

Comparative Leadership Styles of Accountability in the University of Maiduguri

Charas M. Tella¹, Paul, Y. Mbaya² & Shehu, M. Liberty²

Abstract

The study tries to compare leadership styles of accountability between two former vice-chancellors in the University of Maiduguri. They were Professor Abubakar Mustapha and Professor J. D. Amin from 1998-2008. The objective of the study is to explore the different styles of the leadership exhibited by the two vice-chancellors during their tenures. The methods adopted in conducting the study include the use of primary and secondary data as well as personal observation. A total of one hundred and eighty questionnaires (380) were distributed to staff targeting the entire staff population of 2880. A Purposive random sampling was employed cutting across all the categories of staff in the university and a combination of ANOVA and Statistical chi-square was also employed in the data analysis using SPSS 16. The findings revealed that there is a significant difference between Professor Abubakar Mustapha and Professor J.D. Amin in terms of administrative styles. Mustapha achieved more peace and stability on campus and J.D. Amin, achieved better manpower development and apathy to work. Lastly, suggestions were made to the authority of university among other things, that future vice-chancellors should encourage team work among members of staff.

Keywords: University system, styles of leadership, constraints of governance, Introduction

The Nigerian University system is for historical reasons largely patterned on the British model system of administration and governed by a Council and Senate. The council is the overall governing body of the University and is responsible for the administration of the affairs of the University and in particular, the control of the property and expenditure of the University.

¹Department of General Studies, University of Maiduguri. Email: charasmd1@gmail.com. Tel. +2347033074444

²Department of Public Administration, University of Maiduguri

While, the Senate is vested with the responsibility of academic affairs including the curriculum teaching, research, admission and discipline of students. The early universities in Europe and North America from which the Nigerian university system (NUS) borrowed a lot of its traditions were detached private Institutions catering largely for a privileged few. According to Okoye (1978) quoted by Olorode, (2009) there is an unprecedented public investment in the democratization of higher education.

Therefore, since the evolution and development of university education in Nigeria in 1948, led to the establishment of university College Ibadan. Prior to this period in 1943, it was the British government which set up two commissions; one was under the lordship of Justice Asquith and Rt. Hon. Walter Elliot, to consider the development of higher education in the colonies and the other to investigate the need for higher education in the west Africa as well as how the need could be met (Mellanby, 1953). Consequently, it was the Elliot commission majority report that saw the establishment of three universities in the colonies one each in Nigeria, Ghana, and Sierra-Leone. This marked the evolution of the University education in Nigeria.

Subsequently, with the increase intensity, three additional universities were also established based on the felt need in each of the three regions. These were university of Nigeria Nsukka 1960, university of Ife, 1961, and Ahmadu Bello University Zaria in 1962 which today are regarded as the first generation universities in Nigeria. While, the second and third generations universities arising from the third national development plan in 1975. These universities were established on the basis of states where there are none, and technology awakening areas. Therefore, the Universities were Calabar, Ilorin, Jos, Kano, Maiduguri, Port-Harcourt and Sokoto. While, the awakening universities were federal university of technology Abeokuta, Akure, Bauchi, Makurdi, Minna, Owerri and Yola. The Nigerian university system was conceived as the greatest strength is the fact that the acquisition and application of knowledge base is fundamental to national development. It promotes societal and personal influence, respect, and dignity and intellectuals development.

Consequently, in the last two decades as put forward by Borishade (2001) in particular, there had been over centralization of the management of the University system. This had led to a complete disincentive on the part of the University leadership. Often, the simplest of the problems was referred to either the National universities commission or the federal ministry of education to proffer solutions.

The decades spanning from 1985-1995 witness unprecedented increase in the powers of the National universities commission with the promulgation of such decrees as university managers to abandon the age long time tested academic freedom to innovate in the development of their programs. The (NUC) was virtually seen as the ultimate to be attained.

Universities exist for the acquisition, conservation and transaction of knowledge and its application to the affairs of man. The active agents are the academic staff and the students. The administrative structure only come later stage to provide the necessary base and the right type of atmosphere for the prosecution of these duties by rendering the essential services that makes teaching and learning possible. There is no doubt at all that university is different from the civil service. The inner working of the administration of a university are however, marked different from those of other types of organizations.

Due to foregoing, Adegbeta (2007) puts that university education started since the beginning of the world and began as a single community of teachers and students. Its earliest forebears include the academy of Plato and the library of Alexandria and it show a line of descent in the western world that traces the course of civilization itself. Even though the ancient Greek and Romans he continued, had a well established system of administration of higher education, the University as it is known today is a product of the middle ages. It was then the features of organized faculties and departments and the course of study emerged called university. As a result, the University as an institution, as well as the system of its administration began to undergo a lot of metaphases.

Objectives of the Study

The general objective of the study is to compare the performances of the two Vice-chancellors over a ten (10) year period in the University of Maiduguri, namely May 1998-May2003 and May 2003-May 2008;

While the Specific Objectives Are

- (i) to explore the different styles of leadership exhibited by the two Vice-chancellors during their tenures as vice-chancellors,
- (ii) to assess the level of condition of service as it relates to higher performances between the two leaderships,
- (iii) to examine how such could account for the development of the university,
- (iv) to identify the factors affecting leadership styles of accountability, and
- (v) to proffer possible solutions towards enhancing good leadership style in the University.

Hypotheses

Ho₁: There is no significant relationship between liberal leadership style and high performance

Ho₂: There is no significant relationship between autocratic leadership style and high Performance.

Ho₃: There is no significant relationship between condition of service and staff productivity.

Methodology and Method of Data Analysis

University of Maiduguri is located in Maiduguri, the Borno state Nigeria. It is one of the second generation universities established in 1975 in the defunct North-East. The University's immediate catchments areas are Adamawa, Bauchi, and Gombe, Taraba, Yobe and Borno states. These states are rich in human and natural endowments. The university at its establishment had a population of 80 staff and 560 students. Today as of the time of writing this study had a population of 3321 staff and over 38,000.00 students. In conducting this study, the researcher made use of primary, secondary data and personal observation. However, the data collected were analyzed using T-test, frequency, independent and paired T-test statistical analysis using SPSS 14. Osuala (2005) puts that T-test are essential where simple statistical analysis such as frequencies generated and computed are used in testing research questions concerning the differences between a set of observed frequencies of a sample and a corresponding set of expected sample statistics.

The study targeted the entire staff of the University of Maiduguri as put forward by Busha (1970) who opines that knowledge allows generalization to be made about characteristics, opinion, belief, and attitude on the population being studied. Lastly, in the questionnaire, Likert-type summation rating scales was used to measure the strength of opinion using the rank order scales from 1-5.

Review of Related Literature

In many civilizations around the world, authors have written on good and bad leadership and by the beginning of the nineteenth to the end of the twentieth century during the industrial revolution, the concept of leadership came to include leaders of industries. Then, the concept of leadership was more on kings and rulers. However, with the increased volumes of economic activities and the need for efficiency and effectiveness, the need arose to include leaders of organizations. Perhaps, the earliest scholarly discussion of the idea of leadership began with the greatest philosophers such as Plato as cited by Varma (1975), who wrote on the essence of leadership. According to him, leadership could be understood in the context of responsibility and authority. Authority, he stated, is inherent in the position of a person to utilize discretions and responsibility is the obligation to use authority for the purposes of transforming decision into actions. Therefore, from the interpretation we can say that leading or leadership is incomplete without authority and responsibility. It was against this background, the Machiavelli (1963) laid the foundation for contemporary work on organizational power and politics of leadership by stating that most organizations failed, because their leadership is rotten. To succeed, he stated, "right person or persons must be in the right place for the right work".

As a result of the foregoing, some associated leadership with the ability to persuade or directs without using any formal powers. While, others associated it with the formal position of the leader, the exercises of authority and the making of decisions as Stogdill (1986) stated that "leadership is the process of influencing group activities towards a goal attainment and objectives". To Onwuamaeze (2007), he puts that the trouble with the Nigerians is simply and squarely a failure of leadership and he further stated that:

What Nigerians and stakeholders were yearning for was a good and knowledgeable leadership with vision and moral high ground to set the country on the part of progress.

This postulation shows that the success of any organization like university must depend on the leadership or the manager. In line with this position, Adam Smith cited in Conger and Kanungoa, (1987) puts that "Towards a behavioral theory of charismatic leadership in organizational settings; advocated a new form of organizational structure based on the division of labor. They stated that:

"Leadership is an acknowledged component of the basic functions of management along with planning, organizing and controlling. Leadership sometimes called "Directing" or "Coordinating" the process in achieving organizational objectives."

Similarly, a German sociologist Weber (1947) translated by Henderson, and Parsons, (1971) wrote about rational organizations and initiated discussions of qualities of a leadership in an organization. He put it that a leader could be characterized in terms of the amount of direction and support that the leadership enjoys and provides to his followers. He categorized all leadership into four behavior types, these he named them as "Directing, Coaching, Supporting and Delegating. Furthermore," Fredrick, Taylor (1947) in his popular work on scientific management introduced the systematic use of goal setting and reward to motivate employees. According to Taylor, as a leader, when you applied all the principles of scientific management in an organization properly and a sufficient time is given, must in all cases produces better results. Though, this postulation by Taylor is absolutely good, but the emphasis of Taylor was more on organizational productivity and ignoring the staff welfare. Management is tasks, discipline and is also people. Every achievement of management is the achievement of a manager and every failure is failure of a manager as postulated by Tamuno (1987):

"People manage rather than forces. The vision, dedication, and integrity of managers determined whether there is management or mismanagement". Most Nigerian leaders, their choice tends to be between managing and damage. Some managers' reform, others deform. It is in this respect that the human angle to management becomes crucial.

The critical factors in the management of authority in Nigerian universities are the leadership qualities and management skills of the executive of the institutions, namely the vice-chancellor. The concept of running higher institutions should shift from administration to management as stated by Baikie, (2009).

The vice-chancellor is essentially the manager of the University and his function in the University is to ensure he operates the system in a manner to carry his constituency along. This can be achieved by running open system, promoting dialogue and arriving at consensus in decision-making. Today, most of our vice-chancellors are founded on the tripod of ethnicity, materialism, religious, cultural, god-fatherism or pressure groups he concluded.

It is against these backdrops Jega that (2009) pointed out that Nigerian universities are in many fundamental respects, presently far below standard of what a university ought to be. This, he added, has not always been so, because Nigerian universities had their glorious days of decency, respectability and intellectual prowess. Since the mid-1980s, the University system witness almost exponential, unplanned growth and development, in the context of underfunding, neglect condition of service, poor infrastructural development, dilapidated facilities and above all poor governance

The styles of leadership exhibited by each two former vice-chancellors must fall in conformity with one or both styles of leaderships. Example, the autocratic style of leadership is located solely within the province of the leader. The autocratic assigns tasks provide facilities and direction without consultation with his subordinates or individuals carrying out the work. Such leadership employs either positive or negative approaches. However, if the approaches used to stimulate and influence others are grounded primarily based on fear and force even though as put forward by Blake (1978) that; despite the short coming of autocratic leadership, it still has positive side. This is concluded on the basis of some situations where autocratic leadership may serve in terms of emergency and in cases where heterogeneous work force are involved and where the leader is wise, just and considerably in advance of the wisdom and understanding of the follower, the ideal leadership is autocratic. It does not develop among the followers a pride of accomplishment, personal development or satisfaction from self actualization

On the other hand, the democratic style of administration is where the leader would characteristically lay the problem before his or her own subordinate and invite discussion. The leader's role is that of conference style of administration, or chair rather than that of decision taker. He or she would allow the decision to emerge out of the process of group discussion, but instead of imposing it on the group as its boss, he or she applies joining style. What distinguishes this style from other persuasive styles is that there would be some situation in which each of the above styles is likely to be more appropriate than the others. This means the democratic is more appropriate under similar conditions, where the nature of the responsibility associated with the decision is such that group members are willing to share it with their leader, or alternatively the leader is willing to accept responsibility for decisions which he or she has not made personally.

However, some of the criticisms on these styles of administration particularly autocratic and democratic styles are that too much is devoted in black and white terms. This is because both the two styles of leaderships which are task oriented and relationship oriented styles are extreme, whereas in practice the behavior of many leaders varies and falls within the two styles of leaderships. This has been substantiated by the contingency theorist who suggested that the ideal leadership behavior varies along a continuum and that as one moves away from the autocratic extreme the amount of subordinate participation and involvement in decision taking increases. They also suggested that the kind of leadership represented by the democratic extreme of the continuum would rarely encounter in formal organizations like University and Military.

While the laissez faire leadership, in which the leader takes a completely hands off policy with his subordinates and would be at the other extreme of the continuum with the general leader somewhere in the middle. Therefore, such kinds of leaders are regarded as liberal. The leader attempts to pass the responsibility for the decision making to the group and gives little or no direction and allowed group members to a great deal of freedom. The decision making process with this type of leadership is slow and there can be greater deal of freedom and back passing. As a result, the tasks may not be undertaken and the condition may become somewhat chaotic. This type of leadership uses his or her power very little, that is, if he uses it at all. Subordinates under this kind of leadership have high degree of independence in their daily operations. Therefore, such leaders highly depend solely on subordinates to sort their own goals and the means to achieve these goals.

In this analysis, the researcher concurred with the democratic styles of leadership. This is necessitated by the fact that universities are operated based on committee system, this would in no doubt enhance faster growth as well as efficiency and effectiveness in the university.

Structure of University System in Nigeria

The Nigerian university system is not fundamentally established to differ from the system that operates in universities elsewhere having been evolved from the traditions of universities in Europe and America. Nayaya, (1987) posits that there is a functional body such as National Universities Commission (NUC), Joint Admission and Matriculation Board (JAMB), committee of vice-chancellors (CVC) that was established to serve as a buffer between the government and the Universities. The (NUC) is to over-see and ensure a balanced development and growth of university education and responsible for the execution of policies, funding as well as day-to-day running of the Universities. Government policies are channel to the Universities through the National universities commission. The individual Governing council initiates policies according to the respective laws of such institution and to implement such policies. The objectives of the University are very clear as defined in the law and the means by which these objectives are achieved are also clearly and categorically spelt out while, Government whether federal or state maintained the supremacy in the areas of funding as the proprietor of such university.

Thus, the assumption was that in matters of policy formulation and implementation, the organizational interest (university) is supposed to be the supreme. This is because, since the process of policy formulation in the University is achieved through complex structure from the vice-chancellor, senate, deans, and his principal officers to the head of departments. Although, the role played by the Vice-chancellor is very significant. As a result, most university laws specify that the Vice-chancellor must be competent at all times to advice the council on matters affecting finance and the policies of the University. The policies are generally accepted because they went through democratic process such is the official university system.

The University of Maiduguri is located in Maiduguri, the Borno state capital in the defunct North-East State Nigeria and the states that constitute the University's immediate catchments areas are Adamawa, Bauchi, and Gombe, Taraba, Yobe and Borno states. These states are rich in human and natural endowments. Cultural and socially, the North-East region are considered as one of the greatest meeting points of early African civilizations. Thus, the remarkable cultures of the region indicate the rich rewards in terms of higher learning and research. The cultural and social environment therefore suggests one of the major areas of academic activities of the University of Maiduguri. As of the time of the establishment of the University, there was high concentration of students graduating from schools of basic studies such as Bauchi state College of Arts and Science (BACAS) located in Bauchi, College of Preliminary Studies (SPY) Yola and Borno State College of Basic Studies (BOCOBS) located in Maiduguri all seeking admission into the Universities. The region is also well endowed with facilities for agricultural development.

The University of Maiduguri is one of the seven second generation universities established under Decree No. 83 by the Federal government in 1975 as part of the national development plan. The University took off from the defunct North-East College of Arts and Science (NECAS), located along Bama road. Since then, the University has witnessed remarkable changes and development. It started with only three faculties at its inception and five hundred students from the normal undergraduate courses. However, the University as at May, 2008 had eleven (11) faculties and seventy-two (72) academic departments and four (4) specialist researches centers namely; centre for Arid-Zone studies, centre for Trans-Sahara Studies, Centre for peace and Development Studies and University of Maiduguri Bio-technology Centre.

Constraints of Good Governance

It may not be an exaggeration to suggest that military rule had caused a number of problems, such as the collapse of public sectors, institutions, and the process of administering them. Military leaders often accused civilian administrations of corruption and indiscipline. However; the same military regimes were deeply involved in corrupt practices as military rule moved on from time to time.

The ordinary Nigerian who has a fundamental right to dignity has now become enslaved by a few Nigerians whose main interest and objectives are not only to perpetuate themselves in public offices but also to share the resources of the country amongst themselves and their children. Musa, (2001) put it that, Government invariably found itself at the centre of promoting conditions of corruption in terms of some of its policies and programs. Most importantly, government appears to have precipitated a culture of lack of accountability.

As a result, corruption and lack of accountability have become institutionalized in the public and private sectors of the nation. These have been acknowledged not only by individuals but equally among non-governmental organizations (NGOs), union leaders, students, parents, agencies, stakeholders among others. Though, some efforts were made to address these problems in the past. Example, government has increasingly focused attention on good leadership, prudence, transparency, accountability and good governance through number of ways, including establishing Code of Conduct Bureau by the Murtala Mohammed administration in 1975, Ethical Revolution by Aliyu Shehu Shagari's civilian administration in 1979, War against Indiscipline and Corruption by General Mohammadu Buhari administration in 1984, Mass Mobilization for Self Reliance, Social Justice and Economic Recovery by General Ibrahim Babangida in 1985 , Failed Bank Tribunals by General Sani Abatcha in 1994, Anti-Corruption Bill by Olusegun Obasanjo in 2000. From 2007, the administration of Umaru Musa Yar'adua, as guiding principles of his administration, made it a cardinal policy to observe rule of law to enhance public accountability and stamp out corruption and indiscipline in the Nigerian society popularly called 5points agenda. However, the present administration of President Good luck after the demise of Yar'adua came out with transformational agenda as part of his administration style.

As a result, Jackson and Robert (1982) have concluded that, such a situation in our Universities leads to conflicts, bad governance and factionalizing of the Universities along ethnic, religious, political lines. The situation appears to not only to cause decline in academic standard and productivity, and moral standard, but also has led to crises in university leadership positions. Instead of stable and institutionalized governance in our universities, a system of authoritarian rule was developed in the Universities by some of the Vice-chancellors.

Consequently, this atmosphere encouraged university staff to become purveyors of gossip and rumor mongering. Furthermore, decisions taken in the Universities have tended to disregard the due process. Sometimes, some of the Vice-chancellors came into office on the platform of pressure groups, religious groups, and tribal groups, among others. Unfortunately, so far the only apparently visible signs of accountability come from the Universities annually on two occasions. Perhaps, apart from the convocation ceremonies that informs the nation what returns it is getting from the leaders of Universities, hardly anything is heard on the management of resources other than the number of students graduating each year from our Universities. The vice-chancellors are seen only on two major occasions, this either are at the point of matriculation or convocation.

Findings/Results of the Study

The governance of educational institutions especially universities in recent time had attracted wide interest of stakeholders, staff, students, researchers as well as civil societies and it is currently subjected to more challenges than at any after time in its earlier historical periods. The key issues have been good leadership, accountability, just, fair and transparent leadership. These processes are considered to be effective means of personal commitment towards achieving organizational goals and objectives. However, evidence has shown that those charged with the responsibility of giving our institution direction and good leadership styles have only paid little attention and concern.

Comparison of leadership styles in the management of the University

A leadership 98-2003

B leadership 2003-2008

KEY. N=Number. M=Mean. P=Probability. V= Value

ANOVA, VARIATION ANALYSIS	N. V.	M.V	P. V	N. V.	M.V	P. V.
How would you rate the leadership of the two vice-chancellors in terms of effectiveness?	180	2.9556	0.05	180	3.7889	0.05
The administration of the two vice-chancellors were described as democratic	180	3.7111	0.05	180	3.8889	0.05
How would you describe the two leaderships as liberal?	180	4.2889	0.05	180	4.2667	0.05
How would you describe the two leaderships as democratic?	180	3.0226	0.05	180	4.3222	0.05
How would you describe pro-activeness in policy formulation & executions of the two leaderships?	180	2.8556	0.05	180	3.7444	0.05
How would you describe the fairness of the two Vcs in the appointment of responsibilities?	180	2.5444	0.05	180	3.9111	0.05
How would you describe the level of peace and stability achieved by the two vice-chancellors?	180	4.0556	0.05	180	3.4222	0.05
How would you describe the pro-activeness in their style of leadership?	180	2,9556	0.05	180	4.1778	0.05
How would you describe the staff apathy to work	180	2.0889	0.05	180	3.2444	0.05
How would you describe level of discipline among members?	180	3.1222	0.05	180	3.7778	0.05
How would you describe the level of accessibility of the two Vcs?	180	4.1889	0.05	180	4.1556	0.05
How would you describe their levels of transparency in the discharge of responsibilities	180	3.3333	0.05	180	4.4222	0.05
How would you describe the level of violation of laws in terms of recruitment	180	3.0000	0.05	180	2.9778	0.05
How would you rate the two Vcs in violation of procedures in terms of admission of students?	180	3.8667	0.05	180	3.8444	0.05
How would you rate the two Vcs in violation of promotion procedures	180	3.0991	0.05	180	2.9887	0.05
How would you describe the level of staff motivation	180	2.1222	0.05	180	4.2444	0.05

Testing of Hypothesis

Liberal Leadership Style and High Performance

This hypothesis was raised to test the relationship between a liberal leadership style and higher performance. Questions in tables 1, 2, 3, 4, 5, 6, 8, and 13 were used in the computation of the hypothesis; a chi square was employed in the analysis of the data.

Ho₁: There is no significant relationship between liberal leadership style and higher performance. Tests of Between-Subjects Effects dependent variables: liberal leadership

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Model	15784.700 ^a	10	1578.470	7.735	.000
Responses	177.860	4	44.465	.218	.927
Liberal leadership response	305.084	1	305.084	1.495	.230
Error	205.060	4	51.265	.251	.907
Total	7142.300	35	204.066		
	22927.000	45			

a. R Squared = .688 (Adjusted R Squared = .599)

Autocratic leadership style and High Performance

A hypothesis on autocratic style of leadership and High Performance was raised to find out the relationship between the two administrations. Question 27,28,29,30 and 35, were used for the testing of the hypothesis. Chi square was used in the analysis of the data and the result shows as follows;

Ho₂: There is no Significant Relationship between autocratic leadership style and high Performance.

Table Chi-Square Tests

	Value	df	Assumption. Sig. (2-sided)
Pearson Chi-Square	6.276 ^a	4	.179
Likelihood Ratio	6.359	4	.174
Linear-by-Linear Association	.196	1	.658
N of Valid Cases	180		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.50.

This hypothesis was raised to find out whether or not there is a significant difference between autocratic leadership and high productivity. The factors considered for measurement of performance are the policy of the leader, policy formulations and implementation, committees as well as membership of the committee etc.

Ho₃: There is no significant relationship between condition of service and staff productivity.

Chi-Square Tests 3

	Value	Df	Assumption. Sig. (2-sided)
Pearson Chi-Square	39.034 ^a	4	.000
Likelihood Ratio	41.741	4	.000
Linear-by-Linear Association	20.840	1	.000
N of Valid Cases	180		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.00.

Test Statistics (a, b)

	Housing	Provision of loans	Power Supply	Health Facilities	Infrastructure
Chi-Square	.013	.047	.120	.103	.000
Df	1	1	1	1	1
Asymp. Sig.	.910	.828	.729	.748	1.000

This hypothesis was raised to found out whether or not there was a significant difference between staff condition of service and high productivity.

The factors considered as the measures of performance are the staff training and retraining, staff promotion, infrastructural development other are provision of classrooms, laboratories, library service, water, electricity, health services, security etc. The findings revealed that there is no significant difference between the administrations of the former two VC's on provision of security, housing and office accommodation, loans, power supply, health facilities and general provision of infrastructure to both staff and students.

Conclusion

Accordingly, the big challenge was that Nigerian universities and indeed as a country had never had leaders short of knowledge and ideas to carry out responsibilities of leadership. However, what seems to be lacking was the political will to carry out these responsibilities. The two former leadership of the University of Maiduguri namely; Professor Abubakar Mustapha and Professor J. D. Amin as vice-chancellors from 1998-2008 were both described as liberal leaders. The ANOVA one way variation analysis shows that professor J. D. Amin was rated better in terms of performance than Professor Abubakar Mustapha as Vice Chancellors University of Maiduguri. However, the study also revealed that both the two leaderships had breached procedures in recruitment, admission and promotions in the University. The first two of the hypotheses have been rejected that there is no significant relationship between liberal leadership and higher performance, autocratic leadership While, the last hypothesis has been accepted that there is no significant relationship between staff condition of service and higher productivity.

Recommendations

The following were recommended:

- 1 Selection of membership on committees should be purely based on member achievements or merits than on individual personality, sex, ethnic or tribal, religion. This is to encourage and facilitate objectivity, efficiency and effectiveness.
- 2 The University of Maiduguri leadership should encourage team-work among members of staff and be proactive in the discharge of responsibilities without fear or favor.
- 3 There should be fairness, justice and transparency in the appointment of responsibilities. The interest of the unit, department, faculty as well as the entire university of Maiduguri should be above any individuals or group.

- 4 The University should encourage the use of committee system and implement its decisions evenly and promptly.

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