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## **INSTITUTIONAL LEADERSHIP AND MANAGEMENT (ILM): STAFF-PERSONNEL PROMOTION IN TERTIARY EDUCATION IN NIGERIA**

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### **ABSTRACT**

In this paper, we anchored and grounded the study on the Classical School of Thought inspired by its relevance in global debates on institutional leadership and organizational analysis, which link institutional leadership to the legitimate values, moral principles, and ethics of the character of leaders. Three research questions and hypotheses were presented. Using a validated and reliable questionnaire for data collection, mean, standard deviation, and Kendall's tau<sub>b</sub> rank correlation were employed for the analysis, and the result revealed that there is a significant relationship between Nigeria's education law, policies, rules, and regulations and the promotion of academics in tertiary institutions and character of institutional leaders is significantly related to the promotion of faculty in tertiary institutions in Nigeria. The study recommended amongst others that issues of tribalism, favoritism, nepotism, and the activities of godfathers openly shown in faculty promotions should be drastically reduced to their barest minimum.

**Keywords:** Education Law, Policies, Rules, Regulations, Institutional Leadership, Management, Staff-Personnel, Faculty, Promotion, Tertiary Education, Nigeria.

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## INTRODUCTION

Education law, institutional policies and leadership and staff-personnel promotions in tertiary education in the 21st-century education environment, and the combination of several other factors (values, morals, principles, and ethics) of institutional practices, policies somersaults and management provides resourceful, dicy and unbelievable experience in the global debate on tertiary education effectiveness around the world. Effective staff-personnel promotion in tertiary education and the laws governing these institutions have been upturned for selfish interests and purposes.

The character of institutional leadership and management of tertiary education systems (Ololube, 2017a; Munroe, 2014), is expected to be used effectively with the combination of the laws that govern them are projected to be used to better position Nigerian tertiary education systems in the global academic landscape (Ololube et al., 2017a). In the context of this paper, education laws are the laws that relate to how educational institutions and their faculty (lecturers, teachers, and instructors) are governed, including their rights as contained in the laws.

The character of institutional leadership and management in this context explains the approaches that combine the values, morals, principles, and ethics institutional leaders apply in the governance process to better position failing institutions in their decision-making (Ololube et al., 2017b, 2018), policies formulation and implementation (Ololube, 2018). Furthermore, it is used to describe the fairness applicable in decision-making procedures and management of interpersonal relationships including equity and justice in tertiary institutions (Ololube et al., 2016). Institutional leaders must embrace the challenges and actively seek to change their ways in staff-personnel relationships by advancing the profession of institutional governance globally through transparency, effective communication, and making available to staff the criteria for promotion so that academics will be informed of such guidelines.

The National Universities Commission (NUC) is a parastatal under the Federal Ministry of Education (FME) that regulates the activities and grant approval for all academic programs run in Nigerian universities (National Universities Commission [NUC], 2018). Yet, the same government agency allows the promotion of academic staff to go unchecked. University Systems produce graduates for the same labor market in Nigeria, yet there are diverse numbers of publications acceptable for the promotion of academic staff in Nigerian Universities (see criteria from four different universities below).

Undoubtedly some public universities accept lower publications and scoring for promotion to the rank of Reader and Professor than the number of publications accepted in some other public universities. Examples of some universities' adverts on HotNigerianJobs.com are displayed in Table 1.

A thoughtful examination of education laws and the character of institutional leadership in policy formulation, implementation and management with a particular focus on the impact and role they play in the management of the promotion of faculty of tertiary institutions provide benefits for institutional leaders, academics, stakeholders, governing councils, etc.

Table 1: Comparative Analysis of Promotion Criteria of Some Nigerian Universities to the Rank of Reader and Professor

Rank	University of Jos	Gombe State University	Kano University of Science & Tech.	Federal University, Gashua.
Senior Lecturer to Reader	Candidates must have a minimum of 12 scholarly publications in circulation and 3 letters of acceptance.	Candidates must have a minimum of fifteen (15) publications, at least eight (8) of which shall be Original articles in recognized academic journals	Candidates must have a minimum of Fifteen (15) Publications Ten (10), of which must be Journal articles, and the remaining should be Conference/Seminar Papers.	Considerable background of research with a sufficient number of admissible publications, totaling at least 12 journal articles and 8 edited conference proceedings.
Reader to Professor	Candidates must have a minimum of 15 scholarly publications in circulation and 3 letters of acceptance.	Candidates must have a minimum of twenty (20) publications, at least twelve (12) of which shall be original articles in recognized academic journals	Candidates Must have a minimum of (20) Publications, Fifteen (15) of which must be Journal articles, and the remaining, Conference/Seminar Papers	Considerable background of research with a sufficient number of admissible publications, totaling a minimum of 15 articles and 10 edited conference proceedings.

Source: Adverts in HotNigerianJobs.com Google Powered Search.

## BACKGROUND

The crisis of character in leadership is becoming terrifyingly high because leaders are supposed to determine the course of action, protection, and prosperity of institutional cultures and the management of change for the good of institutions (Asaju, Arome & Mukaila, 2014). As such leadership is, therefore, an essential element in institutional improvement and transformation, human development, and growth (Soludo, 2013).

The issue of faculty promotion and the unnecessary deprivation from their promotion when due, contrary to the provision of the laws and policies governing academic promotions in tertiary institutions in Nigeria calls for concern. Some public tertiary institutions are run like private businesses, and promotions are determined by several other factors aside from the stipulated laws, policies, rules, and regulations guiding such exercises. In some cases, promotions are not given to individuals who do not appeal to them, despite the person meeting the criteria set for such promotions; sometimes it is called institutional politics on appointment and promotion. This debate cuts across all cadres of academic promotion. However, it is more conspicuous in the professorial cadre. During promotion there are substantial intimidations from senior colleagues, and calls are put across to external assessors to ensure that the exercise is being influenced and manipulated. Sometimes promotion aspirants' materials are not sent out for external assessment. They are left to rot in storerooms and toilets. Some are out rightly thrown away, while the candidates wait in vain for the return of their assessment for a long period. This ugly situation has caused dissatisfaction amongst faculty on the ways promotion issues are handled in Nigeria's institutions of higher education.

The fact remains that when faculty are promoted in line with the stated laws, policies, rules, and regulations, the tendency for them to be motivated stands out, and when the reverse is the case, they tend to be dissatisfied. A pertinent question needs to be addressed: why are some professors with less than half of the present required number of publications throwing away the ladder with which they used in climbing to their present position, as a result, making it difficult for others to reach the same position? This question is seeking urgent answers because the university systems are losing grip of the purpose for which they were established. Faculty are

profoundly getting frustrated and dissatisfied with the system. My personal experience and interaction revealed that faculty have a negative experience to share concerning their promotion, as such, several faculty (lecturers) are moving to other juicy destinations where they will be respected and treated as academics.

In addition, candidates seeking promotion to the grade of Reader (Associate Professor) or Professor who are lead authors or corresponding authors in at least 25% of their journal articles are not put into consideration during a promotion. Even though the candidate's academic publications (refereed book, journal articles, and articles in refereed conference proceedings, monographs, technical reports, and patents) possess distinctive academic quality, and originality and has contributed to knowledge, candidates are still not promoted in the slightest flimsy excuses.

As a follow-up to this academic debate, Dike (2016) noted that many universities are currently entangled in crisis over the appointment of some academic staff, who their colleagues and the Academic Staff Union of Universities (ASUU) alleged did not meet the requirements for elevation to the position of professorship without following laid-down rules and procedures as to how one can gain promotion to the position. According to him, some Vice Chancellors are said to be in the habit of circumventing the process of appointing academic staff to the exalted position by recommending friends and cronies who do not meet the requirements.

To be elevated to the position of a professor in the university, academic staff are expected to have published articles in international and local academic journals, chapters in books, etc. In recent times, appointment to the position has been politicized as those who merit it are not considered by the institutional heads either because they are unionists or did not back the institutional heads during their selection process or were those institutional godfathers do not like their faces.

According to Dike (2016), at Lagos State University (LASU), the former Vice Chancellor, Prof. John Obafunwa was accused, by ASUU Lagos Zone and ASUU-LASU as well as some staff for promoting some academic staff who did not meet up with the requirements for promotion to the professorial cadre:

The Coordinator of ASUU, Lagos Zone, Dr. Sola Nassir, had in 2014 and, early, 2016, accused the former administration of promoting some academic staff assisting the VC in his 'scheme of destruction,' adding that this is not acceptable culture in the academia. ASUU will not allow any form of patronage in the system. He alleged that the former VC appointed a candidate to the position of Senior Lecturer, with two academic publications, in the Faculty of Law as well as promoted a lecturer, with less than 15 papers, contrary to the principles and rules governing promotions and appointment, to the position of a Professor. These 15 papers, he said, included lecture notes and conference proceedings while the percentage of acceptable papers could not have earned him a Senior Lecturer status (Dike, 2016).

At the University of Lagos (UNILAG), during the administration of the Late VC, Prof. Jelili Omotola, his administration was accused by the 'Ogoni 9' of appointing his cronies to the professorial chair, while several others opposed to his style of administration, because those who are qualified were ignored for years. Dike further noted that at the Obafemi Awolowo University, Ile Ife, two former ASUU chairmen were not considered for promotion as professor by two former VCs: one left the institution to a university in the South-South and within a year, was made a professor while the other retired as Dr. but was engaged by a university in Northern Nigeria, which was later elevated to the position of a professor.

There are minimum guidelines/benchmarks set as criteria as it relates to academic staff promotion. A summary of Nigeria's premier university: University of Ibadan's (UI) academic staff regulations and guidelines for promotions of academic staff (University of Ibadan, 2015, pp. 7-8) comes in handy. The scoring of faculty promotion of UI stipulates that each publication should be scored using the following system:

- |        |  |                  |
|--------|--|------------------|
| (i)    | Books  | - 0 to 10 points |
|        | <ul style="list-style-type: none"> <li>• <u>Grade A (0-10) points</u>.<br/>This should be an academic book reporting new research findings.</li> <li>• <u>Grade B (0-5) points</u><br/>These are Creative Books.</li> <li>• <u>Grade C (0-3 points)</u><br/>These are tertiary level textbooks, reviews and teaching manuals.</li> </ul> |                  |
| (ii)   | Chapter in Book  | - 0 to 3 points  |
| (iii)  | Refereed Conference Proceedings  | - 0 to 2 points  |
| (iv)   | Monographs and Technical Reports   | - 0 to 2 points  |
| (v)    | Patents  | - 0 to 10 points |
| (vi)   | Journal Articles   | - 0 to 5 points  |
| (vii)  | Revised Chapter in Book  | - 0 to 2 points  |
|        | Where the contributions of a candidate to the revision of a chapter (or chapters) in a book (or books) can be clearly ascertained, such contributions should be appropriately credited. However, such an effort should not attract more than two (2) points.   |                  |
| (viii) | Letters to the Editor, etc.  | - 0 to 2 points. |
|        | Letters to the editor, short notes and technical book reviews should be accepted and scored as publications but the Faculty should take a decision on their quality and acceptance as publications. Items to be included under this category must be reporting breakthroughs. They should however not attract more than two (2) points.  |                  |
| (ix)   | Case report  | - 0 to 3 points. |
|        | This should not attract more than 0-3 points.  |                  |
| (x)    | Editorial work   | - 0 to 3 points. |
|        | Where a candidate is involved in editing a book, the editorial input will be scored on a scale of 0-3.   |                  |

Adequate experiences (residency) for faculty seeking promotion are defined as follows:

- Assistant Lecturer to Lecturer II – 3 years unless higher qualification is obtained.
  - Lecturer II to Lecturer I – 3 years
  - Lecturer I to Senior Lecturer – 3 years
  - Senior Lecturer to Reader – 3 years
  - Senior Lecturer to Professor – 5 years
  - Reader to Professor – 3 years
- (University of Ibadan, 2015, p. 22)

A summary of Ignatius Ajuru University of Education (IAUE) criteria for prima facie for readership and professors (2017) comes handy as well. The scoring of faculty promotion of the university stipulates that each publication should be scored using the following system:

- i. Journal Articles - 0 to 3 points for as many as are accepted by the panel.
- ii. Book(s) - 0 to 5 points each up to a maximum of 3 (three) books.
- iii. Chapters in Book(s) - 0 to 2 points each for chapters in books but not more than 5 chapters in different books and not more than 2 chapters in single book are accepted by the panel.
- iv. Refereed Conference Proceedings - 0 to 2 points each up to a maximum of 2 proceedings.
- v. Monographs, Technical Reports - 0 to 2 points each up to a maximum of 2.

The above scoring procedure of the IAUE for journal, book chapters and book publication states that:

- i. Journal should be of international standard.
- ii. The article in such journals must be peer-reviewed and should reflect international standard.
- iii. Journals of international standard may not necessarily be location bound; however, all the journal articles of the candidate should not be totally local.
- iv. A reasonable number of the articles should at least be published in foreign journals and should be international. This means that some of the journal articles should be published outside the country. The accepted requirements for this particular exercise are 4 foreign journals for Readers and 6 for Professors.
- v. For promotion to the grade of Reader and Professor, not less than 70% of the articles in journals should have been published in journals of international standard. The emphasis is on quality, not location.
- vi. Not more than 3 journal articles should be published in the same journal.
- vii. Books, chapters in books, refereed conference proceedings, monographs, technical reports should not constitute more than 30% of the candidates entire publications.
- viii. A candidate for the post of Reader or Professor must have all his/her publication in print.
- ix. Not more than 5 journal article will be accepted in one year.
- x. Journals must be institution based or published by registered professional association and/or reputable research centers.
- xi. Staff are encouraged to publish in international journals that can be assessed online.
- xii. A publication is regarded as a book if it contains more than eighty (80) pages, cover excluded.
- xiii. A book must have an ISBN (International Standard Book Number).
- xiv. Publisher should be those that are recognized by one particular Department/Faculty/University.
- xv. A book must be edited by a reputable scholar and published by a reputable publishing house; e.g., Macmillan, Heinemann, etc.
- xvi. Monographs and technical reports must bear the imprints/certification of the sponsoring agencies.

A summary of Ahmadu Bello University (2017) guidelines for appointments and promotions of senior staff. Scoring of faculty promotion of the university to the rank of Reader and Professor stipulates the following weighting system:

SENIOR LECTURER ---> READER

Weighing

i.	Academic/Professional Qualifications	- 10
	(a) Academic	- 5
	Ph.D.	- 5
	(b) Professional	- 5
ii.	Teaching	- 5
	Duration/Contact hours per week	
	• Undergraduate	- 1
	• Project Supervision	- 1
	• Postgraduate	- 1
	• Load (No. of courses taught)	- 1
	• Substance/Quality of teaching	- 1
	(Academic content in relation to current developments in the field)	
iii.	Research Output	- 5
	Other research (e.g. inventions/patents/ innovations/monographs)	
iv.	Recognized Publications	- 50
vi.	Community Service	- 5
vii.	Admin. Duties	- 5
viii.	APER	- 10
ix.	Student's Assessment	- 10
	Total Points:	100

READER ---> PROFESSOR

Weighing

i.	Academic Professional Qualifications	- 10
	(a) Academic	- 5
	Ph.D.	- 5
	(b) Professional	- 5
ii.	Teaching	- 5
	• Duration/Contact hours per week Undergraduate	- 1
	• Project Supervision	- 1
	• Postgraduate	- 1
	• Load (No. of courses taught)	- 1
	• Substance/Quality of teaching	- 1
	Academic content in relation to current developments in the field)	
iii.	Research Output	- 5
	• Previous research	- 2 <sup>1/2</sup>
	• On-going research	- 2 <sup>1/2</sup>
iv.	Recognized Publications	- 50

v.	Interview Performance (Optional: for endowed chairs only)	- 30
vi.	Contribution to University or Nation	- 5
vii.	Administrative Experience	- 5
viii.	APER	- 10
ix.	Student's Assessment	- 10
		Total Points: 100

A summary of University of Ilorin (2017) revised guidelines for scoring of publications for senior academic staff promotions are as follows

- i. All on-line journals be assessed based on the criteria designed for all hard copy journals;
- ii. Any candidate who is being considered for promotion that includes predatory journal(s) in his /her CV would not be countenanced. The Provost and all Deans are strongly enjoined to assist the Appointments and Promotion Committee (A&PC) by ensuring that CVs are properly screened by making the predatory list available to all academic staff in the Faculty before processing their papers to A&PC;
- iii. Single authorship of any Publication shall be entitled to 100% of score awarded to the publication;
- iv. (a) Candidates are required to be the lead author in at least 30% of his/her publications for Readership position, and 40% for Professorial position; (b). in joint or multiple authorships, the lead author of a publication shall be entitled to 100% of the score obtained by the publication while other authors shall earn 70% each;
- v. A Book shall attract a maximum of five (5) points;
- vi. A journal article shall attract a maximum of three (3) points; subject to a maximum of four articles in a journal for assessment;
- vii. A chapter in a book shall attract a maximum of 2 points, subject to a maximum of two chapters in the same book;
- viii. Edited Conference Proceedings shall attract a maximum of one (1) point subject to a maximum of three (3) conference proceedings;
- ix. Technical Report/Creative Writing shall attract a maximum of one (1) point each, subject to a maximum of three (3) of such Report or Writing;
- x. Case reports shall attract a maximum of one (1) point each, subject to a maximum of five (5) and four (4) of such reports for Professorial and Readership positions respectively;
- xi. Instructional Textbook shall attract a maximum of 3 points, while a chapter in such book shall attract 1 point, subject to a maximum of two (2) chapters in the same book.

Even though some faculty meet the above criteria, they are still not promoted as a result of human errors, which is no fault of the candidates seeking promotion. It is quite frightening that tribalism, favoritism, nepotism, and the activities of godfathers are rooted in the Nigerian tertiary education system, more especially in the promotion of faculty. Faculty who present themselves for promotion are adjudged on different criteria as deemed fit by some members of the 'prima facie' committee for the assessment. Laid-down rules that should apply to all are not followed, rather assessments are done based on personal bias and loyalty. Languages (phrases) like 'this lecturer is not loyal', he or she is 'too pompous' as such 'should not be promoted' are frequent



phrases in Nigerian tertiary institutions and for these reasons, scores are manipulated to strangle candidates who present themselves for promotion. Furthermore, some tertiary institutions impose sanctions on candidates presenting themselves for promotions for a given period. However, some universities frown at sanction imposition on candidates. A typical example of such an institution is the University of Ibadan. According to the University of Ibadan (2015), “sanctions such as those banning a candidate from presenting themselves for promotion for a given period should not be imposed” (p. 16).

Thus, it is presumed in different quarters that Nigerian institutions of higher education are beginning to lose focus because of the character (values, morals, principles, and ethics) of institution leaders (Ololube, 2017a). Expressively, tertiary education plays a significant role in the growth, development, and advancement of every nation economically, politically, socially, culturally, and technologically. Tertiary education is also known as higher education, or post-secondary education, plays a prominent role in ensuring that the goals of national development are achieved if faculty promotion is not manipulated. According to LawNigeria (n.d), the purpose of higher education in Nigeria shall be:

- The acquisition, development, and inculcation of the proper value orientation for the survival of individuals and society;
- The development of the intellectual capacities of individuals to understand and appreciate their environment;
- The acquisition of both physical and intellectual skills to enable individuals to develop into useful members of the community;
- The acquisition of an objective view of the local and external environment;
- The making of optimum contributions to national development through the training of higher-level manpower;
- The promotion of national unity by ensuring that admission of students and recruitment of staff into universities and other institutions of higher learning shall, as far as possible, be on a broad national basis;
- The promotion and encouragement of scholarship and research.

In other to achieve these goals, institutional leaders (Vice-chancellors, Rectors, Provosts, Deans, Directors, and Heads of Departments) with good character are anticipated to manage and direct the businesses of institutional leadership vis-à-vis faculty promotion. The character of institutional leaders determines the extent to which such institutions will be effective and be able to achieve the objectives for which they were established (Alechenu, 2013).

### **Purpose of the Study**

This paper narrates and describes the outcomes of findings on research that studies and systematized what was and is to be known about the role of education law, institutional leadership, and staff-personnel promotion in Nigeria and its impacts on leadership and management of tertiary education. Researchers (Munroe, 2014; Ololube, 2017a) have highlighted some of the reasons that are responsible for faculty dissatisfaction in tertiary education about promotion in Nigeria. However, no study has approached it from the angle of the impacts and role of education law, and institutional leadership on staff-personnel promotion in tertiary institutions.

Searches in Google and other search engines revealed that very little has been written about the theme of this paper and several other issues are yet to be explored about the theme of this paper in sub-Saharan Africa and Nigeria in particular.

Researchers focus more on themes like Analyzing Academic Staff Promotion Criteria in Nigerian Universities Using a Nonergodic Markov Chain Model (Ekoko, n.d), Gender and Promotions in Higher Education: A Case Study of the University of Education, Winneba, Ghana. (Oforiwaa & Afful-Broni, 2014), Academic Staff Research Productivity: A Study of Universities in South-South Zone of Nigeria (Bassey, Akuegwu, Udida & Udey, 2007); Academic staff Disposition to Promotion Criteria in Nigerian Universities (Archibong, Effiom, Omoike, & Edet, 2010). The keenness to write this paper arose from the desire to examine issues surrounding the impacts and role of education law, and institutional leadership on staff-personnel promotion in tertiary education in Nigeria.

Contrasting other papers (e.g., Ekoko, n.d; Oforiwaa & Afful-Broni, 2014), the unique characteristic of this paper is its capacity to comprehend education law, and institutional leadership on staff-personnel promotion in tertiary education. Comprehensively, tertiary institutions have laws and leaders, but what they lack is the effective application of the laws for organizational justice, fairness, and equity, as well as leaders that have upright characters. Therefore, this paper investigated the advantages that can be derived from the effective application of the education laws and institutional leaders who have a decent character for the successful management of tertiary institutions. As such, this study aimed to:

- Determine the impact and role of education law, policies, rules, and regulations in the promotion needs of faculty (lecturers) in tertiary institutions;
- Determine the impact and role of the character of institutional leaders on the promotion needs of faculty (lecturers) in tertiary institutions in Nigeria; and
- Determine whether faculty (lecturers) in tertiary institutions in Nigeria are satisfied with their promotion needs.

## **Research Questions**

Three research questions guided this study:

- How do Nigeria's education laws, policies, rules, and regulations meet the promotion needs of faculty in tertiary education institutions?
- How does the character of institutional leaders impact the promotion needs of faculty in tertiary education institutions in Nigeria?
- How does faculty in tertiary institutions in Nigeria satisfy their promotion needs?

## **Hypotheses**

To give direction and focus to this study, three hypotheses guided this study:

- There is no significant relationship between Nigeria's education law, policies, rules, and regulations and the promotion of faculty in tertiary institutions.
- There is no significant relationship between the character of institutional leaders and the promotion of academics in tertiary institutions in Nigeria.

- There is no significant relationship between the promotion exercises in Nigeria and faculty satisfaction with their promotion.

## **THEORETICAL FRAMEWORK**

The theoretical framework of this study is anchored and grounded on the Classical School of Thought, which reflects the Classical Management Theory. Scientific management focused on the productivity of individuals, whereas, the classical administrative approach concentrates on the entire organizational progress. That is, the emphasis was on the development of managerial principles rather than work methods. Contributors to this school of thought include Henri Fayol (1916), Max Weber (1947), and Lyndall Urwick (1949). These theorists studied the flow of information within an organization and emphasized the importance of understanding how an organization is operated.

To Fayol (1916), discipline, obedience, and respect within an organization are essential. Good discipline requires managers to apply sanctions whenever violations become apparent. Fayol believes that every member of an organization must be obedient to the rules, regulations, and objectives. Disobedience should be discouraged through the imposition of penalties. Discipline, especially self-discipline is a crucial determinant of effective job performance within an organization. To him, justice, fairness, compassion, and cordiality based on predetermined norms should dominate the activities of any organization. The use of established rules must be tempered by kindness and justice. Thus, organizational equity is a combination of kindness and justice. Both equity and equality of treatment are supposed to be considered when dealing with employees. According to Fayol, teamwork is important in an organization. In general, this means unity is strength. Fayol is of the view that much could be achieved in an organization when there is harmony, belongingness, and unity of efforts among employees. He concluded that when employees are dissatisfied, they tend not to put in their best.

To Max Weber (1947), comprehensive rules and regulations applicable to all should be used because standard operating procedures govern organizational activities that provide certainty and facilitates coordination. Defined procedures are established to guide the standardization of activities. Rules guide and protect role incumbents within acceptable limits and ensure equality of treatment. He further noted that impersonal employer-employee relationships should prevail. Weber advised institutional leaders to maintain an impersonal relationship with employees so that favoritism and personal prejudice do not influence decisions. That is, activities in an organization are to be conducted formally following laid down rules. This characteristic, if properly applied, eliminates vices such as favoritism, tribalism, and nepotism. Additionally, Waber insisted that promotion and selection should be based on technical competence. Competence against who you know should be the basis for all decisions made in hiring, job assignments, and promotions to foster ability, as such; merit should be the watchword of any organization.

Lyndall Urwick (1949) appraised the work of Fredrick Taylor and Henri Fayol and came up with the 29 management principles or elements of institutional leadership. These principles according to Urwick if properly applied will go a long way in assisting institutional leadership to perform effectively. Core among the 29 principles or elements of administration is discipline, equity, leadership, and order. These elements can be assembled into the principle of balance and objectives.

Therefore, it could be concluded that the Classical School of Thought focuses on what makes institutions function effectively, and regulates their use and purpose. Consequently, the application of the Classical School of Thought to this study was vital because it offered the opportunity to first, define institutional leadership in a systematic and functional use. Second, view institutional leadership as always interrelated. Also, the choice of this theory is not to test or refute it, but to use it to select variables of interest and to organize this research. An examination of the concepts used in this research fits into this framework because it looks at a holistic view of institutional leadership. The researcher's preference for the Classical School of Thought does not mean that it is not without criticism from other schools of thought.

## **CONCEPTUALIZATION**

### **Education Laws, Policies and Rules**

Dictionaries perceived laws as the system of rules that citizens in a country or society must obey. It means the law of any country that affects and directs the life and activities of its citizens as well as non-citizens. The education system of every country is established and governed by the country's constitution (laws), and it is reasonable to state that it is the principles that constitute the framework for a country's operation. The law in a comprehensive term is regarded as a social articulation whose main aim and objective is to regulate, guide and evaluate human conducts to enable societies to determine and conform to an acceptable standard of behavior.

The term 'law' relates to a system of principles and rules designed to regulate and direct human conduct, it also means enactments by legislators that dictate directly or indirectly the political, economic, and social system of every civilized society. No wonder, experts always say that the law is pervasive and that it is a seamless web that permeates, forbids, and regulates practically every known human activity (Osam, 2018).

Laws as an academic concept have several acceptable meanings. An English jurist, Black Stone contended that law is a rule of civil conduct prescribed by the supreme power in the state commending what is right, and prohibiting what is wrong. According to Sickys in Okeke (2009), law consists of the rules and conducts established by the government to maintain harmony, stability, and justice within a county and a society.

Education laws, policies, and rules, therefore are laid down edicts, principles, values, and ethics promulgated to guide, aid, encourage and stimulate educational activities. They govern and regulate standards, and moderate behaviors and conducts of the educational system as a whole. Education laws also have the force to repeal (amend) other edicts and laws that could facilitate the achievement of the established objectives or goals of education.

On another hand, education laws are aspects of the general laws that concern education and deal mainly with the establishment and administration of schools. It is entrusted with the operation, provision, allocation, and overseeing of the acquisition of human and material resources and the functioning of education and allied services. Education laws make general provisions relating to the operations of education and delegate powers and authorities for the well-functioning of schools. Okeke (2009) observed that education laws are concerned with rules that apply to educational situations and transactions, that direct public officials and citizens to perform certain defined acts and help to determine the adequacy of educational programs provided. To Edwards and Marin (2011), education laws, policies, and regulations are constitutional provisions on education that concerns and are directed to education and its

governance. Education laws incorporate all major education policies and directives that enable countries to operate acceptable education programs.

Education law has a wider scope, ranging from legal principles that affect the establishment of educational institutions, appointment and promotion of education personnel, care and welfare of students, and other issues as may concern education. Education laws are an excerpt of the country's law which is described as the ground norm or fundamental law from where other laws derive their powers. Educational institutions' rules and regulations are an aspect of education laws as long as they are not inconsistent with the acts of the parliament (Osam, 2018).

Thus, Nigeria's education laws inform the policy and practice in educational institutions, and when faculty and institutional leaders are uninformed about the laws that govern their rights, they time and again make decisions that solitarily serve to exacerbate and aggravate issues within and outside the system.

We should be reminded that education is simply the process that mandates individuals to acquire knowledge that will influence their behaviors, and give them the abilities and skills that enable individuals to function effectively in any environment or society they find themselves. Education refines and regulates human behavior in society and liberates individuals' minds from the shackles of evil (Ololube, 2017b; Osam, 2018).

### **Institutional Leadership**

Leaders are critical social, political, psychological, and economic actors in institutions. They are centrally involved in the establishment and maintenance of institutional values (Raffaelli & Glynn, 2015). Thus, institutional leadership in the context of this paper is an essential aspect of organizational leadership. It involves the capability that has the collective ability of leadership to identify and cope with the changes in the external business environment while still maintaining the primary goals of the institution.

Institutional leadership is the process of directing and guiding the talents and energies of staff in the areas of selection, recruitment, promotion, and ensuring the attainment toward achieving common educational goals. Institutional leaders are expected to govern the richness of institutional culture, change, prosperity, direction, and security. Leadership is crucial to institutional preservation, growth, and change (Ololube, 2017a). However, Munroe in Ololube (2017a) posited some of the characteristics of effective leadership to demonstrate the central role of leadership applicable to institutional leadership in education. They stated that nothing happens without effective leadership, which means that leaders establish good governance, startup institutional business management, make scientific discoveries and advances, disseminate ideas, foster institutional culture, and initiate institutional change. They further stated that nothing succeeds without leadership, which is to say, leaders, develop ideas; carry out endeavors that keep the system going. Additionally, nothing is altered or transformed without leadership, which signifies that leaders alter and transform organizations or institutions in a particular direction unless individuals or groups within an institution begin to think differently or act differently.

Munroe and Ololube further added that nothing develops without effective leadership; this means that leaders take initiative to implement innovations, build on past circumstances, and expand on prior and existing successes. To this end, they positioned that nothing advances without effective leadership, because, where leaders are enterprising and future planners, they are often eager to enhance organizational quality through improved efficiency, greater

convenience, and the introduction of innovative products and services. Furthermore, they appreciated that nothing improves without effective leadership. Leaders see potential in situations and conditions when others see no hope and have no vision of the way things could be and capitalize on the situation to improve the well-being of their institutions.

In conclusion, Munroe in Ololube (2017a) noted that nothing is corrected without effective leadership. They believe that leaders fix errors and solve problems; they take responsibility to see that changes are effected. Leaders help institutions make corrections when they veer onto destructive paths. The lesson here is that leaders should be able to address the concerns of staff to enhance effective educational goal attainment. Thus, institutional leadership ensures enduring values, expectations, and responsibilities that maintain consistent prudence for institutional governance, which are manifested in its mission and vision.

### **Staff-Personnel Governance**

Staff-personnel governance has dominated the academic landscape of tertiary education management globally, and it is giving the impression to be gaining ground in present-day Universities, Polytechnics, and Colleges of Education around the world. Nonetheless, staff promotion processes of these tertiary institutions are daily criticized because of their inefficiencies, sluggishness, bureaucratic nature, witch-hunting as well as their ineffectiveness in conducting credible, and open-minded promotion exercise that gives faculty equal level playing ground to present themselves for promotion.

Effective staff-personnel governance explains the methodologies that combine the use of values, morals, principles, and ethics in different aspects of decision reaching processes to restore effectiveness in the promotion of faculty in higher education. Staff-personnel governance especially in faculty promotion is used to describe the fairness of decision-reaching processes and interpersonal treatment including equity and justice.

In the context of this paper, staff-personnel governance is the human resources management aspect of tertiary education. Staff-personnel governance is the activities of any tertiary education institution, which embraces the recruitment, selection, and promotion of staff, including the maintenance, training and development, compensations, personnel policies, and the evaluation of staff aimed towards institutional goal attainment. The process of staff-personnel governance forms significant responsibility for institutional leadership in achieving institutional goals. Faculty are the most important assets for the attainment of institutional goals. Faculty possess the capability to transform and re-engineer institutional programs, as such, should be treated with care. This is with the understanding that institutional effectiveness is mostly dependent on effective faculty management.

Staff-personnel governance includes the responsibilities of determining the personnel needs of the institution (satisfying staff-personnel needs; maintaining and improving services of the staff, and most importantly promoting qualified staff when due). The staff-personnel management practices of most tertiary institutions in Nigeria do not meet the desired outcome, which has consequently led to poor performance of the faculty.

## **METHODS**

### **Design of the Study and Population of the Study**

The design of the study was correlational as much as it is a survey study. A survey study describes what exists or the present status of what is being investigated and no manipulation of any variable is allowed. The design is appropriate for the study because it involved the collection of data from faculty (lecturers) in tertiary institutions in the South-South zone of Nigeria to determine the role of education law, institutional leadership, and staff-personnel promotion in Nigeria and its impacts on leadership and effective management of Universities. The population of the study included the entire faculty from the rank of senior lecturers to professors in the three selected universities South-South zone (Senior Lecturers, Readers and Professors, Deans of Faculties, and Heads of departments). The population was considered appropriate for the study because they were the most probable group that will give accurate information needed for the study.

### **Sample and Sampling Technique**

From the population of the randomly selected universities in the South-South zone, a sample size of three hundred and eighteen (N=318) was randomly selected. This sample was manageable size looking at the terrain.

### **The instrument for data Collection**

The instrument used for data collection was a questionnaire developed by the researchers called education law, institutional leadership, and staff-personnel promotion in Nigerian universities (ELILSPPINU). The instrument consisted of four parts, A, B, C, and D. Part 'A' of the instrument sought information on the demographic data of the respondents. Part 'B' of the instrument sought information on the role of education law, policies, rules, and regulations in the promotion needs of faculty. Part 'C' of the instrument sought information on the role of the character of institutional leaders on the promotion needs of faculty, while part 'D' of the instrument sought information on whether faculty (lecturers) in tertiary institutions in Nigeria are satisfied with their promotion needs. These were presented in two clusters and the response options were measured on a six-point modified Likert-type scale of Strongly Agree (SA); Agree (A); Slightly Agree (SLA); Slightly Disagree (SLD); Disagree (D); and Strongly Disagree (SD). The second cluster that addressed the issues raised in research question 3 and hypothesis 3 was also measured on a six-point modified Likert-type scale of Very Satisfied (VS); Satisfied (S); Slightly Satisfied (SS), Slightly Dissatisfied (SD); Dissatisfied (D); and Very Dissatisfied (VD). In answering the research questions, the mean scores of each item and cluster means are compared with the real limit of the numbers:  $6+5+4+3+2+1 = 21 \div 6 = 3.5$ .

### **Validation and Reliability of the Instrument**

The instrument (questionnaire) for data collection was face-validated by four experts in educational management and leadership and two measurement and evaluation experts. These experts were given initial drafts of the instrument including the purpose of the study, research

questions, and hypotheses which they can use to scale the instrument. The experts were requested to examine the items of the instrument in terms of relevance and appropriateness for data collection to address the research questions and hypotheses that guided the study. The experts also scrutinized the instrument in terms of ambiguity, language structure, and the suitability of the rating scale, because items were triangulated to tease out meaning where necessary. The comments from the experts were used in modifying the instrument for final data collection. The reliability of the instrument was established for the different clusters as well as the entire instrument. To determine the reliability, the Cronbach Alpha coefficient was employed. The internal reliability coefficients obtained for the four clusters were .85, .83, and .87 for clusters B, C, and D respectively.

**Method of Data Collection and Analysis**

Three research assistants, one from each selected tertiary institution were employed by the researcher for the administration of the questionnaire to the respondents. The research assistants were instructed on how to administer the questionnaire if the question arises. The research assistants distributed the copies of questionnaire to respondents in the selected universities in the South-South zone. To analyze the data collected, several sets of statistical analyses were conducted: mean point value, frequency, percentage, and Kendall’s tau\_b rank correlation. Kendall’s tau\_b rank correlation was chosen for the analysis because it provides a distribution-free test of independence and a measure of the strength of dependence between variables. In order words, it tests the strength of association of the cross-tabulations when both variables are measured at the ordinal level set at  $p < .05$  was employed.

**RESULTS**

Data from Table 2 showed that 230(72.3%) of respondents were male, while 88(27.7%) were female. Likewise information on age revealed that 110(34.6%) of respondents were aged between 40 and 50 years, 160(50.3%) were between 51 and 60 years, and 48(15.1%) were 61 years and 70 years. The majority of respondents 164(51.6%) were Senior Lecturers, 106(33.3%) were Readers, while 48(15.1%) were Professors.

Table 2: Demographic Data of the Respondents

Demographic Variables		Frequency (N)	Percentage (%)
Gender	Male	230	72.3
	Female	88	27.7
Age	40-50 years	110	34.6
	51-60 years	160	50.3
	61-70 years	48	15.1
Academic Rank	Senior Lecturer	164	51.6
	Reader	106	33.3
	Professor	48	15.1



### **Research Question One and Hypothesis One: Education Law, Policies, Rules and Regulations/Faculty Promotion**

The Kendall's tau<sub>b</sub> correlation analyses for variables in Section B of the research questionnaire aimed to answer research question 1 and Hypothesis 1 showed a significant relationship. The analysis revealed a significant relationship between Nigeria's education laws, policies, rules, and regulations and the promotion of faculty in tertiary institutions at a confidence level of  $p < .000$ . Item-by-item analysis shows that the legal policies and principles for the establishment of higher education institutions are in line with international best practices; the appointment and promotion of faculty in Nigeria's higher education are in line with international best practices; faculty are not adequately informed about the laws that govern their rights in promotion exercises; and the criteria and rules designed to regulate and direct promotion conducts are not strictly adhered to. The respondents believe that the criteria that govern faculty promotion regulate standards, and moderates behaviors and conducts of the educational system; that effective staff-personnel promotion in tertiary education and the laws governing institutions have been upturned for selfish interest; and the lack of transparent and effective communication are making faculty promotion look unattractive. They further opined that faculty who present themselves for promotion are adjudged on different criteria as deemed fit by some members of the 'prima facie' committee, and laid down rules are not followed, rather assessments are done on the bases of personal bias, loyalty, etc. (see Table 3).

### **Research Question Two and Hypothesis Two: Character of Institutional Leaders/Faculty Promotion**

To test research question 2 and Hypothesis 2 (see Table 4), items CI10–CI15 of Section C of the research questionnaire were computed using Kendall's tau<sub>b</sub> to determine if a significant relationship exists in respondents' opinions on the character of institutional leaders and the promotion of academics in tertiary institutions in Nigeria. The data revealed that all the variables showed significant relationships at a confidence level between  $p < .047$  to  $p < .000$ . Thus, the respondents were of the view that the negative character of some institutional leadership and management explains why faculty are dissatisfied and lose interest in participating in the promotion. They held that during promotion, there are substantial intimidations from senior colleagues, tribalism, favoritism, nepotism, and the activities of godfathers are rooted in the Nigerian tertiary education system, more especially in the promotion of faculty. They further, opined that some Nigerian tertiary institution leaders impose sanctions and restrictions on candidates presenting themselves for promotions for a given period; and Nigerian institutions of higher education are beginning to lose focus because of the character (values, morals, principles, and ethics) on issues of promotion. However, they concluded that the character of institutional leaders determines the extent to which such institutions are effective and able to achieve the objectives for which they were established.

### **Research Question Three and Hypothesis Three: Faculty Satisfaction with their Promotion**

Kendall's tau<sub>b</sub> correlation analyses for variables in Section D of the research questionnaire aimed to answer research question 3 and Hypothesis 3 showed a significant relationship. The analysis revealed a significant relationship between the promotion exercises in Nigeria's higher

education and faculty satisfaction with their promotion at a confidence level between  $p. < .045$  to  $p. < .000$ . Majority of the respondents' opinions revealed that there are dissatisfactions amongst faculty (lecturers) on the way promotions are handled in Nigeria's institutions of higher education; and if faculty are promoted in line with the stated laws, policies, rules and regulations (criteria), the tendency for them to be motivated is certain, but when the reverse is the case, they tend to be dissatisfied. Respondents further stated that lots of faculty (lecturers) are profoundly getting frustrated and dissatisfied with the promotion exercise in Nigeria's higher education; and when faculty (lecturers) are dissatisfied as a result of the poor promotion exercises, they tend not to put in their best. In conclusion, they highlighted that staff-personnel management practices of most tertiary institutions in Nigeria do not meet the desired outcome, which has consequently led to poor performance of the faculty. Thus, faculty job satisfaction is necessary for academic performance and the quality of higher education (see Table 5).

Table 3: Two-tailed Kendall's tau<sub>b</sub> Correlations for Variables in Section B of the Questionnaire

		EL1	EL2	EL3	EL4	EL5	EL6	EL7	EL8	EL9
1EL	The legal policies and principles for the establishment of higher education institutions are in line with international best practices. Sig. (2-tailed)	1.000								
2EL	The appointment and promotion of faculty in Nigeria higher education institutions are in line with international best practices. Sig. (2-tailed)	.875**								
3EL	Faculty are not adequately informed about the laws that govern their rights in promotion exercises. Sig. (2-tailed)	.942**	.903**							
4EL	The criteria and rules designed to regulate and direct promotion conducts are strictly adhered to. Sig. (2-tailed)	.773**	.867**	.798**						
5EL	Criteria that govern faculty promotion regulate standards, moderates behaviors and conducts of the educational system. Sig. (2-tailed)	.766**	.752**	.768**	.785**					
6EL	Effective staff-personnel promotion in tertiary education and the laws governing institutions have been upturned for selfish interest. Sig. (2-tailed)	.714**	.751**	.733**	.875**	.824**				
7EL	Lack of transparency and effective communication are making faculty promotion look unattractive. Sig. (2-tailed)	.804**	.849**	.826**	.898**	.786**	.814**			
8EL	Faculty who present themselves for promotion are adjudged on different criteria as deemed fit by some members of the 'prima facie' committee. Sig. (2-tailed)	.826**	.833**	.806**	.887**	.733**	.826**	.908**		
9EL	Laid down rules are not followed, rather assessments are done on the bases of personal bias, loyalty, etc. Sig. (2-tailed)	.828**	.761**	.791**	.782**	.837**	.772**	.807**	.749**	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4: Two-tailed Kendall's tau<sub>b</sub> Correlations for Variables in Section C of the Questionnaire

		CI10	CI11	CI12	CI13	CI14	CI15
CI10	The negative character of some institutional leadership and management explains why faculty are dissatisfied and lose interest in participating in promotion. Sig. (2-tailed)	1.000					
CI11	During promotion there are substantial intimidations from senior colleagues. Sig. (2-tailed)	.439**					
CI12	Tribalism, favoritism, nepotism and god-fathers are rooted in Nigerian tertiary education system, more especially in the promotion of faculty. Sig. (2-tailed)	-.298**	-.268				
CI13	Some Nigerian tertiary institution leaders impose sanctions and restrictions on candidates presenting themselves for promotions for a given period. Sig. (2-tailed)	-.222	-.261	.302**			
CI14	Nigerian institutions of higher education are beginning to lose focus because of the character (values, morals, principles and ethics) on issues of promotion. Sig. (2-tailed)	.162**	.114*	-.177**	-.169		
CI15	The character of institutional leaders determines the extent to which such institutions are effective and be able to achieve the objectives for which they are established. Sig. (2-tailed)	-.131	.131	-.138	-.195	.536**	
		.033	.047	.036	.004	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 5: Two-tailed Kendall's tau<sub>b</sub> Correlations for Variables in Section D of the Questionnaire

		FS16	FS17	FS18	FS19	FS20
FS16	There are dissatisfaction amongst faculty (lecturers) on the way promotions are handled in Nigeria's institutions of higher education. Sig. (2-tailed)	1.000				
FS17	If faculty are promoted in line with the stated laws, policies, rules and regulations (criteria), the tendency for them to be motivated stands out, but when the reverse is the case, they tend to be dissatisfied. Sig. (2-tailed)	.236**				
FS18	Faculty (lecturers) are profoundly getting frustrated and dissatisfied with the promotion exercise in Nigeria higher education. Sig. (2-tailed)	.000				
FS19	When faculty (lecturers) are dissatisfied as a result of the poor promotion exercises, they tend not to put in their best. Sig. (2-tailed)	.597**				
FS20	Staff-personnel management practices of most tertiary institutions in Nigeria do not meet the desired outcome, which has consequently led to poor performance of the faculty. Sig. (2-tailed)	.000	.000			
		.365**	.279**	.330**		
		.000	.000	.000		
		.440**	.100*	.454**	.429**	
		.000	.045	.000	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

## **CONCLUSION**

This study has neatly investigated how institutional leadership is rooted in the managerial psychology paradigm, which delights leadership as an individual attribute. The study was anchored and grounded in the Classical School of Thought inspired by its relevance in global debates on institutional leadership and organizational analysis, which links institutional leadership to the legitimate values, moral principles, and ethics of the character of leaders in which leadership ensues. The result obtained revealed that there is a significant relationship between Nigeria's education law, policies, rules, and regulations and the promotion requirements of academics in tertiary institutions; the character of institutional leaders is significantly related to the promotion of faculty in tertiary institutions in Nigeria; and significant relationship exists between the promotion exercises and faculty dissatisfaction with their promotion needs of Nigerian faculty.

Significant to the findings derived from this study, confirmed Asaju et al. (2014), Ololube (2017a), and Soludo (2013) study that the crisis of character in leadership is becoming terrifyingly high, because institutional leaders are supposed to determine the course of action, protection, and the prosperity of institutional cultures and the management of change for the good of institutions. As such, leadership should be seen as an essential element in institutional improvement and transformation, human development, and growth.

A major factor that made matter worse is that faculty who present themselves for promotion are adjudged on different criteria by some members of the 'prima facie' committee and stipulated rules and principles of the criteria for promotion are not followed, rather assessments are done on the bases of personal bias, loyalty, etc. Tribalism, favoritism, nepotism, and the activities of godfathers are rooted in Nigerian tertiary education systems, more especially in the promotion of faculty, and the negative character of some institutional leadership and management explains why faculty are dissatisfied and lose interest in participating in the promotion.

It is expected that faculty put in their best in the discharge of their duties, but, when faculty (lecturers) are dissatisfied as a result of poor conduct of promotion exercises, they tend not to put in their best. Staff-personnel management practices of most tertiary institutions in Nigeria do not meet the desired outcome, which has consequently led to poor performance of the faculty.

## **Recommendation**

This study, therefore, recommended that:

- Institutional leadership should provide equal playing ground and opportunities for faculty presenting themselves for promotion;
- Institutional leaders should as a matter of firmness retrace their character on promotion issues so that faculty will be encouraged to present themselves for promotion because when faculty are satisfied, institutional management will thrive;
- Enabling an academic environment will encourage faculty to improve their productivity;
- Government regulatory agencies should not undermine faculty outcry of marginalization and intimidation during and after promotion,

- Academic staff unions should ensure that faculty are not victimized or marginalized during and after promotion exercises.
- Promotion exercises should not be shrouded in secrecy. Faculty should be informed at every stage of their promotion exercise because effective communication processes have a positive impact on organizational justice.
- Most important is the issue of tribalism, favoritism, nepotism, and godfathers are openly shown in faculty promotions. Efforts should be made to drastically reduce it to the barest minimum.

## **FUTURE RESEARCH DIRECTIONS**

We must admit that while this investigation's proposition offers a tool that can assist institutional leaders to come to terms with staff dissatisfaction with higher education systems and the way faculty promotions are carried out, it has its limitations. The limitations are the number of selected universities and the sample that was included in the study and the generalizability of its findings. However, this study attempted to improve the generalizability of the results because it would be difficult to conclude from the responses from the 318 respondents from only three universities, out of the numerous higher education institutions in Nigeria. Nevertheless, it is significant that institutional leaders and faculty take the knowledge and expertise from this empirical study and put them to practical use within the context of criteria for faculty promotion and the laws guiding it, against institutional strangulations and manipulations. Additional investigation in this direction will be in order. A new perspective on the future of the assessment of faculty promotion, which should not only take into consideration the exclusive features of the variables used in this study and their cultural and institutional derivations, is thus suggested. Besides, researchers need to give close attention to how the character of institutional leaders influences faculty promotion in Nigeria.

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