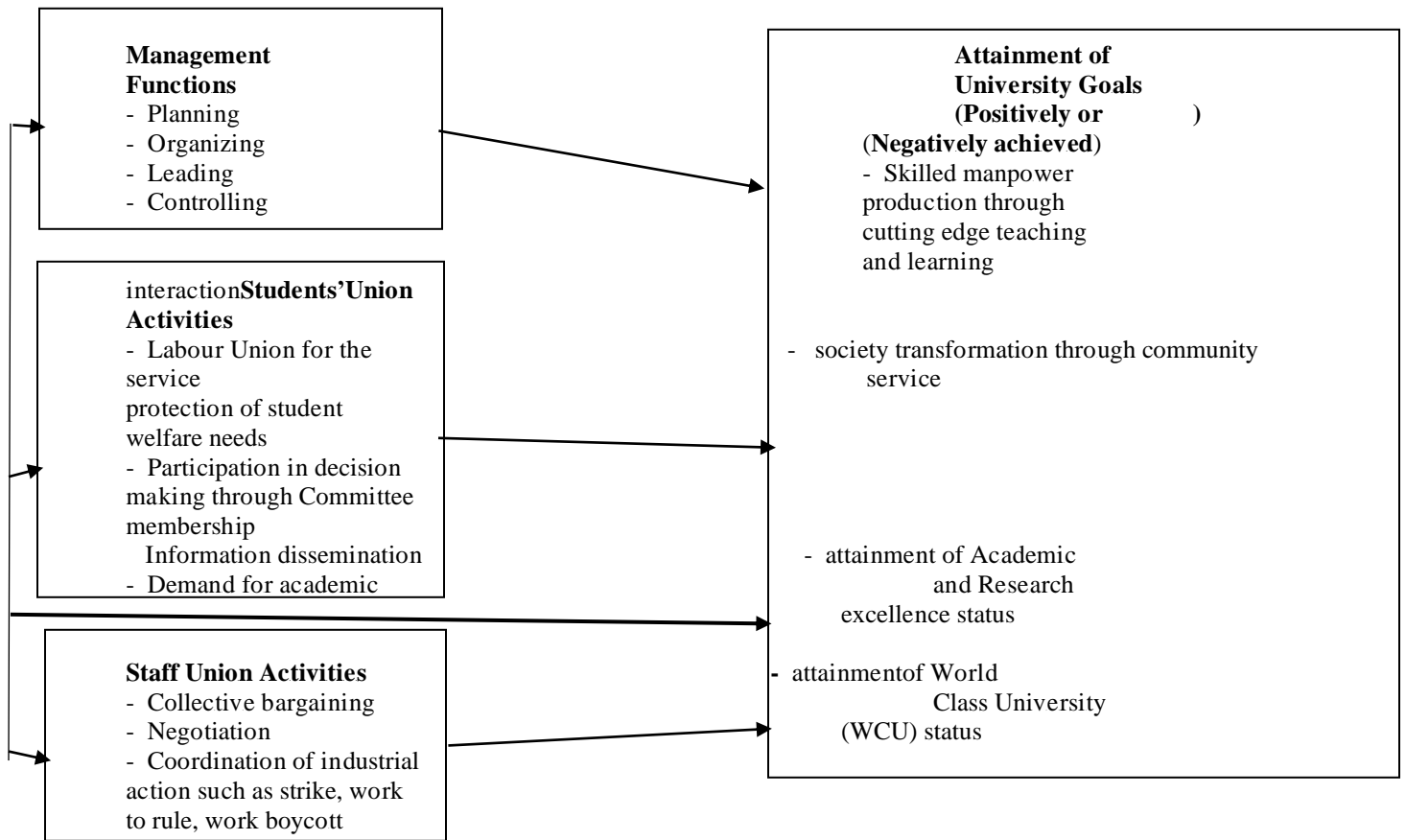


Figure 3 : Conceptual model

Source: Researcher's Conceptualisation (2023)

The implication/ interpretation of the model is that the independent variables personified are the stakeholders and major actors whose actions and inactions portend great implications for the attainment of the university goals. Whenever or wherever there is synergy of actions among the stakeholders, literature have confirmed that attainment of goals by the universities appear assured. Studies conducted by Akomolafe and Ibijola (2014), titled Staff and Student's perception of student's participation in university governance in Ekiti and Ondo states affirms that adequate involvement of students in university governance especially in critical decision making process through their membership of committees enhances goal attainment. Another study carried out by Ezekwem (2009), revealed that students' participation in university governance is necessary for easy of university administration. The study further revealed that there is a significant relationship between student's participation in university governance and organised effectiveness in the university system. The researcher discovered that students' participation in decision making process would enhance high level of institutional effectiveness and institutional core values and goals attainment. Akomolafe and Ibijola (2014), further recommended that considering the student's population and the very essence of university and since every operation of the university revolves around the students they should be given a pride of place in the university operations through their involvement in critical decision- making process.

The overall implication of this position is that Management and Students' union leadership must see each other as mutual partners who must synergise for the purpose of institutional goals attainment. On the part of university managers and union leadership it is expected that leadership style to be adopted by the university administrators should be responsive and sensitive to the yearnings and aspirations of the university workers being championed by their respective union leadership. Literature confirmed this position especially the negative effects of management and unions working at cross purposes, when they couldn't see themselves as partners in progress whereas, Kassa (2017), noted that a leader who uses collaborative management style rather than making all decisions, seeks to involve other people. Thus, improving commitment and increasing collaboration which leads to better quality decisions and more successful organisations.

Participative management requires change in how management is conceptualized. Managers in this context are expected to relate differently, absorb and integrate complexities in their institutions. This is essential because, the failure of a nation's higher education system can ruin and jeopardise the achievement of national development. Negative impacts of strike actions by unions in the universities, especially ASUU, have been highlighted in several studies conducted by scholars, such negative impacts include disruption of academic activities, elongating students' stay, leaving academic activities disjointed and distract normal learning process as opined by Kazeem and Ige (2010), Edinyang and Ubi (2013) and Olusegun (2014), with the resultant effect of non-attainment of the goals. Concerted efforts needed to be made by university administrator to mitigate this through participatory and collaborative leadership as enumerated earlier. The overall implication of this model is that, there is the need for the three stakeholders to appreciate the fact that they must embrace synergy in discharging their respective activities with the mind-set and the prime motive of institutional goals attainment. Perhaps if they all come to this realization, attainment of institutional goals may appear to be easier and assured.

2.5 Appraisal of Literature

Most of the literature reviewed employed the same method of descriptive survey. The studies have similar dependent variable of university administration and goal attainment but different independent variables ranging from student strike, staff union strike and many more. Most literature agreed that goal attainment of public universities are affected by several independent variables. Recommendations were made on the way out. Summaries of the consulted literature are enumerated below.;

Several literature and studies consulted worked on university as an institution and university leadership, students' union activities and university goals. Students' union activities, leadership and political development seeing universities as training ground for future political leaders and future higher education institution managers. Staff unionism equally took a central page on most of the literature especially the purported "troublesome" nature of Academic staff union of universities ASUU in embarking on strike action almost annually using students as "shield" or scape goat thereby prolonging staying of the students in the universities.

Rotem and Glasman (1977), maintained that “the university is an institution which advances and diffuses consciousness for the entire society. Its output are critical factors for the maintenance and adaptive structures of society”.

Citing the incident of violent ethnic conflict between the Ife and Modakeke communities in Osun State Southwestern Nigeria, when one of the country’s biggest universities (Obafemi Awolowo University, Ile-Ife) had to harbor and protect thousands of people displaced by the fierce communal fighting, Ujomu (2001) asserted that universities, especially in Nigeria have undergone further evolution and have gained significance not only as a centre of freedom and truth, but also, as a place of refuge and protection.

Beside this, universities traditional roles notwithstanding, universities play broader roles that lead to sustainable human development.

Janetzke and Scheidtweiler (2011), quoted the inspiring words of Kofi Annan, former United Nations Secretary General on the subject thus:

“I believe that the university must become a primary tool for Africa’s development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human right; and enable African academics to play an active part in the global community of scholars”.

On university leadership almost all the literature confirmed that universities where there are leadership crises, most Vice Chancellors engage in high handedness, opposition to second opinion, while unionism is abhorred by such leaders. Belo (1998), observed that some Vice Chancellors became too sensitive to criticism and did not necessarily see themselves as accountable to anyone in the university, they effectively transformed into feudal lords within an environment designed to promote tolerance and freedom.

The essence of having students’ unionism in the universities was underscored by Olugbade (1990) in Adelabu and Akinsola (2009), when it was observed that the university students often have access to information and ideas (ideologies and knowledge construction) that they can use to articulate issues and criticize policies of university administration as well as the state. It was concluded that it is necessary to have students’ union as umpire between the

administration and the students to avoid misread policy intention, destructive rumors and propaganda.

Student unionism affords the practitioners the opportunity to become political leaders of tomorrow. Experience and researches have shown that most student union leaders in their university days eventually find themselves into politics and ultimately become political leaders of their country, and that is why Eesulola, (2012), opined that apart from using students' union government to enhance smooth university administration, operating like a government also plays major political roles in the social political affairs of their country. Succinctly put, the students union can be a fertile soil for experimentative political skills and leadership.

Most literature on staff unionism agreed significantly that ASUU strikes are predominantly caused by government's refusal to honour agreement with the union; most of the strike actions are centred on university autonomy, inadequate funding and comparatively low remuneration paid to academic staff in Nigerian universities in relation to their counterparts even in smaller African countries like Ghana, Namibia and even some other francophone African countries. When remuneration paid to lectures is compared to their colleagues in European countries, it is a far cry from the ideal.

CHAPTER THREE

METHODOLOGY

This chapter explains steps involved in the research process starting from the research design, population of the study, sample and sampling techniques, instruments used for data collection, methods of data collection and data analysis.

3.1 Research Design

The descriptive survey design was adopted for the study. The design was considered to be appropriate for the study because the variables need not be manipulated hence the variables are being studied in their natural state

3.2 Population of the study

The population of the study comprised all the major stakeholders in the university administration and these are: university management (Vice Chancellors, Deputy vice chancellors, Registrars, Bursars, University Librarians,, Deans and Heads of academic Departments) Students and Staff union officials and Students of all public universities in Southwestern Nigeria. Total population of the study is three hundred and twenty five thousand three hundred and sixty nine (276,814) as depicted in the Table 3.1. Population comprised of these stakeholders: Principal officers, Deans and Heads of Academic Departments, Representative of Students unions and Representative of Staff unions in all public universities in the Southwestern Nigeria.

TABLE 3.1 POPULATION OF MAJOR STAKEHOLDERS IN THE PUBLIC UNIVERSITIES IN SOUTHWESTERN NIGERIA

S/N	NAME OF THE UNIVERSITY	STATE OF LOCATION	OWNERSHIP	PRINCIPAL OFFICERS POPULATION	STUDENTS POPULATION	DEANS POPULATION	HODS POP.	STUDENTS UNION LEADERS POP.	STAFF UNIONS LEADERS POP
1.	University of Ibadan	Oyo	Fed.	07	32,665	14	95	08	32
2.	Ladokeakintola University of Technology	Oyo	State	06	18,881	07	42	08	32
3.	Federal University of Agriculture Abeokuta	Ogun	Fed.	06	19,005	09	47	10	35
4.	Tai Solarin University	Ogun	State	06	24,556	05	36	08	33
5.	Obafemi Awolowo University	Osun	Fed.	07	33,221	13	67	08	35
6.	Osun State University	Osun	State	06	11,572	07	38	08	34
7.	Federal University of Technology (FUTA)	Ondo	Fed.	07	19,006	06	40	10	34
8.	Adekunle Ajansi n University	Ondo	State	06	29,506	06	38	09	34
9.	University of Lagos	Lagos	Fed.	07	33,506	12	67	08	36
10.	Lagos State University	Lagos	State	06	23,605	07	43	09	33
11.	Federal University Oye-Ekiti	Ekiti	State	06	11,221	06	27	08	32
12.	Ekiti State University (EKSU)	Ekiti	State	06	18,773	08	42	09	32
	TOTAL			76	275,517	100	582	103	436

Total population of study is $76 + 275,517 + 100 + 582 + 103 + 436 = 276,814$

Source: population data from personnel division of affected universities as at 2020

3.3 Sample and Sampling Technique

Sample size in this study is one thousand three hundred and seventy six (1376) out of the two hundred and seventy six thousand, eight hundred and fourteen (276,814) which is the total population of the twelve (12) public universities in the Southwestern Nigeria. Sampling technique (multi stage sampling procedure) was used. The stages have specific technique used and they are purposive, total enumeration, random, stratified and clustered sampling techniques.

These techniques were used to arrive at the following:

Stage One-Purposive sampling technique was used for the selection of six (6) each of Federal and State universities because some states in the southwestern region have more than one state university while all states have one Federal university each, hence, the selected universities among the state universities are purposively selected using age of establishment of more than five years..

Stage Two-Principal officers and Deans, were selected through total enumeration sampling technique because they are few in number while Heads of Academic Departments were randomly selected, four each from one hundred faculties of the sampled universities.

Stage Three-Student's union executive were purposively sampled. This purposive sampling technique enables the selection of five of the executive members who played more vital roles in the functioning of student's union government and who by virtue of their positions offer vital information needed by the study. These are SUG President, Secretary, Public Relation Officer, Speaker of the House, and Chief Justice. The choice of these officers was aimed at covering the three arms of student's union government.

Stage Four-Staff union executives clustered along staff unions existing in the system (ASUU, SSANU, NASU and NAAT) and purposive selection was used for five (5) executive members out of all the executives in each union (Chairman, Secretary, Treasurer, PRO and Trustee).

Stage five- simple random sampling technique was used to pick five students (5) each from the one hundred faculties.

Specifically, the study elicited quantitative(questionnaire) and qualitative(key informant interview) information from the following respondents that were obtained through the multi stage sampling procedure adopted.

- i. Principal Officers of the sampled universities (76 respondents) questionnaire and key informant interview instruments were used.
- ii. Staff Union Executives of the sampled universities (5 X 4 X 12 = 240 respondents) questionnaire and key informant interview.
- iii. Students' Union Executive of the sampled universities (5 X 12 = 60 respondents) questionnaire and key informant interview
- iv. From (v –xviii) questionnaire was administered.
- v. Deans of 14 Faculties in Unibadan (14 X 1 = 14 respondents)
- vi. Deans of 12 Faculties in Unilag (12 X 1 = 12 respondents)
- vii. Deans of 13 Faculties in ObafemiAwolowo University (13 X 1 = 13 respondents)
- viii. Deans of 6 Schools in Federal University of Technology Akure (6 X 1 = 6 respondents)
- ix. Deans of 9 Colleges in Federal University of Agriculture Abeokuta (9 X 1 = 9 respondents)
- x. Deans of 5 Colleges in Tai Solarin University of Education (5 X 1 = 5 respondents)
- xi. Deans of 7 Colleges in Osun State University (7 X 1 = 7 respondents)
- xii. Deans of 7 Faculties in Lagos State University (7 X 1 = 7 respondents)
- xiii. Deans of 7 Faculties in Ladokeakintola University of technology (7 X 1 = 7 respondents)
- xiv. Deans of 6 Faculties in Adekunlejasin University (6 X 1 = 6 respondents)
- xv. Deans of 6 Faculties in Federal University Oye-Ekiti (6 x 1 = 6 respondents)
- xvi. Deans of 8 Faculties in Ekiti State University (8 x 1 = 8 respondents)
- xvii. 4 Academic Departmental heads were randomly selected from the 100 faculties in the sampled universities (4 X 100 = 400 respondents)
- xviii 5 Students each from the sampled faculties(5x100=500 respondents)

Table 3.2 Enumeration of Respondents

S/N	Classification of respondents	No of respondents by classification
1	Principal Officers	76
2	Deans of faculties/colleges/schools	100
3	Heads of academic departments	400
4	Staff union executives	240
5	Student union government executives.	60
6	5 students per faculty	500
	Total	1,376

The reason for the selection of top ranking officers of these universities as respondents is that it appears that these caliber of officers are more directly involved in university administration and they appear to be more involved in the activities that affect goal attainment of the universities which has production of skilled and self-reliant graduates, society transformation through university community engagement/service, academic excellence in teaching and advanced research, measuring up to world-class university status as its measuring indices. And it is these officers that appear to be the ones that can give useful and required information that will be needed by the study, since they understood these concepts and the essence of the concepts in determining levels of universities goals attainment. Relatedly, five student each from the faculties were randomly selected to give confirmation or credibility to the responses that were given by the student's union leadership with respect to activities being performed by them.

3.4 Research Instrument

Four research questionnaire type instruments, three of which measure independent variables and their indicators while the fourth measures dependent variable with its indicators. The instruments adopted a five-point Likert type of rating scale, E=Excellent (100%) VG=Very Good (80%) G=Good (60%) F=Fair (40%) P=Poor (20%) Numerical allocation to the rating scale stands thus: Excellent=5, Very Good=4, Good=3, Fair=2 and Poor=1.

Key informant interview was used for qualitative data collection.

The instruments used are:

Goal Attainment Questionnaire (GAQ): this instrument has Fouty-nine (49) items which measure the four goals metrics used in the study. Production of highly skilled and self-reliant graduates (15) items, academic excellence in teaching and research (15) items, community service for society transformation (5) items and measuring up to world class universities (14) items. This were filled by Principal officers, Deans and Heads of Academic Departments.

Management Functions Questionnaire (MFQ): has sixteen (16) items, planning (4) items, organizing (4), leading (4) items and controlling (4) items to elicit information on management functions that has impact on goal attainment. The instrument were filled by leaders of staff unions because, if filled by Management staff alone the objectivity required

in the responses may not be fully guaranteed. Hence, check and balance required, informed making the union leaders to fill it as well. If university management alone were made to fill same it may not yield objective results expected, since no one gives himself wrong or negative assessment. But this is without prejudice or having the intention to undermine the integrity of the university management.

Student's Union Government Activities Questionnaire (SUGAQ): this has ten (10) items that elicited information on Student's union government activities as they impact on goal attainment. The instrument was filled by students' union leadership and students randomly sampled to enhance the integrity quality of the responses

Staff Union Activities Questionnaire (SUAQ): has ten(10) items that elicited information on staff union activities as they impact on goal attainment. The instrument was filled by university management and other high ranking officers to ensure objectivity.

Key informant interview was used to elicit qualitative information from few accessible principal officers (due to their tight schedules), staff union leadership (ASUU, SSANU, NAAT and NASU) and student union executives.

Relatedly, each of the instruments has a general information section where the on-going research work was introduced to the respondents which was used to collect demographic data such as information on age, sex, educational qualifications, designation, institution and the length of service of the respondents with respect to staff and level of training for student respondents.

Lastly, the items in all the instruments contain one (1) dummy item with the intention to know or determine the sincerity of the respondents in filling the questionnaire. The dummy item also put to test the thought or response flow of the respondents.

3.5 Validity of Instruments

An instrument is described to be valid when it measures what it is designed to measure. The instruments designed by the researcher to elicit information were validated by the researcher's supervisor and other experts in the field of educational management and institute of education's test and measurement unit. The instrument therefore enjoyed face and content validity.

3.6 Reliability of the Instrument

Research instrument is said to be reliable when it measures accurately and consistently, yielding comparable results when administered a number of times on a similar population. A trial test was carried out at Olabisi Onabanjo University Ago-Iwoye to determine reliability coefficient of all the instruments used. Reliability coefficient obtained of the instruments are: Goal Attainment instrument is 0.87, Management Functions instrument is (planning $r=0.87$, organizing $r=0.89$, leading $r=0.88$ and controlling $r=0.85$). Student Union Government activities (SUGA) instrument is 0.90 and Staff Union activities (SUA) instrument is 0.83.

3.7 Method of Data Collection

The researcher administered the relevant instruments to the respondents and was assisted by eight(8) research assistants who were trained for the work of questionnaire administration and data collection. However the researcher personally facilitated key informant interview with the use of tape and phone recorder devices from where transcription was done to avoid loss of vital information.

3.8 Method of Data Analysis

A total of one thousand three hundred and sixty two questionnaires (1362) were retrieved out of one thousand three hundred and seventy six (1376) questionnaires distributed signifying 98.9% retrieval. All the retrieved questionnaires were useful. The data collected were analyzed using the SPSS statistical tool. Also descriptive statistics of frequency counts and percentages were used to analyse the demographic characteristics of the respondents while research questions were answered using descriptive statistics of frequency counts, Mean and Standard deviation and research question five was answered using content analysis of information gathered through KII. Inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test hypotheses 1-3 at $p<0.05$ level of significance, while hypotheses 4 and 5 were tested using multiple regression at $p<0.05$ level of significance.

Ethical Consideration

The researcher seek the consent of the respondents and not coerce them into administering the instruments by assuring the respondents that the research was solely meant for academic purpose and so information given will be treated confidential and their identity protected.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results obtained and the analyses of same in line with research questions, hypotheses generated as well as discussion of findings. The chapter is in three sections; Section A discusses the demographic information of the respondents, section B answered the research questions and hypotheses raised for the study while Section C discusses the findings.

Table 4.1: Analysis of Demographic Information of Respondents by Different Categories of Gender, Age, Qualifications, Rank and Length of Service

Table 4.1.1: Distribution of Respondents by Different Categories of Gender

Gender	Students union executives and others (N=600)		ASUU Leadership (N=60)		Other Staff Unions (N=180)		Principal officers, Deans + HODs (N=792)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Male	327	59.2	37	77.1	130	72.2	422	59.9
Female	225	40.8	11	22.9	50	22.8	282	40.1
Total	552	100.0	48	100.0	180	100.0	704	100.0

Table 4.1.1 presents distribution of respondents by different categories of gender. The table indicates that 327 (59.2) of the respondents were male out of the student's union executives and others, while 225 (40.8) of the respondents represented female ones in the study. The table also shows that, 37 (77.1) of the respondents were male ASUU leadership while 11 (22.8) of the respondents represented female ones. The result of the table reveals that 130 (72.2) of the respondents were male of other staff unions while 50 (22.8) represented female ones. Concerning principal officers, Deans, Directors and Head of departments of sampled universities, 422 (59.9) of the sampled respondents were male principal officers, while 282 (40.1) of the respondents were female ones. This is an indication that more male students, academic staff and non-teaching staff participated in the study and they also dominated more in public universities in southwestern Nigeria.

Table 4.1.2 Distribution of Respondents by Different Categories of Age

Age	Students union and others (N=600)		ASUU Leadership (N=60)		Other Staff Unions (N=180)		Principal Deans officers, +HODs (N=792)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
0 - 20	250	45.3	-	-	-	-	-	-
21 – 30	200	36.2	-	-	-	-	-	-
31 – 40	82	14.9	18	37.5	120	42.32	205	29.1
41 – 50	20	3.6	19	39.6	30	2.2	231	32.8
51 – 60	0	0	11	22.9	20	11.6	220	31.3
61 – 70	-	-	-	-	10	9.6	48	6.8
Total	552	100.0	48	100.0	180	100.0	704	100.0
Mean								42.32
Std. D								9.06

Table 4.1.2 shows distribution of respondents by different categories of age. The table reveals that 250 of the students were between the age range of 0-20 years representing 45.3%, 200 of them were between 21 to 30 years constituting 36.2%, while 82 of them were between 31 to 40 years representing 14.9% and 20 of them representing 3.6% were in the 41 to 50 years age bracket. The table also indicates that 18 of the ASUU representatives representing 37.5% were between age 31 to 40years, 19 of them representing 39.6% were between 41 to 50 years and the rest 11 constituting 22.9% were between 51 to 60 years. For other staff unions, 120 of them representing 42.32% were in the 31 to 40 years bracket, 40 of them constituting 22.2% were in the 41 to 50 years range, while 10 representing 5.6% were in the 51 to 60 years bracket while the remaining 10 (5.6) of the other staff union were in the 61 to 70 years bracket. Regarding principal officers, Deans, Directors and Heads of Departments category have the following distributions: 205 respondents representing 29.1% are in the 31 to 40 years age range, 231 representing 32.8% are in the age bracket of 41 to 50 years, 220 constituting 31.3% are in the bracket of 51 to 60 years while 48 of them representing 6.8% are in the age range of 61 to 70.

Table 4.1.3: Distribution of Respondents by Different Categories of Qualification

Qualification	Students union executives and others (N=600)		ASUU Leadership (N=60)		Other Staff Unions (N=180)		Principal officers, Deans +HODs (N=792)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
SSC	502	90.9	-	-	-	-	-	-
NCE	20	3.6	-	-	-	-	-	-
OND	8	1.1	-	-	7	3.9	-	-
HND	4	0.7	-	-	115	63.9	-	-
1 ST Degree	6	1.1	-	-	42	23.3	-	-
Master Degree	12	2.2	-	-	10	5.6	-	-
Ph.D	-	--	48	100.0	6	3.3	704	100.0
Total	552	100.0	48	100.0	180	100.0	704	100.0

Table 4.1.3 also presents distribution of respondents by different categories of qualification. The table reveals that the student body exhibits the following patterns, 502 of them representing 90.9% had only O/Level results as their highest educational qualification while others possess additional qualifications ranging from OND, NCE, HND, and first degree. All ASUU respondents and all academic Principal officers, Deans, Directors and Head of Departments possessed a Ph.D. while the category of other union leaders had differing qualifications in this order 7 of them had OND representing 3.9%, 115 had HND representing 63.9%, 42 had first degree constituting 23.3%, while 10 (5.6) of them obtained Master degree and 6 of them had Ph.D. representing 3.3%. From the result, it could be observed that the majority of the sampled respondents were Ph.D. holders. This implies that attainment of university goals is much more possible with large number of Ph.D holders in the university setting.

Table 4.1.4: Distribution of Respondents by Different Categories of Rank

Rank	ASUU Leadership (N=60)		Other Staff Unions (N=180)		Principal officers, Deans + HODs (N=792)	
	Frequency	%	Frequency	%	Frequency	%
Chairman	12	25.0	45	25.0	-	-
Secretary	12	25.0	45	25.0	-	-
PRO	12	25.0	45	25.0	-	-
Treasurer	12	25.0	45	25.0	-	-
Total	48	100.0	180	100	-	-

Table 4.1.4 presents distribution of respondents by different categories of rank. The table shows that 12 Chairmen of ASUU took part in the study, 12 Secretaries also participated, while 12 PRO took part and 12 Treasurers took part in the study totaling 100% participation. 45 Chairpersons of other staff union took parts, 45 Secretaries were involved, while 45 PRO were also involved in the study and the rest 45 were Treasurers giving 100% coverage.

Table 4.1.5: Distribution of Respondents by Different Categories of Length of Service

Length of Service	ASUU Leadership (N=60)		Other Staff Unions (N=180)		Principal officers, Deans +HODs (N=792)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 – 10	10	20.8	22	12.2	-	-
11 – 15	12	25.0	48	26.7	-	-
16 - 25	12	25.0	46	25.6	201	28.6
26 - 30	14	29.2	52	28.9	340	48.3
31 – 35	-	-	12	6.7	163	23.2
Total	48	80	180	100.0	704	100.0

Table 4.1.5 equally presents distribution of respondents by different categories of length of service. Among ASUU respondents 10 (20.8) of them had been serving between 1 to 10 years, 12 (25.0) of them had spent 11 to 15 years, 12 (25.0) of them had spent 16 to 25 years in service while 14 (29.2) of them had spent between 26 to 30 years. However, none of the participants had spent over 31 years in the service. Among the other staff union, 22 (12.2) of them had spent 1 to 10 and 48 (26.7) had spent 11 to 15 years in service, 46 (25.6) of them had spent 16 to 25 years while 52 (28.9) of them had spent 26 to 30 years and the remaining 12 (6.7) of the respondents had spent 31 to 35 years in service. The result also indicates that 201 (28.6) of the principal officers had spent 16 to 25 years, 340 (48.3) of them had spent 26 to 30 years while 163 (23.2) of the respondents had spent 31 to 35 years in service.

4.2 Answer to Research Questions

In answering research questions 1, the researcher used a scale where the grand mean score of $0 \approx 1.4$ signifies poor; $1.5 \approx 2.4$ signifies fair, the grand mean value of $2.5 \approx 3.4$ signifies good, $3.5 \approx 4.4$ signifies very good while the grand mean score of $4.5 \approx 5.0$ signifies excellent. The threshold of 3.00 was adopted as decision benchmark for the interpretation of the result.

Research Question 1: To what extent have Nigerian public universities attained their set goals?

Table 4.2a: Extent to which Nigeria public universities attained their set goals with respect to measuring uptoworld class university status

	Statement	E	VG	G	F	P	Mean	Std. dev
1	Presence of internationally acclaimed talented professors and researchers among the university local staff	133	21	14	-	-	4.71	0.61
2	Culture of having mix of foreign talented professors and researchers	0	11	32	52	73	1.89	0.94
3	Practice of embarking on cutting- edge researches	85	66	9	8	-	4.36	0.79
4	Culture of having internationally highly cited articles	83	85	-	-	-	4.49	0.48
5	Culture of journal articles being published internationally with internationally acclaimed peer-reviewers	41	122	5	-	-	4.21	0.63
6	Culture of producing graduates that are highly sought for due to their possession of distinctive skills.	39	102	27	-	-	4.07	0.70
7	Culture of training graduates with special skills that enables them to be better remunerated than other graduates	38	98	28	4	-	4.01	0.91
8	Culture of enjoying robust financial resources from government,	4	30	71	51	12	2.78	0.80
9	Culture of enjoying financial resources from non-Governmental Sources such as alumni, philanthropist, donations from external sources.	18	68	67	15	-	3.53	0.79
10	Culture of having up-to-date, modern cutting – edge academic infrastructure	18	40	96	14	-	3.37	0.98
11	Practice of struggling for attainment of world- class status	55	62	43	2	6	3.94	0.76
12	Culture of striving to attain teaching and research excellence	63	68	37	-	-	4.15	0.64
13	Culture of appreciating the benefit of world- class university to the Nigerian economy	59	90	19	-	-	4.24	0.74
14	Culture of striving to become a world – class university by the staff and students	65	76	25	2	-	4.21	0.76
	Grand Mean		3.52					

Note: Excellent (E)= 5, Very Good (VG)=4, Good (G)=3, Fair (F)=2, Poor(P)=1. grand mean score of 0 ≈ 1.4-poor; 1.5 ≈ 2.4- fair, 2.5≈ 3.4- good, 3.5≈ 4.4- very good, f 4.5 ≈ 5.0-excellent

Table 4.2a reveals the extent to which Nigeria public universities attained their set goals with respect to measuring up to world class university status was very good (\bar{x} =3.52). Additionally, the table reveals that most of the items were rated to be very good with highest frequency except items 1, 2, 8 and 10 that had frequency of 133, 32, 71 and 96. For instance, presence of internationally acclaimed talented professors and researchers among the university local staff (\bar{x} = 4.71); culture of having mix of foreign talented professors and researchers (\bar{x} =1.89); practice of embarking on cutting- edge researches (\bar{x} =4.36);culture of having internationally highly cited articles (\bar{x} =4.49);culture of journal articles being published internationally with internationally acclaimed peer- reviewers (\bar{x} =4.21); culture of producing graduates that are highly sought for due to their possession of distinctive skills (\bar{x} =4.07); culture of training graduates with special skills that enable them to be better remunerated than other graduates (\bar{x} =4.01); culture of enjoying robust financial resources from government (\bar{x} =2.78) ; culture of enjoying financial resources from non- governmental sources such as alumni, philanthropist, donations from external sources (\bar{x} =3.53) and culture of having up-to-date, modern cutting – edge academic infrastructure(\bar{x} =3.37), among others. The entire mean value of the fourteen items and grand mean on the table were accepted as rated above decision bench mark of 3.0. This shows that the extent to which Nigeria public universities attained their set goals with respect to measuring up to world class university status was very good. This implies that Nigeria public universities are striving hard in measuring up to attain world class universities status. This result confirms the current ranking result by Times Higher Education (2020) edition where the University of Ibadan, Covenant university and University of Lagos came higher on the table of ranking recently released by (THE). The result further affirm that efforts are being made progressively and consistently by stakeholders to ensure that Nigerian universities rank better in world class ranking, more-so that, world class ranking has been gaining prominence since 2003.

Table 4.2b: Extent to which Nigeria public universities attained their set goals with respect to Academic Excellence in teaching and research

S/N	Statement	E	VG	G	F	P	Mean	Std. dev	
1	Having modern equipment which enables students to learn under highly conducive, rich learning environment	116	33	19	-	-	4.58	0.64	
2	Adherence to lecturers promotion criteria before being promoted	128	38	2	-	-	4.75	0.74	
3	Lecturers teach with standardized curricula	116	45	7	-	-	4.65	0.80	
4	Relevance of lecturers research output to societal problems	103	52	13	-	-	4.54	0.69	
5	Relevance of research outcomes on nation's economic development	47	36	63	22	-	3.64	0.46	
6	Enjoying absolute academic freedom	23	43	70	19	13	3.26	0.56	
7	Enjoying academic freedom which enables lecturers/ researchers the freedom to determine what to teach and research on	23	43	70	19	13	3.26	0.64	
8	Having high percentage of highly talented international student	13	21	43	39	52	2.43	1.03	
9	Having abundant resources that enable the lecturers and researchers to conduct advanced research.	21	22	85	23	17	3.04	1.08	
10	Having the capacity to compete in the global higher education market place through acquisition, adaptation and creation of advance knowledge	12	50	73	33	-	3.24	1.26	
11	Being exposed to the outside world on the basis of international recognition of the university's cutting – edge research output.	14	46	69	26	13	3.13	1.09	
12	Having featured in the times higher education (THE) ranking.	2	6	26	68	66	1.87	0.85	
13	Having featured in the (THE) ranking between 501 – 1000	4	16	28	68	52	2.12	1.03	
14	Enjoying industry- income from research	10	29	43	70	16	2.68	0.89	
15	Support for the drive towards world-class status	22	54	42	48	2	3.27	1.03	
Grand Mean		3.36							

Note: Excellent (E)= 5, Very Good (VG)=4, Good (G)=3, Fair (F)=2, Poor(P)=1. grand mean score of 0 ≈ 1.4- poor; 1.5 ≈ 2.4- fair, 2.5≈ 3.4- good, 3.5≈ 4.4- very good, f 4.5 ≈ 5.0-excellent

Table 4.2b indicates the extent to which Nigeria public universities attained their set goals in the area of academic and research excellence was found to be good ($\bar{x}=3.36$). The table also reveals that the first four mean values were rated to be excellent while item 5 to 15 were rated to be good except item 12 and 13 that had mean values of 1.87 and 2.12. This signifies fair for two items. However, the grand mean of all the items were considered to be above decision bench mark of 3.0. This indicates that the extent to which Nigeria public universities attained their set goals in the area of academic and research excellence was good. This means that Nigeria public universities are conducting quality research and engaged in excellence teaching so as to measure up to world class universities status.

Table 4.2c: Extent to which Nigeria public universities attained their set goals with respect to Production of self – reliant and skillful graduates

S/N	Statement	E	VG	G	F	P	Mean	Sta.Dev.
1	Graduates are subject skillful	60	67	25	16	-	4.02	0.85
2	Graduates are generally skillful	71	90	7	-	-	4.38	0.94
3	Graduates are morally sound	52	75	10	31	-	3.88	0.57
4	Graduates are self- reliant	27	62	12	63	4	3.27	1.05
5	Graduates are highly sought for by employer of labour.	44	84	18	22	-	3.89	1.19
6	Graduates are better remunerated because of their high skillfulness	30	99	39	-	-	3.95	0.94
7	Graduates largely seek for employment (white collar jobs)	52	44	30	42	-	3.63	0.64
8	Graduates are employers of labour not job seekers	31	52	17	60	8	3.23	1.17
9	Graduates are computer/ technical literacy skillful	63	71	16	18	-	4.07	1.25
10	Graduates are numeracy skillful	70	89	9	-	-	4.36	0.95
11	Graduates have communication skills	70	82	9	-	-	4.38	0.59
12	Graduates have analytical/ research skills	84	17	7	-	-	4.71	0.73
13	Graduates have flexibility/ adaptability managing multiple priorities interpersonal abilities.	77	82	9	-	-	4.40	0.59
14	Graduates have reasoning/ creativity skills	84	79	5	-	-	4.47	0.58
15	Graduates have team work skills	81	87	-	-	-	4.48	0.56
Grand Mean							4.07	

Note: Excellent (E)= 5, Very Good (VG)=4, Good (G)=3, Fair (F)=2, Poor(P)=1. grand mean score of 0 ≈ 1.4- poor; 1.5 ≈ 2.4- fair, 2.5≈ 3.4- good, 3.5≈ 4.4- very good, 4.5 ≈ 5.0-excellent

Table 4.2c shows that the extent to which Nigeria public universities attained their set goals in terms of production of self – reliant and skillful graduates was very good ($\bar{x}=4.07$) when considering decision bench mark of 3.0 of all the items on the table. The table also submits that nearly all the items were rated to be very good with highest frequency. For instance, Graduates are subject skillful($\bar{x}= 4.02$); Graduates are generally skillful ($\bar{x}=4.38$); Graduates are morally sound ($\bar{x}=3.88$); Graduates are self- reliant ($\bar{x}=3.27$); Graduates are highly sought for by employer of labour. ($\bar{x}=3.89$); Graduates are better remunerated because of their high skillfulness ($\bar{x}=3.95$); Graduates largely seek for employment (white collar jobs) ($\bar{x}=3.63$) Graduates are employers of labour not job seekers ($\bar{x}=3.23$); Graduates are computer/ technical literacy skillful($\bar{x}=4.07$) and Graduates are numeracy skillful($\bar{x}=4.36$), among others. The entire mean values of the fifteen items and grand mean on the table were accepted as rated above decision bench mark of 3.0. This indicates that the extent to which Nigeria public universities attained their set goals in terms of production of self – reliant and skillful graduates was very good.

Table 4.2d: Extent to which Nigeria public universities attained their set goals with respect to Society transformation role of universities through community service mandate.

S/N	Statement	E	VG	G	F	P	Mean	Sta. Dev.	
1	Brings betterment to the wellness of society	82	86	-	-	-	4.49	.56	
2	Brings civilisation to society	82	78	8	-	-	4.44	.59	
3	Makes impacts of “gown and town” to be felt by society	81	79	8	-	-	4.43	.59	
4	Makes graduates to impact on society politically, economically and socially.	68	96	4	-	-	4.38	.53	
5	Makes Technology transfer possible through knowledge creation.	14	85	44	16	9	3.47	.97	
Grand Mean							4.24		

Note: Excellent (E)= 5, Very Good (VG)=4, Good (G)=3, Fair (F)=2, Poor(P)=1. grand mean score of 0 ≈ 1.4- poor; 1.5 ≈ 2.4- fair, 2.5≈ 3.4- good, 3.5≈ 4.4- very good, 4.5 ≈ 5.0-excellent

Table 4.2.1d indicates that the extent to which Nigeria public universities attained their set goals with respect to society transformation role of universities was very good ($\bar{x}=4.24$). All the mean values of items 1 to 5 were rated to be very good in comparison with the decision bench mark of 3.0. Generally, it can therefore be inferred that the extent to which Nigeria public universities attained their set goals with respect to fourth goal as analysed in each table was found to be very good. It is therefore, established that the set goals were achieved to large extent but not excellently achieved.

Research Question 2: What is the status of each management functions in Nigeria public universities?

Table 4.3: Status of each Management Functions in Nigeria public universities

S/N	Statement	E	VG	G	F	P	Mean	Std. Dev.
Planning Functions								
1.	Formulating road-map policies for the attainment of university goals.	5	6	-	-	-	4.45	0.52
2.	Projecting on what to be done to accomplish university goals.	6	5	-	-	-	4.55	0.52
3.	Determining who does what for goals accomplishment.	7	4	-	-	-	4.64	0.51
4.	Taking responsibility for quality teaching.	5	4	-	2	-	4.09	0.79
Grand Mean							4.43	
Organising Functions								
1	Recruiting competent lecturers/researchers that will facilitate goal attainment.	9	1	-	1	-	4.64	0.68
2	Categorisation of job specification into related field for goal attainment	7	3	-	1	-	4.45	0.69
3	Deployment of resources for the attainment of goals.	7	3	-	1	-	4.45	0.69
4	Efficient utilisation of university resources for goal attainment.	8	-	-	3	-	4.18	0.94
Grand Mean							4.43	
Leading Functions								
1	Training and retraining of staff for optimal staff productivity.	1	1	-	5	4	2.09	0.94
2	Ensuring effective teaching is carried out in a bid to attain set goals.	4	6	-	1	-	4.18	0.65
3	Ensuring that lecturers engage in quality and problem solving researches.	4	5	-	1	1	3.91	0.94
4	Ensuring performance of mentoring role by older professors.	4	4	-	1	2	3.64	1.14
Grand Mean							4.71	
Controlling Function								
1	Placing side by side actual goals attained with projected goals.	6	3	-	1	2	3.83	1.21
2	Striving to correct the observed gap between actual goals with the projected goals.	6	3	-	1	1	4.09	1.09
3	Constantly putting in place corrective mechanism for any deviation from the standard.	6	3	-	1	1	4.09	1.00
4	Having reward mechanism that will spur workers for greater productivity.	4	3	-	2	2	3.45	1.19
Grand Mean							3.87	

Note: Excellent (E)= 5, Very Good (VG)=4, Good (G)=3, Fair (F)=2, Poor(P)=1. grand mean score of 0 ≈ 1.4- poor; 1.5 ≈ 2.4- fair, 2.5≈ 3.4- good, 3.5≈ 4.4- very good, 4.5 ≈ 5.0-excellent

Table 4.2.3 presents the status of each management functions on goal attainment of Nigeria public universities. The four items of planning function had a grand mean value of 4.43 out of maximum obtainable 5.0. The obtained mean values for the items are as follows: formulating road-map policies for the attainment of university goals ($\bar{x}=4.45$); projecting on what to be done to accomplish university goals($\bar{x}=4.55$); determining who does what for goals accomplishment ($\bar{x}=4.64$) and taking responsibility for quality teaching ($\bar{x}=4.09$). All the mean values and grand mean were rated above 3.0 of decision bench mark. This reveals that status of planning function as one of management functions was considered to be very good. This implies that university administrators employ planning function in attaining university goals.

The five items of organizing functions also had a grand mean value of 4.43 out of maximum obtainable 5.0. The obtained mean values for these items are as follows: recruiting competent lecturers/researchers that will facilitate goal attainment ($\bar{x}=4.64$);Categorisation of job specification into related field for goal attainment($\bar{x}=4.45$); Deployment of resources for the attainment of goals ($\bar{x}=3.45$) and Efficient utilisation of university resources for goal attainment ($x=4.18$). All the mean values and grand mean ($\bar{x}=4.43$) were rated above3.0 of decision bench mark. This implies that status of organising functions was excellent. This is an indication that organising function of the management is positively in support of attainment of public universities goals.

Considering leading functions, an indicator of management function, it has five items which had a grand mean value of 4.71 out of maximum obtainable 5.0. The obtained mean values for the items are as follows: training and retraining of staff or optimal staff productivity ($\bar{x}=2.09$); ensuring effective teaching is carried out in a bid to attain set goals ($\bar{x}=4.18$); ensuring that lecturers engage in quality and problem solving researches ($\bar{x}=3.91$) and ensuring performance of mentoring role by older professors ($\bar{x}=3.64$). Hence, all the mean values and grand mean ($\bar{x}=4.71$) also were rated above3.0 of decision bench mark which show that status of management function with respect of leading functions was found to be excellent. This indicates that leading functions positively contributed to public university goal attainment

Concerning controlling functions, an indicator of management functions had a grand mean value of 3.87 out of maximum obtainable 5.0. The obtained mean values for the items are as follows:

placing side by side actual goals attained with projected goals($\bar{x}=3.83$); striving to correct the observed gap between actual goals with the projected goals ($\bar{x}=4.09$); constantly putting in place corrective mechanism for any deviation from the standard($\bar{x}=4.09$) and having reward mechanism that will spur workers for greater productivity($\bar{x}=3.45$). therefore, all the mean values and grand mean($\bar{x}=3.87$) were equally rated above 3.0 of decision bench mark which show that status of management function in terms of controlling functions was very good. This implies that controlling functions is required to enhance university goal attainment. Generally, the finding reveals that status of each management functions on goal attainment of Nigeria public universities is expressed as very good and excellent. It could be observed that all management functions are put in place by university management for attainment of public universities goals.

Research Question 3: what is the status of students' union government activities in Nigeria public universities?

Table 4.4: The Status of Students' Union Government Activities in Nigeria public universities

S/N	Items	E	VG	G	F	P	Mean	Std. Dev.	
1.	Representing fellow students in various interests for the purpose of goal attainment.	20	30	1	-	1	4.31	0.70	
2.	Acting as labour union for the protection of students' right.	21	23	8	-	-	4.25	0.71	
3.	Fighting for student's cause in the instance of arbitrary increase in school fees/any unpopular regulation by the university authority.	29	13	9	1	-	4.35	0.83	
4.	Protecting the interest of students whenever any decision taken or about to be taken is not in the best interest of the students.	18	24	9	-	1	4.12	0.83	
5.	Appreciating management whenever its decisions are in line with student's interest.	25	24	2	-	1	4.38	0.75	
6.	Working towards ensuring that university management provide physical infrastructure that will facilitate conducive learning environment.	17	24	10	-	1	4.08	0.84	
7.	Promoting social interest of its members to facilitate their academic accomplishment.	16	28	7	-	1	4.12	0.78	
8.	Promoting cultural interest of its members thereby enhancing their academic goal attainment.	19	27	6	-	-	4.25	0.65	
9.	Promoting effective information dissemination among students to forestall unnecessary rumor mongering.	13	16	23	-	-	3.81	0.82	
10.	Promoting intellectual and recreational interests of student body thereby facilitating university goal attainment.	16	32	4	-	-	4.23	0.58	
Grand Mean								4.19	

Note: Excellent (E)= 5, Very Good (VG)=4, Good (G)=3, Fair (F)=2, Poor(P)=1. grand mean score of 0 ≈ 1.4- poor; 1.5 ≈ 2.4- fair, 2.5≈ 3.4- good, 3.5≈ 4.4- very good, 4.5 ≈ 5.0-excellent

Table 4.4 presents the result of the extent to which students' union activities affect goal attainment. The table had ten items with grand mean value of 4.19 out of maximum obtainable 5.00. The obtained mean values for the items are as follow: representing fellow students in various interests for the purpose of goal attainment (\bar{x} =3.31); acting as labour union for the protection of students' interest (\bar{x} =4.25); fighting for student's cause in the instance of arbitrary increase in school fees/any unpopular regulation by the university authority (\bar{x} =4.35); protecting the interest of students whenever any decision taken or about to be taken is not in the best interest of the students (\bar{x} =4.12); appreciating management whenever its decisions are in line with student's interest (\bar{x} =4.38); working towards ensuring that university management provide physical infrastructure that will facilitate conducive learning environment (\bar{x} =4.08); promoting social interest of its members to facilitate their academic accomplishment (\bar{x} =4.12); promoting cultural interest of its members thereby enhancing their academic goal attainment (\bar{x} =4.25); promoting effective information dissemination among students to forestall unnecessary rumor mongering (\bar{x} =3.81) and promoting intellectual and recreational interests of student body thereby facilitating university goal attainment (\bar{x} =4.23). Based on table 4.4, the grand mean of 4.19 was above the decision bench mark of 3.0 which shows that the extent to which student union activities affect goal attainment was very good which can be interpreted as high. This reveals that the extent to which students' union activities affect goal attainment was high.

Research Question 4: What is the Status of staff union activities in Nigeria public universities?

Table 4.5 Status of staff union activities on goal attainment in Nigeria public universities

S/N	Statement	E	VG	G	F	P	Mean	Std Dev	
1	Ensure that staff belong to union of their trade because of benefit derivable from their union membership	131	30	7	0	0	4.74	0.53	
2	Protecting the interest and welfare of their members at all time	121	41	0	0	6	4.61	0.82	
3	Protecting their members interest without putting into consideration overall objectives of the universities	14	24	32	59	39	2.49	1.23	
4	Ensuring agitation are carried out in the interest of the university goals	117	29	17	5	0	4.54	0.80	
5	Ensuring that ASUU being an academic staff union centres most of her struggles on the betterment of the teaching and learning environment for the purpose of goal attainment	121	40	5	2	0	4.67	0.60	
6	Making accomplishment of goal attainment as the focal point of union's agitation	95	55	18	0	0	4.46	0.68	
7	Using strike as weapon to address some anomalies in a bid to enhance goal attainment	87	63	11	7	0	4.37	0.79	
8	Making university autonomy as a major reason for union's agitation with a bid to enhance goal attainment	57	84	14	8	5	4.07	0.94	
9	Evolving another strategy or instrument for srttling grievances other than strike action.	10	71	15	15	57	2.77	1.44	
10	Making underfunding of universities as a major reason for union's agitation as a desire to positively affect goal attainment	56	45	18	11	38	3.42	1.56	
Grand Mean								4.01	

Note: Excellent (E)= 5, Very Good (VG)=4, Good (G)=3, Fair (F)=2, Poor(P)=1. grand mean score of 0 ≈ 1.4- poor; 1.5 ≈ 2.4- fair, 2.5≈ 3.4- good, 3.5≈ 4.4- very good, 4.5 ≈ 5.0-excellent

Table 4.5 presents the result of status of staff union activities on goal attainment. The table had ten items with grand mean value of 4.01 out of maximum obtainable 5.00. The obtained mean values for the items are as follows: ensure that staff belong to union of their trade because of benefit derivable from their union membership ($\bar{x}=4.74$); protecting the interest and welfare of their members at all time ($\bar{x}=4.61$); protecting their members interest without putting into consideration overall objectives of the universities ($\bar{x}=2.49$); ensuring agitation are carried out in the interest of the university goals ($\bar{x}=4.54$); ensuring that ASUU being an academic staff union centres most of her struggles on the betterment of the teaching and learning environment for the purpose of goal attainment ($\bar{x}=4.67$); making accomplishment of goal attainment as the focal point of union's agitation ($\bar{x}=4.46$); using strike as weapon to address some anomalies in a bid to enhance goal attainment ($\bar{x}=4.37$); making university autonomy as a major reason for union's agitation with a bid to enhance goal attainment ($\bar{x}=4.07$); evolving another strategy or instrument for settling grievances other than strike action ($\bar{x}=2.77$) and making underfunding of universities as a major reason for union's agitation as a desire to positively affect goal attainment ($\bar{x}=3.42$). The grand mean value of 4.01 was above the decision bench mark of 3.0 indicating that status of staff union activities on goal attainment was very good.

Research Question 5: what is the pattern of relationship between the independent variables and dependent variable among the management staff of Nigeria public universities in southwestern Nigeria?

Table 4.6: Correlation Matrix Table Showing relationship of the study variables

Variables	Planning	Organising	Leading	Controlling	Goal Attainment
Planning	1.000				
Organising	0.615**	1.000			
Leading	0.566**	0.551**	1.000		
Controlling	0.229**	0.159*	0.244**	1.000	
Goal Attainment	0.663**	0.658**	0.870**	0.498	1.000

* denotes significant at $p < 0.05$ level of significant

Table 4.3 reveals the inter-relationship matrix of the independent variable and the dependent variable among management staff of Nigeria public universities. All the four variables were positively correlated with goal attainment, planning ($r=0.663$, $P<0.05$), organising ($r=0.658$, $P<0.05$), leading ($r=0.870$, $P<0.05$) and controlling ($r=0.498$, $P<0.05$). This implies that there is positive relationship with planning, organising, leading and controlling and all the variables were significantly correlated with goal attainment.

Research Question 6: what is the joint contribution of independent variables on goal attainment among public universities in southwestern Nigeria?

Table 4.7: Multiple Regression Analysis on goal attainment

Multiple R =0.946

Multiple R Square =0.894

Multiple R-Adjusted R square =0.892

Std. Error of the Estimate =5.10687

Model	Sum of Squares	df	Mean Square	F	Sig.	Remark
Regression	43113.243	4	10778.311	413.276	.000	S
Residual	5085.632	195	26.080			
Total	48198.875	199				

- a. Dependent Variable: universities goal attainment
- b. Predictors: (Constant), management functions, staff and students union activities

Table 4.4 showed the joint contribution of the independent variable to goal attainment of management staff in southwestern Nigeria. The value of $R=0.946$, $Adj R^2 = 0.892$. This means that 89.2% of variations in goal attainment are determined by planning, controlling, organising, and leading. Other factors affecting goal attainment among the management staff is beyond the scope of the study. The ANOVA result from the regression analysis indicates that there was a significant contribution of the independent variables $F_{(4,195)} = 413.276$ and $p < 0.05$ on goal attainment in the public universities in southwestern Nigeria.

Research Question 7: what is the relative contribution of independent variables to goal attainment among management staff in public universities southwestern Nigeria?

Table 4.8: Showing the Relative Contribution of Independent Variables on Dependent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	-21.934	3.142		-6.982	.000
Planning	0.835	0.208	0.127	4.021	.000
Organising	1.487	0.242	0.191	6.145	.000
Leading	1.410	0.068	0.623	20.747	.000
Controlling	1.198	0.101	0.287	11.877	.000

Table 4.5 revealed the contribution of each of the independent variables on goal attainment. Planning ($\beta = 0.127$, $t=4.021$, $p<0.05$) had significant relative contribution, organising ($\beta = 0.191$, $t=6.145$, $p<0.05$) had significant relative contribution, leading ($\beta = 0.623$, $t=20.747$, $p<0.05$) had significant relative contribution and controlling ($\beta = 0.287$, $t=11.877$, $p<0.05$) had significant relative contribution to the goal attainment of management staff of public universities in southwestern Nigeria. Leading is the most potent factor, followed by controlling followed by organising and planning is the least potent to goal attainment among the management staff of public universities in southwestern Nigeria.

4.3 Test of Hypotheses

Hypothesis 1: There is no significant relationship between management functions and public universities goal attainment.

Table 4.9: Correlational table between Management Functions and Universities Goal Attainment

Variable	N	Mean	Standard Deviation	r	Sig(p)	Remarks
Management Functions		54.7	3.182	0.84	0.000	Significant
UniversitiesGoal Attainment	12	7.02	3.965			

(P<.05)

Decision is taken based on Evans (1996)'s suggestion for the absolute value r which is 0.00-0.19 "very weak positive", 0.20-0.39 "weak positive", 0.40-0.59 "moderate positive", 0.60-0.79 "strong positive" and 0.80-1.0 "very strong positive" and level of significance is less than 0.05. Based on this decision, the results in table 4.6 indicates that there is significant and very strong positive correlation between management functions and public universities goal attainment, $r = (0.84)$, 0.000, $P < .05$. Hypothesis 1 which states that there is no significant relationship between management functions and public universities goal attainment was therefore rejected. This indicates that there is a significant relationship between management functions and public universities goal attainment in southwestern, Nigeria.

Hypothesis 2: There is no significant relationship between students' union activities and public universities goal attainment in southwestern Nigeria.

Table 4.10: Correlational table between Students' Union Activities and Universities Goal Attainment

Variable	N	Mean	Standard Deviation	r	Sig(p)	Remarks
Students Union Activities		29.3	5.55	0.55	0.000	Significant
Universities goal Attainment	12	7.02	3.965			

(P<.05)

Decision is taken based on Evans (1996)'s suggestion for the absolute value r which is 0.00-0.19 "very weakpositive", 0.20-0.39 "weakpositive", 0.40-0.59 "moderatepositive", 0.60-0.79 "strongpositive" and 0.80-1.0 "very strongpositive" and level of significance is less than 0.05. Based on this decision, the results in table 4.6 indicates that there is significant and moderatepositive correlation between students union activities and public universities goal attainment, $r = (0.55)$, 0.000, $P < .05$. Hypothesis 2 which states that there is no significant relationship between students' union activities and public universities goal attainment was therefore rejected. This reveals that there is a significant relationship between students' union activitiesand public universities goal attainment in southwestern, Nigeria.

Hypothesis 3: There is no significant relationship between staff union activities and public universities goal attainment.

Table 4.11: Correlational table between Staff Union Activities and Universities Goal Attainment

Variable	N	Mean	Standard Deviation	r	Sig(p)	Remarks
staff Union Activities	12	41.7	9.27	0.56	0.000	Significant
UniversitiesGoal Attainment		7.02	3.965			

(P<.05)

Table 4.8 presents correlation between independent variable (staff union related activities) and the dependent variable (universities goal attainment.). Decision is also taken based on Evans (1996)'s suggestion for the absolute value 'r' which is 0.00-0.19 "very weakpositive", 0.20-0.39 "weakpositive", 0.40-0.59 "moderatepositive", 0.60-0.79 "strongpositive" and 0.80-1.0 "very strongpositive" and level of significance is less than 0.05. Based on this suggestion made by Evan, It is observed from the table thatthere is significant and moderate positive correlation between staff union activities and public universities goal attainment, $r = (0.56)$, 0.000 , $P < .05$. Based on this table, hypothesis 3 which states that there is no significant relationship between staff union activities and public universities goal attainmentwas therefore rejected. This shows that there is a significant relationship betweenstaff union activities and public universities goal attainment in southwestern, Nigeria.

Qualitative results

Research Question 8: What is the assessment of the Stakeholders (Principal Officers, Deans, Union Leadership) on the goal attainment level of the universities.

The following stakeholders were interviewed: the respondents interviewed were librarian and two deans each across all the universities sampled. Chairmen, Secretaries and few available officers of ASUU across all the sampled universities and even the south-west zonal coordinator of ASUU. Chairmen and secretaries of other unions across the sampled universities were interviewed. Additionally, students union Leadership of the sampled universities interviewed except University of Ibadan that did not have students union as at the time of carrying out this research process.

The approach used for reporting this interview was to aggregate the views and submissions of the stakeholders of the same title or rank, for instance, submission of all Registrars were aggregated and any remarkable variation reported accordingly. This approach was to avoid undue repetition since their submissions appear similar.

Submissions of registrars, other principal officers, deans and asuu leadership

Question1: How can you rate your university's level of goal attainment?

Registrar responses:

The university, being a specialized one is very zealous in delivery on its mandate especially when one evaluates and correlates the caliber of teaching staff who are specialists in their own right with the quality of graduate output the university churns out every year. Most of our graduates are self-employed, highly skilled and their output is increasing the nation's Gross Domestic Product. This was confirmed through the tracer study and feedback from their employers for those that gained employment. With this singular feat, one can conveniently say the university attains the set goal of training self-reliant graduates as a development university it meant to be.

Also from another respondents: The university is the first of its kind in Nigeria and based on its uniqueness, the university had delivered on her mandate especially in the production of professionally trained teachers in almost all disciplines.

These same submissions were given by the Registrars of Ladoke Akintola University of Technology Ogbomosho and Adekunle Ajasin University Akungba Akoko The same were the submissions of Librarian of Adekunle

Ajasin University and Bursar, Osun state University Osogbo The common denominator of their submissions is insufficiency of funding with a plea that more funding should be provided by their proprietors to guarantee attainment of set goals by the universities.

All the Deans interviewed across the universities submitted that goal attainment of their respective universities is on a steady growth because faculties are teaching effectively what they are suppose to teach, faculties are conducting researches that are impactful and of international visibility and standard which enable them to enjoy promotion up to professoriate level and this requires international impact assessment template before such promotion could be enjoyed.

With respect to effective and quality teaching, despite the environment not too favourable where such teachings were being done, some Deans remarked that their products after graduating from the Nigerian universities pull serious weight (excellence) when they go overseas to work or embark on training for higher degrees. Specific remarks came from the Dean of science, Ladoke Akintola University of Technology Ogbomosho (Lautech) when he affirmed documentarily through the university bulletin that among the persons that designed Chevrolet car in America is a product of Lautech. Some Professors at the University of Ibadan submitted that one of their own that graduated in medicine became one of the best surgeons in the United States of America and by name Professor Iyalla Peterside 1985 graduate of Medicine.

The position of ASUU leadership on goal attainment was not different in terms of steady growth, but the entire leadership of the union at Southwestern and national levels claimed that the steady growth of goal attainment by the public universities were the making of ASUU because the idea of TETFUND which is interventionist fund was the brain-child of ASUU. ASUU claimed that almost all the finances required for infrastructure, capital and special funds were sourced through TETFUND. TETFUND was the sole idea of the union to the Federal government on how to raise fund for the finance of education through deduction of 2.5% corporate profit tax by companies operating in the country. The pool of which is domiciled in a fund called TETFUND. Still on their claim of ownership or patent right to the idea of TETFUND, ASUU even claimed that all the new structures in all the universities in Nigeria today were funded by TETFUND and specific mention was made of Olabisi Onabanjo University which the ranks of ASUU described as TETFUND university because the proprietor of the university which is Ogun state government only built according to ASUU one and half structures in the entire university and that all other structures were built through TETFUND interventions.

Question2: How will you rate the contribution of university's Management functions to the attainment of goals set by your university?

Responses of the Principal officers, Deans, Heads of Departments and even ASUU leadership:

The respondents confirmed the positive impacts of planning, organising, leading and controlling functions of management on goal attainment of the universities. Respondents affirmed the leadership and sense of direction given by the university management in the area of allocation of scarce resources, determining who does what, measuring side by side actual goal attained with mission statement set goals and putting in place measures to ensure quality goal attainment through efficient and effective quality teaching, insistence by the management that faculties must embark on impact loaded cutting-edge researches that will impact locally and internationally. Leading, students' union government activities, controlling, organising, staff union activities and planning influenced goal attainment of public universities in Southwestern Nigeria.

Question3: How will you assess the effect of your university students' union activities on goal attainment?

Responses of the Principal Officers, Deans and Heads of Departments and even the Student's union leadership:

'activities of Students' unions in their respective campuses have both positive and negative implications on goal attainment of the universities. They claimed that non-violent agitations such as clamoring for functional internet service, well stocked library, latest and fashionable recreation facilities, friendly or affordable transportation services, friendly and affordable municipal charges and many more enhance their academic performances and by extension university goal attainment. But in the contrary, activities such as violent demonstration that could lead to wanton destruction of life and property, academic infrastructure portend great danger and substantial disservice to university goal attainment. On the part of student union leadership, they responded that their activities are beneficial to them and the university leadership and ultimately goal attainment of the universities, in that information from the university authority easily reach the entire students, population through their efficient and effective information dissemination mechanism, they claim also that when and if the university authority involves them in decision making that affects their interest they ensure religious and faithful implementation of such decision.

When the students' union leadership was confronted with the issue of violent demonstration and rationale for such, the student body responded that it was never and can never be the intention of any reasonable student's union leadership to embark on violent demonstration but it happens when the University Management refused to see issues of agitation by the student's union leadership from the angle of vision of the student body and the students' union leadership may equally not view the actions of University Management from the angle of vision of the management.

Question 4: How would you rate your university union leadership activities especially ASUU in relation to goal attainment?

Responses of the Principal officers, Provosts and Directors of institutes, Deans, Head of departments and ASUU leadership:

The Principal Officers of the universities contacted aggregately submitted that union activities in their respective campuses are treated with mixed feelings. They remarked that some of the union's agitations served positive purposes especially when it has to do with adequate funding, encouragement of effective and efficient service delivery by lecturers, and enthronement of standard work ethics. In the contrary, incessant strike actions by the unions negate the operations of the universities with respect to sanctity of the academic calendar. These strike actions always portend negative implications for effective and efficient administration of universities. Student's stay on campus is elongated thereby increasing unit/social cost of training graduates and increasing private cost to the parents/guardians and their anxiety as well. The implication of this assertion according to the university management is that the university leadership are not always on the same page with the union leadership and efforts must be made to ensure that the two strive to be on the same page if the university set goals will be attainable. Relatedly, management is of the opinion that union leadership should endeavor to incorporate the attainment of university set goals into their union agitation and struggles.

On the part of ASUU leadership, all the branch executives interviewed spoke in the same way and manners portraying and confirming the unity of action, and on the same page with the leadership of ASUU because aggregate of submissions from all the twelve branches of universities were what the Southwestern Coordinator of ASUU in person of Professor Olusiji Sowande of Federal University of Agriculture Abeokuta reechoed. Summary of their submission was that, ASUU had been highly instrumental to the attainment of university set goals. In their opinion they submitted that if not for ASUU that constantly slug it out with Federal Government on underfunding of Nigerian universities which forced government to request that ASUU should suggest alternative way of

funding and ASUU recommended 2.5% profit tax by corporate bodies operating within the country which became TETFUND. They submitted that TETFUND became the main source of intervention with respect to infrastructural funding of universities and if not for TETFUND we could all imagine how university education would have fared.

On the issue of incessant strike action by ASUU and its effect on university academic activities, ASUU leadership responded that

‘the union is a responsible union that does not go on strike unless forced to do so because according to them there are procedures the union follows before embarking on strike and the outcome of their strikes have been beneficial to the attainment of the university set goals. For example according to the union, series of their strike actions led to Federal Government setting up NEEDS Assessment committee to ascertain level of infrastructural decay in the Nigerian universities so as to inform government on the remediation level to put in place. This is a positive move to better the lots of the universities so as to enable them attain the set goals’.

4.6 Discussion of Findings

The findings of this study were discussed in line with the results of the research questions and hypotheses. The discussion is presented under the following sub-headings:

- 4.6.1 Extent of Nigeria Public Universities Goal Attainment
- 4.6.2 Pattern of relationship between the independent variables (Management Functions) and dependent variable(Goal Attainment)
- 4.6.3 The Joint contribution of independent variables (Management Functions) and Goal Attainment
- 4.6.4 The relative contribution of independent variables (Management Functions) and Goal Attainment
- 4.6.5 Relationship between Management Functions and Public Universities Goal Attainment
- 4.6.6 Relationship between Students' Union Activities and Public Universities Goal Attainment
- 4.6.7 Relationship between Staff Union Activities and Public Universities Goal Attainment

4.6.1 Extent of Nigeria Public Universities Goal Attainment

The finding on research question one revealed that the extent to which Nigeria public universities attained their set goals with respect to production of self-reliant and skillful graduates, society transformation role of universities, academic excellence in teaching and research, and measuring up to world class university status was found to be very good.

The result agrees with submissions made by major stakeholders including Deputy Vice-Chancellors, Registrars, Deans, of sampled public universities in southwestern Nigeria during the key informant interview conducted. They were of the opinion that most of Nigerians graduates are self-employed and their output is increasing the nation's Gross Domestic Product especially those in vocational, technology and science based studies. Some Professors at College of Medicine, University of Ibadan submitted that one of their graduates in medicine who graduated in 1985 by name Professor Iyella Peterside, became one of the best surgeons in the United States of America and this was google-searched and confirmed to be correct. This submission is in line with one Professor (Dean of Science) at Ladoke Akintola University of Technology Ogbomoso when he said that one of the

persons that designed Chevrolet car in America graduated from Lautech and this indicates that Nigerian university graduates are skillful and innovative and this enhances international visibility of their creativity.

The finding of this study is consistent with that of Chuku (2020), who adopted descriptive research design to investigate the influence of quality management on goals achievement of Ignatius Ajuru University of Education, Rivers State and findings showed that the roles of academic and administrative staff and employees' involvement and creative thinking enhanced achievement of goals to a great extent in Ignatius Ijuru University of Education, Rivers State. The finding also supports the opinion made by Bamiro (2018), who opines that global competitiveness dictates that Nigerian universities are not local entities but rather global institutions that seek to establish their niche in the global knowledge space. This is evident in the latest world university ranking by Times Higher Education (THE) released in the month of September, 2019,2020 and 2021 whereby two of Nigerian Universities (that is, Covenant University and University of Ibadan) made 400th and 501st positions respectively. This is unlike before, where no Nigerian university was among the first one thousand world class ranked universities. The September 2021 (THE) ranking report recently released showed an encouraging improvement in the ranking report. The report indicated that University of Ibadan, Covenant University and University of Lagos came up in the current ranking.

The finding also corroborates that of Salmi (2009),who contended that for a university to attain greater height, the content delivery and discipline of staff and students are factors that can help achieve greater excellence. Besides, a university is expected to be a place where appropriate knowledge is formed, shared and cultivated in a value-oriented and discipline graduates. The researcher added that a university is world-class if its graduates are highly demanded for and sought-after in the labour market. The scholar went further by corroborating that the employability of graduates of a university by local and international organizations and companies, as well as the overall outputs of such graduates to the organizational success is very key in determining whether or not a university has been able to achieve the expected goals.

Adebayo (2005), reiterated in his submission about academic and research excellence that the research strength of universities is measured by citations in bibliometric indices per faculty members in international journals and edited books by reputable publishers. He further remarked that overall, the Nigerian universities, and University of Ibadan in particular, must aspire to attain and retain globally acceptable standards of appraisal for the staff and students. This statement confirms that Nigerian universities, are striving hard to attain academic and research excellence as this is in tandem with the findings of the study. However, the result is against the position of Emunemu(2009), who stated that Nigerian scholars research output is not of international outlook. Similarly, the finding of this study negates the finding of Mamedu (2016),who investigated academic staff perception of Quality of Work-Life(QWL) and University Goal Attainmentin the South-South geo Political Zone of Nigeria and found out a state of unfavourable university goal attainment.

4.6.2 Pattern of relationship between the independent variables (Management Functions) and dependent variable (Goal Attainment)

The finding of research question two revealed that there is positive relationship with planning, organising, leading and controlling and all the variables were significantly correlated with goal attainment.The finding of this study is similar to the finding of Okpa, Odigwe, Emeribe and Obule (2020), who investigated the level of students' participation in quality assurance management and tertiary institutions effectiveness in Nigeria. The result revealed significant positive relationships between students' participation in decision-making, discipline management, quality assurance committees and school plant maintenance and tertiary institution management.

The study corroborate the findings of Radhika (2020), who investigated significance of management functions (directing and guiding principle) as indispensable factors necessary in achievement goals and objectives in the university community. It is the job duty of the leaders to direct and guide their subordinates to focus upon the implementation of job duties in an appropriate manner and generate the desired outcomes. In order to put into operation these functions in an effective manner, the leaders as well as others need to possess sufficient knowledge and skills. They need to put emphasis towards enriching their knowledge, skills, and abilities, so they are able to help others. In educational institutions at all levels and in various types of organisations, all the individuals in management positions

such as, instructors, supervisors, managers, principals, heads, directors and so forth, need to implement the management functions of directing and guiding to their subordinates. When these functions will be put into practice in an efficacious and meaningful manner, only then they will be able to render an important contribution in facilitating the achievement of organizational goals and enriching the overall structure of the organisation. Therefore, these functions are acknowledged to a major extent. The main areas that are taken into account in the research paper are, significance of directing, significance of guiding, principles of directing, principles of guiding and measures to bring about improvements in directing and guiding towards university goals.

4.6.3 The Joint contribution of independent variables (Management Functions) and Goal Attainment

Research question three revealed that that there was a significant contribution of the independent variables $F_{(4,195)} = 413.276$ and $p < 0.05$ on goal attainment in the public universities in southwestern Nigeria. The result of this present study supports the result of Okpa, Odigwe, Emeribe, and Obule (2020), as they investigated the level of students' participation in quality assurance management and tertiary institutions effectiveness in Nigeria. The result of the study revealed a significant positive relationship between students' participation in decision-making, discipline management, quality assurance committees and school plant maintenance and tertiary institution management when tested at 0.05 level of significance.

More so, the result of this present study supports the result of Directing, (2019) that investigated that significance of management functions can be jointly understood by the fact that all tasks and activities that are being carried out in organizations are initiated through directing. In other words, when the leaders and superiors want their subordinates to carry out a particular task or activity, they are communicating in the tone of directing. Through implementing this function, the leaders are generating information among the subordinates towards the attainment of desired goals and objectives. Through directing, the efforts of the subordinates get integrated within the organisation in such a manner that all efforts would contribute in an efficacious manner in enriching the performance of the organizations. The individuals need to inculcate the traits of diligence, resourcefulness and conscientiousness to carry out their job duties well and achieve organisational goals. The individuals with good

leadership abilities will be in a position to convince the employees, who are working under him or her to put into operation the measures and approaches in a productive manner.

In the implementation of the function of directing, the leaders motivate the individuals to realize their potential and capabilities by making provision of leadership functions in an operative manner (Directing, 2019). In some cases, the subordinates do not feel pleasurable in the implementation of job duties. They find them monotonous and tedious. The job duties are found to be complicated, particularly when the individuals are employed in hazardous occupations. These include, factories and industries. Hence, the leaders put into operation motivation strategies, which would enable the subordinates to develop interest and enthusiasm towards the implementation of job duties satisfactorily. Within the course of time, there is a need to bring about changes. These need to take place within the course of implementation of job duties in an effective manner, goals and objectives, infrastructure, resources, materials, facilities, tools, technologies, equipment and overall structure of the organization. In order to bring about changes and ensure, they prove to be beneficial to the individuals and overall structure of the organization, the function of directing is regarded as efficacious and meaningful. When the subordinates are required to make use of modern, scientific and innovative methods, then too the leaders need to put into operation the function of directing.

4.6.4 The relative contribution of independent variables (Management Functions) and Goal Attainment

The result research question four showed that planning ($\beta = 0.127$, $t=4.021$, $p<0.05$) had significant relative contribution, organising ($\beta = 0.191$, $t=6.145$, $p<0.05$) had significant relative contribution, leading ($\beta = 0.623$, $t=20.747$, $p<0.05$) had significant relative contribution and controlling ($\beta = 0.287$, $t=11.877$, $p<0.05$) had significant relative contribution to the goal attainment of management staff of public universities in southwestern Nigeria. Leading is the most potent factor, followed by controlling followed by organising and planning is the least potent to goal attainment among the management staff of public universities in southwestern Nigeria. The finding is in agreement with that of Oladejo (2019), who investigated academic-administrators' decision-making styles and institutional goal attainment in public universities, Lagos State, Nigeria, using descriptive survey design. Results showed that institutional goal attainment was significantly correlated with academic administrators' directive

and conceptual decision-making styles respectively. Also, analytic decision-making style and institutional goal attainment were significantly and strongly associated.

The result of this study is in line with findings of Arop, Owan, and Ekpang (2018) that examined effective communication management and the performance of tertiary institutions in Cross River State and revealed that effective communication management has a significant relationship with human relationship, work performance and organizational goal attainment. The finding of this study likewise, agrees with the submission of Okon (2020), who investigated organising human resource utilisation and Goal Attainment in Commercialized Public Corporations. The study found that inadequate training; poor recruitment policy and poor human resources utilisation have a significant relationship with organizational goals attainment. However, this result negates the finding of Oladejo (2019) who found out that institutional goal attainment was not significantly independent of behavioural decision-making style.

4.6.5 Relationship between Management Functions and Public Universities Goal Attainment

The result of hypothesis one indicated that there was significant relationship between management functions (planning, organising, leading and controlling) and public universities goal attainment in southwestern, Nigeria. The finding of this study is very close to the finding of Garieth, Usen, Valentine, and John (2020), who evaluated the relationship between participative management practices and institutional goal attainment among Nigerian universities, with University of Calabar in focus. The researchers found out that there is a significant relationship between participation in decision making, participation in planning and institutional goal attainment. The result of this study is similar to the findings of Owolabi and Makinde (2012), that examined the effects of Strategic Planning on Corporate Performance using Babcock University as the focus. The study uses primary and secondary data for data collection. The results revealed that there is a significant positive correlation between strategic planning and corporate performance.

Similarly, the findings of this study are in agreement with that of Ozurumba and Amasuomo (2015), who used an ex-post-facto survey design to examine directing staff development and the output of academic staff in the state universities in South-South Nigeria. The researchers found out that a significant relationship exists between staff

development and the productivity of academic staff in terms of research, teaching and community service. The finding is contradicted with the result of Mamedu (2016) who investigated academic staff perception of Quality of Work-Life and University Goal Attainment to have some understanding of the QWL of university academic staff, and to relate this understanding to their performance towards university goal attainment in the South-South geo Political Zone of Nigeria. He found an insignificant relationship between QWL and UGA in the universities

4.6.6 Relationship between Students' Union Activities and Public Universities Goal Attainment

The finding of hypothesis two revealed that there was significant relationship between students' union activities and public universities goal attainment in southwestern, Nigeria. The result of this study supports the finding of Adeyemi (1992), who discovered that there is a positive correlation between strategic management and organizational performance in some selected Nigeria banks. The strategic management in the institutional administration is by adequately involving student body into university administration since they are vital and potent in the governance of the university.

The study is in consonant with the findings of Akomolafe (2012), who submitted that a democratic student leader should believe in consultation and joint decision making as it is one of the principles of decision making process. However, it is obvious that, despite the numeric strength and their relevance as a prominent stakeholder in the universities, students still hold minority member seats on very few university committees, thereby making their contribution at such committee meetings very insignificant in decision making and this appears to be a major factor of the instability in the Nigerian university system. In a research work conducted by Akomolafe and Ibijola (2012), they submitted that there is significant relationship between students' union activities and public university objective actualisations, when students are involved in university governance, it has a positive correlation with organizational effectiveness. Kanperin (2004), while stressing the importance of student's participation in the university governance as when students feel responsible for their learning. Participation and leadership in formal settings such as student government on campus and voluntary associations on or off campus are among the typical indicators of

active citizenship according to Saha (2000). Akomolafe and Ibijola (2012), revealed that the rationale for students' participation in university governance among others includes; higher degree of level of commitment on the part of the students, easy attainment of set goals or objectives, efficient policy formulation and implementation, uninterrupted flow of academic programmes, leadership training and development, stable economic gain and reduction in crime or anti- social behavior on the part of the students.

4.6.7 Relationship between Staff Union Activities and Public Universities Goal Attainment

The third hypothesis confirmed that there was significant relationship between staff union activities and public universities goal attainment in southwestern, Nigeria. The result of this study is in agreement with the submission of Okpalibekwe, Onyekwelu and Dike(2015), intheir investigation of Trade Union, Collective Bargaining and Organizational Performance in Nigeria Union of Local Government Employees of Idemili North Local Government Council of Anambra State. The finding showed that the Nigeria Union of Local Government Employees has helped to ensure industrial peace, employee commitment to optimum job productivity as well as effectively using collective bargaining to enhance organizational performance. The finding of the study equally in line with the findings of Aniemeka-Okonji (2003), who conducted a study on Trade unionism and staff productivity in select Government-owned universities in South West Nigeria. The study stressed the impact of strikes on productivity in selected Government-owned universities in South West Nigeria. Eight hypotheses were generated to guide the study while the survey research design of the ex-post facto type was adopted for the study. The purposive sampling technique was used in the study to select one thousand (1000) subjects from eight (8) Government-owned universities in South West Nigeria. The questionnaire adopted a four-point likert-type while the multiple regression, t-test and simple percentage were used for data analysis. The research established that the combination of the variables in trade unionism, demand for funding and improve conditions of service contributed 12.02% ($R^2 = 0.1202$) to the variance of staff productivity. The research further established that poor handling of universities matters by the relevant authorities was a major factor responsible for strike actions. The research recommended that the universities should be adequately and promptly funded, negotiated agreements should be properly implemented, and parties in university labour

relations should always resort to the relevant courts of law in the event of any breach of agreement by any party instead of resorting to strike actions.

The most important activity of trade union is collective bargaining at the national level but it is negotiation at the university (institutional level). Through this process, issues like wages, working conditions, workers' safety, payment of accrued allowances and working hours are highly emphasized during the process of negotiating with the employers. Other important activities of unions include: the provision of a number of benefits to their members such as employee compensation, insurance or professional training which may also cover legal services when there is the need. Political activities is also an integral part of the activities of the union, the union gives support to members who are running for political offices and the union also try to influence politician to get their support behind the legislation that they are trying to get passed. Involvement of Union in decision making, embarking on strike action, collective bargaining, ensuring good leadership style and commensurate remuneration of workers are also part of the activities of workers Union in Public Federal and State universities in Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter serves as the summary of the entire research process and its outcomes in terms of findings, recommendations, contribution to knowledge and suggestions for further studies.

5.1 Summary

This study investigated the correlation between public universities goal attainment and management functions, students' and staff union activities. The study established the relationship between dependent variable of public university goal attainment and roles played by the independent variables of management functions, students' and staff union activities. The study was arranged into five chapters with chapter one examining public universities goals as contained in the National Policy on Education. The goals were measured to include national goals and global goals. Also the chapter examined different managerial functions of university administrators and activities of the students' and staff unions.

Concepts like public university goal attainment, management functions, students, and staff union activities, conceptual and theoretical frameworks were also formulated as the underpinning frameworks upon which the study was anchored while system theory was used as the theoretical springboard upon which the study premised its analysis. Chapter three focused on the methodology used in conducting the study, beginning with the research design adopted, the population of study (the respondents), the sampling techniques and sample size, research instruments used, their validity and reliability determined, methods of data collection such as quantitative and qualitative were used and method/instrument for

data analysis was discussed. Chapter four discusses the results of the study. Chapter five, being the last chapter, summarized the study, gave policy implications, contribution to knowledge, limitation to the study and suggestions for further studies. The study concluded with reason, why the national and global goals of the Nigerian universities must be attained. Based on data analysed, the results revealed that:

- i. The extent to which Nigeria public universities attained their set goals with respect to measuring up to world class university status, academic excellence in teaching and research, production of self-reliant and skillful graduates and society transformation role of universities was found to be very good.
- ii. There is positive relationship with planning, organising, leading and controlling and all the variables were significantly correlated with goal attainment.
- iii. The third research question found out that there was a significant contribution of the independent variables on goal attainment in the public universities in southwestern Nigeria.
- iv. Leading is the most potent factor, followed by controlling followed by organising and planning is the least potent to goal attainment among the management staff of public universities in southwestern Nigeria.
- v. There was significant relationship between management functions (planning, organizing, leading and controlling) and public universities goal attainment in southwestern, Nigeria
- vi. There was significant relationship between students' union government activities and public universities goal attainment in southwestern, Nigeria
- vii. There was significant relationship between staff union activities and public universities goal attainment in southwestern, Nigeria.

5.3 Conclusion

The research through the results obtained concluded that management functions, student and staff union activities correlated to the goal attainment of public universities in the South Western Nigeria and that the variables personified should embrace synergy, unity

of purpose and action in their interaction with each other while performing their official engagements to facilitate attainment of public universities goals.

5.4 Implications of the study

Based on the result of this study, the following implications were established: Firstly, the study implies that attaining university goals has a lot to do with management functions in that if the management team is not adequately informed, in-experienced and in-efficient in putting to use the human and materials resources available, the university will find it impossible to achieve its goals.

Secondly, the study implies that various unions within the university (students union and staff union) are strategic members of the university community and that when their cooperations and supports are sought and granted, the university will attain its goals.

Relatedly, the study also inform that university management should establish synergy with students and staff unions within the university community, as such, synergy will help in goal attainment of the university.

Also, the study opines that university management need not stigmatise unions within university as enemies or antagonist, but a strategic partner in smooth running of the academic community which will translate to attainment of goals set for the university.

5.5 Limitations of the Study

There are some limitations to this study, some of which are:

This study only made use of public universities, while private universities were not considered. This means that the application of this study to overall university system may not be possible.

This study only considered three (3) institutional based factors (i.e. management functions, student and staff union activities), but some other factors that could determine goal attainment were not considered. This means that the study may not be sufficient

enough to provide a holistic model of explanation for goal attainment in Nigerian universities.

Other limitations include:

- i. In this study, the geographical scope is limited to southwestern Nigeria, which means that five other geo-political zones were not considered but is generalizable.
- ii. In addition, this study did not consider the likely peculiarities that made federal universities to be different from state universities.
- iii. Lack of willingness on the part of respondents to give expected attention in answering the questionnaire caused additional financial burden on the researcher by having to visit each university up to three times before appreciable number of questionnaire could be retrieved.
- iv. Finally, persistent unavailability of the principal officers to be interviewed almost stalled the conduct of key informant interview but for the luck that smiled on the researcher.

5.6 Recommendations

Based on the findings of this study, the following recommendations were made:

Since it was established from the findings of the study that management functions are strategic to goals attainment of the universities, therefore, trainings, workshops and symposia that have capacity to enhance performance of management functions should be organised for management team of the universities. Part of the content of the training should find a way of inculcating and re-orientating the university management about the need to see union activities (students and staff union) as partners in progress and not as antagonists.

It is also recommended based on the findings of the study that, training workshops, seminars should be organized for staff and students' union leaderships in the university on the need for them to embrace synergy and collaboration with university authorities as they are critical and strong stakeholders in goal attainment of the universities. Such workshop will give

them more enlightenment on how they can join forces with university management to move the institution forward for ease of goal attainment.

Similarly, it is recommended as a fallout from the findings of the study that management and unions in the university need to have positive attitude and make the progress of the university and goal attainment their priority whenever they are dialoguing or trying to press home their demands. From the result of the study, it was established that there are negative effects of union activities with respect to elongation of study period, disruption of academic activities and academic calendar, it therefore, appears necessary to recommend that unions should jettison their win-win approach on all disputes, and learn how to shift ground when necessary. Because there will always be another day, more-so when it is evident that their leadership of union was made possible through being a staff member of the university. If they were not employed as staff of the university they wouldn't have had the opportunity to be union leaders. Hence, they should be made to understand that the platform upon which they became union leaders was the employment given to them by the university, which warrants that attainment of the university goals ought to be paramount to them.

Additional recommendation is that, Nigerian governments at Federal and state levels should take bold steps and actions on decision to make a policy thrust that will ensure that at-least one or two universities are upgraded to measure up to world class universities status by attaining the position of being among the first one hundred best universities in the world. They can also attain the best ten universities in Africa as a similar action was taken by China government through instituting deliberate government policy to upgrade some of her universities to world class universities. This was achieved through the provision of adequate fund, robust and congenial academic environment that promote virile condition for the attainment of world class status.

Further to this, government must provide enabling environment for our scientists and researchers to embark on cutting-edge researches that will make our universities research output globally impactful and make nation's knowledge creation a fantastic and robust type. All these aforementioned recommendations if followed, will not only boost the image of the Nigerian universities, but have a worthwhile pride of place among comity of world class

universities and graduates from the universities will possess qualities of well-grounded graduates trained in reputable university of high standard.

Relatedly, the curricula of the universities should be reviewed to ensure that graduates from such training are more technically inclined, as this ensure that they possess employability skills and avoid the syndrome of skill mis-match that is prevalent in the country.

Therefore, there is the need for the harmonisation of views of management with that of students and staff unions' leadership such that their harmonized views will enhance attainment of Nigeria's public universities' goals attainment. The community services goal should be better enhanced such that more positive impact of the universities will be felt by the society.

5.7 Contributions to Knowledge

From the results of the study it was established that Nigerian universities are currently not in a complete bad state as it was being portrayed in the literature. It is evident from the result obtained that efforts were, and are still being made, at proprietorial funding level and non-proprietorial funding level to improve on quality teaching and research efforts through improved funding of the universities. The intervention fund from TETFUND is a veritable ground for improvement of university funding that accounted for the steady growth being experienced by Nigerian universities. Consequent on this, it is hereby recommended that the 2.5% profit tax being paid currently by companies to TETFUND be increased to 3% so as to make more fund available for tertiary education more-so that more tertiary institutions which are being established newly needed funding for their optimal performance and maximum capacity utilization. .

Due to the awareness given and benefits accruable to the issue of international competitiveness and global stand of Nigerian universities, this study was able to establish the need for further investigation on the strategies to be put in place for Nigerian universities to rank high among best universities of the world.

5.8 Suggestions for Further Study

To carry out further studies in the area of goal attainment in the universities, the following suggestions will be useful:

- i. Further studies should include all federal, state and private universities in Nigeria in order to have a better generalization
- ii. Further, more variables should be included in future studies. Such studies should have school based factors, external factors, and personological/personality and political factors.
- iii. Further studies should also measure the significant difference that could moderate and account for variation in the result.

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UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF EDUCATIONAL MANAGEMENT
LETTER OF INRODUCTION

Questionnaire on university goal attainment to be filled by Principal officers, Provost/Director of Institutes, Deans, Heads of departments.

Dear Respondents,

There is an on-going research to investigate management functions, student and staff union activities as correlates of goal attainment in the public universities in South western Nigeria. The study is purely for academic purpose and has nothing to do with your person and/or office.

You are requested to please complete the questionnaire as sincerely as possible to enable the research findings to be correct and factual. The information you provide will be treated with strict confidentiality.

Thanks for your cooperation.

Oluwole Gbolagade Ajayi(The researcher)

07038668771

Section A

GENERAL INFORMATION QUESTIONNAIRE (GIQ)

Name of your university _____

1. Age: 0 – 20 yrs () 21 – 30 yrs () 31 – 40 yrs ()
 41 – 50 yrs () 51 – 60 yrs () 61 – 70 yrs ()

2. Gender : Male () Female()

3. Highest Educational Qualification

OND () HND () Masters Degree ()

NCE () B.Sc () Ph.D ()

Professional Certificate ()

Others: Please Specify _____

4. Designation/Rank _____

5. Length of Service in the university 1 – 5 yrs () 6 – 10 yrs () 11 – 15 yrs ()
 16 - 20 yrs () 21 – 25 yrs () 26 – 30 yrs () 31 – 35 yrs ()
) 36yrs and above ()

SECTION B

Please tick the responses that best suit your opinion on the statement as E=Excellent(5)

VG=Very Good(4) G= Good(3) F= Fair(2) and P = Poor(1)

GOAL ATTAINMENT QUESTIONNAIRE

S/N	Measurement of World class university status	E	VG	G	F	P
	Kindly rate your university’s attainment level/practice of the following items					
1	Presence of internationally acclaimed talented professors and researchers among the university local staff					
2	Culture of having mix of foreign talented professors and researchers among university staff					
3	Practice of embarking on cutting- edge researches					
4	Culture of having internationally highly cited articles					
5	Culture of Journal articles being published internationally with internationally acclaimed peer-reviewers					
6	Culture of producing graduates that are highly sought for due to their possession of distinctive skills.					
7	Culture of training graduates with special skills that enables them to be better remunerated than other graduates					
8	Culture of enjoying robust financial resources from government,					
9	Culture of enjoying financial resources from non-governmental sources such as alumni, philanthropist, donations from external sources.					
10	Culture of having up-to-date, modern, cutting-edge academic infrastructure.					

11	Practice of struggling for attainment of world-class status					
12	Culture of striving to attain teaching and research excellence					
13	Culture of appreciating the benefit of world-class university to the Nigerian economy					
14	Culture of striving to become a world-class university for the benefit of staff and students.					
	Academic excellence in teaching and research. Kindly rate your university's attainment level/practice of the following items.					
15	Having modern equipment which enables students to learn under highly conducive, rich learning environment					
16	Adherence to lecturers promotion .criteria before being promoted					
17	Lecturers teach with standardized curricula					
18	Relevance of lecturers research output to societal problems					
19	Relevance of research outcome on nation's economic development					
20	Enjoying absolute academic freedom					
21	Enjoying academic freedom which enables lecturers/researchers the freedom to determine what to teach and research on					
22	Having high percentage of highly talented international student					
23	Having abundant resources that enable the lecturers and researchers to conduct advanced research.					
24	Having the capacity to compete in the global higher education market place through acquisition, adaptation and creation of advance knowledge					
25	Being exposed to the outside world on the basis of international recognition of the university's cutting-edge					

	research output.					
26	Having featured in the Times Higher Education (THE) ranking between 1 – 500					
27	Having featured in the (THE) ranking between 501- 1000					
28	Enjoying industry-income from research					
29	Support for the drive towards world-class status.					
30	Culture of having abundant research output which are cited internationally					
31	Enjoying robust financial support from government that will enable the university migrate to the world class status.					
32	Generating large volume of research output					
33	Generating income from research					
34	Having high reputation from researches conducted					
	Production of Self-reliant and skillful graduates.	E	VG	G	F	P
	Please rate the quality of your university graduates with respect to these underlisted attributes					
35	Graduates are subject skillful					
36	Graduates are generally skillful					
37	Graduates are morally sound					
38	Graduates are self-reliant					
39	Graduates are highly sought for by employer of labour.					
40	Graduates are better remunerated because of their high skillfulness					
41	Graduates largely seek for employment (white collar jobs)					

42	Graduates are employers of labour not job seekers					
43	Graduates are computer/technical literacy skillful					
44	Graduates are numeracy skillful					
45	Graduates have communication skills					
46	Graduates have analytical/research skills					
47	Graduates have flexibility/adaptability/managing multiple priorities interpersonal abilities.					
48	Graduates have reasoning/creativity skills					
49	Graduates have team work skills					
	Society transformation role of universities University education					
50	Brings betterment to the wellness of society					
51	Brings civilization to society					
52	Makes impact of “gown and town” to be felt by society					
53	Makes graduates to impact on society politically, economically and socially.					
54	University of Lagos is located in Nasarawa State					
55	Makes technology transfer possible through knowledge creation.					

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF EDUCATIONAL MANAGEMENT.
LETTER OF INTRODUCTION

Questionnaire on Management Functions to be filled by university union leaders

Dear Respondents,

There is an on-going research to investigate management functions, student and staff union activities as correlates of goal attainment in the public universities in South western Nigeria. The study is purely for academic purpose and has nothing to do with your person and/or office.

You are requested to please complete the questionnaire as sincerely as possible to enable the research findings to be correct and factual. The information you provide will be treated with strict confidentiality.

Thanks for your cooperation.

Oluwole Gbolagade Ajayi(The researcher)

07038668771

Section A

GENERAL INFORMATION QUESTIONNAIRE (GIQ).

Name of your university_____

1. Age: 0 – 20 yrs () 21 – 30 yrs () 31 – 40 yrs ()
 41 – 50 yrs () 51 – 60 yrs () 61 – 70 yrs ()

2. Gender : Male () Female()

3. Highest Educational Qualification

OND () HND () Masters Degree ()

NCE () B.Sc () Ph.D ()

Professional Certificate ()

Others: Please Specify_____

4. Designation/Rank_____

5. Length of Service in the university 1 – 5 yrs () 6 – 10 yrs () 11 – 15 yrs () 16 - 20 yrs () 21 – 25 yrs () 26 – 30 yrs () 31 – 35 yrs () 36yrs and above ()

SECTION B

Please tick the responses that best suit your opinion on the statement as E=Excellent(5)

VG=Very Good(4) G= Good(3) F= Fair(2) and P = Poor(1)

MANAGEMENT FUNCTIONS QUESTIONNAIRE

S/N	PLANNING FUNCTION	E	VG	G	F	P
	Please rate your university's attainment level/ practice of the below listed items.					
1.	Formulating road-map policies for the attainment of university goals.					
2.	Projecting on what to be done to accomplish university goals					
3.	Determining who does what for goals accomplishment.					
4.	Designing tasks to be done and how to accomplish the tasks.					
5.	Taking responsibility for quality teaching.					
6.	Ensuring lecturers embark on quality and cutting-edge researches.					
	ORGANISING FUNCTION					
7.	Recruiting competent lecturers/researchers that will facilitate goal attainment					
8.	Arrangement of university structure into faculties with related departments to enhance goal attainment.					
9.	Categorization of job specification into related fields for goal attainment.					
10.	Deployment of resources for the attainment of goals.					

11.	Efficient utilization of university resources for goal attainment.					
	LEADING FUNCTION					
12.	Employing adequate strategies to ensure university operations are well executed through the workers.					
13.	Ensuring effective teaching is carried out in a bid to attain set goals.					
14.	Ensuring that lecturers engage in quality and problem solving researches.					
15.	Ensuring performance of mentoring role by older professors					
16.	Provision of Academic infrastructure to enhance goal attainment					
17.	Ensuring workers put in their best through adequate motivation to contribute to the progress of the institution and goal attainment					
18.	Ensuring adequate budgetary provision is made for all university operations					
19.	Driving the process of financial support from non-governmental sources.					
20.	Training and retraining of staff for optimal staff productivity.					
21.	Ensuring that workers participate in decision making through their unions					
22.	Workers being well treated.					
23.	Efficient utilization of available resources					
24.	Giving enough time for negotiation with workers unions on general issues.					
25.	Showing good style of leadership					
26.	Timely implementation of negotiated agreement					

27.	Avoiding Infraction activities such as corruption, embezzlement and many more which may affect goal attainment					
28.	Using university properties such as vehicles, funds for personal purposes.					
29.	Provision of inadequate academic infrastructure such as laboratories which affects goal attainment					
30.	Provision of Inadequate social infrastructure such as hostel accommodation, electricity, portable water supply that affect goal attainment					
31.	Ensuring that workers remuneration in the institution is in accordance with government regulation					
32.	Utilizing Tetfund allocation for academic infrastructure such as e-library to enhance goal attainment					
33.	Allocating fund for lecturers research activities to facilitate goal attainment with respect to teaching and research					
34.	Regular training and retraining of staff to help facilitate goal attainment					
35.	American President Donald Trump is an African man.					
	CONTROLLING FUNCTION					
36	Placing side by side actual goals attained with projected goals					
37	Striving to correct the observed gap between actual goals with the projected goals					
38	Constantly putting in place corrective mechanism for any deviation from the standard					
39	Having disciplinary system that will correct erring staff to conformity with laid down rules and regulations					
40	Having reward mechanism that will spur workers for greater productivity					

Thanks for your assistance.

SECTION B

Please tick the responses that best suit your opinion on the statement as E=Excellent(5)

VG=Very Good(4) G= Good(3) F= Fair(2) and P = Poor(1)

STUDENT UNION ACTIVITIES

S/N	STUDENT UNION ACTIVITIES	E	VG	G	F	P
	Please rate the performances of your university's student union leadership activities using these listed culture/ practice of					
1.	Representing fellow students in various interests for the purpose of goal attainment					
2.	Acting as labour union for the protection of students right					
3.	Fighting for students cause in the instance of arbitrary increase in school fees/any unpopular regulation by the university authority.					
4.	Protecting the interest of students whenever any decision taken or about to be taken is not in the best interest of the students.					
5.	Appreciating management whenever its decisions are in line with students interest.					
6.	Working towards ensuring that university management provide physical infrastructure that will facilitate conducive learning environment.					
7.	Promoting social interest of its members to facilitate their academic accomplishment					
8	Promoting cultural interest of its members thereby enhancing their academic goal attainment.					
9	Promoting effective information dissemination among students to forestall unnecessary rumor mongering.					
10.	Promoting intellectual and recreational interests of student body thereby facilitating university goal attainment.					
11	Promoting peaceful co-existence among students and enhance goal attainment					
12.	Promoting respect and understanding between lecturers and students union leadership in a bid to facilitate healthy learning environment and goal attainment					

13.	Discouraging outrageous municipal charges which may promote students' unrest					
14.	Clamouring for well stocked library which affects student reading culture and goal attainment.					
15.	Requesting for effective and efficient internet services to enhance goal attainment.					
16.	Reacting to fund mis-management by university leadership since such act can jeopardise goal attainment.					
17.	Attacking any bad leadership that may occur because of its negative effect on goal attainment.					
18.	Attacking headlong any act of highhandedness by the management					
19.	Embarking on protest and demonstration actions to correct some anomalies that may affect goal attainment.					
20.	Protesting against any unpopular policy that may affect goal attainment.					
21.	Participating in decision making process through their membership of relevant university committees.					
22.	Supporting the implementation of such decision especially when such decision will positively affect goal attainment.					

Thanks for your assistance

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF EDUCATIONAL MANAGEMENT
LETTER OF INTRODUCTION

Questionnaire on Staff Union Activities to be filled by Principal Officers, Provost/Director of Institutes, Deans and Heads of Departments.

Dear Respondents,

There is an on-going research to investigate management functions, student and staff union activities as correlates of goal attainment in the public universities in south western Nigeria. The study is purely for academic purpose and has nothing to do with your person and/or office.

You are requested to please complete the questionnaire as sincerely as possible to enable the research findings to be correct and factual. The information you provide will be treated with strict confidentiality.

Thanks for your cooperation.

Oluwole Gbolagade Ajayi

Section A

GENERAL INFORMATION QUESTIONNAIRE (GIQ).

Name of your University-----

1. Age: 0 – 20 yrs () 21 – 30 yrs () 31 – 40 yrs ()
 41 – 50 yrs () 51 – 60 yrs () 61 – 70 yrs ()

2. Sex : Male () Female()

3. Highest Educational Qualification

OND () HND () Masters Degree ()

NCE () BSc () Ph.D ()

Professional Certificate ()

Others: Please Specify_____

4. Designation/Rank_____

5. Length of service in the university_____

- 1 – 5 yrs () 6 – 10 yrs () 11 – 15 yrs () 16 - 20 yrs ()
21 – 25 yrs () 26 – 30 yrs () 31 – 35 yrs () 36yrs and above ()

SECTION B

Please tick the responses that best suit your opinion on the statement as E=Excellent(5)

VG=Very Good(4) G= Good(3) F= Fair(2) and P = Poor (1)

STAFF UNION ACTIVITIES

S/N	STAFF UNION ACTIVITIES	E	VG	G	F	P
	Please rate the activities of staff unions leadership using the items listed below in relation to their effect on university goal attainment.					
1.	Ensuring that staff belong to union of their trade because of importance/ benefit derivable from their union membership					
2.	Protecting the interest and welfare of their members at all time.					
3.	Protecting their members interest without putting into consideration overall objectives of the universities					
4.	Ensuring agitation are carried out in the interest of the university goals.					
5.	Ensuring that ASUU being an academic staff union centres most of her struggles on the betterment of the teaching and learning environment for the purpose of goal attainment.					
6.	Making accomplishment of goal attainment as the focal point of unions agitation.					
7.	Using strike as weapon to address some anomalies in a bid to enhance goal attainment					
8.	Making university autonomy as a major reason for unions agitation with a bid to enhance goal attainment.					
9.	Evolving another strategy or instrument for settling grievances other than strike action					
10.	Making underfunding of universities as a major reason for unions agitation is a desire to positively affect goal attainment					
11.	Appreciating situation where decisions are taken jointly by the universities management and labour leaders to facilitate					

	industrial harmony and goal attainment..					
12	Using strike to force management to quick resolution of crisis to enhance goal attainment.					
13.	Embarking on strike to create an unfriendly atmosphere which will prompt quick resolution of the crisis and facilitate goal attainment.					
14.	Ensuring that through strike, workers welfare and condition of service are improved.					
15.	Ensuring strike take place when government/management refused/ failed to meet unions demand.					
16.	Ensuring more friendly academic environment is engendered in the universities at the resolution of the causes of strike action.					
17.	Encouraging constant dialogue and negotiation between herself and management to enhances goal attainment					
18	Encouraging strike avoidance for the good of goal attainment					
19.	Ensuring that at the resolution of industrial action issues, workers productivity increases and thereby enhance goal attainment.					
20	Assisting members financially to attend workshop/seminar with the aim of ensuring staff development and goal attainment.					

Thanks for your assistance.

KEY INFORMANT INTERVIEW WITH EXECUTIVES OF STAFF UNIONS IN THE UNIVERSITY

Dear Sir,

This is to inform you sir; that a research work is ongoing in the department of educational management, University of Ibadan and the focus of the study is to investigate the university system with respect to its goal attainment.

The study identifies you as a distinguish member and a prominent stakeholder of the community who will offer useful information that will assist the study to have a credible result.

On the strength of this, you are kindly requested to answer the following questions as sincerely as you could.

1. As a labour leader how will you describe your management with respect to either being a task oriented management or human oriented management?
2. How does your perception of the management attitude as highlighted in question 1 above affect your members' productivity?
3. What are the germane causes of the past labour unrest that occurred in the university.
4. What are the effect of these labour unrest on the attainment of university goals.
5. How were these unrest resolved ultimately?
6. With the expected collaboration between your executive and the university management can you confirm that the university goals were attained?

Thanks for your time and attention

Oluwole Gbolagade Ajayi

**KEY INFORMANT INTERVIEW WITH EXECUTIVES OF STUDENTS' UNION
GOVERNMENT OF THE UNIVERSITY**

Dear Sir,

This is to inform you sir; that a research work is ongoing in the department of educational management, University of Ibadan and the focus of the study is to investigate the university system with respect to its goal attainment.

The study identifies you as a distinguish member and a prominent stakeholder of the community who will offer useful information that will assist the study to have a credible result.

On the strength of this, you are kindly requested to answer the following questions as sincerely as you could.

1. What is the relationship between your students' union government executives and the university management?
2. What is the relationship between your students' union government executives and the branch executives of Academic Staff union of universities of this university?
3. How well are you involved in the university governance with respect to your executives belonging to committees that have somethings to do with students' welfare?
4. How open is the door of this university management whenever issues that affect the student body which you represent is in the front burner?
5. Is there a free flow of information between your students' union executives and the university management?
6. With the expected collaboration between your executive and the university management can you confirm that the university goals such as; attainment of world class university status,academic excellent university status, which has the attributes of efficient and effective teaching, production of self- reliant and skillful graduates were attained?.

Thanks for your time and attention.

Oluwole Gbolagade Ajayi

KEY INFORMANT INTERVIEW WITH PRINCIPAL OFFICERS

Dear Sir,

This is to inform you sir; that a research work is ongoing in the department of educational management, University of Ibadan and the focus of the study is to investigate the university system with respect to its goal attainment.

The study identify you as a distinguish member and a prominent stakeholder of the community who will offer useful information that will assist the study to have a credible result.

On the strength of this, you are kindly requested to answer the following questions as sincerely as you could.

1. What are the specific goals this university set for herself and the level of attainment?.
2. As a management staff, what are the specific efforts you are required to put in place for the university goals to be attainable?.
3. How will you rate public image of this university with respect to level of goal attainment.
4. As a management staff, how do you allocate resources of the university to ensure goal attainment?.
5. Does your university enjoy world class status, academic excellence in research and effective teaching?.
6. How would you rate your graduates in terms of skill acquisition, self-reliance and employability skills?.
7. As a management staff, how do you handle staff unions to achieve high productivity among the staff.
8. What are the motivational strategies that you employ to boost your workers morale for higher productivity?
9. Students' union leadership as the most volatile group in the university community deserve to be carefully handled. What is your management approach in handling these special breed?.
10. With the expected collaboration between the management, staff and student union executives of your university, can you confirm that the university goals were attained?.

Thanks for your time and attention.

Oluwole Gbolagade Ajayi.