

MANAGEMENT OF HIGHER EDUCATION SYSTEMS



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Edited by
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Management of Higher Educational Systems

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DEDICATION

This book is dedicated to Hon. Barr. Venatius A. Ikem as an epitome of truth, for it is this truth that is required for the continuous maintenance and survival of higher education systems.

PREFACE

The management of Higher Education Systems has continued to suffer from plethora of concerns and issues, cardinal amongst them, is the application of conventional administrative strategies and leadership patterns, sometimes without appropriate modifications so much so, that the management effectiveness of higher education systems is gradually being eroded. This is evident in the increasing distasteful gamut of multidimensional outcomes arising from the used of dogmatic and stereotype variants of managerial principles or nothing at all, in the circumstance. Given this premise, there is an urgent desire to rejig and re-engineer learning experiences that will culminate into dynamic, goal oriented and robust management packages for higher education systems with results for global acclamations, thereby, charting new directions to fill this existing gap in the management of higher education systems in Nigeria.

With humility, I introduce to you this book titled: **Management of Higher Education Systems**, a collection of well-researched essays. The essays in this book promises to deliver on the deliverables of its raison d'être of job specifications and management dynamics of higher education landscape, reflecting on the global realities. This is because scholarly evidences abound, to proof that looking into the National Universities Commission's Bench Mark Minimum Academic Standard (BMAS) of the curriculum for Educational Management as a discipline, it is obvious, that the BMAS has fallen short of global expectations and appears to be revolving within neo-colonial conventional administrative theorizing, with little or no emphasis on the practical demonstration of acquired skills, competences and capabilities for trained educational administrators, to deal with peculiarities of the moment, especially in the developing world. This felt need pushes for a paradigm shift in our curricula endeavours. It is even worse off, when experiences have continued to show, that there are deficiencies noticeable in the understanding of job requirements of educational managers of higher education systems in Nigeria.

It is this gap therefore, that the current effort is geared towards building this literature which seeks to address this lacuna by re-chiseling and retooling educational management practices through equipping this sophisticated discipline with up-to-date information and knowledge that will enhance the full optimization of the job specifications, of higher educational managers, to bring into a perfect nexus of the man, job and social milieu. It is also in public domain, that managers of higher educational systems with such limitations are very often left with no option than to resort to on-the-job training by bureaucrats, who are in themselves their acolytes ab-initio and who sometimes take over leadership of the organization, owing to the existing gaps that manifest in the knowledge of educational managers, thereby reducing substantive higher education executive head to a titular head or at best ceremonial heads.

This book brings together articles and chapters to be published in these directions by researchers, policy makers and practitioners to re-inform, reeducate and reorient higher educational managers on their job expectations. The volume also offers a rich and relevant literature of the dynamic state of higher education in global perspective. While this publication will be freely available online, the essays in this volume are carefully selected and they will provide a basis for thematic and analytical perspectives on the concerns of management of contemporary higher education systems.

The book is divided into twelve thematic sections with each addressing the demands of its Kernel, as it is reflected in Historical development of higher education systems and its organs, Globalization of higher education, Internationalization and the labour market, Funding of higher education systems, Proliferations of higher education systems, Corruption in higher education systems and the deterioration of its estate, Internationalization and massification, Politics and leadership in higher educational systems, Academic freedom and access to higher education, Academic planning and affiliation relationship of higher education systems, Conflict management in higher education systems, Research and training in higher education systems and Inclusivity in higher education.

Another striking feature of this book is in its efforts at globalizing the curriculum of management of higher education and providing opportunity for scholars with different shades of opinion even on same issues but from different perspectives with the hope that it will guarantee overall effectiveness in the management of higher education systems. I recommend this book to all with passion for the management of differentiated

higher education systems, and invite you to this intellectual feast prepared so deliciously like a meal for the gods.

Finally, let me reflect on what may appear to be an aberration in this context, by appreciating all authors who had found time to respond to this academic calling by their various chapter contributions. This singular act is in itself enough justification as show of interest and further demonstration of your continuous determination to address gaps in Nigerian educational landscape. Similarly, my gratitude is equally extended to all members of my editorial team for their thoughtfulness and very constructive criticisms which have shaped these scholarly presentations thereof. May the Almighty God continue to enrich the contents of your cerebrum most intellectually, for the benefit of man but to His glory.

Professor John A. Undie *FNAEAP, KSM*
Editor in-Chief

FOREWORD

It is with great pleasure for me to write the foreword to the book, *Management of Higher Education Systems*, which is an edited volume put together by scholars and researchers from various professional categories of learning. The authors of the various chapters are erudite scholars in their various disciplines and their academic inputs in this book have made this volume distinctive and an authoritative source of knowledge.

Management of Higher Education Systems is segmented into thirteen sections and presented in One hundred and four chapters, contributed by One hundred and ninety-one authors from across the states of Nigeria. The arrangement of the book is in the following order.

- Section A: Historical development of higher education systems and their governance structure in twenty-one (21) chapters
- Section B: Globalization and internationalization of higher education systems and the labour market in fourteen (14) chapters
- Section C: Funding of higher education systems in eight (8) chapters
- Section D: Proliferation of higher education systems in three (3) chapters
- Section E: Corruption in higher education system and the determination of its estate in ten (10) chapters
- Section F: Internationalization and massification in higher education systems in seven (7) chapters
- Section G: Politics and leadership in higher education systems in eighteen (18) chapters
- Section H: Academic freedom and access to higher education system in nine (9) chapters
- Section I: Academic Planning and affiliation relationships of higher education systems in thirteen (13) chapters
- Section J: Conflict management in higher education systems in one (1) chapter
- Section K: Research and training in higher education systems in five (5) chapters
- Section L: Supervising agencies in higher education systems in one (1) chapter
- Section M: Inclusivity in higher education systems in two (2) chapters

The foregoing amply reflect the theme of the book and sufficiently represent the research focus and output of the volume. I must therefore commend the creative and innovative disposition of the editor in coming up with this book. I should also like to acknowledge the authors for succinctly espousing management of higher education issues in both content and context. The editorial prowess is similarly impressive; as evident in content selection, organization and sequencing, expression, lucidity and flow of language as well as eyes for details over mechanical accuracy. The book passes for smooth reading and easy to understand.

Undoubtedly, the book is a major attempt at solving the challenge of dearth of textual materials with local content in educational management. I therefore heartily congratulate the authors for this profound contribution to scholarship and strongly recommend it to students, teachers, researchers, other theoreticians and practitioners in educational management for its inestimable value.

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