

DYNAMICS OF LEADERSHIP IN TERTIARY INSTITUTION ADMINISTRATION IN NIGERIA

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AT THE

**62ND CONFERENCE OF REGISTRARS IN
COLLEGES OF EDUCATION IN NIGERIA
(CORECOEN) TAKING PLACE AT KWARA STATE
COLLEGE OF EDUCATION, ORO, KWARA STATE,
NIGERIA ON 4TH OF JUNE, 2024**

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Abstract

Leadership within tertiary institutions in Nigeria plays a pivotal role in shaping academic, administrative, and societal outcomes. This paper delves into the multifaceted dynamics of leadership within the administrative realms of Nigerian tertiary institutions. Through an exploration of various leadership theories, contextualized within the Nigerian educational landscape, the paper aims to dissect the challenges, strategies, and future prospects inherent in effective leadership within this sector. Drawing on a combination of scholarly literature, empirical evidence, and case studies, the paper offers insights into the evolving nature of leadership, the impact of socio-political factors, and the imperative for adaptive leadership approaches in navigating the complexities of tertiary institution administration in Nigeria.

Keywords: Leadership, Tertiary, Institution, Administration and Nigeria

1.1 Introduction

Leadership within tertiary institutions in Nigeria plays a pivotal role in shaping academic excellence, administrative efficiency, and societal impact. As centers of learning and innovation, Nigerian universities, polytechnics, and colleges of education are tasked with the crucial mission of preparing students for the challenges of the modern world while contributing to national development agendas. At the heart of these institutions lie leaders who navigate complex challenges, foster collaboration, and inspire transformative change.¹

The dynamics of leadership within Nigerian tertiary institutions are multifaceted, influenced by historical legacies, socio-political contexts, and global trends in higher education. Understanding these dynamics is essential for addressing the unique challenges facing educational leaders in Nigeria and unlocking the full potential of the nation's higher education sector.²

This paper delves into the dynamics of leadership within the administrative realms of Nigerian tertiary institutions, offering insights into the historical evolution, current challenges, and future prospects of leadership in this context. Through an exploration of various leadership theories, contextualized within the Nigerian educational landscape, the paper aims to dissect the challenges, strategies, and implications inherent in effective leadership within Nigerian tertiary institutions.³

¹ Leadership; see <https://jagiroadcollegeliv-co.in>> Accessed through the internet on 19/4/2024 at 1am

² Dynamics of Leadership; see <https://www.researchgate.net>> Accessed through the internet on 21/4/2024 at 12:30am

³ Ibid

By examining the historical perspectives, theoretical frameworks, and contemporary realities of leadership in Nigerian tertiary institutions, this paper seeks to contribute to the scholarly discourse on educational leadership while providing practical insights for policymakers, administrators, faculty, and other stakeholders. Ultimately, the goal is to foster a deeper understanding of the dynamics of leadership in Nigerian tertiary institution administration and to inform strategies for promoting effective, sustainable leadership practices that drive positive outcomes for students, institutions, and society as a whole.⁴

1.2 Background of Tertiary Institution Administration in Nigeria

Nigeria boasts a diverse landscape of tertiary institutions, including universities, polytechnics, and colleges of education. These institutions serve as critical hubs for knowledge dissemination, research, and skills development, playing a pivotal role in the socio-economic development of the nation. The history of tertiary education in Nigeria is characterized by both colonial legacies and post-independence developments, shaping the current structure and dynamics of these institutions. Understanding this historical context provides a foundation for analyzing the dynamics of leadership within the administrative realms of Nigerian tertiary institutions.⁵

⁴ Perspective on Leadership; see <https://www.insightexperience.com>> Accessed through the internet on 21/4/2024 at 1:30am

⁵ Background; see <https://www.researchgate.net>313---> Accessed through the internet on 21/4/2024 at 2:30am

1.3 Importance of Leadership in Tertiary Institutions

Leadership is a cornerstone of effective governance and management within tertiary institutions. Leaders in these institutions are tasked with navigating complex challenges, fostering academic excellence, and promoting institutional development. Effective leadership is essential for promoting a conducive learning environment, attracting and retaining top talent, and ensuring the efficient allocation of resources. Furthermore, leadership within tertiary institutions influences broader societal outcomes, including workforce readiness, innovation, and national development agendas.

1.4 Overview of Leadership Dynamics in Nigerian Tertiary Institutions

Leadership dynamics within Nigerian tertiary institutions are influenced by a myriad of factors, including institutional culture, governance structures, and external pressures. Traditional hierarchical leadership models are being increasingly challenged by calls for more participatory and inclusive approaches. Moreover, the socio-political landscape of Nigeria, characterized by issues such as corruption, political interference, and funding constraints, further complicates leadership dynamics within these institutions. Understanding these dynamics is crucial for developing effective leadership strategies tailored to the Nigerian context.⁶

⁶ Leadership Dynamics and Peace Development in Nigeria; see <https://www.researchgate.net>368...> Accessed through the internet on 23/4/2024 at 1:36am

2.0 Theoretical Framework

2.1 Traditional Leadership Theories

Traditional leadership theories provide foundational perspectives on leadership behavior and effectiveness. These theories, such as trait theory, behavioral theory, and contingency theory, offer insights into the characteristics, behaviors, and situational factors that contribute to effective leadership. In the context of Nigerian tertiary institutions, traditional leadership theories can help elucidate the role of leaders in driving academic excellence, fostering organizational culture, and navigating institutional challenges.⁷

2.2 Transformational Leadership

Transformational leadership theory emphasizes the role of leaders in inspiring and motivating followers to achieve higher levels of performance and growth. Transformational leaders articulate a compelling vision, communicate effectively, and empower others to contribute to institutional goals. Within Nigerian tertiary institutions, transformational leadership can be instrumental in fostering innovation, promoting academic excellence, and cultivating a culture of accountability and continuous improvement.⁸

2.3 Situational Leadership

Situational leadership theory posits that effective leadership is contingent upon the specific circumstances and needs of

⁷ Traditional Leadership theory; see <https://bmjleader.bmj.com/content/>; Accessed through the internet on 23/4/2024 at 3:10am

⁸ Verywell mind; see <https://www.verywellmind.com/>> Accessed through the internet on 25/4/2024 at 4:25am

followers. Leaders must adapt their leadership style to the maturity and readiness of their followers to achieve optimal outcomes. In the context of Nigerian tertiary institutions, where diverse stakeholders and complex challenges abound, situational leadership can provide a framework for leaders to tailor their approaches to different contexts and individuals, thereby enhancing organizational effectiveness and resilience.⁹

2.4 Distributed Leadership

Distributed leadership theory challenges traditional notions of leadership by recognizing that leadership is not solely the prerogative of formal leaders but is distributed among various stakeholders within an organization. In Nigerian tertiary institutions, distributed leadership can manifest through collaborative decision-making, shared responsibility, and grassroots initiatives for institutional improvement. This perspective underscores the importance of fostering a culture of leadership at all levels of the organization to harness the collective expertise and creativity of stakeholders.¹⁰

2.5 Contextualizing Leadership Theories within Nigerian Tertiary Institutions

Contextualization involves adapting leadership theories to the unique cultural, socio-political, and institutional context of Nigerian tertiary institutions. This subheading highlights the importance of considering local realities, such as cultural norms, governance structures, and historical legacies, when applying

⁹ Situational leadership; <https://www.betterup.com>> Accessed through the internet on 25/4/2024 at 5:05am

¹⁰ Indeed; see <https://www.indeed.com>>distribute... Accessed through the internet on 25/4/2024 at 6:00am

leadership theories in Nigerian higher education settings. By contextualizing leadership theories, administrators and policymakers can develop more relevant and effective leadership strategies to address the specific challenges and opportunities facing Nigerian tertiary institutions.¹¹

3.0 Historical Perspectives of Leadership in Nigerian Tertiary Institutions

3.1 Pre-colonial Era Leadership Dynamics

Before colonialism, educational systems in Nigeria were primarily informal, with knowledge transmitted through apprenticeship systems, community elders, and traditional institutions. Leadership in education was often decentralized, with local leaders and elders playing key roles in overseeing learning activities within their communities. For instance, in some regions, Islamic scholars (mallams) served as educational leaders, providing religious and secular education to young learners. Additionally, indigenous institutions such as the Almoravids and Timbuktu were centers of learning, where leadership was exercised by scholars and intellectuals.¹²

3.2 Colonial Legacy and Leadership Structures

The colonial era brought significant changes to the educational landscape of Nigeria, as British colonial authorities established formal schooling systems. Educational leadership during this period was centralized and hierarchical, with colonial

¹¹ Analysis of the Leadership; see <https://www.researchgate.net>338>; Accessed through the internet on 27/4/2024 at 3:05am

¹² The Cable; see <https://www.thecable.ng>historical...>; Accessed through the internet on 27/4/2024 at 4.00am

administrators exerting control over curriculum, staffing, and resource allocation. Missionary organizations also played a prominent role in education, establishing schools and exerting influence over leadership and governance structures. For example, institutions like CMS Grammar School in Lagos, founded in 1859, served as early models of Western-style education under British colonial rule.¹³

3.3 Post-Independence Developments in Leadership

Following Nigeria's independence in 1960, there was a push for greater national control and indigenous leadership in education. Nigerian leaders sought to decolonize the educational system and promote cultural relevance and national identity. This period saw the emergence of indigenous leaders in educational administration, including university vice-chancellors, rectors of polytechnics, and principals of colleges of education. For instance, Professor Kenneth Dike, the first Nigerian Vice-Chancellor of the University of Ibadan, played a pivotal role in shaping the institution's academic direction and governance structure.¹⁴

3.4 Challenges and Transitions in Leadership

Despite strides towards indigenous leadership, Nigerian tertiary institutions have grappled with challenges such as political interference, funding constraints, and administrative inefficiencies. Successive military regimes in Nigeria often appointed political allies to leadership positions within universities and other tertiary institutions, leading to concerns

¹³ Ibid

¹⁴ Culturewise; see <https://culturewise.com>challenge...>; Accessed through the internet on 28/4/2024 at 12:45am

about academic freedom and institutional autonomy. Additionally, transitions in leadership, whether through elections, appointments, or retirements, have sometimes been marred by controversies and power struggles, impacting institutional stability and effectiveness.¹⁵

3.5 Current Trends and Future Directions

In recent years, there has been a growing emphasis on meritocracy, professionalism, and transparency in leadership selection and governance within Nigerian tertiary institutions. Civil society organizations, student groups, and academic unions have advocated for greater accountability and inclusivity in leadership processes. Additionally,¹⁶ there is increasing recognition of the need for visionary and transformative leadership to address contemporary challenges such as globalization, technological innovation, and quality assurance in higher education. Efforts to strengthen leadership capacity through training, mentorship, and institutional reforms are underway to ensure the sustainability and effectiveness of leadership in Nigerian tertiary institutions.¹⁷

3.6 Case Studies: Exemplary Leadership Practices

3.6.1 Leadership in a Public University

Context: The University of Ibadan (UI), established in 1948, is one of Nigeria's oldest and most prestigious public universities.

Exemplary Leadership Practice: Under the leadership of Professor Abel Idowu Olayinka, who served as Vice-Chancellor

¹⁵ Ibid

¹⁶ Ibid

¹⁷ Ibid

from 2015 to 2020, UI witnessed significant advancements in academic excellence, research output, and institutional development. Professor Olayinka prioritized innovation and excellence in teaching and research, implementing strategic initiatives to enhance the university's global competitiveness. He fostered interdisciplinary collaboration, established research centers of excellence, and promoted industry partnerships to address societal challenges. Additionally, Professor Olayinka championed transparency and accountability, implementing measures to improve financial management and governance processes within the institution. His visionary leadership and commitment to excellence positioned UI as a leading institution of higher learning in Nigeria and beyond.¹⁸ There are others who have performed excellently especially with availability of less funds.¹⁹

3.6.2 Leadership in a Private University

Context: Covenant University, established in 2002, is a private Christian university located in Ota, Ogun State, Nigeria.

Exemplary Leadership Practice: Dr. David Oyedepo, the Chancellor and Founder of Covenant University, exemplifies visionary leadership and entrepreneurial spirit in the Nigerian

¹⁸ The Gains and losses of Olayinka's Leadership: Key Lessons...; see <https://www.tekedia.com>; Accessed through the internet on 3/4/2024 at 1:24am

¹⁹ We also have Prof. Abdulrasheed Na'alah, former V.C Kwazu and no w V.C UniAbuja including Prof. M.M. Akanbi SAN (Late) former V.C Kwazu, leadership quality which are one of the best examples in the university system, especially with meagre funds available to operate with; see <https://aldc.covenantuniversity.edu.ng>; Accessed through the internet on 4/5/2024 at 2:40am

higher education landscape. Under his leadership,²⁰ Covenant University has emerged as a model institution known for its academic excellence, innovation, and values-driven education. Dr. Oyedepo prioritizes a holistic approach to education, integrating faith-based values with academic rigor and professional development. He has invested in state-of-the-art infrastructure, research facilities, and faculty development programs to create a conducive learning environment. Additionally, Dr. Oyedepo emphasizes character development, leadership training, and community engagement, instilling in students a sense of purpose and social responsibility. His transformative leadership has propelled Covenant University to prominence as a leading institution shaping the future of higher education in Nigeria.²¹

3.6.3 Leadership in a Polytechnic Institution

Context: The Federal Polytechnic, Ilaro, established in 1979, is one of Nigeria's foremost polytechnic institutions, offering technical and vocational education programs.

Exemplary Leadership Practice: Dr. Olusegun Aluko,²² who served as Rector of the Federal Polytechnic, Ilaro, from 2017 to 2022, demonstrated exemplary leadership in advancing technical education and skills development in Nigeria. Dr. Aluko implemented strategic initiatives to modernize curriculum offerings, upgrade infrastructure, and enhance industry partnerships to meet the evolving needs of the labor market. He prioritized hands-on learning experiences, entrepreneurship

²⁰ Footprint...; see <https://nigeriankicker.com>footprint>; Accessed through the internet on 4/5/2024 at 3am

²¹ Ibid

²² Ibid

education, and industry internships to equip students with practical skills and competencies. Additionally, Dr. Aluko fostered a culture of innovation and research in collaboration with industry stakeholders, resulting in technology transfer and job creation opportunities for graduates. His visionary leadership has positioned the Federal Polytechnic, Ilaro, as a center of excellence in technical education, driving socio-economic development and industrial growth in the region.²³

These case studies illustrate how exemplary leadership practices have contributed to the success and impact of Nigerian tertiary institutions²⁴ across different contexts and sectors. Effective leadership is essential for driving institutional excellence, fostering innovation, and advancing the goals of higher education in Nigeria.

3.6.4 Registrar Role in Leadership

Going through historical lane, the Registrars role has always been “duty-based, obligation-driven and morality-structured”. This role involves making data available timeously, dealing with sharing of data ethically, can only speak when directed to speak, listening to act but not allowed to react.²⁵

The above position seen by some of us as “slavery in nature”, house boy and house girl in character, and moral bankruptcy cannot fit into what can be defined as “Registrar” today with all due respect because notwithstanding the head of the institutions, especially tertiary institutions being assumed to be the “car” the

²³ Ibid

²⁴ Ibid

²⁵ Modern campus; see <https://moderncampus.com>> Accessed through the internet on 18/5/2024 at 11:28am

engine to drive the car is the “Registrar” vis-à-vis the “Registry” of the tertiary institutions. They therefore, deserves our collective respect, and assistance in order to carry out the functions of not only maintaining the day to day running of the tertiary institutions which includes assisting the vice-chancellors, the Rectors and other heads of tertiary institutions to succeed.²⁶ The registrar is the head of an institution record keeping department,²⁷ it is the job or the Registrar to keep track of the class schedules and record of students.²⁸ He makes sure that academic performance meet up graduation requirements. The Registrar is the Chief Administrative Officer of a tertiary institution and Secretary to Council, Senate, Congregation, Convocation and their committees which he may delegate to some officers. He is responsible to the head of the institution for the day to day administration of the institution.²⁹

If a tertiary institution is succeeding in its activities, then the Registrar is a “goal-getter”. If a tertiary institution is not succeeding, no matter how good are the Vice-chancellors, Rectors or other head of the tertiary institutions, the institutions will continue to fail.³⁰

However, no Registrar would want his/her institution to fail, and no vice-chancellor, Rector or head of tertiary institutions would want to fail, therefore, there is the need for an “excellent

²⁶ NACADA; see <https://nacada.ksu.edu/Resources>; Accessed through the internet on 18/5/2024 at 11:35am

²⁷ Vocabulary.com; see <https://www.vocabulary.com/Reg>; Accessed through the internet on 18/5/2024 at 11:45am

²⁸ Ibid

²⁹ Schedule; see <https://registry.futa.edu.ng>; Accessed through the internet on 18/5/2024 at 11:55am

³⁰ Ibid

collaborative efforts”³¹ between the heads of institutions in an atmosphere devoid of rancour, envy, disrespect and other unnecessary misunderstanding.

The Registrar in order to perform well should;³²

- i. Make the student support a convenient task.
- ii. Discuss improvement work plan with co-workers.
- iii. Anticipate many changes especially in this modern day with technological innovations and artificial intelligence.
- iv. Store and track records digitally now.
- v. Be respectful and patient.

3.6.5 Leadership in Colleges of Education in Nigeria

It is said that the administration and leadership exhibited at the colleges of education in Nigeria are doing their best and even competing with big universities, however, they have been involved with myriads of challenges which is affecting the smooth running of this important institutions. This problems among others are,³³

- i. Inadequate funding
- ii. Poor infrastructures

³¹ Ivy Panda; <https://ivypananda.com>Essays>un>; Accessed through the internet on 18/5/2024 at 1pm

³² Ibid

³³ Usman Al-amin; Administration of Education in Nigeria. Problems and solutions; see <https://josharchive.org?ad>; Accessed through the internet on 28/4/2024 at 2:15am

- iii. Inadequate staff
- iv. Ineffective management
- v. Poor teacher motivation
- vi. Low enrolment
- vii. Security challenges
- viii. Outdated curriculum

Just like we have mentioned with respect to other universities and polytechnics in Nigeria as far as tertiary education is concerned, we have lots of quality leaders as the head of administration of most of the colleges of education in Nigeria, but since College of Education, Oro established in 1976 is hosting this conference,³⁴ a good example of quality leadership can be seen in the following persons despite the challenges mentioned above. They are;

- i. Provost: Prof. Mukaila Ayanda Aremu
- ii. Deputy Provost (Admin): Mallam Haruna Alhaji Mankolo
- iii. Deputy Provost (Acad.): Dr. Adewumi I. Israel
- iv. Registrar: Dr. Amuda-Kannike Abdulkareem
- v. Bursar: Mr. Lawal Anwa Tunde
- vi. College Librarian: Mr. Haruna A. Abduldayan
- vii. Director of Works: Engr. Zafirat A. Abdulraheem

³⁴ It is important to use Kwara State College of Education, Oro, Kwara State as an example.

4.0 Challenges facing Leadership in Nigerian Tertiary Institutions³⁵

4.1 Institutional Governance and Autonomy

Nigerian tertiary institutions often face challenges related to governance structures and autonomy. Historically, political interference and bureaucratic red tape have hindered the ability of institutions to make autonomous decisions regarding academic programs, faculty appointments, and resource allocation. For instance, political appointees may influence the selection of university administrators, leading to concerns about the politicization of leadership positions and the erosion of institutional autonomy. Additionally, unclear governance frameworks and overlapping mandates between government agencies and tertiary institutions governing bodies can create administrative bottlenecks and hinder effective decision-making.³⁶

4.2 Funding and Resource Allocation

Adequate funding is essential for the smooth functioning of tertiary institutions, yet many Nigerian universities, polytechnics, and colleges of education grapple with insufficient financial resources. Government funding for higher education often falls short of the sector's needs, resulting in challenges such as inadequate infrastructure, limited research funding, and delayed payment of salaries and benefits. For example, the chronic underfunding of Nigerian universities has been a

³⁵ Nelson Adewole Ige & Anr; Leadership Challenges facing tertiary...; see <https://ejournal.um.edu.my>> Accessed through the internet on 1/5/2024 at 1:05am

³⁶ Ibid

longstanding issue, leading to strikes by academic and non-academic staff unions in protest of poor working conditions and unpaid allowances.³⁷

4.3 Political Interference and Academic Freedom

Political interference in the affairs of Nigerian tertiary institutions poses a significant challenge to academic freedom and institutional integrity. Politicians may seek to influence academic decisions, such as admissions, promotions, and research priorities, for personal or partisan interests. This interference can undermine the credibility of academic institutions and compromise their ability to uphold scholarly standards and intellectual independence. For instance, there have been cases where university administrators faced pressure to admit unqualified candidates or suppress dissenting voices among faculty members, leading to tensions within the academic community and erosion of public trust.³⁸

4.4 Administrative Bottlenecks and Bureaucracy

Tertiary institutions in Nigeria often grapple with bureaucratic hurdles and administrative inefficiencies that impede their day-to-day operations. Cumbersome procurement processes, lengthy approval chains, and outdated administrative systems can slow down decision-making and hinder the timely implementation of initiatives. For example, the cumbersome accreditation process for academic programs can delay the introduction of new courses or the expansion of existing ones, limiting students' access to

³⁷ Ibid

³⁸ Ibid

diverse educational opportunities and inhibiting institutional innovation.³⁹

4.5 Ethical Dilemmas and Corruption

Corruption remains a pervasive challenge within Nigerian tertiary institutions, with reports of bribery, nepotism, and mismanagement tarnishing the reputation of academic institutions and undermining public trust. Instances of exam malpractice, academic fraud, and embezzlement of funds have been reported, highlighting the need for robust anti-corruption measures and ethical leadership. For example, the sale of admission slots or academic certificates for monetary gain compromises the integrity of the education system and undermines meritocracy, perpetuating inequalities and eroding public confidence in the value of higher education.⁴⁰

Addressing these challenges requires concerted efforts from government authorities, university administrators, academic staff, students, and civil society organizations to promote good governance, accountability, and transparency within Nigerian tertiary institutions. Efforts to strengthen institutional autonomy, increase funding for higher education, promote merit-based leadership selection processes, streamline administrative procedures, and enforce ethical standards are essential for fostering a conducive environment for teaching, learning, and research in Nigeria's tertiary education sector.⁴¹

³⁹ Ogunode Niyi Jacob & Ors; Problems faced by Academic Leaders in Public Higher Institutions in Nigeria; see <https://www.researchgate.net>360>; Accessed through the internet on 1/4/2024 at 3: 45am

⁴⁰ Ibid

⁴¹ Ibid

5.0 Strategies for Effective Leadership in Nigerian Tertiary Institutions⁴²

5.1 Building Strong Institutional Cultures

Cultivating a positive and inclusive institutional culture is paramount for effective leadership in Nigerian tertiary institutions. Leaders should prioritize fostering a sense of belonging, mutual respect, and shared values among faculty, staff, students, and other stakeholders. This involves promoting diversity, equity, and inclusion initiatives, creating avenues for open communication and collaboration, and recognizing and celebrating achievements and contributions. For example, establishing mentorship programs, cultural awareness workshops, and student engagement activities can help strengthen the institutional fabric and promote a conducive learning and working environment.⁴³

5.2 Promoting Transparency and Accountability

Transparency and accountability are essential principles for fostering trust and confidence within Nigerian tertiary institutions. Leaders should champion transparency in decision-making processes, financial management, and governance structures, ensuring that stakeholders are informed and engaged in key institutional matters. This involves establishing clear channels for communication and feedback, providing regular updates on institutional performance and initiatives, and adhering to ethical standards and best practices. For instance, implementing open-door policies, publishing annual reports, and

⁴² ThisDay Live; see <https://www.thisdaylive.com>pro>; Accessed through the internet on 1/4/2024 at 4:03am

⁴³ Ibid

conducting regular audits can help enhance transparency and accountability within the institution.⁴⁴

5.3 Enhancing Stakeholder Engagement

Effective leadership in Nigerian tertiary institutions requires proactive engagement with diverse stakeholders, including government agencies, industry partners, alumni associations, and local communities. Leaders should seek to build strategic partnerships, leverage external resources, and align institutional goals with the needs and priorities of stakeholders. This involves establishing advisory boards, organizing stakeholder forums, and participating in community outreach initiatives. For example, collaborating with industry stakeholders to develop industry-relevant curriculum, research projects, and internship opportunities can enhance student employability and institutional relevance.⁴⁵

5.4 Professional Development for Administrators

Investing in the professional development of administrators is essential for building leadership capacity and ensuring organizational effectiveness in Nigerian tertiary institutions. Leaders should prioritize providing opportunities for training, mentorship, and career advancement for administrative staff at all levels. This involves offering workshops, seminars, and leadership development programs tailored to the specific needs and aspirations of administrators. For instance, leadership training programs focused on strategic planning, team building, and conflict resolution can equip administrators with the skills

⁴⁴ Ibid

⁴⁵ Ibid

and competencies needed to navigate complex challenges and drive institutional growth.⁴⁶

5.5 Leveraging Technology for Administrative Efficiency

Embracing technology is critical for enhancing administrative efficiency and improving service delivery in Nigerian tertiary institutions. Leaders should leverage digital tools and platforms to streamline administrative processes, automate routine tasks, and enhance communication and collaboration. This involves investing in robust IT infrastructure, implementing integrated management systems, and providing training and support for staff and users. For example, adopting online registration systems, e-learning platforms, and virtual meeting solutions can improve access to education, facilitate remote learning, and optimize resource utilization within the institution.

By implementing these strategies, leaders in Nigerian tertiary institutions can foster a culture of excellence, innovation, and accountability, driving positive outcomes for students, faculty, staff, and the broader community. Effective leadership is essential for navigating the complex challenges facing the higher education sector in Nigeria and ensuring the continued growth and development of tertiary institutions in the country.⁴⁷

⁴⁶ Ibid

⁴⁷ Ibid

5.6 Future Directions and Prospects⁴⁸

5.6.1 Emerging Trends in Tertiary Institution Leadership

The landscape of leadership in Nigerian tertiary institutions is evolving in response to shifting demographic, technological, and socio-economic trends. Future leaders will need to adapt to emerging challenges such as demographic shifts, technological disruptions, and changing student expectations. The rise of digital technologies presents opportunities for innovative leadership practices, such as online learning, data-driven decision-making, and virtual collaboration. Additionally, there is a growing emphasis on sustainability, diversity, and inclusivity in leadership, as institutions seek to address pressing societal issues and promote social justice and equity.⁴⁹

5.6.2 The Role of Leadership in Fostering Innovation and Excellence

Effective leadership is instrumental in fostering a culture of innovation and excellence within Nigerian tertiary institutions. Future leaders will need to prioritize creativity, adaptability, and agility to drive institutional growth and competitiveness. This involves investing in research and development, supporting interdisciplinary collaboration, and fostering entrepreneurial mindsets among faculty, staff, and students. By championing innovation and excellence, leaders can position their institutions as hubs of knowledge creation, technology transfer, and socio-

⁴⁸ Prof. Amuda-Kannike SAN, Legal issues in higher education in the 21st century; see <https://www.carlumegebor.com>; Accessed through the internet on 2/4/2024 at 1pm

⁴⁹ Prof. Amuda-Kannike SAN, Education and the Law; see Law Nigeria: <https://lawnigeria.com>; Accessed through the internet on 3/4/2024 at 1:40pm

economic development, contributing to national progress and prosperity.⁵⁰

5.6.3 Policy Implications and Recommendations for Stakeholders

Policymakers, administrators, faculty, students, and other stakeholders play crucial roles in shaping the future of leadership in Nigerian tertiary institutions. There is a need for collaborative efforts to develop and implement policies that support effective leadership practices, promote institutional autonomy, and enhance academic quality and relevance. Stakeholders should prioritize investments in leadership development, capacity building, and mentorship programs to nurture the next generation of visionary leaders. Additionally, there is a need for continuous dialogue and engagement among stakeholders to address systemic challenges, promote good governance, and advance the goals of higher education in Nigeria.⁵¹

5.6.4 Conclusion: Towards Sustainable Leadership Practices

The future of leadership in Nigerian tertiary institutions hinges on fostering sustainable practices that promote institutional resilience, relevance, and impact. Leaders must embrace innovation, inclusivity, and ethical stewardship to navigate the complexities of higher education in the 21st century. By fostering a culture of collaboration, accountability, and continuous improvement, leaders can empower their institutions to thrive

⁵⁰ Prof. Amuda-Kannike SAN; "Amuda-Kannike, UK Universal Call for emergency funding" see <https://www.carlunegboro.com>>... Accessed through the internet on 24/4/2024 at 4:15pm

⁵¹ Ibid

amidst uncertainty and change. Together, stakeholders must work towards a shared vision of excellence, equity, and social responsibility, ensuring that Nigerian tertiary institutions continue to serve as engines of knowledge creation, economic development, and societal transformation.

6.1 Summary

In summary, this paper explores the dynamics of leadership in Nigerian tertiary institutions, offering insights into historical perspectives, current challenges, and future prospects. It begins with an examination of traditional and contemporary leadership theories, contextualized within the Nigerian educational landscape. Historical perspectives highlight the evolution of leadership from pre-colonial times to post-independence developments, shaping the governance and administration of tertiary institutions.

The paper identifies key challenges facing leadership in Nigerian tertiary institutions, including governance issues, funding constraints, political interference, administrative bottlenecks, and ethical dilemmas. It then proposes strategies for effective leadership, such as building strong institutional cultures, promoting transparency and accountability, enhancing stakeholder engagement, investing in professional development, and leveraging technology for administrative efficiency.

Through case studies, the paper illustrates exemplary leadership practices in diverse contexts, including public universities, private institutions, and polytechnics. These case studies showcase visionary leadership approaches that prioritize academic excellence, innovation, and societal impact.

Looking ahead, the paper discusses emerging trends in tertiary institution leadership, emphasizing the role of leaders in fostering innovation and excellence amidst evolving socio-economic and technological landscapes. It calls for collaborative efforts among stakeholders to develop policies, promote capacity building, and advance sustainable leadership practices that drive institutional growth and societal development.

This paper underscores the importance of effective leadership in Nigerian tertiary institutions, urging stakeholders to embrace inclusive, ethical, and forward-thinking approaches to address challenges and seize opportunities in the pursuit of academic excellence and national progress.

6.2 Conclusion

This paper has provided an in-depth exploration of the dynamics of leadership within Nigerian tertiary institutions. Here, we recapitulate key findings, explore implications for theory and practice, and issue a call to action for sustainable leadership in Nigerian tertiary institutions.

Recapitulation of Key Findings: Throughout this paper, we have identified several key findings regarding leadership in Nigerian tertiary institutions. We've traced the historical evolution of leadership from pre-colonial times to the present day, examining the challenges and opportunities that have shaped leadership dynamics. We've highlighted challenges such as governance issues, funding constraints, political interference, administrative inefficiencies, and ethical dilemmas. Additionally, we've explored strategies for effective leadership, including building strong institutional cultures, promoting transparency and accountability, enhancing stakeholder

engagement, investing in professional development, and leveraging technology. Furthermore, we've presented case studies illustrating exemplary leadership practices across various types of institutions.

Implications for Theory and Practice: The implications of our findings extend to both theory and practice. From a theoretical perspective, our exploration of leadership theories within the Nigerian context contributes to the broader understanding of leadership dynamics in diverse cultural and socio-political contexts. Our analysis highlights the importance of contextualizing leadership theories and practices to address the unique challenges and opportunities facing Nigerian tertiary institutions. From a practical standpoint, our identification of key challenges and effective leadership strategies provides actionable insights for leaders, policymakers, administrators, and other stakeholders in Nigerian higher education. Implementing these strategies can enhance institutional effectiveness, promote academic excellence, and drive positive societal impact.

Call to Action for Sustainable Leadership in Nigerian Tertiary Institutions: In light of the findings and implications presented in this paper, we issue a call to action for sustainable leadership in Nigerian tertiary institutions. We urge stakeholders at all levels to prioritize the development and implementation of policies and initiatives that support effective leadership practices. This includes fostering a culture of transparency, accountability, and ethical stewardship; investing in leadership development and capacity building; strengthening institutional governance and autonomy; and leveraging partnerships and technology to enhance administrative efficiency and academic quality. By working collaboratively and proactively, stakeholders can contribute to the cultivation of a new generation of leaders

equipped to navigate the complexities of Nigerian higher education and drive positive change for the benefit of society as a whole.

Sustainable leadership is essential for the future success and resilience of Nigerian tertiary institutions. By embracing innovative, inclusive, and ethical leadership practices, stakeholders can pave the way for a brighter future where Nigerian higher education institutions thrive as centers of excellence, innovation, and societal transformation. This paper has delved into the complexities of leadership within Nigerian tertiary institutions, offering a comprehensive analysis of its historical evolution, current challenges, and future prospects. Through the lens of various leadership theories and contextualized within Nigeria's educational landscape, the paper has highlighted the critical role of leadership in shaping academic, administrative, and societal outcomes.

We have identified a range of challenges facing leadership in Nigerian tertiary institutions, including issues related to governance, funding, political interference, administrative inefficiencies, and ethical dilemmas. These challenges underscore the need for innovative and adaptive leadership strategies to navigate the dynamic higher education landscape in Nigeria.

Drawing on best practices and case studies, we have explored strategies for effective leadership, emphasizing the importance of building strong institutional cultures, promoting transparency and accountability, enhancing stakeholder engagement, investing in professional development, and leveraging technology for administrative efficiency. These strategies serve

as guiding principles for leaders seeking to foster excellence, innovation, and inclusivity within their institutions.

Looking ahead, we have discussed emerging trends in tertiary institution leadership, highlighting the opportunities and challenges posed by demographic shifts, technological advancements, and changing societal expectations. We have underscored the imperative for collaborative action among stakeholders to develop and implement policies that support sustainable leadership practices and advance the goals of higher education in Nigeria.

In conclusion, effective leadership is essential for driving institutional excellence, fostering innovation, and promoting societal development in Nigerian tertiary institutions. By embracing visionary, inclusive, and ethical leadership approaches, stakeholders can chart a course towards a future where Nigerian higher education institutions serve as engines of knowledge creation, economic growth, and social progress.

6.3 Recommendations

Based on the findings and conclusions presented in this paper, the following recommendations are offered for stakeholders in Nigerian tertiary institutions:

1. **Invest in Leadership Development:** Tertiary institutions should prioritize the development of leadership skills and competencies among administrators, faculty, and staff. This includes providing training, mentorship, and professional development opportunities tailored to the needs of current and aspiring leaders. Leadership development programs should focus on fostering strategic

thinking, effective communication, conflict resolution, and ethical decision-making.

2. **Strengthen Institutional Governance:** Institutions should work towards enhancing governance structures and processes to promote transparency, accountability, and institutional autonomy. This may involve revising governance frameworks, clarifying roles and responsibilities, and establishing mechanisms for stakeholder participation and oversight. Strengthening governance can help safeguard institutional integrity, mitigate risks, and build trust among stakeholders.
3. **Promote Collaborative Leadership:** Leaders in tertiary institutions should embrace collaborative and inclusive approaches to leadership that empower diverse stakeholders to contribute to decision-making and problem-solving processes. This involves fostering a culture of collaboration, teamwork, and shared responsibility, where input from faculty, students, staff, alumni, and community partners is valued and respected. Collaborative leadership can harness the collective expertise and creativity of stakeholders, leading to more informed and sustainable outcomes.
4. **Enhance Resource Mobilization:** Tertiary institutions should explore innovative strategies for resource mobilization to address funding constraints and support institutional development priorities. This may include diversifying revenue streams, cultivating philanthropic partnerships, and leveraging alumni networks and industry collaborations. By enhancing resource mobilization efforts, institutions can strengthen their

financial sustainability and invest in initiatives that drive academic excellence and student success.

5. **Embrace Technological Innovation:** Leaders should leverage technology to enhance administrative efficiency, academic quality, and student engagement within tertiary institutions. This may involve investing in digital infrastructure, adopting learning management systems, and integrating technology-enabled teaching and learning tools into curricula. Embracing technological innovation can expand access to education, improve learning outcomes, and prepare students for success in the digital age.
6. **Promote a Culture of Continuous Improvement:** Tertiary institutions should foster a culture of continuous improvement and innovation that encourages experimentation, reflection, and adaptation to changing circumstances. This involves creating mechanisms for evaluating and monitoring institutional performance, soliciting feedback from stakeholders, and implementing evidence-based practices to enhance institutional effectiveness. By embracing a culture of continuous improvement, institutions can respond proactively to challenges, capitalize on opportunities, and strive for excellence in all aspects of their operations.
7. **Advocate for Supportive Policy Environment:** Leaders in tertiary institutions should advocate for policies and regulatory frameworks that support the autonomy, academic freedom, and sustainability of higher education institutions. This may involve engaging with government officials, policymakers, and other stakeholders to

articulate the needs and priorities of the sector, and to advocate for reforms that promote institutional excellence and innovation.

8. Proposed Aluta Song:

- In unity we stand
- No one can divide us
- Come rain, come sunshine
- We shall always attain our goals

By implementing these recommendations, stakeholders in Nigerian tertiary institutions can contribute to the cultivation of effective, sustainable, and visionary leadership practices that drive positive outcomes for students, faculty, staff, and society as a whole.

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