



Vice Chancellors in Nigerian Public Universities: Roles, Problems and Ways Forward By

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Abstract: Vice Chancellors in Nigerian public universities are faced with many challenges which have limited their performances in their various offices. This paper discussed the challenges Vice Chancellors in Nigerian public universities are facing. Secondary data were used to provide empirical support for the paper. Data were collected from both print materials and online publications. The paper concluded that Vice Chancellors in Nigerian public universities are faced with the following; shortage of funds, non-release of subventions on time, inadequate academic staff, shortage of infrastructure facilities, Integrated Personnel and Payroll Information Systems (IPPIS) problem, political influence, strike actions and opposition from university stakeholders. To address these problems, the paper hereby recommended the increment in the funding of public universities, employment of more academic staff, provision of adequate infrastructural facilities, removal of federal universities from integrated personnel and payroll information system etc.

Keywords: Public Universities, Vice Chancellors.

Introduction

Universities globally are institutions established for the advancement of knowledge in the solving of local, national and global problems. The universities are saddled with the program of teaching, researching and provision of community service. For the accomplishment of these goals, tertiary educational institutions are to put in place resources in terms of human, material and finances. Human resources are without doubt the most important in any organisation as they are the ones who manipulate other resources to achieve results. In tertiary educational institutions, there are usually three categories of staff, namely: the management staff, the teaching staff and the non-teaching staff.

Adekunle (2017) observed that the teaching staff are those who engage in direct teaching and research and primarily engage in the performance of functions directly concerned with the goals of the institutions, the non-teaching staff render support/ancillary services to the teaching staff, while the management staff are those involved in the day-to-day administration of the institutions, and are

expected to provide leadership to the teaching and non-teaching staff as well as students. The teaching staff are those who engage in direct teaching and research and primarily engage in the performance of functions directly concerned with the goals of the institutions, the nonteaching staff render support/ancillary services to the teaching staff, while the management staff are those involved in the day-to-day administration of the institutions, and are expected to provide leadership to the teaching and non-teaching staff as well as students.

Leadership in the University system has to do with the ability to get things done with the support and cooperation of other people within the institution, organisation or system. Leadership in the Universities in Nigeria is handled by vice-chancellors. In Nigeria, the vice-chancellors are regarded as critical academic leaders because of their executive powers and roles attached to their offices. Vice-chancellors are the head of the universities in Nigeria. Their roles and functions are very crucial to the development of the university system in Nigeria.

The Vice-Chancellor is the principal academic and administrative officer of the University. He chairs the Council of the University, the General Board of the Faculties and the Finance Committee of the Council. Among the main tasks of the Vice-Chancellor are to: provide academic and administrative leadership to the whole University; represent the University externally; secure a financial base sufficient to allow the delivery of the University's mission, aims and objectives; carry out certain important ceremonial and civic duties. It has been observed that majorities of vice-chancellors in the Nigerian public university system are faced with some administrative and management challenges. These challenges in the university system have limited the job performance of vice-chancellors in the universities. It is based on this, that this paper discussed the university vice-chancellors' roles and problems in Nigerian public universities.

2. Theoretical Framework

This paper is hinge on the social system theory of administration. The social system theory was postulated by Parson (1977) as cited in Senge (2006). Senge (2006) considers a system as an interrelated set of elements functioning as an operating unit. A system is an organised collection of independent but interrelated elements or components to accomplish an overall goal. Scott (2008) classifies an open system into five basic elements: input, a transformation process, output, feedback and the environment. The environment surrounding the school includes the social, political and economic forces that impinge on the organisation. System theory can be used clearly and concisely to understand school structure. Ogunode (2021) refers to University as a social system in which two or more persons work together in a coordinated manner to attain common goals. Simply put, the university as a system has various inputs that are processed to produce outputs with feedback. The university system consists of input, process and output.

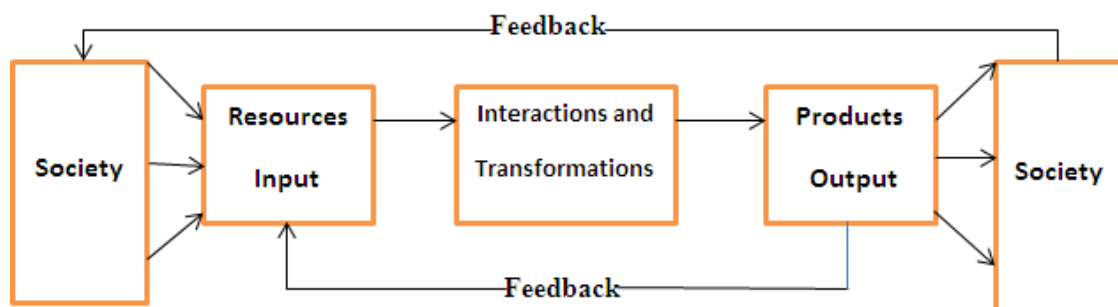


Figure 1: *Open System Model of the University Administration*

Source: Ogunode, Emmanuel & Ayoko (2023)

University input is the human, material, financial or information resources used in the teaching and learning process. The teaching and learning process involves the interaction between and among these parts. This means schools recruit academic staff, admit students and secure other resources such as finance and materials from the environment. Inputs are processed by the Vice-Chancellors

(professional experts) by transforming available resources to create new products for future services, which is the output of the University. Meanwhile, feedback encompasses information concerning the outputs and the external environment of the school including the social, political and economic forces that impinge on the school's operation. The university uses the public's opinion to get feedback on the quality of products whether it is good or bad to ensure school effectiveness.

Concerning this paper, the realization of the university's goals depends on the perfect independent but interrelated elements or components of the university. The roles of every elements or inputs matter in the general attainment of the university goals. For example, the role of the vice-chancellor cannot be underestimated in the realization of the goals of the university. So, all challenges that may militate against the performance of the vice-chancellor in the system should be addressed by the respective authority to enable the vice-chancellor to perform its roles since the attainment of university goals hinges on independent but interrelated elements or components to accomplish an overall goal.

3. Conceptual Framework

Public University

Public universities are universities owned by the government. Public universities are universities established to provide post-secondary schools for Nigerians. Public universities are universities established by an act of parliament to serve the interest of the general public. Public universities deal with the provision of teaching, research and community services (Ogunode, 2020). The objectives of the universities in Nigerian Higher education, including professional education have the following aims: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate the environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FGN, 2014).

Public universities in Nigeria are grouped into federal and state-owned universities. The federal universities are owned by the federal government of Nigeria while the state universities are owned by the state government. The total numbers of federal and state public universities are 55 and 59 across the country (NUC, 2023).

The realization of the goals of university education according to Ogunode, Jegede, & Musa, (2021) depends on the quality of leadership in the respective universities. The leadership of any organization determines the extent to which goals and objectives are achieved. Leadership is a process of providing direction in group activities and influencing others to achieve group objectives (Daniel-Kalioi, 2019).

Vice- Chancellor

The leadership of the university as provided for by the laws and statutes establishing them will include the Chancellor, the Pro-Chancellor, the Chairman of Governing Council, the Vice Chancellor and Chairman of the Senate, the Deputy Vice-Chancellor (s), the Registrar, and Secretary of the Council, Senate, Congregation and Convocation, the Librarian, the Bursar, Provosts, Deans, Heads of Departments/Units and Directors of various Units of operation (Daniel-Kalioi, 2019).

The Vice-Chancellors are the university representatives. They are the university administrators in Nigeria. The Vice-Chancellor is the Senate chairman and all statutory committees in the university. However, because of his involvement in numerous committees, he can delegate duties to his Deputy Vice-Chancellors, the Deans, the heads of departments and at times his representative. The Vice-Chancellor could remove a person appointed as external examiner for any examination organized by the senate if proven wanting and appoint another examiner in his place. If any decision involves waiving rules, the Vice-Chancellor has to approve this on behalf of the Senate and later seek Senate ratification for the measure. Where it appears to the Vice-Chancellor that any student has been guilty of misconduct, the Vice-Chancellor may, without prejudice to any other disciplinary powers conferred

on him by regulations direct that the student shall not participate in the activities of the University; make use of the University Facilities; be rusticated; or be expelled from the University (NOUN, 2009).

The position of the Vice-Chancellor of the universities is very important because to some extent he/she determines the level the university system attains in terms of achievement. The vice chancellor is the driver of the university. The University Vice-chancellor is expected to be equipped with effective leadership skills to manage the limited funds available for his use (Daniel-Kalioi, 2019). Ogona, & Oluloe (2022) opined that Vice-Chancellor's job involves both management and leadership, but the latter is more important than the former. A Vice-Chancellor (VC) does not successfully run a university primarily by crunching the numbers, redrawing organizational charts or applying the latest business school concepts and techniques. The key function of a Vice-Chancellor is to lead the university: to harness the social forces within it, to shape and guide its values, to build a management team, and to inspire it and others working in the university to take initiatives around a shared vision and a strategy to implement it. In short, a Vice-Chancellor should be an enabler rather than a controller (Bain, 2004 in Daramola & Amos, 2016).

Odiadi (2022) noted that the vice chancellor is the Chief Executive Officer of the university and heads academic and administrative departments. She said the VC is expected, amongst other duties, to serve on several university councils, assist with policy development, and academic planning, assist with fundraising, prepare budgets, handle external relations of the institute and is also the chief ambassador of the university. She stated that institutions have yardsticks aspiring vice-chancellors are expected to meet.

In terms of leadership qualities, Odiadi cited in Punch (2022) noted that the Vice-chancellors should possess leadership in vision, integrity, excellence, accountability, transparency, autonomy and teamwork. The vice chancellor of a university is expected to possess both high academic and sterling personal qualities to function effectively as both the academic and administrative head of learning and research-based institutions.

In terms of qualifications, Odiadi (2022) asserted that a VC must possess at least PhD in his or her chosen discipline, possess extensive academic, teaching and managerial experience; a good record of scholarship; interpersonal skills with a wide range of people; problem-solving skills; superb active listening, communication and presentation skills; ability to stand on your feet and talk to the press; ability to be collegial and professionally deal with issues; ability to network and having the top-notch administrative skill set, among others.

In terms of roles, the Vice-chancellors should bring leadership into the university system. Vice-chancellors are expected to fix the university's problems and take the universities to the promised land. VCs are expected to coordinate the human and material resources of the universities in a way that will lead to success. The Vice-chancellors are meant to fight corruption in the system and introduce accountability and transparency.

Vice-chancellors in the universities are all about co-coordinating the workers' activities and guiding them towards achieving university goals. Therefore, Vice-chancellors in the universities set the tone and culture for others to follow. As observed by Northouse (2004) an effective vice-chancellor should be able to influence his or her followers to reach the goals of the university. This then implies that Vice-chancellors are leaders and for them to be successful in their day-to-day running of the affairs of their respective universities, they need to possess certain skills, herein referred to as leadership skills.

Universities globally have the basic responsibility to provide good educational opportunities through a well-developed curriculum that aids students to obtain academic and professional competencies in selected fields, fulfil appropriate standards of academic conduct, explore a cultural interest, enhancement of cultural skills, production of manpower, advancement of technology, promotion of teaching, research and community services. The realization of these programmes and objectives lies in the quality of leadership which are the Vice Chancellors in the Nigeria context. The Vice Chancellors in the Nigerian university system is faced with a lot of drawbacks and these problems affect the

performance of the Vice Chancellors. The sustainability of university education may be said to be dependent on how the Vice Chancellors perform in terms of leadership in the implementation of university Education policy, through proper control, organization, budgeting and upholding the basic social beliefs, and values of the system to achieve its set down goals and objectives for sustainable development. Based on this submission, this paper examines the challenges Vice Chancellors of Nigerian Universities are facing.

4.0 Methodology

The objective of this article is to discuss the university vice-chancellors' roles and problems in Nigerian public universities. This paper used secondary data. The secondary data were from reputable sources such as CEON, Elsevier, Hindawi, JSTOR, IEEE, Learn Techlib SAGE, Nebraska and Springer amongst others. This research used Content Analysis in the selection and analysis of papers, journals and abstracts used for the article.

5.0 Discussion of Challenges Vice Chancellors Are Faced with in the Nigerian Public Universities

There are many challenges Vice Chancellors are facing in Nigerian public universities. Some of the problems include; shortage of funds, non-release of subvention on time, inadequate academic staff, inadequate infrastructural facilities, Integrated Personnel and Payroll Information System (IPPS) issues, political influence, strike actions and opposition from university stakeholders.

Shortage of Funds

Vice Chancellors of public universities in Nigeria are faced with the problem of the shortage of funds for the smooth administration of the universities. This submission was confirmed by Udida, Bassey, Udofia & Egbona (2009) in Ahaotu & Ogunode (2020) and Oluremi & Oyewole (2014) who acknowledge that inadequate funding is one of the greatest problems facing the administrators of higher institutions in Nigeria. Higher institutions' administrators do not have access to adequate funds for the effective running and administration of the institutions under their care. Government funding of higher education in the country has been inadequate for decades. Also, Ofoegbu & Alonge (2016) in their study established that scarcity of funds has remained a clog in the wheels of effective management of University education in Nigeria. The Universities require a large capital outlay for their operation. Underfunding and the globally depressed economy have put a task of financial responsibility and ingenuity in the area of alternative sources of funding on University administrators in Nigeria. The poor funding of public universities in Nigeria is responsible for the poor quality of education and the decay of infrastructural facilities. The inability of the government to objectively implement the UNESCO 15-20% recommendation for the funding of education in Nigeria is contributing to the poor performance of the public universities in the country. Ogunode & Onyekachi (2021) and OhiareUdebu, Sarafadeen & Abashi (2022) acknowledged that factors responsible for inadequate funding of public universities in Nigeria include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning. The implications of underfunding of public universities according to Ogunode, Abubakar & Ajape (2021) include; inadequate infrastructural facilities, shortage of academic staff, poor quality of education, brain-drain and strike action.

Non-release of subvention on time

Another problem Vice Chancellors of public universities in Nigeria are facing is the non-release of subvention on time to ensure effective university administration. The problem of non-release of subvention on time has made many Vice Chancellors secure loans from commercial banks or even borrow from labour unions within the institutions to ensure the university keeps meeting up with daily expenditures and maintenances. Many Vice Chancellors in a bid to ensure that universities under them did not collapse used their money to run the universities and then get the return back after the subvention have been released. Ogunode (2020) submitted that the poor release of subvention to universities in Nigeria has affected the university administration because funding is the only oil the universities need to carry out their key programmes.

Inadequate Academic Staff

Inadequate staff especially the academic staff is another major problem Vice Chancellors in Nigerian public universities is faced with. Ogunode, Jedge & Musa (2021) noted that Academic staff also known as faculty members are a key component of higher institutions, especially universities. The academic staff as the name implies are professionals that handle the teaching, and research programme of higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of instruction in educational institutions. The academic staff members are professional personnel in charge of teaching or lecturing in higher institutions. They are called lecturers (Ogunode, et al 2021). They are involved in three major functions in the institutions which are teaching, researching and community services. Unfortunately, many Vice Chancellors in Nigerian public universities do not have adequate academic staff to deploy for the implementation of teaching, research and community service programmes in the respective institutions. Majorities of administrators of higher institutions in Nigeria are confronted with the problem of a shortage of academic and non-academic staff. Many administrators of higher institutions in Nigeria do not have enough manpower to deploy for teaching in their respective schools. Public universities in Nigeria are faced with the problem of a shortage of academic staff (NEEDS, 2014; Ogunode, Ahmed, Gregory, & Abubakar 2020; Ogunode, Ezema & Ayoko, 2022; Ogunode & Ndayebom 2022; Ogunode, Akin-Ibidiran & Ibidiran 2022; Tolu-Kolawole, 2021). Ogunode & Okwelogu (2022) did a study and concluded that underfunding, poor manpower planning, poor motivation, government policy on the embargo, corruption (Ghost workers) and strike action are the causes of inadequate academic staff in public universities in North-central Nigeria and the implications of the shortage of academic staff in public universities according to Ogunode & Adamu (2021) include poor implementation of the teaching programme, high student-lecturers ratio, a heavy workload for lecturers, poor local and international ranking, bad international image, poor coverage of scheme of work and poor academic programme accreditation.

Gap in Infrastructural Facilities

Infrastructure facilities are very important for the implementation of the university programme. Unfortunately, many V.C of public universities in Nigeria is faced with the challenges of the infrastructural facilities gap. Ogunode (2020) defined infrastructural facilities as those facilities aiding the delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. The availability of infrastructural facilities in adequate quantities will support the effective administration of educational institutions and the inadequacies will prevent the effective administration of educational institutions. Many public universities in Nigeria do not have adequate lecture halls, laboratories and offices for both students and academic staff. Many academic and non-academic staff do not have offices and peradventure they have one is been shared by five to six lecturers. Ogunode & Ahoatu (2021) lamented how majorities of tertiary institution administrators do not have adequate facilities to deploy for the implementation of teaching, research and community service programmes in their respective institutions across the country. Ogunode & Jegede (2021) asserted that the factors responsible for inadequate infrastructural facilities in Nigerian public universities include; underfunding, increased student population, corruption, poor infrastructural facilities planning, poor supervision and inflation. The implication of inadequate infrastructure facilities in Nigerian public universities according to Ishaya & Ogunode (2021) include; poor quality of education, poor teaching and learning, low productivity, brain drain and overcrowding of lecture halls.

Integrated Personnel and Payroll Information System (IPPIS)

The integration of Nigerian public universities into the Integrated Personnel and Payroll Information System (IPPIS) of the public services has limited the administrative flexibility of Vice Chancellors of federal universities in Nigeria in the running of the universities. Before the introduction of the

Integrated Personnel and Payroll Information System (IPPIS), the Vice Chancellor of public universities in Nigeria has some power to access funds immediately and carry out some minor recruitment to fill up the manpower gap in the system. Ogunbodede told premium time (2021) that “It is unfortunate that the vice-chancellors that used to recruit the best of staff for their universities can no longer recruit the most junior staff without authorisation from several agencies of government. Over the four years of my tenure, external incursions into university administration increased by the day, a dismal signal of the possibility of total annihilation of the so-called "autonomy" of the universities. "I see ominous signs and administrative bottlenecks that not only dampen the morale of the vice-chancellors (and the principal officers) but grossly diminish the enormous developmental and innovative possibilities in these institutions...," The Academic Staff Union of Universities (ASUU) through the Zonal Coordinator of Bauchi Zone, Lawan Abubakar in Dailypost (2021) noted that on employment in the Universities, "Employment now is not in the hands of the University administration". According to him, Universities have lost a lot of staff but they cannot be replaced, because you must get approval from one office or the other. "You may have a certain staff category you want to replace, and need approval, they will say; take my list first, if you have a Vice-Chancellor that is courageous enough to say I don't need the kind of staff you are sending, they will say find a place for them”, he lamented. Ogunode & Idris (2022) observed that the integration of federal universities into the Integrated Personnel and Payroll Information System (IPPIS) has frustrated tertiary institution administrators to carry out smooth employment in the various institutions in the country. The IPPIS, according to researchers, does not recognise adjunct professors and those on sabbatical, which informed the decision of the Academic Staff Union of Universities to develop the University Transparency and Accountability Solution as an alternative payment platform. Uko, as quoted by (Punch 2022) observed that the IPPIS forced on academics is not helping matters. Ogunode et al (2022) noted that another major problem hindering the effectiveness of higher institutions' leaders is the introduction of an Integrated Payroll and Personnel Information System (IPPIS) for all the higher institutions in the country. This platform is slowing down the administrative and managerial functions of school leaders. Higher institutions are not designed to be operating in a regulated system. Higher institutions especially universities are complex and needed a flexible system to operate.

Political Influence

Nigerian higher institution administrators are also faced with the challenges of political influence in their various institutions. Ogunode (2020) submitted that another big challenge facing the administration of public universities in Nigeria is political influence. The public universities have been designed to function with political office holders or politicians in the country. The school administrators of public universities are answerable to the governing council constituted by the government to manage the affair of the public universities in the country. Ekundayo & Ajayi, (2009) opined that universities these days are not free from the hand of politics outside the university system. The government of the day, most especially in the state-owned varsities, interfere a lot in terms of the selection and choice of the chief executive, deans, departmental heads, directors of programmes and above all the selection of vice-chancellors. A situation whereby the members of the university are not free to choose who their head should be, without government intervention would not augur well for the university system. Ogunode & Musa (2022) contended that political influence is manifesting in the following ways in the administration of public tertiary institutions: employment/recruitment, the appointment of school administrators (VCs, Bursar, Registrar) planning and establishment of public universities, location of universities, the appointment of council members, expansion of National Universities Commission power and admission of students. There are many effects of political influence on the administration of Nigerian public universities. Some of them include; corruption, overconcentration, poor leadership, uneven development and poor ranking of public universities (Ogunode & Musa, 2022). The political influence of the government in the administration of Nigerian universities has led to weak leadership in the university system. Okoli, Ogbondah, & Ewor, (2016) pointed out that in an era where many key university appointments and decisions are made outside the university, meritocracy is eroded and replaced with nepotism, godfatherism, lobbying and political

patronage. This usually results in a system where the most eligible persons are often frustrated and left without promotions. The survival of the university education system is directly proportional to or to a large extent dependent on the institutionalization of autonomy.

Strike Actions

Strike actions in Nigerian public universities are a major problem facing the administration of public universities in Nigeria. The continuous strike actions by these different union groups are frustrating the administration of public universities in Nigeria (Uzoh, 2017; Romina, 2013; and Omotere, 2014). Vice Chancellors of public universities in Nigeria are limited by the strike actions. They are unable to carry out their plans and programme as planned for the university development. In the view of Ahaotu & Ogunode (2020) administrators of higher institutions in Nigeria are always facing the issues of incessant strike action by different unions in higher institutions. Labour unrest by different unions in Nigeria's higher institutions is slowing down the realization of the goals of the higher institutions as well as growth and development. Administrators in Nigerian higher institutions cannot boast of a stable academic calendar for a year without a strike by one union or the other. Many school administrators have ideas for transformation and innovation for their schools but the strike actions are not allowing them to fully apply the plans and programmes they have for their respective institutions. Research by leadership newspaper discloses that Nigerian universities have been shut down disrupting administrative activities for more than four years due to the frequent strikes embarked upon by the members of the Academic Staff Union of Universities (ASUU) and others since the return of democracy to the country in 1999. Leadership (2022) stated that the union's ongoing strike is the 16th since Nigeria's return to democracy in 1999, shutting down academic activities in public universities for a cumulative period of more than four years within 23 years, a duration that is sufficient to complete a four-year degree programme, with some strikes lasting few weeks and others for several months. The reasons for the strike actions by different union groups include according to Ogunode & Onyekachi, (2021); Ogunode Akinjobi, & Musa (2022); underfunding of the public universities, inadequate infrastructural facilities, poor implementation of the agreement reached with union groups and poor working condition. The implications of the continuous strike actions on the public universities according to Ogunode, Ugochukwu, & Jegede (2022) include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria.

Opposition from Stakeholder

Vice Chancellors of public universities in Nigeria are always faced with opposition from some stakeholders within the university community. Union groups within the universities and host communities sometimes are against the policies and programmes of the Vice Chancellors because such policies and programmes may not favour them. Some host communities decided to frustrate the Vice Chancellors because he or she is not an indigene of the state. Ogona, & Oluloe, (2022) agreed that leadership is not a bed of roses, not everyone will support or like the leader's style. Leaders must be able to deal with criticism and opposition. Since they are expected to lead people with diverse opinions and backgrounds, often in difficult circumstances, they cannot expect everyone to always go along with them (Akinkugbe, 2021). All leaders will face opposition at some point. It comes with the territory. Everyone cannot always agree with you or be happy with what you are doing even if you think what you are doing is good or is in the interest of others. Here are four things to help us better handle opposition and criticism: First, you require inner strength and conviction about your purpose and goals, because the opposition can destabilise you. Sometimes opposition can be relentless and even abusive. Leaders face criticism because their deeds and omissions affect the course of individuals who fall under their sphere of influence. They are therefore held accountable and made fun of when something goes wrong, whether or not they were directly involved. Everyone who is connected to the leader has expectations of him as well. When reality doesn't match their expectations, they fault the leader. Even though some of the expectations may not be reasonable or justified, individuals who are determined to criticize will still be able to use their right to free speech (Sergiovanni, 1992). It is the responsibility of the leader to come up with inventive solutions for dealing with the critiques.

Insecurity

Vice Chancellor of public universities in Nigeria is faced with the problem of insecurity. Nigeria as a country is faced with many insecurity issues such as Boko Haram insurgents, Bandits, IPOB and kidnappers. These insecurities and challenges have found their way into the various tertiary institutions in Nigeria, especially the universities. Ahaotu & Ogunode (2020) submitted that Nigerian higher institution administrators are also battling with the challenges of insecurity in their various institutions. Nigeria is facing numerous security challenges since the return of democracy in 1999. Many universities have been attacked which has led to the closure. The insecurities challenges in Nigeria have directly or indirectly affected the administration of higher education in the country. For instance, many students and academic staff of higher institutions have been attacked at different times resulting in their death on the campus. The higher institutions' environment is not safe for students and lecturers.

Brain Drain

Brain-drain is another problem Vice Chancellors of public universities in Nigeria are faced with. Ogunode (2020) viewed Brain-drain as the movement of professionals from developing countries to developed countries for better job offers. Brain drain is a situation whereby professional individuals are migrating from their countries to another country to seek greener pastures. Many lecturers and researchers are leaving public universities in Nigeria for other parts of African countries and Europe for better job offers and conducive working environments. This submission is agreed upon by Ahaotu & Ogunode (2020) who concluded that administrators of higher institutions in Nigeria are also struggling with the issue of brain drain in their respective institutions. Many academic staff in Nigerian higher institutions are moving out of the institutions frustrating the efforts of the administrators and managers to provide quality education. Ogunode, Ayoko & Ezema (2022) and Ogunode & Ndayebom (2022) stated that the mass migration of academic staff from the various universities in Nigeria has affected the administration of the universities because academic staff members are very important for the implementation of universities' programmes. Factors responsible for Brain-drain in Nigerian public universities include; poor motivation, an unconducive working environment, insecurity, underfunding and political interferences. The implication of brain drain in Nigerian public universities include; a shortage of lecturers, poor quality of education and a high student-teacher ratio (Ogunode & Atobauka 2021a).

6.0 Conclusion and Recommendations

This paper examined the various problems Vice Chancellors of public universities in Nigeria are facing. The paper concluded that shortage of funds, non-release of subvention on time, inadequate academic staff, shortage of infrastructural facilities, Integrated Personnel and Payroll Information System (IPPIS) issues, political influence, strike actions and opposition from university stakeholders are some of the pressing challenges the Vice Chancellors of public universities in Nigeria are faced with. To address these problems, the paper hereby recommended the following;

1. There is a need to reform the funding model of public universities in Nigeria to create an avenue to generate more for university sustainability. Globally, the accepted funding models for public universities are the combination of government funding, tuition, research grants and donor support in the form of alumni foundations etc. The Nigerian university's funding model is government inclined. This should be addressed to allow the universities to generate more money.
2. The government should release the recurrent or subventions to the universities on time. This will aid effective university administration
3. Vice Chancellors of public universities in Nigeria should be permitted to employ more academic staff for effective university administration;
4. The National Universities Commission should come up with infrastructural facilities master plan and funding programme for all the public universities in Nigeria. Abandoned projects in the

universities should be completed and more facilities provided. This will help to reduce the gaps in infrastructural facilities.

5. Public universities in Nigeria should be removed from the Integrated Personnel and Payroll Information System (IPPIS) and be granted full autonomy. This will help to eliminate the problem of political influences in the universities.
6. Government should ensure all agreements entered into with labour unions in the universities are honoured and implemented as agreed. This will help to reduce strike actions in public universities in Nigeria.
7. Stakeholders in the university system in Nigeria should be trained on how to cooperate and work with Vice Chancellors. Vice Chancellors should be trained on how to introduce changes in the university administration and still get the university community support. Vice Chancellors of public universities in Nigeria should be warned against autocratic leadership style.

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