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MANAGEMENT OF UNIVERSITY SYSTEMS IN NIGERIA IN THE 21ST CENTURY

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ABSTRACT

This study is about management of university system in Nigeria in the 21st century. To adequately manage the university, efforts must be taken to raise the quality of administration, teaching and research in Nigeria universities. This study explores various aspects of the management of the university thus, management in the university, management styles, monitoring university management, structure of the university, dimension of university management, socio-economics of university management, flexibility of management in university, financing and infrastructure for university management, need for open and distance university in Nigeria. The study recommended that there should be regular evaluation of policies and these reports should be made public to increase confidence of university stakeholders.

Keywords: Management, University, System, 21st Century, Nigeria.

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INTRODUCTION

University administration is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization to achieve predetermined university set goals. This involves making sound and sometimes difficult decisions, creating and articulating a clear vision, establishing achievable goals (Green, 2015), and providing followers with the knowledge and tools necessary to achieve those goals. Managers are found and required in most aspects of society, from university business to politics to region to community-based organizations (Adeyemi, 2009).

According to Babalola (2007), to be an administrator in the university means enough deal about curriculum and instruction, and providing guidance to staff when they have questions. It also means that we research best practices and look for the most innovative ways for staff to engage our students. It also means that university administrators should also be able to spend time getting to know students and working with staff. To be a university manager means that we have to maintain a focus on engaging staff and students to find the positives that surround us.

To manage the university there is a lot of hard work to make sure they work with their struggling teachers at the same time they challenge their best teachers. True university managers do not need new mandates, policies or laws to make sure this happens. They do it instinctively and it is often at the forefront of their mind as they begin their day.

University managers concentrate on preparing students for a variety of university career options at both community colleges and universities. In order to achieve these laudable goals, Ajayi and Haastrup (2011) opined that academic excellence must be guaranteed by the university managers. Academic excellence connotes effective teaching and learning, developmental researches, high impact community services, creativity and innovation, acquisition of self-independent economic skills by university graduates (Ukiwo, 2007). Oyebade (2016) puts it that it also indicates scientific and technological skills acquisition by both staff and students and high moral discipline.

Despite the persistence of gaps in university achievement associated with race/ethnicity and class in university management, there is no reason why achievement gaps cannot be reduced and eventually eliminated in university management. These include social, cultural, and economic factors which affect learning.

According to Bassett and Salmi (2014) university managers have emphasized the role of schooling in fulfilling the ideal of equal opportunity for all. Despite these noble intentions, many have observed that schools' best efforts often have not been enough. Understanding with certainty how social forces, singly and in combination have influenced and continued to influence what people learn, how they learn, and how much they learn are enormous (Okorie, 2009). Achieving university managers standards alongside all cultural, and economic factors are correlated with university management outcomes is both instructive and helpful in an on-going effort to enable individuals from all backgrounds achieve to high university standards.

In a social and economic environment where skills and competences are acquired and refined, university is becoming more and more important (Bowen & Bok, 1998) states that it is a societal imperative to expand opportunities to a large proportion of the population as possible. The development of most Nigeria's university management systems should lead towards mass and even universal university systems which will illustrate the fast-changing nature of university management policies and change as well.

According to Akinwumiji and Agabi (2008) the reform of university in Nigeria has been on the agenda for a long time. The challenge of "modernising the university" was presented in Nigeria and emphasis is that university are key players in a society's future and for the successful transition to a knowledge-based economy and society. However, Paterson (2005) presents that this crucial sector of the economy and of society needs in-depth restructuring and modernisation if a society is not to lose out in the global competition in university, research and innovation.

Management in the University

University management plays a vital role in fostering social cohesion, reducing inequalities and raising the level of knowledge, skills and competences in society. Thus, this study is aimed at management of university system in Nigeria in the 21st century. University management policy should therefore aim to maximize the potential of individuals in terms of their personal development OECD, (2012) and their contribution to a sustainable and democratic knowledge-based society. Oyebade (2016) provides the organogram of the university. See Figure 1.

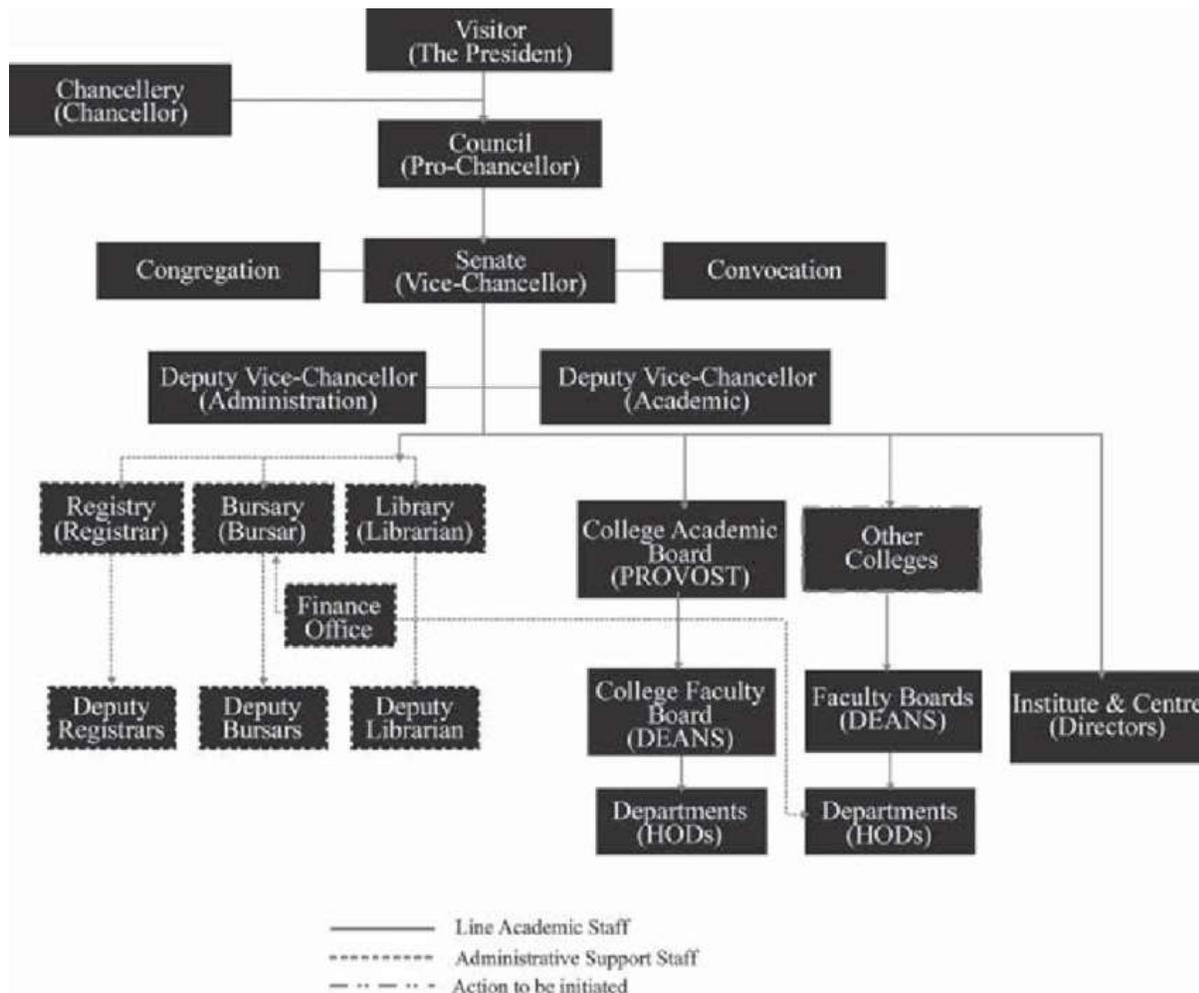


Figure 1: Structure of the University

Visitor/Proprietor

The Visitor/Proprietor of any Federal University is the President of the Nation while that of a State University like ours is the Executive Governor of the State. He/she shall be represented at all events of the University, including convocation ceremonies. He/she shall initiate and organize the conduct of visitation to the University at least once in every five (5) years, the results of which would inform university reforms and reviews. He will appoint the pioneer Principal officers of the University. He shall appoint a Governing Council to oversee the affairs of the Proposed University. Subsequently, appointment of principal officers will be by the Governing Council of the University. He shall also appoint the Chancellor to serve for non-renewable terms of five (5) years.

Chancellor

The Chancellor shall be appointed by the Visitor to serve for a non-renewable term of five (5) years. The Chancellor shall be the highest principal officer of the proposed University. He should be a highly respected traditional ruler or a captain of industry or any distinguished retired member of the society that has high interest in the academia. He shall preside at convocation ceremonies and other assemblies of the University for the Conferment of degrees, diplomas, certificates and other awards of the University (Oyebade, 2016).

The Pro-Chancellor

The Pro-Chancellor shall be appointed by the Visitor of the University; the Pro-Chancellor holds office for a period of four (4) years and may be renewed for a final term of four (4) years. The Pro-chancellor shall be the chairman of the Governing council which has overall responsibility for the policies and operations of the University and for certain particular subjects, including matters of finance, staff conditions of service and discipline, the use and maintenance of the property of the University, establishment of Academic programmes, engagement of staff and provisions of material for utilization in the process of functions of the staff of the University.

University Governing Council

The visitor shall appoint a Governing Council to oversee the affairs of the University. The Governing Council will consist of the: Pro – Chancellor as the Chairman, The Vice – Chancellor The Deputy Vice Chancellor Four (4) members appointed from public representing various interests. Four (4) persons appointed by the senate, Two (2) person appointed by the congregation and one person to represent the National Universities Commission Members would be selected from amongst industrious and hardworking persons that have excelled in their fields of endeavour. The members of the Council should be drawn from varied sections of the society and should be experienced persons of undoubted integrity, courage and the stature who would inspire confidence and bring to the proposed University array of experiences in the management of the University. The Governing Council shall be responsible to the visitor.

The Vice-Chancellor

The Vice Chancellor has the general functions in addition to other functions conferred on him by the University law; otherwise of directing the activities of the University in general. He is the Chief Executive and also the Academic Officer of the University and Chairman of the Senate. The Vice-Chancellor is specifically charged with the smooth running of the university and exercises such functions as may be conferred on, or imposed upon him by the University Law, Statutes and Regulations and subject to the provision of the University Law, exercises general supervision over disciplines in the University and monitoring the efficiency and good order of the University

Senate

The Senate is the highest decision making body on academic matters relating to the University. The Senate with the approval of Council and the National Universities Commission can establish new campus, faculty, department, school, Institute or other teaching and research units. The Vice-chancellor is the Chairman of Senate.

Deputy Vice-Chancellor

The Deputy Vice-Chancellor shall assist the Vice-Chancellor in the performance of his functions and shall perform such other functions as the Vice-chancellor or the University Council may, from time to time assign to him.

Registrar

The Registrar is the Chief administrative officer of the University and also is responsible towards the Vice-Chancellor for the day to day administrative activities of the University. The Registrar is the Scribe to the Governing Council, Senate, Congregation and Convocation and the keeper of the seal and other legal documents of the University.

Bursar

The Bursar is the Chief Finance Officer of the University and is responsible to the Vice-Chancellor for the administration and control of the financial affairs of the University.

University Librarian

The University Librarian shall be the academic and administrative head of the University Library. He shall be accountable to the Vice-Chancellor for the management of the Library services in the University and for any other matters relating to the Library.

Deans of Faculties and Heads of Departments

The faculties of the University are supervised by Deans. The Dean of a faculty is a professor, elected by the Faculty Board while each academic department of the University has a Head of

Department who is responsible to the Vice-Chancellor, through the Dean of the faculty for coordinating, guiding and supervising, teaching, examinations, research and other activities.

Congregation

The Congregation here provides an opportunity for members to meet and articulate their views on all matters touching the interest and welfare of the University and its members. The Vice-Chancellor is the Chairman at all meetings of university congregation.

Convocation

Convocation is one of the statutory organs of the University. The Chancellor is Chairman at all meetings of Convocation.

Management Styles

Management style describes the behaviour a manager exhibits in the course of directing his subordinate or a group to a common goal. Ukeje and Okorie (1990) in Okorie (2000), opines that management is the process of influencing, directing and coordinating the activities of other people in an organization. The function of organizational management is to influence the group towards the achievement of group goals by planning, organizing, directing and integrating the University demands and the needs of members in a way that will be both productive and individually fulfilling. Paterson (2005), identified three management styles; they are authoritarian, democratic and laissez-faire.

Authoritarian Management Style

The management which McGregor in Okorie (2000) calls Theory X portrays an authoritative management style. It is a work-centred approach to management. Babalola and Ayeni (2009) give the following ingredients of Theory X:

- An average human being is indolent and works as little as possible, this suggests that he is not willing to work;
- He lacks ambition, dislikes responsibility and prefers to be led, in other words, he does not want to accept responsibility;
- He is indifferent to the needs of the organization and thinks only of himself, that is to say, that, an average man is self-centred;
- He is not very intelligent, he is gullible and is easily led by the demagogue. That is a political , who tries to win support by appealing to people's emotions rather than by using rational argument;
- He is resistant to change.

This management style is characterized by punishing, intimidating, coercing, to achieve organizational goal. The management determines all policies and dictates all techniques, procedures and activities one at a time so that future steps are uncertain to a large degree. According to Okorie (2000), the management tends to be personal in his praise and criticism of

the work of each member. He remains aloof from active group participation except when he is demonstrating.

Democratic Style

The management style which McGregor (1960) calls theory Y indicates a participatory management style. Theory Y is a people-centred approach. The management encourages and assists the group to discuss and determine all policies thereby, enabling the group to gain activity, and it allows for joint goal setting. Some of the assumptions underlying this theory Y are:

- The average human beings learn under proper conditions, not only to accept but to seek responsibility;
- The external controls and the threat of punishment are not the only means for achieving organizational objectives. An average worker will exercise determination and self-control in the services of objectives to which he is committed;
- The members are free to work with whom they choose and to divide the tasks as they see it necessary; thus, maintains pressure toward achievement, industry and against disorder, he reacts as if he is another member of the group;
- They try to be objective and fair in praise and criticism; he or she does not hold him or herself up as the final judge of an "all-wise" being; thus he tries to be a regular group member in spirit without doing too much of the work.

Using Theory Y in solving problems, it supports motivate and involve employees in decision making. The theory believes that every human being has a high degree of creativity, imagination and ingenuity (Amanchukwu et al., 2015).

Laissez-faire Style

The laissez-faire sets the goals and develops guidelines for the subordinates who act without further direction from them. They allow complete freedom for group or individual decisions with minimum or complete absence of participation. According to Abraham (2005), this makes it clear that he would supply information, advice, and materials only when asked. He takes no other part in work, discussion or decision making. The management takes no part in assigning work or allocating time. He maintains no pressure towards goal achievement in the industry and he intervenes in disorder and when there is a personal danger. In all, there is complete non-participation of the university managers.

The social dimensions might be defined as all obstacles to access, progress and completion in university (Del Favero, 2005); with the strongest emphasis on the obstacles to access to the university. According to Ajayi and Haastrup (2011), it is important to notice that the social dimension is a wide concept, encompassing several factors. These include under-represented groups, socio-economic status, gender, disability, ethnic origin age, monitoring, drop-out/non-completion of studies and flexibility.

Monitoring University Management

Although university report that they monitor the composition of the management body, they usually focus only on a limited number of groups within the management population (Ramsden, 1998). Furthermore, systematic feedback on the relationship between monitoring and the actual impact of this monitoring is not always visible. The majority of university management have systems in place to monitor different aspects of the composition of university management. They usually carry out this activity as a part of the regular statistical monitoring, and many collect data on certain under-represented groups. The data collection typically focuses on their socio-economic background, gender, age, ethnicity and disability. Other university also mentioned that information is collected on the university and professional background of parents, and that this can be seen in relation to the level and study programme chosen by scholars.

Dimension of University Management

Almost all countries claim to be working towards a policy goal of increasing and widening participation in university however, only few have practically achieved this thus, they explicitly reflect this goal in university policy. There are two main approaches that can be distinguished. The first approach involves adopting certain measures targeted at the participation of underrepresented groups, while the second strives for increasing and widening overall participation, thus hopefully increasing the number of university management participants from socially disadvantaged groups (Cowell, 1995).

The majority highlight a general policy approach to increase and widen participation and to overcome obstacles to access university management. A number of these universities do not define the under-represented groups but rather specify general legal provisions of equal treatment regardless of gender, ethnic origin, religion or other beliefs, disability, sexual orientation and age. This is in line with overarching anti-discrimination legislation in university and this also corresponds to the conception of "formal equality" that guides many university systems. It is imperative that the focus is on equality of conditions, whereby all are treated equally, irrespective of their personal background. The underlying assumption is that removing obstacles and discriminatory practices is the best way to increase access, participation and completion.

Socio-economics of University Management

There is no common definition of socio-economic status, and therefore a number of different aspects are considered across university management. Usually, the term "socio-economic status" with regard to university management encompasses disadvantaged groups such as those from low-income families and/or families where parents do not have a tertiary or even secondary university (Ekowo & Palmer, 2016). Furthermore, individuals may be frequently classified as a specific socio-economic group entitled to assistance. Few universities also mention young people living in sparsely populated and rural areas. In Nigeria, a part of the financial subsidies to university has to be devoted to personnel and activities to help first-generation students (i.e. those that have neither parent with a university qualification). They should promote integration of scholarship at risk of social exclusion through partnerships across years and academic competency programmes. The aim is to build up a sense of cohesion, solidarity and belonging to the university.

Several countries stress gender as a factor of under (and over) representation, with many pointing out that the gender balance in university management has been shifting significantly in recent times. Generally, women outnumber men in student populations, but still lag behind in academic staff (Claro & Loeb, 2017). Several countries mentioned the historical shift towards female participation with this trend set to continue in tertiary university in the coming years. Another fact worth mentioning is that the majority of scholars of study such as study abroad and are thus not included in national statistics (Cowell, 1995).

These shifts are more generally attributed to societal changes rather than to specific government policy measures. Nevertheless, Ekowo and Palmer (2016), posits that a number of university management focus their attention on gender stereotyping and traditional gender divisions with regard to choice of study programmes. Tertiary university scholars' trend of growth in female participation has been constant for many years. In this under-representation of gender in courses allocation is counterbalanced by an under-representation of men in other disciplines. The largely female-dominated fields are university and training, health and welfare and humanities and arts (David-West & Abraham, 2017).

University management have systematically reported the category of people with disabilities as an underrepresented group. However, the national concept of disability may differ among the countries as there is no wide definition of disability (Adeyemi, 2009), and hence, it is often difficult to know how far this target group is really comparable, or how far different policies are equivalent. Some emphasize the necessity to accommodate the special needs of scholars with disabilities by, for example, ensuring barrier-free access to university management.

The focus is very often primarily on ensuring physical access and adapting learning infrastructure and equipment. Indeed, taking action to address a lack of special learning equipment was mentioned by Brown (2004) as a priority. In some countries, university management are under a statutory duty to make "reasonable adjustments" for the specific requirements of less privileged. There is also an anticipatory duty to provide reasonable adjustments for students, and thus plans must be made ahead to address potential barriers impeding disabled students. However, scholars expressed a concern that the needs of individuals with disabilities are often not well understood, reporting that teachers and students generally have a low awareness of needs of people with disabilities, and as a result appropriate measures should be taken.

Ethnicity is an issue in social dimension of university management. The concept of ethnicity is differently understood among, and even within, countries, and categories related to the notion of ethnic origin can be problematic and therefore is a problem in social dimension of university management. Indeed categories of "ethnic groups" are culturally and historically contingent, and are not fixed in the same way as, for example, gender categories (Favero, 2005). In Nigeria, despite many differences in cultural understanding, the concept of ethnic origin is most commonly used to refer to people outside university host community or immigrant scholars. Action to encourage participation of specific ethnic groups is more pronounced in university management applying the quota system, with some university able to demonstrate very successful outcomes. Thus, demonstrating that second generation immigrants is currently performing better in university than the native population. Second generation immigrants also tend to opt more for "prestigious" studies like medicine, dentistry, business administration, law and technology and less for social studies and teacher university.

In a bid to create a balance, the Ministry of University and Research has also carried out campaigns to encourage scholars to enter teacher training. Due to increased levels of non-

indigenes in university management, it is considered particularly important to management, so that the teacher population in the future mirrors that of the students. Nigeria has set a target for scholars in university to correspond to the share of non-indigenes within the entire population. University management should aim to pay adequate attention to cultural teaching and improving language skills. Language should also be a focus of action in Nigeria university, where funding is in place to support the learning of the national language in order to improve the score in the state language examination.

Age is a social dimension of university management; unfortunately, this is not in recognition of their academic brilliance but suggest that they are more qualified and experienced than they actually are. Age in some university management is also highlighted as a specific issue linked to social dimension of university and has adopted policy measures to encourage the participation of "mature students" and "mature staff". When university management comparisons are made, it throws light on significant differences in the "typical" university management population. For example, in Ireland and Malta, a mature academic is defined as being a particular age – and this is linked to the reality that the typical age profile for academic managers has to attain a specific age (OECD, 2012). A distinction can be made between actions that targets the working-age population, and measures aimed at the increasing numbers of older, retired people in society. With regard to the university, the need to increase the openness of university management towards older employed or economically inactive people in the population is highly evident. In Nigerian universities, action is also being taken. Younger scholars are annually bagging Ph.D's and professorial heights in the academia, thus, occupying university management. It is no longer seen as exclusively reserved for gray-headed people. Furthermore, studies for adults are provided by university management with the aim of tackling demographic projections in ageing societies.

While in other university of learning introduction of short cycle university, Associate Degree programmes, targeted specifically at adult learners, who are willing to engage in studies are been provided and for some, certificate programmes of evening classes for working people gives access to university while taking into account professional experience for access. There are programmes within the university system targeted at adults to improve their university levels. Several universities recognise the need to open or broaden access to university management to the older population, and some are acting accordingly within the context of lifelong learning strategies.

University management have policies aiming to increase the level of completion of studies and even slightly more university require university to report on management capabilities. The reporting is usually provided for the ministry in charge of university management. However, in advanced countries, this data is publicly available online. There are also university management with specific policies to increase the level of competencies, but no requirement of university to report on it. In these cases, understanding of the effectiveness of policies may therefore be limited by the university management. Most of the countries with particular policies to improve competency rates also have incentives in place for university. In the United Kingdom, for example, the funds for widening access of under-represented groups are intended to meet the additional costs of providing additional support to improve retention (Akinwumiji, & Agabi, 2008).

The university management should understand relationship between the state and the university, the role of the market on the course content and the effect of the course content on the

market and the influence of privatisation, industry links and entrepreneurialism in defining and adapting the role of the university as a social University.

Flexibility of Management in University

As mentioned earlier, university management are key players in modern society's future and for the successful transition to a knowledge-based economy and society (Green, 2015). More generally, university management need to open up to flexible learning and to introduce more access routes that would enable broader participation of disadvantaged groups, and increase the overall number of university management. The modernisation of university in general, and the widening of alternative access routes in particular, is still challenging for many university of learning. However, greater flexibility of university management is required both by the labour market and the wider society. Hence the university management are called upon to take the necessary measures with respect to access to university and adapt university systems to new competence requirements (Adeyemi, 2009). The ultimate goal of these efforts is to make the university management attractive, accessible and open.

Trait-Situational

The earliest studies of management were based largely on attempts to identify the traits that management possess. Starting from a belief dating back to the ancient Greeks and Romans that managers are born, not made (the Great Man Theory), inquiries were made to identify the physical, mental and personality traits that can be used to differentiate between managers and non-managers. Traits investigated included intelligence, height, initiative, sense of honour, extroversion, dominance, sociability, persistence, enthusiasm, ambition, empathy and so on). This line of approach fizzled out in the 1940s with the review of inherited plus learned characteristics. However, rather than management as a process whereby, the individual in this example performs in this management capacity in all activities, social scientists revealed that in each situation, the management role demands specific kinds of knowledge and skills from the person fulfilling the role. Thus, while an individual may possess the skills and abilities to lead in one situation, he may be a follower in another situation.

This can help to build a knowledge-based society able to cope with challenges of a greatly changing and diversifying economy. The more open and accessible university systems and management become, and the more they allow citizens to enter and (re)enter university throughout life, the more highly-skilled persons can contribute to broader goals of university management and society at large. University management policy in almost all universities contain regulations or other measures to promote university. Among the most common provisions is the recognition of non-formally and informally acquired knowledge and experience (recognition of prior learning) and part-time studies.

Financing and Infrastructure for University Management

Expansion of the universities is directly associated with the funding. Enhanced funding will accomplish the expansion phenomenon. In the year 1999, the budget of 11.2% allocated for university reduced to 5.9% in 2002 and 1.83% in 2003 (Aluede et al, 2012). 8.42% of the budget was allocated for university uplift in 2012 in Nigeria. 26% is the minimum standard for the

emerging countries. Lack of funding is also the major reason of reducing the access of many students to the universities. Mohammed (2004) supported this fact by claiming that 89 million out of the 126.2 million Nigerians are poor and cannot afford to pay for their children's university. Private university education in Nigeria is not affordable to majority of its citizens. High socio-economic class and people with the privilege background can afford such private universities. Sex discrimination by tradition and the religion discrimination is the major issue that cause the great hindrance in accessing the universities. Many of the young girls got married in their adult age due to their traditional and culture. Males are more preferred over the females in the Nigerian culture. Ehiamentor (2005) stated that 353,834 females took the matriculation examination in 2004, is a decrease when compared to 438,703 in 2003.

The insufficient and superseded infrastructure and equipment and the poor library and laboratory facilities have become the major menace to the Nigeria universities. 15-30% of the infrastructure and the equipments are outdated. Moreover, the environment of the classrooms and the laboratories of the Universities in Nigeria are not according to the standardized level of teaching and learning (Okebukola, 2008). According to Ajayi and Haastrup, (2011) usually it is observed that the lack of funds is the major cause of inaccessibility to the universities. According to the peer review the quality of the university in the Nigeria is directly affected by the funding system. It is worthy of note that Nigerian government spends 4% and 16% per year on their university department. This poor financing in Nigerian university sector causes the inaccessibility to the universities. A very few number of candidates were being able to get enrolled in the universities (Okebukola, 2008).

According to Okebukola, (2013) Nigeria's annual income is lowest internationally and it is ranked as the world's 168th developing country. Nigeria has faced the economic and population challenges like many countries in Asia, Africa and Latin America. Increase in population in Nigeria aggravates the economic, social and environmental troubles. High rates of reproduction, high infant mortality and aged people further increase the population number that leads to the poor economic condition (Omole et al., 2011).

The issue of a guaranteed right is primarily a matter of university philosophy, and many university management prefer to maintain some notion of university selection. In practical terms, the most common constraints are limits to the number of funded places in some or all fields of study (Linda & To, 2010), which is usually regulated by the public authorities. Alternatively, university management often have their own admission procedures in all or some fields of study. Other factors that affect selection and accessibility to university management includes national quotas accompanied by selection procedures typically affect the selection processes. In order to enlarge access to university management, a number of different entrance routes or paths should be considered by university of learning. The most typical one remains the post-graduates after completing several degrees and publications.

The problem of unsatisfied social demand for university management has become a problematic issue in Nigeria. Akudo (2010), states that as a result of this, two issues are involved in the issue of accessibility. The first one is about the academic ability of the prospective Nigerian university management to make their way through the university management. The second issue bothers on the extent to which the academically qualified Nigerians are able to secure positions. These two issues, though socially relevant, are factors of social dimension of university management.

Meanwhile, Nigerian university is being sponsored with the public funds, except for scholars in tertiary university that were owned by the state government and corporate bodies

respectively. The students in the universities owned by federal government pay tuition fees and the levies being paid by them for development and administrative purposes were meagre. As far as academic qualification is concerned, it could be argued that prospective university management should, despite scarce positions and high incidence of not getting university positions prevalent in Nigeria. Scholars are still encouraged to be able to attend the tertiary university and prepare for university management.

Need for Open and Distance University in Nigeria

The need for Open and Distance University (ODE) in Nigeria is an important issue for several cogent reasons. Firstly, the vast majority of the population lives below poverty level (Babalola, 2007). They are unable to attend urban based university and thus remain deprived of university despite their superior merit. Secondly, those who joined workforce without completing their studies or university due to family commitments, Akudo (2010) presents that they are unable to combine their work with studies and very few of them who have strong desire for studies could not do so because of the limited offer in the traditional university of learning. Thirdly, Ekowo, and Palmer, (2016) states that the tradition of childhood, early marriage and religious belief in the country deprives the majority of female population from university. Besides, Ukeje, Okorie, and Nwagbaon (1992) presented that there are some other usual factors like physical disabilities, remoteness of localities, exorbitant tuition fees in most privately owned Universities and so on. These are some of the major issues responsible for why millions of Nigerians are deprived of university despite their keen interest and eligibilities. Open Distance Education provides avenues for university for such a vast under-privileged population. Paterson (2005) opines that Nigeria is generously endowed with human resources that need to be well equipped with literacy and skills to contribute to economic development, which is badly needed for this country thus, it is crystal clear that the way forward is to embrace Open Distance Education using both hands and supported by all necessary financial and infrastructural commitments (Nwokocha & Akande, 2020).

CONCLUSION

University management is seen as a fundamentally optimistic human endeavour characterised by aspirations for progress and betterment of the individual, the University and larger society. It is understood by many to be a means of overcoming handicaps, achieving greater quality and equality, and acquiring wealth and social status. University is perceived as a place where citizens can develop according to their unique needs and potential. It is also perceived as one of the best means of achieving greater social equality. Many would say that the purpose of university should be to develop every individual to their full potential, and give them a chance to achieve as much in life as their natural abilities allow which is otherwise known as meritocracy. Few would argue that many university system accomplishes this goal perfectly. Some take a particularly critical view, arguing that the university system is designed with the intention of causing the social reproduction of inequality.

The goals of university in Nigeria are the development of the individual into a morally sound, patriotic and effective citizen; total integration of the individual into the immediate community, the Nigerian society and the world; provision of equal access to qualitative university opportunities for all citizens at all levels of university, within and outside the formal

school system; inculcation of national consciousness, values and national unity; and the development of appropriate skills, mental, physical and social abilities and the competencies to empower individuals to live in and contribute positively to the society (Del Favero, 2005).

Recommendations

From the above study the following recommendations are put forth:

- University management needs policy and practice on a short term to develop and create a social sense of belonging whether it is in society, university or at the labour market; hence it will provide a sense of belongingness for university beneficiaries of different walks of life who have to identify with freedom and creativity. There should be inclusion of cultural diversity, ethnic diversity, of newcomers which has to be reflected in policy and practice;
- To achieve real progress in university management, it is important to also focus on university's management needs and what this means in terms of organizational change and critical reflection within organisations, the individual and society at large;
- There should be regular evaluation of policies and these reports should be made public to increase confidence of university stakeholders.

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