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QUALITY LEADERSHIP AND EFFECTIVE ADMINISTRATION OF TERTIARY INSTITUTION

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ABSTRACT

This study looked into quality leadership and effective administration of tertiary institutions. Leadership in the tertiary education system like every other organization is pertinent for the results or consequences in terms of goal attainment. Thus, leadership in every organization matters a lot. The tertiary education system is not an exception to that incontrovertible fact, the success or failure of any organization is highly dependent on the quality of its leadership. Hence, this study examined quality leadership and effective administration of tertiary institutions. The work specifically looked at the concepts of quality, leadership and quality management and effective administration. Also, the roles of school leadership, higher education in Nigeria, higher education leadership quality and the roles of academic leadership was dully and exhaustively discussed. This study looked into quality leadership and effective administration of tertiary institutions discussed. The study concluded that in fashioning out leadership requirements and qualities, consideration should be given to theoretical propositions of what qualities make an effective leadership and to vision and mission of the institution. Once done, it will constitute a standard of minimum qualities necessary for selection of a Vice-Chancellor and the evaluation of his or her performance.

Keywords: Quality, Leadership, Administration, Tertiary Institution, Education.

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INTRODUCTION

Education is a means of development for every society; it aligns the way of life of individuals through the process of teaching and learning in a formal school system. Education is the basic right of people who can financially acquire it; it ensures a safe, healthy, economical and a

developed world (Ololube, 2018). Education serves as a great force in determining both the mode of life that an individual lives as well as the socio-economic, political and cultural advancement of the society. In recognition of the need for education, the federal government of Nigeria National Policy on Education (2014) noted that education is “the development of competent workforce through the acquisition of practical life skills relevant to the world of work as a veritable means of developing sound intelligent learning societies, fit for and relevant to the 21st century.

Challenges include the leadership, the educational environment, policy formulation, policy implementation to mention but a few. Nigeria, like other countries of the world have attempted to articulate goals for the achievement of education in Nigeria as stated in the FGN National Policy of Education (2014) section 1, sub-section 6 as 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 educational opportunities for all citizens at all levels of education, within and outside the formal school system, inculcation of national consciousness, values and national unity and development of appropriate skills, mental, physical and social abilities and competences to empower the individual to live in and contribute positively to the society.

Leadership in the tertiary education system like every other organization is pertinent for the results or consequences in terms of goal attainment. Thus, leadership in every organization matters a lot. The tertiary education system is not also different; hence, the success or failure of any organization is highly dependent on the quality of its leadership. The art of leadership is a kind of social engineering that is complex and difficult to grapple with, it is a concept that many like to be associated with but very few can really cope with. How so often people appreciate to be referred to as leaders. Even the youths are usually happy to be called leaders of tomorrow. In almost all the cases, it appears that many do not understand the true concept of leadership. Societies are usually influenced by the qualities of available leaders. No society, therefore, can rise above the level of its leaders. The American society, for example, is a reflection of the quality of its leaders. While one is often referred to as God’s own country the other is popularly known as a country whose resources have been grossly mismanaged by its leaders resulting in great deprivations and sufferings for its inhabitants.

Quality leadership in the universities is a critical factor for comprehensive productivity and economic growth, based on technical advances that demand more skilled and qualified graduates. Quality leadership is a recent phenomenon which has four main components; quality planning, quality control, quality assurance and quality improvement. In this prospect, leadership skills serve as a driver to the management of input, processes and output. The university administration ensures that there is high quality student intake, which involves admitting qualified students into various disciplines; recruitment of qualified faculty, which entails hiring the most qualified staff both academically and professionally, provision of high quality infrastructural facilities, which has to do with availability of new technological devices, well equipped library and laboratory resources etc. quality leadership and improvement in university system are usually seen as a measure of general efficiency, effectively and performance of any institution. It simply means quality of output, and observance of standards, lack of grievance and customer contentment. The performance of undergraduates is considered to be the cornerstone of any economy. It is crucial therefore that these universities put in the best to maintain quality leadership processes for the survival of their system.

Performance is all that matters to the wider society; it is determined by quality of students admitted, quality of academic staff, quality of infrastructure, quality of curriculum content and curriculum institutional delivery applied and availability of fund. The application

of quality leadership is made to support universities achieve their various visions and missions through the development and implementation of academic program that meet national and international standards. It is also made to provide guidance in the development and implementation of internal and external quality assurance procedures and practices that make quality of academic programmes to meet standard expected by stakeholder's needs. The fact that the general public are becoming increasingly dissatisfied with university education that is currently provided. They complain that their students are unable to register for courses because sections are full, many courses are not taught by faculty but by graduate assistants. There is a total lack of training for professors in pedagogical and learning processes, there is lack of access to faculty and haphazard teaching. These are systematic problem that are difficult to change globally. However, an application of quality leadership in the universities could significantly improve university education and satisfy the stakeholders.

Based on the foregoing, it is very pertinent to note that without quality leadership, quality management will be an exercise in futility or a mere talk. The quality of leadership in an organization be it religious, social, business, education, military or otherwise determines to a large extent, the success or failure of that organization. This is because a strong and good leader equipped with quality management approaches will efficiently and effectively harness these resources to improve, maintain and manage quality in educational administration starting from the chancellor, pro-chancellor, vice chancellor, faculty and heads of department, lecturers and non-academic staffs.

Performance is all that matters to the wider society; it is determined by quality of students admitted, quality of academic staff, quality of infrastructure, quality of curriculum content and curriculum institutional delivery applied and availability of fund. The application of quality leadership is made to support universities achieve their various visions and missions through the development and implementation of academic program that meet national and international standards. It is also made to provide guidance in the development and implementation of internal and external quality assurance procedures and practices that make quality of academic programmes to meet the required standard. However, for universities to attain excellence, maintain and achieve desired objectives, quality leadership, personnel should be placed on the upper echelon of the organization well motivated, salaries paid regularly, conducive teaching and work environment, accommodation, training and retraining programmes so they can renew their skills. No university is superior to its teaching staff.

Hence, quality leadership of human resources is an added advantage in attainment of educational goals which brings about efficiency and effectiveness of the system. Similarly, it is vital to note that management of these resources can only be attained when buildings that are unsafe or unsuitable for modern educational purposes and processes are replaced by safe and modern ones. Leaders are expected to possess skills needed for planning, building programmes, architectural design and construction.

CONCEPTUAL CLARIFICATION

Quality

The concept of quality connotes a variety of meanings and implies different thing to different people. However, despite the importance attached to the concept of quality, this is a word that is not easily defined. Today, the word or term quality is seen as an essentially contested issue to which competing voices and discourses attribute such as beauty, goodness, expensiveness, freshness and above all luxury. According to Huselid (2005), quality is defined as a dynamic state associated with products, services, processes, people and environments that meets or

exceeds expectations and helps produce superior value. Defoe and Juran (2010) in Knowles (2011) saw quality as fitness for purpose. The concise oxford dictionary defined quality as the degree of excellence. The British standard institutions in Knowles (2011) said it is the totality of features and characteristics that bear on the ability of a product or service to satisfy a given need.

Feigenbaum too in Knowles (2011) opined that it is the total composite product and service characteristics of marketing, engineering, manufacture and maintenance through which the product and service will meet the expectations of the customers. Knowles (2011) stated that it is a measure of excellence or state of being free from defects, deficiencies and significant variations. It is brought about by strict and consistent commitment to certain standards that achieve uniformity of a product in order to satisfy specific customer or user requirements. Conway in Knowles (2011) viewed quality as the result of the development, manufacture, administration and distribution and consistent low-cost products and services that customers need and want. Fred in Knowles (2012) defined quality as performance to the standard expected by the customer; providing our customers with products and services that consistently meet their needs and expectations.

The U.S. Department of Defence in Knowles (2011) stated that it is doing the right thing right the first time, always striving for improvement and always satisfying the customer. Knowles (2011) defined quality as a dynamic state associated with products, services, people, processes and environments that meet or exceed expectations. However, quality changes with time and circumstances; it applies not just the products and services provided, but also the people and processes that provide them and the environments in which they are provided. In general, quality is one which satisfies customer needs and continuously keeps on performing its functions as desired by the customers as per specified standard (Murad & Rajesh, 2010). Maduewesi (2005) opined that quality in education is a multidimensional concept, which should embrace all functions and activities; teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and academic environment.

Abubakar (2003) viewed quality as something that is special or that which distinguishes a person or thing from another. Crosby in Knowles (2011) noted that the four absolute features of quality can be summarized as follows:

- Quality has to be defined as conformance to requirements not as goodness or excellence,
- The system of quality is prevention, not appraisal or inspection,
- The performance standard is zero defects, not “that’s close enough, and
- The measurement of quality is the price of non-conformance or the cost of quality, not quality indices.

Garvin in Anyamele (2004) identified five (5) principal approaches for looking at quality. For researcher, quality may be as follows;

Transcendent: quality is achieving or reaching for the highest standards as against being satisfied with the sloppy or fraudulent. Quality is a simple, unanalyzable property we learn to recognize only through experience.

Product-based: quality refers to the amount of unpriced attributed contained in each unit of the price attribute.

User-based: it is seen as the capacity to satisfy wants. “In the final analysis of the market place, the quality of a product depends on how well it fits pattern of consumer preferences”.

Manufacture-base: it is the degree to which a specific product conforms to a design or specification.

Value-base: here quality is seen as the degree of excellence at an acceptable price and control of variability at an acceptable cost.

Lillrank in Anyamele (2004) added two more attributes to Garvin’s five. They are;

Competition-oriented: this definition assumes that it is the quantity of each product and component to be as good as that of any competitor. Its demerits is that it puts the company in a position where it must emulate its competitors.

Environment-oriented: quality here includes the prerequisite that a product must be planned, bearing in mind the requirements of law and ecology.

In the same way, Madu in Anyamele (2004), believed that quality is a major factor in achieving competitiveness. In other words, company perspective means identifying the main elements of the quality approach the company has adopted to meet the competitive challenge. He however, concludes that in today’s advance markets whose size and number are growing consumers have a greater say and occupy an increasing high position in the need pyramid where the quality of products and services are considered a prerequisite for the quality of life.

Harvey and Green in Anyamele (2004), distinguished definitions of quality that are relevant to the issue of quality assurance (QA); as values for money, as fit for the espoused purpose and as to transformation;

Quality as value for money: a quality institution is that which satisfies the demands of public accountability. It provides for example graduates for fewer public resources, more peer-reviewed publications per capital of academic staff.

Quality as fit for the purpose: in this view the “purpose” is that of the institution. Universities have many purposes, with teaching and research among the most important.

Quality as transformation: teaching in the universities transforms students’ perception of their world and the way they go about applying their knowledge to real world problems. It also transforms teachers’ perception of their role as teacher and the culture of the institution itself.

Frazer, also in Anyamele (2004) supported the view that accountability is one of the reasons for concern for quality in higher education. He is also of the opinion that quality in higher education is important because universities must be accountable to society, to employees and to each other. Above all, the researcher sees quality as something that is perceived by a customer and can change overtime i.e., what is considered quality today, may not be good enough to be considered quality tomorrow.

Leadership

The concept of leadership has brought about a lot of reactions among scholars over the years. Many studies have been carried out in this field of study depending on areas of interest and purpose. That made different scholars to come up with different definitions of leadership. Leadership has as many and varied definitions as scholars and researchers who have studied the concept. This implies that there is no stereotype in the definition of leadership. As a concept it has no definite definition. Yukl (2002) confirms that the definition of leadership is arbitrary and very subjective.

Leadership is the process of influencing group activities towards goal setting and goal achievement (Chambers, 1997). It is the process by which an individual or group of people motivate others to achieve a goal (Lumen, 2019). Lumen further defined it as a relationship between followers and those who inspire and provide direction for them. He actually said it involves emotional ties and commitment. The implication of this definition is that there must be something about leaders that endears them to their followers. Peretomode (2003) sees them as traits. Consideration of leadership along the line of this definition has given rise to the trait theory of leadership. Trait theory therefore sees leadership as a process where people with certain outstanding and peculiar characteristics are able to determine the pathway that the other people (who supposedly do not possess those qualities) called followers must take. Meanwhile, leadership is also defined as the process of influencing others to achieve results (Armstrong 2012). Armstrong in this definition accentuates the foregoing opinion which in summary puts the onus of the activities of people in an organization on leadership. The assertion that leadership inspires people to do their best places the credit for people's best performance on the inspiration from the leadership.

Conversely, where the people fail to do their best or even perform at their worst, it is invariably because leadership has failed in its responsibility of inspiring them. Voluntary participation means that followers are neither forced nor coaxed to contribute their effort. According to Cox (2002), there is no manipulation in leadership hence, leadership is a process of providing a suitable environment and influencing people to strive willingly and enthusiastically towards the achievement of group or organizational goals (Amah, 2006).

Leadership is also defined as a process of guiding and directing the activities of a certain group of people towards the attainment of set objectives (Koko & Nwiyi, 2006). Leadership as a process of influencing the activities of an organized group towards goal setting and goal achievement. For Okoroma (2000), Leadership is the force needed to translate human and material resources into effective utilization. Nwankwoala (2016) opined that leadership involves ensuring that the organizational policies, decisions and programmes are adequately implemented. When policies and programmes are made without proper implementation, it shows the inefficiency of leadership. According to her, a leader must have foresight of impending setbacks of the organization and as such try to prevent it.

Leadership requires fairness, sincerity and selflessness. In her further explanation, leadership involves striving to influence people to do what they ought to do in order to attain a planned goal. It entails motivation of followers towards the satisfaction of their individual needs as well as those of the organization. Peretomode (1991) views leadership as an ongoing process or activity engaged in by certain persons in an organization. According to Oku et al. (2008), leadership is the driving force that propels an organization to its goal.

Leadership is also seen as the position of a leader. Academic leadership can then be used in referring to an individual or group of people who are responsible for the improvement of teaching and learning (Guido, 2018). These persons are the members of the university senate: Deputy Vice Chancellor Academic, Faculty Deans, Heads of Departments whose activities involve curriculum design and implementation, course allocation, resource provision and management (Saroyan et al., 2011). This researcher defines leadership as the

creation of a collaborative atmosphere where men and women are convinced to contribute their efforts towards the realization of a vision that is clearly for the common good of all stakeholders.

Leaders are keys to the sustenance and advancement of institutions. There is nothing that happens in higher institutions for which leaders should not receive credit (if it is positive); neither can be absolved of blame if it is negative (Ololube, 2018). That being the case, leaders can be said to be contributory to job satisfaction among their subordinates. Of prominent interest then is the degree to which academic leaders are able to create job satisfaction among lecturers. Leadership is the creation of a collaborative atmosphere where men and women are convinced to contribute their efforts towards the realization of a vision that is clearly for the common good of all stake holders.

Leadership has as many and varied definitions as scholars and researchers who have studied the concept. Given that this topic is not an exhaustive literature on leadership, attempt is made to bring in some definitions especially as it relates to the topic of discourse. Yukl (2002) confirms that the definition of leadership is arbitrary and very subjective. He therefore identified three dimensions as basis for a working definition, namely, influence, values and vision. Stogdil (1950) as cited in Okorie (2009) defines it as a process of influencing group activities towards goal setting and goal achievement. Chambers (1997) as in cited in Hoy and Miskel (2008:419) says "is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. From the foregoing definitions of leadership, it means that leadership involves people, with one person influencing others positively with a view to achieving stated group. It is not the use of force to get the best out of people.

Quality Management/Effective Administration

Quality management is a recent phenomenon but critical for an organization. Civilizations that supported the arts and crafts allowed clients to choose goods meeting higher quality standards rather than normal goods. In societies where arts and crafts are the responsibility of master craftsmen or artists, these masters would lead their studios and train and supervise others. The importance of craftsmen diminished as mass production and repetitive work practices were instituted. The aim was to produce large numbers of the same goods. The first proponent in the US for this approach was Eli Whitney who proposed (interchangeable) parts manufacture for muskets, hence producing the identical components and creating a musket assembly line. The next step forward was promoted by several people including Frederick Winslow Taylor, a mechanical engineer who sought to improve industrial efficiency. He is sometimes called "the father of scientific management. He was one of the intellectual leaders of the Efficiency Movement and part of his approach laid a further foundation for quality management, including aspects like standardization and adopting improved practices.

Henry Ford was also important in bringing process and quality management practices into operation in his assembly lines. In Germany, Karl Benz, often called the inventor of the motor car, was pursuing similar assembly and production practices, although real mass production was properly initiated in Volkswagen after World War II. From this period onwards, North American companies focused predominantly upon production against lower cost with increased efficiency.

Walter A. Shewhart made a major step in the evolution towards quality management by creating a method for quality control for production, using statistical methods, first proposed in 1924. This became the foundation for his ongoing work on statistical quality control. Edwards W. Deming later applied statistical process control methods in the United States during World War II, thereby successfully improving quality in the manufacture of

munitions and other strategically important products. Quality leadership from a national perspective has changed over the past decades. After the second world war, Japan decided to make quality improvement a national imperative as part of rebuilding their economy, and sought the help of Shewhart, Deming and Juran, amongst others.

Edwards W. Deming championed Shewhart's ideas in Japan from 1950 onwards. He is probably best known for his management philosophy, establishing quality, productivity, and competitive position. He has formulated 14 points of attention for managers, which are a high-level abstraction of many of his deep insights. They should be interpreted by learning and understanding the deeper insights. These 14 points include key concepts such as:

- Break down barriers between departments,
- Management should learn their responsibilities, and take on leadership,
- Supervision should be to help people and machines and gadgets to do a better job,
- Improve constantly and forever the system of production and service, and
- Institute a vigorous program of education and self-improvement.

In the 1950s and 1960s, Japanese goods were synonymous with cheapness and low quality, but over time their quality initiatives began to be successful, with Japan achieving high levels of quality in products from the 1970s onward. For example, Japanese cars regularly top the J. D. Power customer satisfaction ratings. In the 1980s Deming was asked by Ford Motor Company to start a quality initiative after they realized that they were falling behind Japanese manufacturers. A number of highly successful quality initiatives have been invented by the Japanese. Many of the methods not only provide techniques but also have associated quality culture, i.e. (people factors). These methods are now adopted by the same western countries that decades earlier derided Japanese methods.

Customers recognize that quality is an important attribute in products and services. Suppliers recognize that quality can be an important differentiator between their own offerings and those of competitors (quality differentiation is also called the quality gap). In the past two decades this quality gap has been greatly reduced between competitive products and services. This is partly due to the contracting (also called outsourcing) of manufacture to countries like China and India, as well internationalization of trade and competition. These countries, among many others, have raised their own standards of quality in order to meet international standards and customer demands. The ISO 9000 series of standards are probably the best-known International standards for quality management (Hagerty, 2013).

Customer satisfaction is the backbone of quality management. Setting up a million-dollar company without taking care of needs of customer will ultimately decrease its revenue. There are many books available on quality management. Some themes have become more significant including (quality culture, the importance of knowledge management, and the role of leadership in promoting and achieving high quality. Disciplines like systems thinking are bringing more holistic approaches to quality so that people, process and products are considered together rather than independent factors in quality management. The influence of quality thinking has spread to non-traditional applications outside of walls of manufacturing, extending into service sectors and into areas such as sales, marketing and customer service (Paul, 1998).

The Roles of School Leadership

Effectiveness, efficiency and quality are rather arbitrary terms when applied to schools since there is no specific theory to explain what exactly constitutes an effective and efficient school. Nevertheless, various researchers have identified leadership and its development to be

a factor of crucial importance for a school's effectiveness and improvement (Bush, 2008; Harris, 2005, 2010; Hargreaves, 2009; Hargreaves & Fink, 2008; Leithwood et al., 2004; Middlewood, 2010; Moolenaar et al., 2010). Indeed, it is the quality of leadership that secures the long-term improvement of schools as well as their harmonious and effective functioning, making the school principal's personal vision a vital factor in the achievement of school goals. Various researchers (Hallinger & Heck, 2004; Harris, 2005, 2010; Leithwood et al., 2004; Southworth, 2002) agree that school improvement requires the coordination of distributed action and a strong commitment, and that this is best imparted to school leaders through training and appropriate policies.

In particular, Harris (2005:74) indicated that, irrespective of the degree of investment in school leadership among countries, "leadership and leadership development feature both prominently and centrally in their educational policy" in the majority. Hence, the school leadership plays a key role in the managerial process, in order to promote school interests and goals within the system, to create knowledge, to produce effective networks and to enhance collaboration. Certainly, the establishment of an effective development and lasting improvement within the system requires both knowledge and the provision of appropriate information two essential elements that bridge the gap between the vision of the ideal scenario and the reality.

School leadership is associated with personal qualities such as communication skills, school vision and values, motivation, innovation and creativity (Bush, 2008; Harris, 2005; Saiti, 2009b). Thus, school leadership is a determinant factor that promotes school quality as it entails influence in social processes and satisfactorily achieves the goals and the vision of a sustainable innovative system (Bush, 2008, Creech, 1994; Fullan, 2006; Yukl, 2002). Within this perspective, "effective human resource planning coupled with procedures for recruitment and selection are among the essential features of school leadership development, in the pursuit of education quality (Mullins, 1996:764). Thus, in order to enhance the quality in school leadership, the use of high-performance work practices which include "comprehensive employee recruitment and selection procedures, extensive employee involvement and training, and the improvement of knowledge, skills and abilities of both current and potential employees are of particular importance as they have a positive impact on school performance (Huselid, 2005:121).

At a time when several researchers such as Clarke (2006), Harris (2005, 2010), Hargreaves (2009), Hargreaves and Fink (2008) and Whitaker (2003) have identified the role of a school leader to be an evolving one (since it demands ever greater responsibility and becomes increasingly complex) the effective staffing of school leader positions continues to be a major challenge in a number of developed countries as it becomes more difficult to find and retain quality school leaders and hence to secure the quality of educational output. The absence of an appropriate selection process for the principalship inevitably reduces the likelihood of attracting and appointing applicants with the appropriate credentials, thus, hindering the school's quality— a challenge that public education faces today.

Higher Education in Nigeria

Nigeria as a country is naturally endowed with large population, the vast population require skilled manpower to run the economic need of the country's people, and these skills needed can only be trained by the higher education system of the country, especially the university system (Dauda, 2010; Knowles et al., 2011; Pathik et al., 2012). Therefore, the university systems and higher education systems responsible for providing the manpower need of the country have to have sufficient human resource (HR) at its disposal in order to be able to meet the HR requirement of the nation in general. This is calls for proper administration and

management of university systems and higher education system in realization of the importance of the administration and management in higher education system in Nigeria (Modebelu & Joseph, 2012).

Higher education in Nigeria implies the kind of education offered subsequent to secondary education in dedicated institutions such as universities, colleges of education, polytechnics, monotechnics and other allied and specialized institutions (Halstead, 1974; Modebelu & Joseph, 2012). According to Modebelu and Joseph (2012), they further described higher education in terms of the goals it seeks to attain and the function of it in national development. They stated categorically that: “higher education contributes to manpower training, local capacity development, intellectual development, advancement of scholarship and community development and promotion of interaction between national and international understanding (Halstead, 1974; Modebelu & Joseph, 2012).

From the forgoing, higher education is the kind of education responsible for professional and skilled development of the population for the purpose of growth and development. Higher education in Nigeria and like any other country is mainly intended for the development of technocrat and the high-manpower that will be responsible for the operations of the wheels and machines of the economy. The wheels of economy of a country refers the production, agriculture, manufacturing, health and service sectors, these are sectors responsible for the continuous advancement of the country and these sectors are people driven. They are sectors that work in rotations with one another to make a possible country hood.

These people are the human resource of country and they are to be trained and developed by the higher education system of the country; and in the long run a significant percentage of these people trained will have to return back to higher education system as human resource inputs for the system (Clancy & Goastellec, 2007; Pathik et al., 2012). On this note, the importance of higher education in a country such as a Nigeria cannot be overemphasized in the light of its vital importance in Human Resource Development (Dauda, 2010; Ekundayo & Ajayi, 2009; Oyewole, 2009).

Higher Educational Leadership Quality

The foregoing discussion establishes the strategic place of higher educational leadership with its quality in institutional outcome and effectiveness. Hence, the quality of higher education leadership; Provost, Rector or Vice-Chancellor– is said to be very important in the management of the institution and achievement of goals (Baikie, 2005). Greater responsibilities are even bestowed on university leadership by the demands of autonomy, globalization and knowledge-based economy. Amidst the expectations, a highly qualified leadership should be chosen. In fashioning out leadership requirements and qualities, consideration should be given to theoretical propositions of what qualities make an effective leadership and to vision and mission of the institution. Once done, it will constitute a standard of minimum qualities necessary for selection of a Vice-Chancellor and the evaluation of his or her performance.

More importantly, there are several studies dealing with organizational effectiveness with leadership qualities and characteristics that matter being isolated but very few on higher educational leadership qualities and institutional outcome or effectiveness. Borrowing from findings from those studies, the following trends can be discerned. First, personality characteristics; age, emotional stability, extroversion and dependability are frequently mentioned as qualities of leadership and are found to be positively related to organizational effectiveness. But questions of where and how each contributed to leadership quality and organizational effectively are seldom answered. Second, experience on the job,

communication ability, knowledge and qualification of the job, tend to affect the quality of leadership. While additional qualification beyond first degree may not make a difference in leadership quality in non-academic institution or organizations, it is important for a higher educational leader to obtain a higher degree, especially where it is a prerequisite for promotion to higher rank professorship. Finally, administrative and leadership skills and behaviors interpersonal relations, management of self, administration and communication–are important to effective leadership and organizational effectiveness (Brown, 2004).

But what appear as job description of an HE institutional leadership can be found in the act, edict or statute establishing the institution. For example, a vice-chancellor in a Nigerian Federal University is expected to:

- draw up development plan, formulate specific guidelines in respect of annual work plans and arrange for the implementation of the plan and guidelines;
- arrange for teaching, research and moral education;
- draw up plans for internal structure, nominate candidates for the posts of Deputy Vice Chancellors, and appoint and remove Heads of Department of the University;
- appoint and dismiss teachers and other workers of the university, subject to the approval of the governing council;
- keep control of the school roll;
- give reward and punishment to students;
- draw up and implement the fiscal budget;
- protect and manage the property, lawful rights and interests of the university;
- provide information on the proper planning and management of the university to the Governing Council and the Commission;
- prepare and submit a comprehensive report and audited account to the visitor through the Commission;
- cause an annual review of each academic member of staff, the result of the review including independent assessment by the students taught by the staff to be filed with the Governing Council for the purpose of determining the tenure of staff; and
- perform other duties provided for in the statute of the University; and other provisions of this Act (University of Maiduguri, 1985).

Going by the stated roles, the vice-chancellor is no less expected to provide strategic direction and leadership. Moreso, it is recognized that the academic landscape of HE institution is one in which momentous changes and challenges are occurring. Also, the roles and functions of the university in general, suggest that the leadership responsibilities of the vice-chancellor are in three fronts: administrative leadership, academic leadership, and community leadership. As an administrative leader, he/she is responsible for organizing, identifying, prioritizing, facilitating and coordinating opportunities within and outside the university. At the same time, along the principles of strategic planning, he or she is responsible for identifying the strength of the institution, the weaknesses, the immediate and potential opportunities as well as all the internal and external threats to the institutional growth and advancement.

On the academic leadership, they are expected to promote scholarship, ensure quality of curricula, ensure adaptation of teaching methods to make students more active and develop an enterprising spirit, work towards expansion of and greater flexibility in training facilities so as to make use of the possibilities afforded by ICT and to guarantee the internalization and networking of curricula, students and teachers. And for community servicing, he/she should provide leadership through organization of the instruments of the institution to relate and

support the community in its tasks with research, advice and consultancy. There is no doubt, the tasks are onerous, but as a manager he or she is expected to get the tasks done through individuals, committees as well as ground within and without the institution. He should therefore possess the qualities that will make the led to follow willingly. For emphasis, Brown (2004) singled out the following qualities: expertise with knowledge he could attract followers; character represented by leader's traits, attitudes and abilities with two components of integrity and empathy recognized; vision creation of goals which must be realistic and measurable and in line with institutional goals and mission; and, motivation motivate the followers to pursue vision (emphasis added). In concluding this section, attention is drawn to the observations.

Today's vice-chancellor must be tested academically and professionally. A sound knowledge of his subject is inspiring to colleagues... In addition, he must be of a sound character. Despite the effects of leadership quality and higher education outcome and effectiveness, most developing countries in Africa and Asia, appear uncritical about the selection of higher education institutional leadership. For instance, selection of leaders for higher education institution in most countries in the regions is often characterized by intrigues, maneuverings and even crises with acrimony and most often the process is challenged (Baikie, 2002). The scale has six categories:

- The Vice-Chancellor is appointed by the head of state or his/her appointed Chancellor without consultation with the University Council.
- The Vice-Chancellor is appointed by the head of state or his/her appointed Chancellor after formal consultation with University Council.
- The Vice-Chancellor is appointed by the Government from a list of nominations put forward either by University Council or a specially convened selection committee.
- The Vice-Chancellor is appointed by University Council but the appointment must be approved by the Government.
- The Vice-Chancellor is appointed by the University Council, which has a substantial number of Government representatives (more than 33%).
- The Vice-Chancellor is appointed by the University Council or other university body, on which there is little or no Government representation.

The Roles of Academic Leadership

The roles of academic leaders have been listed to include the following:

School culture: provision of a culture is one of the critical duties of an academic leader. School culture refers to the way lecturers collaborate with one another and with other staff. It also refers to their shared values, assumptions and beliefs (Parrett & Budge, 2016). It is the established principles of conduct for staff and students in the institution or department.

Promotion of student learning ability: an academic leader by inference promotes student's ability to learn through the provisions of an appropriate culture for his department. A positive school culture and climate brings about learning in students.

High standard of teaching or instructional delivery: an academic leader ensures a high standard of instructional delivery. He does this through supervision, post supervision conferences, seminars and workshops.

Provision of extended learning opportunities: learning opportunities, such as field trips, the Students' Industrial Work Experience Students (SIWES), teaching practice, community service, part-time employment of students in the university as cleaners, painters and farm hands. Others are tailors, photographers and lab assistants. These are provided means of making available in the university some extracurricular programmes that equip students with skills that assist them to make a living while they are yet students or become multiple income sources for them after graduation. At Ignatius Ajuru University of Education, for instance, students are involved in paid jobs that assist them in fees payment. Some work as cleaners, painters or farm hands. Some others are involved in their own businesses like photography and running of business centers on campus.

Involvement in actual teaching: academic leaders like deans and heads of department in addition to their administrative tasks, also, teach courses as a medium of showing the tempo they want their followers to tow.

Providing satisfaction to the varied specifications of his strategic constituency: an academic leader must listen to and take care of the needs of staff, students, parents, suppliers/contractors, government agencies or representatives (Sorrenson & Goldsmith, 2008; Kira & Bukagile, 2012).

Enhancing professional/personal development of lecturers: in the context of this study, academic leadership refers to a peculiar form of leadership that is found in departments, faculties and institutes in universities. It involves a relationship between departmental heads and the lecturers in their departments. Higher institutions are difficult organizations populated with people of complex intellectual abilities. Leading a department in an institution therefore, is an intricate and convoluted task. It requires for the leader's ability to win the co-operation of his subordinates. Co-operation is won when the followers trust the leadership. Subordinates trust for their leadership depends in most parts on the leadership style that is employed by the leader.

CONCLUSION

The foregoing discussion establishes the strategic place of higher educational leadership with its quality in institutional outcome and effectiveness. Hence, the quality of higher education leadership—Provost, Rector or Vice-Chancellor—is said to be critical in the management of the institution and achievement of goals. Greater responsibilities are even bestowed on university leadership by the demands of autonomy, globalisation and knowledge-based economy. Amidst the expectations, a highly qualified leadership should be chosen. In fashioning out leadership requirements and qualities, consideration should be given to theoretical propositions of what qualities make an effective leadership and to vision and mission of the institution. Once done, it will constitute a standard of minimum qualities necessary for selection of a Vice-Chancellor and the evaluation of his or her performance.

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