CONTEXTUALIZING TRANSFORMATIONAL MANAGEMENT IN NIGERIAN UNIVERSITY EDUCATION

La gestión transformacional en el contexto de la enseñanza universitaria en Nigeria

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Abstract

This paper examines the concept of transformational management within the context of higher education management with particular reference to Nigeria university education system. On the basis of a critical review of relevant literature on transformational management and its applications by contextualizing its relevance and significance in Nigeria Universities, it historicizes the development of higher education generally as outlined in the Nigeria National Policy on Education (NPE). The paper extensively discusses transformational management and identifies some of the current transformational practices in Nigeria universities. It further highlights some challenges in ensuring effective transformational management in Nigeria universities, as well as some recommendations for transforming Nigeria universities into world-class institutions.

Key Words: Management; transformational; universities; Nigeria.

Resumen

Este artículo examina el concepto de gestión transformacional en el ámbito de la educación superior, con especial referencia al sistema educativo universitario de Nigeria. Sobre la base de una revisión crítica de la bibliografía relevante sobre gestión transformacional y sus aplicaciones, contextualizando su relevancia y significado respecto de las universidades de Nigeria, estudia el desarrollo de la educación superior en general, tal como queda presentada en la Política Nacional de Educación de Nigeria (NPE). Además de analizar con detenimiento la gestión transformacional, identifica algunas de las prácticas transformacionales actualmente vigentes en las universidades de Nigeria. Por último, destaca algunos de los desafíos que impiden que se pueda asentar una gestión transformacional efectiva en las universidades de Nigeria, y formula algunas

recomendaciones para la transformación de las universidades de Nigeria en instituciones de clase mundial.

Palabras clave: *Gestión; transformacional; universidades; Nigeria.*

INTRODUCTION

Three things mark out education: the intention to foster learning; a concern with environment; and certain values. Education is future-oriented. It is about development and growth even when we are studying the past. Therefore, functional and quantitative education is viewed as a conclusion through which development of the individual and nation is attainable (Nwagwu 2006). The quality of the higher institutions in a country determines the quality of education of that country. Higher education in Nigeria is saddled with the responsibility of producing both middle and high-level manpower needed to move the nation forward and to an expected end. In this vein the Federal Government in the National Policy on Education (2013) stipulated the goals of higher education in Nigeria. Higher institutions award degrees, diplomas and certificates, which enables the awardees to contribute their own quota to the development of their societies using the knowledge, skills, and attitudes acquired.

To ensure that the skills, knowledge and attitudes acquired are employed maximally, educational managers at the higher education level should imbibe the spirit of transformation. Transformational management is very necessary in higher education because the nation's growth and development depend largely on products of higher education who transforms the economy in return. Transformation means a complete change from one situation to another; a total departure from what it is used to be to a new one entirely. If transformation is managed appropriately in higher institutions there is no doubt, the nation will compete globally with the ever-changing world.

1. CONCEPTUALIZING TRANSFORMATIONAL MANAGEMENT

Management is a purposeful activity. It is something that directs group efforts towards the attainment of certain pre-determined goals. It is the process of working with and through others to effectively using limited resources in the changing world. Harold, Koontz & Dannielle (1972) as cited by Durosaro (2012), management is an act of getting things done

through and with the people in a formally organized group. It is an art of creating an environment in which people can perform and individuals can co-operate towards attainment of group goals. It is a universal phenomenon, very popular and widely used term. All organizations-business, political, cultural or social are involved in management because it helps and directs the various efforts towards a definite purpose.

Management involves creating an internal environment. It puts into use the various factors of production in order to create conducive conditions to maximise people's efforts so that they will be able to perform their task efficiently and effectively. Management comprises planning, staffing, organizing, leading or directing and controlling an organization for the purpose of accomplishing set goals and objectives (Oyedeji 1998). Management has to do with determining the mission, objective, procedure, rules and the manipulation of the human capital of an organization to contribute to the success of the organization, which implies effective communication, human motivation and a kind of system outcome.

Gulshan (2011) simply defined management as getting things done through people. It could mean (i) a people (ii) a set of function (iii) process and (iv) a profession:

(i) A collection of people who carry out the activities of management or who formulate policy and direct affairs of an enterprise.

(ii) A set of functions such as planning, leading, controlling and coordinating.

(iii) A process by which limited resources are assembled and used to achieve set goals and objectives

(iv) A profession is comparable with Law, Medicine, Pharmacy, etc., which requires specific skills and knowledge.

1. 1. The Concept of Transformation and Transformation Management

Owen (1987) describes transformation as the organizational search for a better way to be highly effective. He argues that it is when the environment alters in such a way that the old way of doing business is no longer appropriate or possible, that a new way becomes essential in order to survive. The central idea of the word transformation is movement across or through forms and Owen (as quoted in Strydom 1998: 1) states the following in this regard

> "*Transformation is a process of transmutation of one form into another. In the educational milieu this refers, in part to changes in the knowledge and abilities of students – the development of domain of expertise – but it also refers to the processes of coming to understand*".

Strydom (1998) concludes that the term transformation remains elusive and confusing. It has even been defined as that fuzzy area between reform on the overhand and revolution on the other. Yet, despite the lack of clarity of the term, consensus has been reached on the notion of the transformation of the higher education sector with enough reason for all of us to make a concerted effort at its realization. From the above discussion the following conclusion can be drawn:

i.   Transformation is either a process or a state
ii.   Transformation can be change in either a compositional/ structural or an apparent sense.

Organizational survival depends on the ability to effectively respond to change (Kreutzer & Kinicia1998) in order to achieve the appropriate management needed to guide the transformation process. The future of academic institutions depends on the development of effective management skills at all levels in the organisation (Rowley 1997). Transformation can therefore be seen as something more than skill development or more than a new strategy.

Skill development and strategy are changed while transformational management especially in the context of higher education runs deeper. Transformation includes a new awareness of your leadership choices, thinking and decisions making. It includes offering the culture to sustain the kinds of approaches which are demanded today and which could change tomorrow. Transformational management includes the ability to be agile, to continually assess and redirect as needed, benefiting from the lessons of the past, but not imprisoned by the methods of the past, it runs deeper than new leadership skills, new data and a new strategy. It is an enhanced way of viewing challenges, options and opportunities.

It is a commitment to authentic leadership, being aware of one's ambivalence, sorting through for an enriched insight. It is being skilful enough to allow innovation and being willing to be surprised at a great idea from a staff member. It is the ability to engage in heated disagreement and create a solution meeting the concerns of those arguing. It is the

assumption (with evidence) that participants are all rowing in the same direction, and disagreement towards finding the best solution. It is developing a level of trust, and then renewing it on a regular basis. When you transform managers to be attentive, authentic and accountable, the centre organisation transforms as well. Therefore, in order to achieve this kind of management and leadership success, organisations need the following:

Authentic leaders: these are positive people with honest self-concepts and promote openness. They build trust and bring about enthusiastic support from their subordinates. Authentic leaders strive to improve individual and group or team performance. There is a high level of integrity in their actions and relationship with followers.

Management skills: it is important that every manager should possess the basic skills in management to effectively and efficiently manage and motivate his team. It is the secret tools in the hand of any manager and these special abilities varies in different individuals who assumed managerial roles and responsibilities.

Team process: team process as developed by Bruce Tuckam in 1965, explains the phases which most groups undergo to become a team: forming, storming, norming, adjourning. A team is committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.

Clear objectives balanced with agility: clear objectives are important to determine whether your program is achieving what it intended to do. Programs are better evaluated when they are written with clear formulated objectives.

Skilled and capable education managers build more effective groups. Effective transformational management reduces the sources of lost productivity, poor communication, fear, ambiguity, and lack of clear direction or accountability (www.booksllc.net, Transformational Leadership, 2010).

Transformational management is an approach to complement leadership efforts by leading the organization through a transformation process or other critical elements of operation. Transformational leaders must not only guide the changes taking place in the organization but manage employee morale, which is often a challenge during times of change as well as developing management and supervisory skills throughout the system. It also includes the ability of the manager to be agile, to continually assess and redirect as needed, benefiting from the

lessons of the past, but not imprisoned by the methods of the past. It runs deeper than new leadership skills, new data and a new strategy. It is an enhanced way of viewing challenges, options and opportunities. It is the ability to engage in heated disagreement and create a solution meeting the concerns of those arguing. It is the assumption (with evidence) that participants are all rowing in the same direction, and that disagreement is on behalf of finding the best solution towards higher productivity.

1.   2. Issues in Transformational Management (TM)

Adjustment: there are three components of TM – vision, motivation, and goals. Transformational management typically involves proactive adjustment to institutional vision or directions and subsequent management of moves. Leaders who are termed transformational basically seek to bring changes even before they become paramount or necessary so that the changes are now part of a strategic maneuver instead of a reactive move of desperation. Once decisions are made, for such changes to be effective, transformational managers must communicate to the employees the need for the changes and encourage them to stay positive during the transformation.

Achieving a common purpose: a primary attribute of a transformational leader is his ability to inspire followers towards a common purpose. This is vital during transformation management because employers want to feel assured in the direction the institution is headed. Transformational leaders normally know what buttons to push in holding the morale of staff during process of change and get employees aroused to move forward towards new objectives. They can inspire groups but also have the ability to focus attention on individual employees.

Confidence gaining: to propel staff and convey confidence through change, transformational managers need a strong vision and the ability to clearly pass on that vision. Vision is the way or direction an institution is oriented. This can include changes in the types of products created, services or processes used. Transformational managers can see the vision that is absolutely essential for their institution and likewise see the picture on how to outline a strategy to align employees at all levels with that vision.

Remaining focused: this is another key issue in transformational management. It remains focused on the organizational objectives. These objectives are basically goal-oriented and not just ordinary goals, but help institution, departments and role changers to improve work of all staff

members in achieving these goals. Some transformations involve major changes in workflow or reporting relationship for employees. These changes are often met with resistance but transformational managers can help explain the need for changes and how to make it happen. The ultimate is to mold an individual into a transformation leader for effective management and efficiency. It is the metamorphosis of members who transcend beyond self-actualization and self-interest for the actualization of groups' or institutional goals and objectives. Transformational leaders increase performance of employees for institutional development and the anticipated change to occur.

New changes: Transformation can inform new technology, institutional restructuring, as well as institutional repositioning. Transformational change involves organizations such as higher institutions making a radical change in its structure, culture and management. Institutions may undergo transformational change in response to crises or in order to reposition themselves in the society.

2. THE HISTORICAL DEVELOPMENT OF HIGHER EDUCATION IN NIGERIA

To underscore the history of higher education in Nigeria, we need to define higher education and its modernity as espoused in the Post-Basic Education and Career Development (PBECD) guidelines. Higher education; post-secondary education, tertiary education or third level education is an optional final stage of formal learning that occurs after secondary education. Often delivered at Universities, academic environments, colleges, seminars and institutes of technology. Higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees on professional certifications.

The right of access to higher education is mentioned in a number of international human rights instruments. The UN International covenant on economic, social and cultural rights of 1966 declares in Article 13, that higher education shall be made equally accessible to all, on the basis of capacity by every appropriate means, and in particular by the progressive introduction of free education.

Tertiary education according the National Policy on Education (FGN 2013) is the education given after secondary education in universities, college of education, polytechnics, including those institutes offering correspondence courses. Therefore, tertiary education is the kind of education being given at the higher educational institutions purposely to

produce both middle and high-level manpower needed to effect change positively for transformation and development.

The objectives of Post-Basic Education and Career Development (PBECD) are to:

> a. contribute to national development through high level manpower training;
> b. provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians;
> c. provide high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
> d. reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market;
> e. promote and encourage scholarship, entrepreneurship and community service;
> f. forge and cement national unity; and
> g. promote national and international understanding and interaction [FGN 2013]

Missionaries' efforts covered two levels of education; primary and secondary. Higher education was not dabbled into, maybe because their intention was not originally to make education their priority. It may on the other hand mean that colonial government too did not want Africans to be well educated, for their authority not to be challenged. Increasing awareness's of few educated Nigerians (Nationalists) compelled the whites to see the need for educational professional education slightly above secondary education (post-secondary). Central Agricultural Research Station at Moor Plantation in Ibadan and at Samaru in Zaria where the earliest post-secondary institutions that provided the sub-professional training before the 1930's proposition by Hussey. Following, Hussey's proposal to the Nigerian parliament in 1930 on the need to structure Nigeria education into three (3) levels as earlier highlighted. The last stage of this proposal eventually led to the establishment of Yaba College in 1932. Yaba Higher College was the first Nigerian institution that provided higher education to train Nigerians to be qualified personnel in the fields of Medicine, Engineering, Teacher training, Agriculture,

Forestry, Commerce, Veterinary Medicine and Survey. Yaba College was officially opened in 1934 (Taiwo 1983).

The establishment of Yaba higher college was vehemently criticized and lampooned by the Nigerian nationalists who preferred a university to the college. The nationalist found the curriculum of the college too narrow and incapable of meeting the needs of the country. The certificate of the college had no recognition outside Nigeria and only qualified Nigerians as junior staff and assistants in the colonial civil services. The nationalist did not relent in their agitation for a university. To this extent, two distinct commissions were set up on the prospect for the establishment of universities in British colonies and specifically in Nigeria.

Asquith Commission was set up to consider the principle which should guide the promotion of higher education, learning, research and development of Universities in the colonies; and to explore means by which UK Universities and other appropriate bodies could cooperate to bring the principles to achievable ends. Elliot Commission was set up in 1943 as a response to criticisms by the West Africans on the restriction of the Africans in participating in the educational management of their countries. This commission was set up to access and report on the organization and facilities of existing centres for the take-off of higher education in British West Africa. Consequently, the commission was to recommend on the future development of universities in the area.

In 1947, Arthur Greech Jones advocated for the establishment of two university colleges; in 1948 university college Ibadan was established. The general public and the press were antagonised to this new university. The very first five years were characterized with criticisms and agitation for full university and not university college. At independence, the first full indigenous institution with full university status was established and named University of Nigeria at Nsukka. Some of the other universities later established include Ahmadu Bello University Zaria (1962), University of Ife, Ile-Ife (1962) now Obafemi Awolowo University; University of Lagos (1962) and University of Ibadan, first established as University College and renamed as Autonomous University, University of Ibadan in 1962. The University of Benin was later established in 1970 for the people to have sense of belonging after the creation of mid-western region.

The third National Development Plan (NDP) of 1975 to 1980 gave Nigeria six new federal universities, vis-a-vis the Bayero University, Kano; Usman Dan Fodio University, Sokoto; University of Ilorin,

University of Calabar, University of Port-Harcourt, University of Maiduguri and University of Jos. These universities today are known as second generation universities. The first- and second-generation universities are federal government owned. There are 9 new federal universities, not excluding specialised ones like Universities of Agriculture, Universities of Technology, National Open Universities of Nigeria (NOUN), Nigeria Defence Academy, newly established Nigeria Police Academy and among many others.

The involvement of the state Government in the establishment of Universities was pioneered by the old River State Government with the establishment of River State University of Science and Technology. Other states of the Federation joined in the establishment of University Institutions, including those which are, by convention, specialized and educational, i.e. Universities of Agriculture, Universities or Technology and Universities or Education.

In 1999 private ownership of University was liberalized and individuals and religious organisations became increasingly interested in establishing Universities, Babcock, Madonna and Igbinedon Universities were the first to be issued licence of operation in 1999 and followed by Bowen in 2001, Covenant, Pan African, Benson Idahosa Universities in 2002. Since 1977, there was no year that a University or more, federal, state or private were not established till the year 2012. Presently, Nigeria has a total of 117 Universities, with 36 being federal, 36 state-owned and 45 privately-owned providing University education (National Universities Commission (NUC), 2012). In summary, other categories of higher institutions in Nigeria are the polytechnics, monotechnics, research and training institutes, as well as colleges of education (Taiwo 1983).

3. TRANSFORMATIONAL MANAGEMENT IN NIGERIA HIGHER EDUCATION

Managers of higher institutions are faced with effective strategic decision making as a result of certain rigidities that have been built into the society in which the change has to take place. In Nigeria universities, like other higher education institutions, have come to face major challenges in strategically changing (transforming) their institutional cultures (Akinsolu 2014).

Transformational management in Nigeria universities is an approach by which managers of these educational institutions use management strategies to bring the organization/institution on the road of transformation processes, directing all other critical elements of operation

towards the desired result. The vice chancellor and the university management staff need to get familiar with transformational management approaches in managing their respective institutions. The need to acquire new awareness of leadership choices, thinking and decisions as well as altering some of the existing culture to sustain the kinds of approaches which are demanded today – and which could change tomorrow in re-positioning their institutions of learning most especially in competing with global challenges (Hessan 2015).

TM is all about results which require the need to teleguide the institutions towards the expected change. Based on this, transformation managers of higher institutions should be mindful of their employees' morale which should be managed adequately to bridge resistance, which is often a challenge during change processes. Such institutional leaders are visionary, inspiring, daring, risk takers, and thoughtful thinkers. They have a charismatic appeal. But charisma alone is insufficient for changing the way an institution operates. In bringing major changes, transformational managers must exhibit the following four factors:

1. **Inspirational motivation**: Higher Educational Institutions (HEIs) managers must exhibit transformational leadership through consistent promotion of the institutional vision, mission, and set values to all their members. They should be able to guide their followers by providing them with sense of meaning and challenge. They must be able to foster the spirit of teamwork and commitment.

2. **Intellectual stimulation**: HEIs leaders must encourage all staff to be innovative and creative. New ideas should be welcomed from staff and never criticise them publicly for the mistakes committed by them. The leaders focus on the "what" in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective.

3. **Idealized influence:** Managers of higher institutions of learning such as universities must act as role models that staff seek to emulate. By so doing they will always win the trust and respect of their followers through their action. In a nutshell, they must practice what they preach.

4. **Individual consideration**: In transformational management, educational managers should act as mentors to their staff and reward them for creativity and innovation. Staff should

be treated differently according to their talents and knowledge. They must be empowered to make decisions and also be provided with the needed support to implement their decisions.

(Culled from http://managementstudyguide.com/transformational-leadership.htm)

Bass (1985) using Burn's work as his point of departure, acknowledges that "breakthroughs come slowly in management/leadership practices, theory and research". Nevertheless, he argues that a shift in paradigm is in order, that the time has come to go beyond thinking of management of an organisation in transactional terms and that "another concept is required to go beyond these limits". His point of view is that "to enhance followers or subordinates' performance beyond the ordinary limits, management must be transformational; followers' attitude, beliefs, motives, and confidence need to be transformed from a lower to a higher plane of arousal and maturity" (Bass 1985). Tichy and Devanna (1990) focus on transformation at the macro-level that is, the transformation of the organisation. Their interest in transformational management derives from the need for contemporary organisations to change and be innovative. The creative, imaginative, empathetic, and risk-taking leader is the centre of the transformation process.

On organisational viability for transformation, (Tichy and Devanna (1990) studied the process by which organisations move through major change and found that these managers move through phases. Firstly, the transformational manager recognises the need for change and persuades key people in the organisation of the seriousness of this need. Secondly, the management involves key people in the development of an inspiring vision of the future. Finally, the management mobilises commitment to the new vision. Thus, according to them, organisational transformation occurs in three steps, namely:

(i) recognising the need for revitalization
(ii) creating a new vision and
(iii) institutionalizing change (Tichy and Devanna 1990)

According to Bennis and Nanus (1985), three steps to transformation
were also identified
(i) create a new and compelling vision

     (ii)   develop commitment for the new vision and
     (iii)   institutionalise the new vision.

From the aforementioned, both groups of researchers contend that transformation involves changing the values of members to support an important, compelling vision that encompasses the members' needs and value. Hooker (1997) similarly opined that higher education is on the brink of a revolution for those who think regularly about the future of education. With this, university as an organisation needs to have in place transformational managers at the helms of affairs who will be able to identify the need for revitalisation, creating new vision and then institutionalise change in meeting the societal dynamism towards the realisation of set goals and objectives of higher education in any given country.

3. 1. Benefits of Transformational Management to HEIs

Transformational managers are leaders with charisma who can make subordinates feel passionate about the success of the institutions. The benefits of transformational leadership are seen in nearly every aspect of operations from training to corporate planning. The positive aspects of transformational management make every organisation to aspire to have an inspirational leader.

A transformational manager uses her belief in the vision of the organisation to inspire the staff to be more productive and work towards institutional goals. The drive behind a transformational leader is to find ways in which s/he can get the entire staff on board with corporate strategy and planning. By this, the entire institution will be on the same page with the corporate vision; it can make achieving that vision easier.

Inspirational managers do not focus their energy solely on motivating the staff. A good transformational manager has broad visions for the institution, and those visions can become instrumental towards institutional planning. Whether it is refining the overall institutional plan or affecting individual programs, the transformational manager has ideas and visions for the future of the institution. This, s/he shares with the management team and work assiduously to turn those plans into reality.

The idea of transformational management is to reach out to each staff (both academic and non- academic) and bring out the best in them. An inspirational manager spends time with each staff discussing ways to make their job easier, and helping to create plans for developing their career.

This individual attention that is offered by transformational leaders helps to create a strong bond between the manager and his subordinates, which will reduce employee turnover.

A transformational manager is constantly involved with the growth of the institution and the ongoing development of staff. They do make the process of growing a more involved experience for new and veteran staff. (Source: http://smallbusiness.chron.com/benefits-transformational-leadership-10577.html).

3. 2. Why HEIs management needs to embrace TM

With transformational management of higher institutions of learning, our HEIs will continually search for solution of rising costs, insufficient accountability and questionable productivity. National economics in the next century will also find a competitive advantage in the way they develop, foster, nurture, cultivate, and deploy their brain power, because of higher education's importance to the economy. In ensuring the above, managers of our higher institutions of learning such as the universities need to undertake the following transformational management steps:

Step 1: Have passion and be excited about their work because a transformational manager leads through enthusiasm and excitement. To be one you must first have a growing passion for your job.

Step 2: Specify a purpose for themselves as leaders and explain how their current position helps to achieve that purpose.

Step 3: Delineate their values, ask themselves which characteristics of personality and aspect of life are most important to them, honesty and genuineness. To inspire is difficult, therefore consistency in values will help them to inspire.

Step 4: Learn to act as a coach or mentor to others. Have the habit of making others the focus of their meeting and not themselves (Morley, 2015).

4. SOME TRANSFORMATIONAL MANAGEMENT PRACTICES IN NIGERIA UNIVERSITIES

One of the giant strides in the transformation management process in Nigeria university is assuring quality service delivery. In the Nigerian University system, Quality Assurance (QA) is pursued through both external and internal mechanisms. The external mechanisms are those provided by the National Universities Commission (NUC) under the auspices of the Federal Ministry of Education (FME). QA entails the

setting of minimum levels of imperatives to determine quality and for deciding on mechanisms to ensure that quality is achieved and sustained in the education sector (Ford 1996). In its effort to promote high standards and QA in the education sector, the FME has identified several turnaround strategies (transformation), some of which touch on QA in university education in Nigeria. In view of this development, the NUC has insisted in collaboration with expertise from Nigerian universities on Benchmarks for Minimum Academic Standards (BMAS) for enriched curricula in Nigeria universities.

4. 1. External mechanisms for Quality Assurance in University education in Nigeria

As already hinted above, Quality Assurance Agencies set external mechanisms that act as a guide to the internal practices of all universities in Nigeria to ensure compliance with set standards and infusion of quality. In the universities system, one of the core functions of Quality Assurance Agencies is to review and audit how universities maintain the quality of the learning opportunities they offer to students; including their academic awards.

In Nigeria, the National Universities Commission (NUC), agency of the FME, has as its primary objectives ensuring the orderly development of university education in Nigeria and the maintenance of high standards in the universities. This commission through the expertise from Nigerian universities prepared the Minimum Academic Standards (MAS) with respect to major disciplines in the universities (NUC, 2007).

The NUC's objectives in carrying out accreditation in Nigerian university system is ensuring that the provisions of the Minimum Academic Standards documents are attained, maintained and enhanced; graduates are employable and meet customers' expectations and staff engage in meaningful publications and with innovational rating as shown in Table 1.

Table 1: Summary of NUC's accreditation scoring template

Item Employer rating	Staffing	Physical facilities	Academic content	Library	Funding
Score 3	32	25	23	12	5
Total: 100					

Source: NUC 2014

For full accreditation, the universities need at least 70% score in the areas of academic content, staffing, physical facilities and library. A score of more than 60% but less than 70% will earn the institution interim accreditation; while any institution that scores below 60% is denied accreditation.

4. 2. Internal mechanisms for Quality Assurance in University education in Nigeria

In recent times, the issue of assuring quality internally in HEIs in Nigeria is a crucial transformational management issue for all HEIs managers. For successful university administration, internal quality assurance is of prime importance. It is the systematic process of internally guaranteeing those variables that affect the quality of the university output, consistency, effectiveness and efficiency. These could be achieved through a healthy inter- play of inputs and processes which would lead to quality outputs for enhanced image and reputation of the system by which some existing culture will be altered to sustain the kinds of approaches which are demanded today. Internal Quality Assurance in Nigerian Universities, as earlier indicated, focuses on the three variables of input, process and output. Table 2 below shows the elements of these variables that need to be considered in the university system.

Table 2: Elements of Internal Mechanisms for Quality Assurance in University Education

Inputs	Processes	Outputs
Staff • Quality staffing • Staff-mix by rank and qualification • Innovative research activities	Recruitment Monitoring Development Evaluation Welfare Promotion Deployment Teaching load Curriculum	Highly skilled, Innovative and motivated staff
Student • Quality student intake • Quality examination and Assessment	Admission Assessment Welfare Development	Well-qualified, Appropriate Skilled and self-confident graduates who are globally accepted in their fields of specializations
Infrastructure infrastructure	Building of classrooms, offices. Power generation	Availability of needed and functioning infrastructure
Funding	Statutory Internally Generated Revenue (IGR)	Optimal Funding

4. 3. Some Transformational Management moves for the realization of expected outputs from the Internal Quality Assurance mechanisms in Nigerian universities

Relevance of needs assessment

In Nigeria, it is pertinent that each university endeavors to determine, through a need's assessment process, what its priorities should be in consonance with available funding, carrying capacity, facilities and so on. Some needs are genetic in nature; in the sense that when they are not met, they create more needs, while their satisfaction enhances the meeting of some other needs and many of the vice chancellors have keyed into this practice. For instance, a generic need like the employment of adequately qualified students. The reverse would be the case when such a generic need is not met. Specifically, for instance in recruiting staff, more emphasis should be on areas of immediate needs while not forgetting long-term plans for optimization of its staff situation. Needs assessment therefore is a primary parameter for ensuring internal quality assurance. Among other advantages, it helps an institution to avoid wastage of time, resources and associated deleterious opportunity costs.

Adherence to carrying capacity

Many of the HEIs managers especially the Universities managers endeavor not to exceed their respective carrying capacities during admission process. This will make for effective management and reduce the pressure on existing facilities and thus promote qualitative education service delivery as well as improved learning outcomes on the part of the learners.

Improved student intake procedure

Almost all the universities in Nigeria now carry out screening exercise to ascertain, to a certain degree, the quality of fresh students sent by Joint Administrations and Matriculation Board (JAMB). If this is sustained with the high level of sincerity, it will go a long way in ensuring admission of high-quality students. The efforts of the management of Universities in this direction is laudable. In many of the screening exercises in the universities, students wrote the examination with computer. To qualify to write this examination, the authorities pegged the cut-off mark at 180 in consonance with JAMB's cut-off. To verify the certificates of the new students, the authorities are expected to acquire an update from the relevant examination bodies like West Africa Examination Council (WAEC) and National Examinations Council (NECO) the certifying bodies for secondary education examination for transition into HEIs in Nigeria.

Information Technology (IT) usage

Another laudable transformation management in Nigerian universities is in area of Information Technology (IT) usage. The importance of IT brings with its new requirements for managers and this calls for the repositioning of the institutions in meeting these new demands. Based on this, the adoption of Computer Based Test for conducting tests and examinations in Nigeria universities was welcomed by almost all the vice chancellors in transforming their respective institutions towards the global trend.

Curriculum effectiveness

The university academic content has been made to be more relevant and functional. In this era of saturated labour market, the students' mindset should be attuned to being self-employed on graduation. Entrepreneurial education is therefore given the most seriousness it deserves in the nation's university education system. The National University Commission (NUC) directed all higher institutions in Nigeria to commence Entrepreneurship Education (EE) for all undergraduates from 2007/2008 academic session (Yakubu 2007).The directive by NUC to introduce entrepreneurship education into the university curriculum is designed to challenge and equip undergraduates with some entrepreneurial skills which could form a foundation for future self – employment. Leaders of all the HEIs and their management team key into this vision in transforming their respective institutions towards entrepreneurship education. Most of them get their management staff to follow them by giving order and making plans towards effective teaching and learning of EE in their institutions. As transformational leaders, they are able to inspire others to follow through motivation, encouragement and welcoming the change and having an ardent passion for what they do.

Many of the vice chancellors in nurturing this vision, devoted quantum of their allotted resources for the successful take off of this curriculum so as to ensure the provision of necessary equipment, organizing necessary seminars and workshops for lecturers on EE, release research grants to fund research on skills required by both lecturers and students for successful take off towards transforming their institutions in facing the current realities of unemployment saga in the country.

Staff recruitment and mix

In recruiting staff, more emphasis is now being placed on employing highly motivated staff who are committed to academics and would not compromise standards, especially in students' assessments. Again, serious consideration is being given to areas of immediate needs while not negating long-term plans for optimization of staffing situation. Staff mix by rank and ratios are considered according to (NUC's BMAS, 2007); and it stipulates the following: Professors 20%, Senior lecturers 35%, Lecturer 1 & below 45%. Overall, staff development and continued motivation should not be overlooked. It is important to encourage staff to contribute to knowledge both locally and internationally through research. Self-assessment and peer-review exercises among staff are essential.

Staff/student ratio

In ensuring a fruitful interaction between staff and students, the staff /student ratio (accreditation indicator) should not be exceeded. For instance, for Education, Management, Law, Humanities, it is 1:30; for Pharmacy, Engineering and Agricultural Science, 1:15; Sciences, 1:20 and Medicine and Dentistry, 1:10.

Special focus on infrastructural provision

The importance of providing adequate and functional physical facilities cannot be over emphasized. For example, adequate laboratories (equipment) classrooms and office accommodation need to be provided and maintained. Providing power and the overall safety of the teaching/learning environment are now being given top priority by university managers as part of transformational agenda.

Application of Total Quality Management (TQM)

Integrating total quality management (a flexible, empowerment-oriented approach to learning) according to Akinsolu (2010), in the internal quality assurance mechanism of Nigerian universities will not only help to complement external quality assurance demands but also strengthen institutions' responsibility and accountability for the services provided. Many of HEIs managers have started to believe in preparing the students for a future of dynamic change, with relevant knowledge and lifelong skills. In this context, the principles of TQM fit well as they instill a thirst for continuous improvement in all the university community, such as self-

improvement, work improvement and improving community and society. These leaders now ensure that managing the university should be hinged on a set of fundamentals core values such as:

- leadership and quality culture;
- continuous improvement and innovation in educational processes;
- employee participation and development; and
- fast response and management of information;
- customer driven quality; and
- partnership development, internally and externally.

5. CHALLENGES OF TRANSFORMATIONAL MANAGEMENT IN NIGERIA UNIVERSITIES

The big challenges of management for transformation are the allocation and alignment of resources with the higher education's mission and ensuring that these are utilized effectively and efficiently to support the institutions' operations. This entails the diversification of revenue streams and reducing the cost structure. Current Challenges facing transformational management in Nigeria higher educational institutions are:

- developing and implementing a customized management support programme for the various management functions and roles within the university (Vice-chancellors, Deputy Vice-chancellors, Deans, Heads of Departments, Heads of Schools and Heads of Support functions) in line with their real and felt needs;
- improving gender equity within the management echelons of higher education and to ensure specifically that women are sufficiently represented in the management structures of schools;
- providing support to the management structures within the universities, including Students Representative Councils (SRCs) and Trade Union Branches to ensure that they efficiently, effectively and economically manage the resources allocated to them with a view to improve the welfare of their own constituencies;
- familiarising and exposing the higher education management community to the various facets of management roles in a practice-

based learning, including but not limited to strategic planning and management, performance, monitoring and financial management;

- planning to match equity in student access with equity in the quality of outcomes;
- Management of the enrolment planning exercise to be in line with national needs while ensuring institutional financial viability; and
- Increasing the levels of third-stream income with a view to maintaining tuition fee increases within limits affordable by students and families. The challenge is that while some of the social equity objectives are desirable and imperative, for example, increasing graduation rates and improving retention, they require more resources for their realization.

As observed by Okunola (2011), he identified several factors militating against effective transformational management of the universities, and unless these issues are addressed, the performance of the institutions as well as the quality of their graduates will continue to nosedive.

Some of these include:

- Inadequate funding
- Inadequate incentive for staff
- Inadequate provision of educational infrastructure
- Relevance of curriculum to the labour market
- Bad governance
- Deficient input
- Wide gap between enrolment and the number of qualified lecturers

Addressing the above challenges of transformational management in managing Nigerian universities will assist in bringing a lot of accomplishments on the part of all educational managers of universities and other HEIs in Nigeria.

CONCLUSION

The challenges to education are to preserve the essence of traditional education while changing with times. Transformation management includes the ability of every manager to be agile, to continually assess and redirect as needed, benefiting from the lessons of the past, but not

imprisoned by the methods of the past. It is a commitment to authentic leadership, to being aware of their ambivalence, and sorting through that for the gold nuggets of insight towards organizational advancement. Based on this, managers of higher institutions of learning highest obligation to their schools and the society is to work within the context of transformation and ensure that they follow a trajectory of maximum benefit to both the education sector and the society at large. In this respect, recommendations such as the following apply:

1. To advance transformational management in the higher education, there should be mobilization of financial support from government and donors for higher education leadership and management programmes including leadership development initiatives for new Vice-chancellors.
2. At national policy level there should be facilitation of interactions with key role-players such as the education departments.
3. At institutional level induction programmes should be provided on government principles, policies and practices for new council members.

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