

**PRACTICES, PROBLEMS AND PROSPECTS OF STRATEGIC
MANAGEMENT TOWARD ORGANISATIONAL SELF-
RELIANCE: A CASE STUDY OF THE UNIVERSITY OF
LAGOS, NIGERIA, 1995-1998**

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CERTIFICATION

This is to certify that the thesis:

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ABSTRACT

The study was designed to ascertain the opinions, level of satisfaction (acceptability), and the sources of dissatisfaction of members of the University of Lagos community regarding the current strategies toward self-reliance of the University of Lagos. It was also to ascertain the perception of the operational managers of the self-reliance programmes of the institutions, about the problems in the implementation and suggestions for future practice; and to analyse certain identified threats to, and opportunities for self-reliance of the University of Lagos as perceived by the top corporate managers of the institution.

A descriptive research approach was employed in the case study. The subjects involved were the three groups in the University of Lagos community - the students and staff, the operational managers, and the top corporate managers. A sample of the students and staff population was selected by the purposive sampling mode. Almost the whole of the other groups of subjects - the operational managers and the top corporate managers was studied.

The instruments used for the study were the researcher's constructed and validated questionnaires. These were the Satisfaction for Strategies to Self-Reliance Questionnaire (SSSRQ), the Operational Managers Checklist (OMC), and the Top Corporate Managers Checklist (TCMC). The data was analysed by means of the student t-test statistics, means and percentages.

Four hypotheses were postulated to determine whether significant differences exist in the opinions and levels of satisfaction of the various segments of the University

of Lagos community: the full-time and part-time students, the undergraduate and postgraduate students, the academic and administrative staff, the students and staff; regarding the on-going measures for self-reliance at the University of Lagos. It was found at 5 per cent level of significance that no significant differences exist in their opinions and level of satisfaction.

Eight questions were raised in the study. The answers to these questions show among others that:

Functions as those of the Unilag Press, Unilag Bookshop, the Alumni Association and the Unilag Ventures were the most satisfied with. The levels of satisfaction of the various segments of the University community with the on-going innovations for self-reliance were of high positive degrees. The most frequent sources of dissatisfaction with the University of Lagos measures for self-reliance were that, they were expensive, not comfortably enjoyed by the common persons; rather exploitative; and poorly managed. The most highly visible problems encountered by the operational managers in the innovative ideas in managing toward self-reliance at the University were shortages of facilities; shortages of funds and personnel with special, professional skills.

The study gave a pat to the current University of Lagos Administration in its on-going strategies for self-reliance and survival of the institution. It encouraged it to introduce other ones.

The University of Lagos would therefore from time to time make careful review of the operation of its various self-reliance programmes with a view to determining

their future policies and making decisions, whether they are fulfilling their original objectives or not, how successful they have been whether they should be encouraged to develop further in the direction they were taken in the previous years, and what commitment of resources the University's should afford or justify making in the future.

Many recommendations were made from the study. Some of these were that: the National Universities Commission should make official pronouncement to direct every Nigerian university to adopt strategic management practices to guide against falling victim to environmental exigencies and ensure its vitality and dynamic state. Each university should develop overall strategies for its corporate survival and beyond that to excellence and comparability to any world prestigious university, and that it should be entrepreneurial and innovative as much as any business does. This is necessary not only to ensure alternative sources of funds to offset the effects of decreasing government subventions but to provide a sustained sources of rewards and satisfaction in the institutions.

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course. A most important lesson is drawn from the venture; through hardwork, suffering and endurance; that the greatest hope-everlasting life ahead, is assured according to the promise, namely, that I will reap if I do not tire out (Galatians 6: 9).

DEDICATION

To Mdaawa Blessing (wife), Duke, Deedum, Siabeete, Barikwa and Kara (children) with warmth and affection.

TABLE OF CONTENTS

	Page
Title of thesis	i
Certification	ii
Abstract	iii
Acknowledgement	vi
Dedication	ix
Table of Contents	x
List of Tables	xiii
CHAPTER ONE: INTRODUCTION AND BACKGROUND	
Introduction	1
Background to the Study: The erosion of organisational self-reliance of universities	3
Catalyst of Decline and Stagnation	8
Scholarly and Policy Statements in Response to Decline	13
Past and Present Strategic Responses at Unilag	23
Constraints to Unilag Innovative Efforts	35
Summary	36
A Statement of the Problem	37
Purpose of the Study	37
Research Questions	38
Scope and Limitation of the Study	39

Significance of the Study	39
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CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction	42
The Concept of Self-Reliance: Meaning	42
Constraints to Self-Reliance Prospects	51
The Concepts of Strategic Management; Meaning	60
Mckinsey's Concept of Strategic Management	67
Requirements for Strategic Planning and Management in the Universities	69
Benefits and Norms of Strategic Management	73
The Relevance of Strategic Management for Universities	76
Measures for Changes and Success of Strategic Management	85
Appraisal of Literature Review	91

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction	95
Research Design	96
Research Setting	97
The Variables	97
The Measurement Devices	98
Study Population	100
Sample for the Study	101
Research Instrument	103
Validity and Reliability of the Instrument	105

The Pilot Study	107
Administration of Instrument	108
Treatment of Data	110
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS	
Introduction	112
Hypotheses Tested	112
Statistical Analyses	113
Results	118
Summary	133
CHAPTER FIVE: DISCUSSION OF THE FINDINGS	
Introduction	134
The Findings of the Study	134
Discussion of the Tested Hypotheses.	136
Levels of Satisfaction of the Various Segments	138
Frequent Sources of Dissatisfaction	145
Operational Managers' Problems and Solutions	146
Threats to, and Opportunities for Unilag Self-Reliance	148
Conclusion	152
CHAPTER SIX: SUMMARY, IMPLICATIONS AND CONCLUSION	
Summary	154
Implications for Educational Policy	157
Implications for Practice	158

Implication for Research	168
Conclusion	175
Recommendations for Further Research	176
BIBLIOGRAPHY	177
APPENDICES	205

LIST OF TABLES

	Page
1. Full-time and part-time students' opinions on the University of Lagos self-reliance scheme.	118
2. Academic and administrative staff's opinions on the University of Lagos self-reliance scheme.	119
3. Undergraduate and postgraduate students level of satisfaction with the University of Lagos self-reliance scheme.	120
4. Students and staff's level of satisfaction with the University of Lagos self-reliance scheme.	121
5. Mean percentage levels Of satisfaction of groups of respondents.	123
6. Problems in management of Unilag self-reliance scheme.	126
7. Most preferred solutions to problems of self-reliance at Unilag.	127
8. Top corporate managers ranking of identified threats to self-reliance at Unilag.	129
9. Top corporate managers ranking of identified opportunities for self-reliance at Unilag.	131

APPENDICES

	Page
1. Strategic Management Toward Self-Reliance of Universities	187
2. Operational Managers Checklist	191
3. Top Corporate Managers Checklist	194
4. Introductory Letter for Questionnaire Administration	197
5. Appointment of Unilag Vice-Chancellor	198
6. Inauguration of Unilag Ventures Board	199
7. The Vice-Chancellor's Report Sheet	200
8. Update on the Vice-Chancellor's Administration	203
9. Unilag Welfare Day	204
10. Unilag Staff Welfare Advisory Board	205
11. Unilag Furniture/Car Refurbishing	206
12. Unilag Staff Home Ownership Scheme	207
13. Unilag Committees Inauguration	208
14. Staff Welfare Boost	209
15. The Vice Chancellor's Commendation	210
16. Lagoon - Front Tourism Development Board	211
17. Committee for Review of Rules on Consultancy	212
18. Committee for Review of Academic Curricular	213
19. Attributes and Functions	214
20. Attributes and Sources of Dissatisfaction	215

21. Distribution of Levels of Satisfaction: F/T Students	216
22. Distribution of levels of Satisfaction P/T Students	218
23. Distribution of levels of Satisfaction: Academic Staff	219
24. Distribution of levels of Satisfaction: Admin Staff	220
25. Distribution of levels of Satisfaction: Postgraduate Students	220
26. Distribution of levels of Satisfaction: Undergraduate Students	221
27. Distribution of levels of Satisfaction: Students	222
28. Distribution of levels of Satisfaction: Staff	223
29. Distribution of Sources of Satisfaction: Overall Community	224
30. Distribution of Sources of Dissatisfaction: P/T Students	225
31. Distribution of Sources of Dissatisfaction: F/T Students	226
32. Distribution of Sources of Dissatisfaction: Academic Staff	227
33. Distribution of Sources of Dissatisfaction: Admin Staff	228
34. Distribution of Sources of Dissatisfaction: Staff	229
35. Distribution of Sources Dissatisfaction: Students	230
36. Distribution of Sources Dissatisfaction: Overall Community	231
37. Attributes and Problem in Management of Self-Reliance at Unilag	232
38. Attributes and Solutions to Managerial Problems of Self-Reliance	233
39. Attributes and Prospects to Successful Management Toward Self-Reliance	234
40. Attributes and Potential Threats to Self-Reliance Prospect at Unilag	235

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Nigerian universities appear to be facing strong challenges in their efforts to survive since the 1980s. They are in real financial trouble because of the country's economy recession. Their subventions from the governments have been dwindling severely and the real values of these have been consistently reduced by the effects of the Structural Adjustment Programme (SAP) of the country and other economic factors.

In the face of the adverse economic trend, the universities are having increasing financial and social responsibilities to contend with, especially those arising from the increasing students population and the demands of the technological age. Even the basic resources have been lacking or inadequately supplied and the staff and student welfare services have been dwindling, even to the point of crises and enormous brain drain rate. Some pessimists have even predicted the decay of some universities before the end of the century as they do not see any indication that governments will continue to fund the universities adequately in the near future.

An avalanche of authoritative reports from the scholarly and top policy-making quarters have been issued in respect of the predicament of the universities. They have directed that universities must become more market oriented; must move toward self-reliance and generate their own finances and improve their cash efficiency; must be entrepreneurial and innovate fully as much as any business does; must exploit other sources of funding and move progressively toward self-sufficiency as government can no longer bear the burden of funding alone.

They have also urged universities to restructure and organise themselves for better governance and resource management, to live up to society's expectation in their own interest, and be proactive in adapting and responding to challenges. They have consistently stressed that the universities must change as so directed if they are to survive and prosper.

The import of these scholarly and policy recommendations is that management styles in Nigerian universities must change from the traditional. They are being urged to be innovative and relevant to contemporary problems of the 1990s and the next millennium. In short, they are urging universities to develop strategies for self-renewal, self-designing and self-correction in order to be self-reliant.

The current administration of the University of Lagos which started in 1995 is attempting to respond to these official directives. It is establishing objectives, policies, programmes and setting up many new structures. It is also strengthening existing business units, and reorganising other academic and non-academic functions/activities into cost/profit status. This is to increase the revenue base of the University and to move it toward self-reliance.

What are these objectives, policies, programmes and structures designed for the University's self-reliance and survival? What problems have been encountered and what threats and opportunities are anticipated in efforts to survive? What contributions are needed now that the innovations are still developing to guide and improve the management of the University for self-reliance and survival? This study aims to address these and other questions.

Background to the Study

The Erosion of Organisational Self-reliance of Universities

One of the five national objectives of Nigeria as stated in the Second National Development Plan (NPE, 1981) is to ensure that the citizens and the nation are self-reliant. Since the national objectives have been endorsed as necessary underpinnings for the National Policy on Education, self-reliance pursuit is also one of the dominant theme in the objectives of the Nigerian University Education (NPE, 1981).

The role of the universities in fostering self-reliance in Nigerian society has been discussed in several education policy making forums. For instance, the Views and Comments of the Federal Military Government on the Report on Higher Education Curricular and Development in Nigeria (NPE, 1987:9), includes the recommendation that the university should equip the individual with the intellectual and physical skills which he requires to be "an innovative, creative and self-reliant member of the society, able to cope with the social, economic and cultural demands of the society". To this effect, it recommends further that the curricular of the universities "should be overhauled to include objectives which would have elements of self-reliance and self-generated employment for all graduates". The recommendation includes the requirements for the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.

The movement to foster the national objective of self-reliance was especially fervent during the reign of President Babangida. This was exemplified particularly through such national programmes as the Structural Adjustment Programme (SAP), and the Mass Mobilisation for Economic Recovery, Self-Reliance and Social Justice (MAMSER) (Umoden, 1992). MAMSER, for instance, was established and

empowered by decree No.31 of 1987 to, among other functions, "create a new cultural and productive environment which will promote pride in productive work, self-reliance and self-discipline"; and to "promote new sets of attitude and culture for the attainment of goals and objectives of the Nigerian state". The Directorate for MAMSER, among other objectives was to,

Inculcate in all Nigerians the value and spirit of civil responsibility, commitment to social justice and economic self-reliance through mobilisation and harnessing of their energies and natural resources into productive use; and to promote self-reliance and pride in production and consumption of home commodities (Uyanga and Adefuye, 1993:146).

At the 25th anniversary of centralised university education in Nigeria, held in 1988, the then Vice-President of Nigeria, Augustus Aikhomu specifically directed that the universities should not only imbibe the tenets of SAP, MAMSER and other drives to accelerate national self-reliance but that they should propagate the concepts at the national, state and local levels. According to him, "it is only by so doing that the universities will be able to, in practical terms contribute their quota to the on-going national developmental programme" (Aikhomu, 1989: 6).

The Committee of Vice-Chancellors of Nigerian Universities (Idachaba, 1990) anticipated that the Structural Adjustment Programme (SAP) would contribute to the self-reliance, survival and development of Nigerian universities in several ways. This is especially through the following:

1. Increased self-reliance in academics whereby researchers are having to adjust to the nation's national endowment at the same time that postgraduate training is forced to look inwards.
2. Rationalisation of resource utilisation through an inward process of setting

priorities in resource use.

3. Enhanced value of research grants denominated in foreign currency when converted into naira.
4. Beneficial effects on the university from a vastly improved national economy that is strong, self-reliance and streamlined.
5. Increased patronage of university based authors as the demand for imported books shifts to domestically produced books and journals in response to now price relativities.
6. Increased patronage of university based scientists now called upon to design new production processes aimed at sourcing local raw materials and to evolve survival strategies for manufacturing establishments (Idachaba, 1990: 156).

By implication of the national objectives therefore, the Nigerian are themselves required to be self-reliant. This requirement has been further stressed in many policy-making forums including the Netherlands University Foundation For International Co-operation Seminar on the Role of Universities in National Development (NUFFIC, 1977); and the International Seminar of the National Universities Commission, Committee of Vice-Chancellors and the British Council held at the Ahmadu Bello University, Zaria in 1987 (NUC, 1987). The tenet of these seminars is the issue of university self-reliance. It is considered necessary that universities in Nigeria and other developing nations have to be organisationally self-reliant and viable and be able to undertake a sustained national developmental role.

However, Nigerian researchers and concerned citizens have been worried these days that the prospect of self-reliance is eluding Nigerian universities as they appear to be drifting to a decline and stagnation. Some frequently observed symptoms

of decline are the dearth of the basic physical infrastructure, lack of moral and the poor condition of service of staff (The Guardian on Sunday October 26, 1977). The symptoms also include the overcrowded hostels; classrooms without desks; lawns overgrown with weeds; departmental office without stationery nor typewriters; blocked sewage system; libraries whose latest books were published in 1975; professors whose annual salary is about one thousand dollars at most; faculties and departments without a single toilet; offices, even those of deans without official cars; lecturers who have never attended one learned conference, even locally in the last ten years (Ejiogu, 1997:8).

A special edition of the Time International (August 1985), captioned "Higher Education with Tears in Nigeria" decries the dilapidating state of the Nigerian universities as it also reflects the above symptoms and observes the consequences. It reports that lecturers are much inclined to chasing after contracts to make ends meet, and thereby lecturing on part-time basis and that their products are half-baked and inferior to their foreign counter-parts. It caricatures some universities as "glorified high schools".

A Special Report of the Guardian on Sunday (October 26, 1997:14-19) captioned, "The Sorry State of the Universities" documents a comprehensive survey report of all the Nigerian universities. The seven-page report is a compendium of woes. The shortages of infrastructural materials and basic amenities such as water, electricity, classroom and residential accommodation set aside, "the greater worry is the death of academic freedom and morals". It reports that,

The idea of university is dying. Buildings are not the idea of a university. It is teachers and students debating and exchanging views. All that is dead. There is no freedom. Students and staff cannot

express themselves - and life is unsecured in campuses by frequent secret cultist operations.

Another Special Report of The Guardian on Sunday (May 25, 1997:13) captioned "How to save Nigeria's Universities" have similar report. It says "Tertiary institutions in Nigeria are in a state of crisis. They are fighting a two-pronged crisis of relevance and survival".

Adesina (1990:34), citing the reports of the study group on Nigerian universities in 1984, comments that Nigerian university education today is in chaos and the original objectives have been largely set aside, and that "the universities have been converted into centres for "mad rush" to obtain degrees". He comments further that, "their enrolments outstrip available facilities and the persistent tension, student crisis and closures have led many to wonder how much of actual learning and research go on in these institutions".

Sanda (1992:32) has noted that "the Nigerian universities are going into disintegration like the general society". He cites Biaghere (1989) whose comment summarises the feature of Nigerian universities today:

What informs the concept of decadence. Or in what state should society or an institution be said to be meshed in decadence. For instance, selection and appointment crisis, financial mismanagement, moral degeneracy, misdirection of focus, fatal shootings, maiming of students, banning of students and staff organisations and closures of universities - sum up events of the university campus in recent years.

The declining state of the Nigerian universities was the theme of the University of Lagos 30th anniversary public lecture titled "Crises in the Temple" (Okigbo, 1992). Some pessimists are actually predicting the decay of some universities before the end of the century as they do not see any indication that the governments are adequately intervening in the financial and social predicaments of the universities (Kayode, 1990).

These are but a few of the avalanche of public and scholarly comments decrying the "dilapidating" state of the Nigerian universities. They may be viewed as some evidence and causes of the erosion of the organisational self-reliance prospect of the Nigerian universities.

Catalysts of Decline and Stagnation

In some official quarters (Oduleye, 1985:27), the decline is said to be partly due to "The unplanned boundless growth (of universities) unaccompanied by a synchronisation of enrolment and resources". The National Universities Commission (Guardian Sunday, May 25, 1997:13) corroborates this view. It notes that, in countries which plan better, they already know the number of pupils that are leaving secondary schools "at so and so time" and the percentage of those expected to be in tertiary institutions and make provisions for them. But in Nigeria, "planning is more or less broken down and we just keep expanding".

The planning of universities is also believed to be conservative, protective, efficiency-oriented and reactive "leading to stagnation and declines", instead of being proactive and adaptive to environmental requirements (Oduleye, 1995:27).

However, the more significant cause of decline as emphasised by the National Universities Commission (NUC, 1985) is the dwindling and poor financial subvention to the universities. The relationship of funding to decline has also been emphasised by the late Head of State, General Sani Abacha, in a speech to the convocation of the University of Lagos (The Guardian, December 6, 1996). According to him, "funding has become particularly a sore point in our universities and has been a root cause of the most recent and past industrial actions by the academics of our universities".

Several explanations have been given to the dwindling and poor subventions to the universities. The report of the 45th session of Geneva 1966 International Conference on Education (FME, 1996) is instructive. It notes that the rapid expansion of the educational system at all levels, the rapid policy changes and the shrinking economy have constrained the educational development in Nigeria. It notes also that the economic recession which has plunged the country into heavy burden, the serving of which consumes as much as 80 per cent of its annual foreign earning has resulted in reduction of expenditure on all social services, education not exempted.

The National Universities Commission (NUC, 1991) has also associated the poor funding to poor economy which started especially in the 1980s when agriculture, the traditional foreign earner of Nigeria began to be marginalised. Accordingly, agriculture which was 70 per cent in Nigeria's export trade fell through 2.2 per cent in 1982 to 1.0 per cent in 1990s, when Nigeria even had to import food.

The rise of crude oil to 97 per cent of Nigeria's foreign trade between 1980 and 1985 is believed to be attributed to the marginalisation of agriculture. However, following the collapse of crude oil from the 1980s, the current economic misfortune of the country started to emerge and eventually leading to the introduction of the Structural Adjustment Programme (SAP) in Nigeria (Samuel, 1994).

According to the Committee of Vice-Chancellors of Nigerian Universities (Idachaba, 1990:155), the Structural Adjustment Programme (SAP) has many adverse effects on Nigerian universities including the following: a steep rise in the cost of imported laboratory equipment and spare parts, a steep rise in the cost of vehicles that are critically needed for field surveys and other academic programmes and a steep rise in the cost of imported books and journals. It also result in a dramatic increase in the

cost of utilities that are now being commercialised particularly electricity. More, it results in "massive brain-drain, particularly in the medical and engineering professions whereby hundreds of well-trained academics have migrated to other lands in response to the depreciation of the value of the naira at the same time that expatriate academics have resigned and departed in response to the new foreign exchange rate regime" (Idachaba, 1990: 155).

The introduction of the Structural Adjustment Programme (SAP) has further led to serious social and economic problems and discomfort including the rising cost of education, both private and public. For example, what ₦433.87 million could buy in 1985 given the exchange rate then, would in 1994 cost over ₦2,000 million (Samuel, 1994).

Available statistics of education in Nigeria, by the Federal Ministry of Education (FME, 1996) shows that the numbers of educational institutions and student enrolment at all levels especially the university have been increasing astronomically particularly since the 1970s. Associated with increased enrolment is an increase in the diversity of academic programmes and staff population both of which exert pressure on resources.

Statistics of education sector and the national plan between 1955 and 1992 by both State and Federal government, retained by Ejiogu (1997a:13-14), show that financial allocations to Nigerian universities have appeared to be insensitive to inflation and enrolment statistics. It has been shown also that education has not had a favourable discrimination that it deserves in budgetary allocation among competing social demands, when compared to what happens in contemporary nations. For instance, in 1990, the total government expenditure on education (Federal and State)

was a meagre 8 per cent of its total expenditure, whereas the nations with an already developed system of education were far higher. It is as follows: United States of America 18 per cent, France 20 per cent, Italy 23 per cent, Japan 26 per cent, United Kingdom 27 per cent, Germany 26 per cent, and Canada 28 per cent (Ejiogu, 1997a).

The report of the Presidential (Cookey) Commission on Salaries and Conditions of Service of University Staff (cited in Oduleye, 1985:23) corroborates the above point. It notes the comparatively inadequate funding level and pattern in Nigerian universities. The report shows for instance, that in the 1970s resources devoted to university education in countries such as the USA, USSR, Western Germany, Brazil and Singapore annually constituted 1-4 per cent of their gross national product. In sharp contrast, the approved annual allocations to the Nigerian universities during the 1970s and the projected annual allocations during the 1981-85 plan period constituted less than one per cent of the country's gross national income. The report states further that, "judged by the experience of other countries therefore it could be seen that there is still much greater scope for adding funding to the Nigerian system than has actually been achieved to-date" (Oduleye, 1985:23).

The National Universities Commission's (NUC, 1995) close analysis of the recession in the funding of education in Nigeria is a further revelation of consistent decline in resource allocation to the system. It reports that, data on sectoral budget provision shows that the Federal Government recurrent allocation to education as percentage total budget declined from 32 per cent in 1979/80 fiscal year to 20 per cent in 1990 and further to about 14 per cent in 1991. Also at the sub-sectoral level capital and recurrent allocation to the universities have fluctuated especially between 1981 and 1987. For example, capital allocation decline from approximately ₦350 million

in 1981 to about ₦120 million in 1987 while the recurrent expenditure declined from ₦334 million to ₦304 million during the same period.

It has been observed that in this unfavourable economy of Nigeria, no sector is well favoured in budgetary allocation and that education is especially hard-hit as it has so many subsectors to which its allocation are thinly spread. They include, for examples, primary, junior and secondary education, technical and technological education, universities, colleges of education, research institutes, specialised agencies, scholarship and bursary, special and adult education. This implies that universities have been competing with so many subsectors for meagre resources culminating into their decline (Samuel, 1994).

The current malaise in university development in Nigeria has also been attributed to poor costing of education projects. It has been observed that the data base for resource allocation has often been poor and the knowledge of costing is inadequate. Poor costing has been shown to compound the problems of the universities especially when there is financial distress (Oguntoye, 1987; Mbajiorgu, 1988). Other factors attributed to decline are corruption and mismanagement in Nigerian public institutions, political instability and leadership problems facing the country (Oguntoye, 1987; Mbajiorgu, 1988; 1987; Okigbo, 1992).

In corollary of the above points, many scholars (Okigbo, 1992; Ejiogu, 1997) have associated the decline to military government's leadership and their role in university management in Nigeria. As concerns their role, Okigbo (1992:12) comments:

The military administrations of this country have - at least been eminent in obstinate and mistaken belief in their superior patriotism and self-righteousness. Under their supervision these twenty-two years we

(especially in the universities) seem to have lost our soul, to have enthroned mediocrity, to have not only banished excellence but also repudiated knowledge and experience. We have desecrated the temples (of learning) and turned them from intellectual citadels to a purely political market place.

The Presidential Commission on University Salaries and Condition of Service (The Cookey Commission, 1981), has cited another cause of decline, namely, excessive dependence on government for funding. According to the Commission, Nigerian universities have been dependent on the government for over 95 per cent of its recurrent and 100 per cent of its capital development. It has been observed that, this over-dependence on government for funding makes the ground slippery for the universities in declining state economy. It has been observed also that in contrast, most American universities derive more than 50 per cent of their recurrent revenue from auxiliary enterprises (Oduleye, 1985; Ebnen, 1987).

It could therefore be concluded that poor and outdated planning, poor and dwindling subvention associated with the "dislocated economy" and restricted financial bases are the main causes of decline and stagnation of the Nigerian universities. This is why the Association of African Universities (AAU, 1994:13) has rightly pointed out that "one of the most persistent challenges facing universities is the dwindling or over-stretched national resources exacerbated in Africa by the devastating economic malaise that has afflicted many countries".

Scholarly and Policy Statements in Response to Decline

The poor financial state of the Nigerian universities, the emergent associating problems and the measures to overcome these, are subjects that have commonly been debated upon among Nigerian scholars and policy makers.

Ejiogu (1993:10), has suggested that these days of "a siege economy", when resources are seemingly scarce and are being scrambled for by many other sectors of the society, would seem to be an opportune time to review critically the role of management in easing this difficult situation "by analysing the provision of alternative strategies, techniques and solutions".

Ejiogu (1997c:197) urges Nigerian universities to strive for efficiency and effectiveness in their operation as a means for ensuring their survival. This, according to him is because, neither political prudence nor harsh economic reality suggests that universities will enjoy vast new resources in the future. He opines, "if the universities are to maintain, let alone increase their share of existing allocation, then, they must be able to convince the government and the larger society of the effectiveness and efficiency of their operation". If universities "fail to justify their use of available scarce resources, then of course, by default, a great share of the scarce resources will have to be obtained by alternative and more credible productive agencies or institutions".

Oduleye (1985:18) has observed that the pattern of management of Nigerian universities has remained largely unchanged for more than three decades, "notwithstanding major changes in their environment" and that decline has been obvious for much of the periods. He therefore suggests a need for a "re-examination, if not total re-organisation". He specifically suggests strategic management to arrest the decline" and to ensure that the primary objectives of the university are not to be seriously compromised at the expense of less important secondary goals and support services.

Oghojafor (1987b:386) has noted that Nigerian universities "need funds to

survive now more than ever before". He opines that the launching of entrepreneurial drive would provide alternative sources of fund to overcome the decreasing fund by the government. He therefore calls on the universities to be entrepreneurial and innovative fully as much as any business does, arguing that, "the rapid changes in today's society, technology and economy are simultaneously an even greater threat to them and even greater opportunity".

Achumba (1977:367) suggests the strategic market planning and management practices as solution to the decline. He calls on Nigerian universities "to move toward self-reliance and generate their own finances and improve their cash efficiency".

Fagbamiye (1977:35) proposes a long-range (strategic) planning model involving "the use of stock exchange" for more capital project investment now that would yield benefits for centuries to come. By implication, had such a measure been embarked upon long ago much of the lack of resources in the system today would have been forestalled.

Other purposeful reactions to the declining condition of the universities are those of the topmost policy makers. For instance, the late Head of State, General Abacha has called on the universities to be less financially dependent on the Federal government by "sourcing for funds internally". He observes that given the present state of the nation's resources and "other specifics of our present circumstances, it has become imperative for our universities, "to explore other sources of funding and move progressively toward self-sufficiency as government can no longer bear burden of funding alone" (The Guardian, December 6, 1996).

The National Universities Commission (NUC, 1995) has reported that in the face of the global economic recession and lean resources available "there is need to

review the role of government as sole financier of educational sector". It specifically directs that other avenues such as the private sector and the international community ought to be explored.

A similar reaction is that of The Cooley Commission's Report (1981), which considers "a situation under which the university system is dependent on one source for over 95 per cent of its recurrent and 100 per cent of its capital development" as unsatisfactory. Hence, it directs universities in Nigeria to consider alternative sources of funding (Ojo, 1990:78).

The report of the Association of Commonwealth Universities (cited by Oghojafor, 1997b:400) gives similar directive. Its recommendation which is also binding on Nigerian universities states in part that,

In order to increase success, maintain standards of educational quality and ensure institutional stability, universities must diversify their financial bases particularly through cost-recovery for non-academic services, the introduction of targeted fees, and a cultivated expansion of income generating activities.

The Association of African Universities study on diversification of services of funds to universities has also revealed that "there is a need for further in-debt study focusing on option for diversifying sources of financing of African universities and on experiences hitherto gained" (Oghojafor, 1997b:400). It believes that the university should be able to have "an assured and independent source of income so that it can carry through some basic research of its own which may not immediately seem attractive to the government" (Mwiria, 1995:9).

Other advantages of this as pointed out by the Association are that "it enables the universities to plan far into the future making sure that they are not at the mercy of

the national budget"; and that it removes the risk "that staff of the university may eventually become political" due to heavy dependence of the university on government for finance (Mwiria, 1995:9).

It is probably to overcome stress incidental to financial difficulty that the Association of African Universities has further pointed out that,

Everywhere (including Nigeria) governments are increasingly expecting universities to restructure and organised themselves for better governance and resources management. In this situation, to live up to society's expectation and in their own interest - be proactive in adapting and responding to challenges (AAU, 1994:14).

The Federal Government of Nigeria has taken some initiatives to assist the universities diversify their financial bases. One way has being to encourage mutual relationship between the universities and the organised private and public sectors to increase the amount of services universities do to them so as to earn endowment support.

Section Five of the National Policy on Education (NPE, 1981:23) contains this provision. It states that as the demand of education is bound to increase with the expansion of higher education, "the government will encourage universities in acquiring endowments to be used in augmenting their revenues, through productive investment in industry, trust - and also to welcome external assistance for higher education".

The Views and Comments of the Federal Military Government on the Report of Higher Education Curricular and Development in Nigeria (NPE, 1987:9) also includes the recommendation that,

Some specific and particular needs of our industries should be reflected in the curricular of the universities. Specific projects of special technological research should be commissioned out to the universities

and funded by government and industries should co-operate more with universities by being involved more actively in the areas of funding industrial attachment.

It is perhaps, for the purpose stated above that the Nigerian University Commission (NUC, 1991:12), in considering innovations to boost the management of Nigerian universities in the 1990s, gives the admonition that, "a university is no longer a centre of teaching and research only", but a centre of public service and "must have a purpose which transcends the conventional teaching and research". It states also that, it must be accountable to serve the vast majority of the people who live in the rural areas, and must be committed to the training and upgrading of total human resources, not a small elite".

The Comparative Education Study and Adaptation Centre (CESAC) which was founded in 1967 and whose essence include acting as an observant of the best in current trends in foreign education, has also considered public service as important innovation for vitality and dynamic state of the universities. It notes that,

The ancient view of a university as an Ivory tower in which its occupants do not and need not concern themselves with the mundane problems of everyday life of the community in which it is situated is now generally regarded as too narrow and negative. The universities should be totally integrated with the community, sharing its problems and contributing in a very large measure to their solutions (Unilag Calendar, 1974/75:102).

Comparative studies have shown that such sharing and involvement in community problems are opportunities for survival as well as, sustained growth, excellence and global competition (Waddock & Boyle, 1995).

The Bible which is probably the greatest reader in strategic management and proponent of requirements for present and future survival, gives the import of the above recommendations, namely that universities should render public service as a

means for their own survival. For instance, the Bible book (Luke 16:9) says "Make friends for yourselves by means of the unrighteous riches, so that, when such fail, they may receive you into the everlasting dwelling places"

The report of the conference on the Development of Higher Education in Africa held in Tananarive in 1962 (UNESCO, 1963:73), reflects the import stated above. It states that, African institutions of higher education "undertake as soon as possible extra-mural and extension programmes" and plan for their fuller participation in the economic and social development of the community "which will result in some increase in their expenditure in the short-term to be more than offset by substantial economic returns over a long-term".

Comparative studies show that the United States of American Universities recognised the relationship between involvement in public service and corporate survival. For instance, the Ohio State University's Centennial Commission, charged with considering the requirement for future development of the university has noted that,

There will be a need to shift the emphasis of instruction from the solution of visible and well formulated problems to education in the process of problem identification as well as in conversion of apparently chaotic situation into manageable, soluble problems (Schwebel, Kaswan, Sill and Hackel, 1976:209).

The Department of City Planning of Columbia University has noted that "unless the university involves itself in service it will be ignored; that "the university must turn towards the problems of the urban and must provide service to the cities, the lower classes and the poor"; and that "the university is the last outpost of help, like the government of a welfare state" (Edward, 1970:135).

The import of these scholarly comments and official reports appears to be that

Nigerian universities would better consider strategic management principles and practices to enhance their sustenance, growth and excellence. According to Oghojafor (1977a:160), the essence of strategic management is to ensure future survival of profit and non-profit organisations, "take care of internal and external environmental factors for the present and future predictions as a means of ascertaining impending (and preventing) organisational failure".

It may therefore be understood why the Report of the Carnegie Council on Policy Studies in Higher Education in United States of America (The Carnegie Council, 1980:50) finds it necessary to recommend strategic management approach to those American institutions "facing declining growth, no growth or actual decline", and to those whose need is "more than survival", "excellence" or "competition". It is believed that such institutions may profit from developing an overall strategy from new condition, "one that projects realistically, several years into the future and directly questions generally accepted, but often not precisely formulated or heretofore tested wisdom about the environment of the university (or system), its strength and weakness and role". Hence, the Report recommends that,

Institutional leaders prepare analyses of their institutions to determine, as accurately as possible, the present situation and the factors shaping the future course. These analyses should be used to inform their colleagues and constituents and should be part of a larger efforts designed to create attitudes receptive to and conditions conducive to change.

The report includes specific directives for the institutions on what to do for their self-reliance, survival and successes. It stresses that the efforts of the individual institutions are the factors through which effective adjustment to the new conditions that would enhance their survival and growth are to be made in the larger part.

Individual institutions are therefore required to make analysis and strategic planning to attain flexibility in operations and programme offering; more sophisticated cost-cutting and management; a measure of institutional specialisation; a new method of operating in increasingly competitive markets. The emphasis therefore is that, the survival of the institution and beyond that, their vitality and a dynamic state depend both on public policy but more on what each institution does.

The Carnegie Council further lists some reasons why institutions have to act on their own behalf. The reasons are the following:

1. Public policy may not develop as favourably as have often been recommended.
2. Even if it does so, there will be some delay.
3. The prospective enrolments may be at considerably lower levels than were projected (in Nigeria, grants have often been less than the institutional estimates (NUC, 1989).
4. Even under favourable policy and enrolment results (or economy), most institutions will still be under some pressures.
5. Institutions have an obligation to do their best to adapt to the new circumstances and not to depend on public authorities alone to bail them out, in fact, "good faith" institutional effort is a prior requirement for favourable public response.
6. In the course of competition, some actions are desirable as a basis for success, even if not needed for institutional survival, and should be undertaken as a matter of course regardless of changes in the external environment.

The Council recommends also that each institution should "develop an overall strategy for flexibility in the use of funds, assignment of faculty, and utilisation of

space, and effective processes to make necessary decisions. It lists some procedures through which institutions may obtain needed flexibility. These include the following:

1. Recapturing for central campus assignment positions vacated through retirement, resignation, or death.
2. Hiring temporary and part-time members.
3. Specifying that tenure does not necessarily apply only to an original assignment of specialised field and location.
4. Making increased use of joint appointments by more than one department.
5. Seeking persons with subject matter flexibility, and encouraging field shifts through retraining and use of leaves for study.
6. Providing opportunities for early retirement on a full or part-time basis.
7. Taking initiative for undertaking joint public and private approaching for relieving the problems of dwindling growth.
8. Withdrawing funds from existing campus programmes in their entirety for a self-renewing fund to be directed to new or expanded programmes.

This comparative study is no doubt a buffer to the development of strategy for Nigerian universities.

The American Demographics, June 1979 (cited by Kotler and Murphy, 1981:470) has emphasized that strategic management would be needed for the corporate survival and vitality of contemporary universities. It states that:

At least one demographic impact will be positive. Institutions will be compelled to become more introspective and analytical, to undertake long-range planning, something they did not have to do in good times. They will be forced to set priorities and develop strategies, overcome institutional inertia and make long-overdue choices - for example, to identify areas of growing student interest and create new programs to replace those for which demand may have fallen off. A consumer

orientation will benefit higher education.

In United Kingdom, many reports including the Jarratt Report in 1985 have also concluded that universities have to be involved in systematic strategic planning and practices especially to be able to adequately manage their own performance, stand the fierce competition for funds and students and to survive generally (Moore, 1989; Port, Burk, McLintock & Co., 1989).

In Nigeria, many official reports have also found it necessary to recommend strategic management to both profit and non-profit organisations in Nigeria to spur their growth. Some examples of such reports are those of the Technical Committee on Privatisation and Commercialisation of Public Enterprises (TCPC, 1992); and the Communique of the 1997 Annual Conference of the Institute of Personnel Management of Nigeria (IPM, 1997).

Past and Present Strategic Responses at Unilag

Several innovations for self-reliance have featured at the University of Lagos during the current administration which started in 1995 – all in response to decline in subventions. Many academic and non-academic functions/activities, for examples the Unilag Human Resources Development Board and Unilag Ventures have been newly introduced; some existing ones, for example, the post-graduate programmes, have been reorganised into cost/profit activities and centres; and the existing business units, for examples Unilag Guest Houses and Conference Centres and Unilag Consult have been strengthened for more profit making. Appendix 18 is informative on the University policy to enrich academic curricula and make them productive and self-reliant and thus making them relevant to the university's needs for the contemporary

age.

The purposes of these efforts have been to generate extra income; foster welfarist agenda; contribute to industrial competitiveness and economic development of the University, and to accommodate the fast technological change, global competition and the emergence of a technological-based economy. The efforts, therefore, purpose to ensure the institution's self-reliance, survival and progress (Unilag Consult, 1992; Oghojafor, 1998b).

The current innovations for self-reliance and survival of the University, like similar efforts of the past administration, are underlined especially by desire to fulfil the mission of the university (Unilag Sun, 1992), apart from the recent government policy as cited before. That is, the motive for the University's self-reliant efforts is to effectively fulfil its mission of teaching, research and community service.

For instance, the recommendations of the Eric Ashby Commission on post school certificate and higher education (1960), and the UNESCO Advisory Commission for the establishment of the University of Lagos (1961) stipulate that the University should be responsible for extension work "as a very important activity which offers fascinating problems for enterprise and innovation", and make itself "a vital part of the professional and business life of both Lagos and Nigeria", by keeping a close touch with the practical needs of the country", "by offering special courses, seminars and conferences on appropriate subjects for large groups of people (Unilag Calendar, 1974-75:96).

Academic/service diversification that strengthened the financial and social bases of the institution was incidental to this provision. For example, the Unilag Continuing Education Centre was introduced between 1966 and 1978 to promote and

upgrade high professional standard and competence in government, commerce and industry for the growth of the nation (Unilag Calendar, 1974-75). Eventually, the Continuing Education Centre became a powerful means by which the University linked with and gained social and material supports from the local, national and international communities through the special conferences, seminar, workshops and other advisory services it rendered to these communities.

A history of the University of Lagos (Aderibigbe and Gbadamosi, 1978) throws further light on the mission of the University. It states the functions and powers which underline the self-reliance measures of the university as to:

1. provide courses of instruction and other facilities for the pursuit of learning in all its branches, and to make those facilities available on proper term of such persons as are equipped to benefit from them;
2. encourage, promote and conduct research in all fields of learning and human endeavour;
3. encourage the advancement of learning and to hold out to all persons without distinction of race, sex or political conviction the opportunity of acquiring a higher education;
4. undertake any other activities appropriate for a university of the highest standard.

It is stated further that, in order to carry out these objectives the University would have the power to:

1. establish such colleges, faculties, institutes, schools, extra mural departments and other teaching units with the University as may from time to time seem necessary or desirable;

2. demand and receive from any student or any other person attending the University for the purpose of instruction, such fees as the University may from time to time determine;
3. acquire, hold, grant, charge or otherwise deal with or dispose of movable and immovable property wherever situated;
4. hold public lectures, and undertake publishing and book-selling;
5. enter into contracts, establish trusts, act as trustees solely or jointly with any other persons, and employ and act through agents;
6. do all such acts or things, whether or not incidental to the foregoing powers as may advance the objects of the University.

It could therefore be seen that, it was to fulfil the University's mission statement, with the backing of the statutory powers listed above that a plethora of non-academic and commercial enterprises were also developed and operated from the 1970s. These activities include the following: the University Automobile Workshop, Laundry, Staff Canteen, Bookshop, Guest Houses/Conference Centre and the University press. Each of these units of enterprise was required to be self-accounting, self-sustaining and supporting (Aderibigbe and Gbadamosi, 1978).

A boost to the commercial enterprises were achieved in the 1980s following the setting up of the Auxiliary Service Advisory Committee in July 1983 to advise the Vice-Chancellor on the operations of commercially-oriented revenue generating non-academic units within the University. The objectives of the committee were to:

1. provide and harmonise overall supervision and control of the management and operation of the University of Lagos commercial activities;
2. develop and promote entrepreneurial activities within the University that will

enhance the profitable use of facilities;

3. generate additional revenue for the University (Aderibigbe and Gbadamosi, 1978).

In addition to the mission stated above the current administration of the University has defined the objectives of the on-going self-reliance and survival efforts at the University. They are as follows,

The trust of this policy was to inspire confidence and establish the 35 year-old institution on a solid foundation for peace and security, improve staff and students' welfare, main discipline at all levels and ensure adequate functional teaching and research facilities are available - part of the effort to make the University a world class (Unilag Today, 1998:2).

These objectives are underscored by the functions and powers of the various on-going innovative measures for self-reliance of the University introduced by the current administration. Some of these measures are as listed inter-alia.

The Unilag Alumni Association

The University of Lagos Alumni Association was inaugurated in 1970. Its objectives include assisting the university "in whatever way possible and desirable in its development". It raises funds voluntarily and receives donations, gifts, grants and banquets from members and the general public "in solving matters that affect the university" (Abass and Bankole, 1978:170).

The Association is being consistently re-organised to enhance its sustained support to the university as could be discerned from the following resolve.

It is clear that the University of Lagos, like most other universities in the country will for time continue to face difficult financial problems. It has to diversify its sources of funding in order to reduce considerably its financial dependency on the Federal government. If the vision of the great University of Lagos will come to pass in the 90's - the Alumni Association must be ready to look for ways and means of

partially funding the university in a significant and regular form (Abass and Bankole, 1978:178).

This is why the University of Lagos is confident that "Alumni remains our source of inspiration" (Unilag Calendar, 1991-95:198).

The Unilag Distance Learning Centre (DLI)

The Correspondence and Open Studies Institute (COSIT), now called Distance Learning Institute (DLI) was established in 1973 (Unilag Calendar, 1991-95). Its objectives include bringing university education to "suitable learners at home, these distance learners for one reason or the other cannot engage in full-time universities studies"; enabling distance learners to "continue to work while learning" (Unilag Calendar, 1991-95).

The University of Lagos acknowledges part-time educational programme through distance teaching as one of its sources of revenue generation (Unilag Sun, 1992). This facility has also enabled the university to produce more graduates for less, hence it has been cost-effective for the university in times of scarcity (Famamiye, 1997).

This facility has also enabled the university to conserve on space which is in short supply while reaching out to more of those in need of its services; and to relate more to the needs of the immediate environment, from which it draws "tangible and intangible supports" (Slaughter and Silva, 1983:10).

The Unilag Enterprise

The University of Lagos (Unilag) Enterprise was established in 1988 as another strategic respond to decline. According to the University of Lagos Calendar (1991-95:610), the aim was to "advise the university administration on the

establishment of new revenue generating units as well as co-ordinate the efforts of those in existence".

It has the specific objectives of providing and harmonising overall supervision and control of the management and operations of the university commercial activities; and developing and promoting entrepreneurial activities within the university that will enhance profitable use of facilities.

Its other objectives are to provide productive services in appropriate sectors of the economy; generate additional revenue for the university; and to co-ordinate and ensure that fund generating units achieve self-sustaining and self-accounting status.

The Unilag Guest Houses and Conference Centre

The University Guest House and Conference Centre has been constituted "an income-generating unit" from its inception in 1976 (Unilag Calendar, 1991-95:617). It has buttressed the resource base, as well as the popularity, recognition and appreciation of the university by the public. This is especially through its hosting of national and international conferences organised by professional and non-professional groups; and the Federal and state government conferences, seminars, meetings, workshops and refresher courses. For instance, it accommodated participants in the Festival of Black Arts and Culture (FESTAC) in 1997 and the Association of Commonwealth Universities Conference held in Lagos in 1985 (Unilag Calendar, 1991-1995).

The Unilag Consult

The University of Lagos (Unilag) Consult was inaugurated in 1983. It is stated in the Unilag Consult General Brochure (1990:5) that it represents a far sighted response to two developments: the deteriorating state of the national economy and the

need to bridge the communication gap between available experts and talents of the university on one hand, and the business community in the country, on the other hand.

The Unilag Consult (1990:5) defines its general objectives as follows:

The potential of our human, material and natural endowments, coupled with the changes in the nation's expectations, awareness and vision brought about by the on-going emphasis on self-reliance, make Unilag Consult opportunity-conscious. Innovative consultancy is our focus.

The specific objectives are stated in the brochure as including provision of "additional sources of revenue for the university and its staff"; - to assist in the provision of "more facilities which will enhance the achievement of the university"; to ensure full participation of the university in national development efforts. The objectives also include the provision of an enhanced opportunity for staff and students "to put theory into practice, thereby acquiring experience in practical problem-solving which can be transferred to teaching and pragmatic curriculum development" (Unilag Consult, 1990:5).

The Unilag Consult achieves its objectives by rendering professional services in almost every field including engineering, environmental design, management, educational, legal, medical and pharmaceutical, music and arts, librarianship and library science.

Its clients are also wide ranging including Federal and state government ministries and parastatals, local governments, private and oil prospecting and market firms, farms and agro-based industries, international government and non-governmental organisations (Unilag Consult, 1990).

The Unilag Ventures

The University of Lagos (Unilag) Ventures was set up in 1995. According to Oghojafor (1997b:403-405), its primary objective is to direct, control supervise and monitor all hitherto non-self-accounting service-oriented units by converting them into "full viable commercial ventures" that would be insulated from the bureaucracy inherent in the university system.

The specific duties and functions of the Ventures are to "generate additional revenue for the university", through taking advantage of our urban and geographical locations and environment and evolving entrepreneurial activities; and to create job opportunities for the university community, especially students.

It also have to ensure that all units under the erstwhile Unilag Enterprises become sources of additional revenue for the university; and to establish and nurture new viable commercial units and promote entrepreneurial activities that will enhance profitable use of facilities.

It has to develop the University Water Front into tourist attraction; establish and ensure the success of car-wash and car park projects; initiate and promote research result in the faculties and market same to the public.

Other specific functions of the Ventures are to provide and harmonise overall supervision and control of the management and operations of the university commercial activities; and to establish any other project as may be decided by the Board from time to time (Oghojafor, 1997b). Appendix 6 furnishes more about the functions of Unilag Ventures. Unilag Bread, Unilag Waters, Unilag Community Pharmacy, Unilag Car Park, Unilag Soap, and Unilag Laundry are some fund raising enterprises of the Unilag Ventures (Oghojafor, 1997b).

The Unilag Property Management and Development Board

The University of Lagos Property Management and Development Board has been set up in respect of the university's many "valuable landed properties outside the campus requiring development to strengthen the internal financial resources of the institution and to make it less reliant on government subvention (Oghojafor, 1997b:404).

The Board's specific duties and functions are to maintain and manage all university properties outside the university campus; develop or make arrangement for the development of all under-developed land belonging to the university but outside the campus (Oghojafor, 1997b).

Other specific functions of the Board are to acquire landed and other property for management or development for profit; let out university properties on economic basis; and to operate fully as a property company (Oghojafor, 1997b).

The Unilag Human Resource Development Board

The University of Lagos (Unilag) Human Resource Development Board has been established to "take care of staff training and development functions as well as examinations and programmes leading to the evaluation of staff development processes" (Oghojafor, 1997b:405).

The Unilag Human Resource Development Board (1998) has defined its general objective as follows:

We at the University of Lagos have consistently insisted that for Nigeria to enter into the 21st century and remain competitive economically, the human resource, the employees must be revitalised and taken care of. Consequently, for any organisation to survive long, the vital force must be reactivated, nourished, retained and empowered. Of all the tasks of management, managing the human component is the central and most important task, because all other activities in an

organisation depends on how well the human resource is managed.

Its specific duties and functions are to institute a viable training school for the training of university personnel and other institutions' personnel where necessary; conduct entrance examinations to all programmes other than undergraduate course conducted by the Joint Admissions and Matriculation Board (JAMB).

Its duties and functions are also to prosecute vigorously in-service training programmes for the staff of the university; identify the training needs of university personnel; mount appropriate training programmes for staff of the university.

Other duties and functions are to recommend motivational packages for deserving staff; mount appropriate training programmes for other organisations outside the university with a view to generating income; and to collaborate with appropriate outside training outfits to mount such courses or programmes (Oghojafor, 1997b).

The Unilag Work Study Programme

The University of Lagos Work Study Programme has been put in place to assist the indigent students of the University of Lagos (Unilag, 1998a). The University of Lagos address on the 1998 Convocation Ceremony reveals the objects as follows:

First, to keep the students gainfully employed and therefore out of vices. Second, to assist them in meeting their social needs which in turn will enhance their ability to concentrate on their studies.

The objectives and operations of the above innovative programmes may be seen as clear testimonies of the university's flexibility and determined efforts to

confront the challenge of declining subvention with the resources of its own community, with or without budgetary supports. This is why the University of Lagos (Unilag Consult, 1990:9) says that "the same deteriorating state of the economy has created new problems, new challenges, and new opportunities which have required better institutionalised resource mobilisation".

Unilag Today (1998b) elaborates on the various functions and activities, their objectives and the successes of their operation towards the self-reliance and welfare of the university. It could be concluded that the current administration of the University of Lagos has been involved in innovations for self-reliance of the institution since 1995 in order to establish the institution on a solid foundation for peace and security; improve staff and students' welfare; maintain discipline; ensure adequate functional teaching and research; contribute to industrial competitiveness and economic development of the University and the nation; accommodate the fast technological change, global competition and the emergence of a technological-based economy; and in deed make the university "a world class". The institution's goal in self-reliance efforts may be considered as beyond survival.

According to an official record from the Registrar's Office, today, the University of Lagos considers its self-reliance objective so important that a prospective candidate to its position of Vice-Chancellor must beside other qualifications be a person who,

Possesses requisite and relevant managerial experience to be able to provide competent leadership for the University in an era of increasing emphasis on self-reliance;

is capable of promoting private and public sector goodwill for the University; and

enjoy international confidence to attract support for research and development (see appendix 5).

Constraints on Unilag Innovative Efforts

A history of the University of Lagos (Adalemo, 1987), reveals daunting problems and constraints in implementing the innovative programmes for meeting the economic challenge that confronts the university.

Accordingly, there have been problems of human resource in terms of quantity and quality and problems of shortages of facilities and finance to effectively run the various income generating programmes. There have been problem of lack of prudent management of scarce and inadequate resources for generating the much needed funds. There have also been problem of managing the costs of running the programmes.

These problems are believed to be associated with the difficulty in "doing things a little differently than hitherto and re-organising the academic and non-academic units" or accepting changes by some administrators and other members of the university community (Adalemo, 1987:190).

A more important problem has being how to ensure the cooperation and support of the various sections of the university community toward the successful implementation of the various programmes designed by the university authority. There have been distracting opinions, utterances and seeming lack of support from certain sections of the university community (Unilag Sun, 1992).

For instance, questions have been raised about the status, relevance and frequency of certain programmes especially the part-time courses and commercial activities in connection with institutional and personal academic freedom, academic

standard and the image of the university. There have also been complaints that certain courses or programmes like those of the Unilag Consult, Correspondence and Open Studies Institute (or Distant Learning Institute), MBA (Master of Business Administration) and diplomas are over-commercialised (Unilag Sun, 1992).

Summary

Public members, researchers and policy makers in Nigeria have been seriously worried for what appear to be an erosion of the much coveted self-reliance prospect of Nigerian universities.

The problem of Nigerian university self-reliance is associated mostly with the dwindling and poor subvention from the government, the unplanned and boundless growth of the universities, unaccompanied by a synchronisation of enrolment and resources and the outdated planning which lead to decline and stagnation of the universities.

The opinions of researchers and policy makers for solving this problem centre mostly on the need to diversify the financial base of the university mostly by expansion of income generating activities and by adopting strategic management to resuscitate and ensure survival and sustained successes of the universities.

It is to this direction that the University of Lagos embarks upon challenging innovations toward self-reliance. In doing this, however, numerous problems have been encountered. The most significant of these problems is complaints by members of the university community about the relevance and cost of some of the innovative measures put in place by the university authority.

A Statement of the Problem

There is no indication that governments will continue to fund the universities adequately. Universities are therefore being constrained to look for alternative sources of income for their sustainable development. Consequently, the University of Lagos has especially since the advent of the current administration in 1995, set up several functions/units. For instance, it has set up the Human Resources Development Board, the Property Management and Development Board, the Car Park, the Lagoon Front and Tourist Centre, the Unilag Ventures. It has also strengthened existing business units such as the Unilag Consult and the Guest Houses and Conference Centre and reorganised other academic and non-academic functions/activities such as the post-graduate programmes into cost/profit status. The purposes of these efforts have been to increase the revenue base, foster welfarist agenda; and contribute to industrial competitiveness and economic development of the University.

The University of Lagos thus presumably embarks upon such challenging innovations toward its self-reliance, but in doing so numerous problems and constraints are encountered. Opinions differ as to the desirability of some strategies being put in place. Even some members of the academic community have complained of over-commercialisation of university activities.

The Purpose of the Study

This study was designed to ascertain the opinions, levels of satisfaction (acceptability), and the sources of dissatisfaction of members of the University of Lagos community regarding the current strategies toward self-reliance of the University. It was also to ascertain the perception of the operational managers of the

self-reliance programmes of the institution, about the problems in the implementation and suggestions for future practice; and to analyse certain identified threats to, and opportunities for self-reliance of the University as perceived by the top corporate managers of the institution.

It was hoped that the findings from such a concurrent evaluation would help direct future activities as to enhance the achievement of corporate excellence.

Research Questions

The study was set out answer the following research questions:

1. What are the levels of satisfaction/dissatisfaction with the various functions/activities performed in the self-reliance scheme of the University of Lagos?
2. What are the perceived levels of satisfaction of the various segments (full-time and part-time students, undergraduate and postgraduate students, academic and administrative staff, students and staff) of the University of Lagos community regarding the on-going income generating activities of the institution?
3. Are there significant differences in the perceived levels of satisfaction/dissatisfaction by the various segments of the personnel regarding the on-going income generating activities?
4. What are the most frequent sources of dissatisfaction with the on-going efforts of managing for self-reliance of the institution?
5. What are the most highly visible problems encountered by the operational managers in the innovative idea of management of the University self-reliance scheme?

6. What are the operational managers' most preferred solutions to the identified problems in management of self-reliance and survival at the University of Lagos?
7. How do the top corporate managers of the University of Lagos rank certain identified threats to self-reliance of the institutions?
8. How do the top corporate managers of the University of Lagos rank certain identified opportunities for self-reliance of the institution?

Scope and Limitation of the Study

The various segments of the University of Lagos community including the part-time and full-time students, the academic and non-academic staff, the operational and top corporate managers of the university were the focus of the study.

Some selected income generating functions and activities and some factors that could be sources of dissatisfaction to members of the university community in the process of operating the self-reliance functions were also focused. These functions, activities and sources of dissatisfaction are as listed on Appendices 19 and 20 of the study. A large number of other functions and possible sources of dissatisfaction could not be covered in this study.

Significance of the Study

It was hoped that the study would clarify the objectives, policies and programmes in the University of Lagos' self-reliance efforts. This is with a view to increasing appreciation and support of these by both the members of the University Community and those outside it. This would also benefit other universities that might wish to formulate objectives and develop programmes for self-reliance.

The study hoped to encourage the institutions to manage their own performance, knowing that their survival and beyond that, their vitality and dynamic state depend more on what they do. It hoped to encourage them to do their best to adapt to new circumstances and avoid depending solely on public funding sources to bail them out. It hoped to encourage them to develop flexible systems of operations and programmes, resource acquisition and utilisation and to be more effective in their processes and operations since they are ensconced in an increasingly competitive market.

The answers to the research questions raised at the beginning of this study would encourage institutional leaders and policy makers and practitioners to reassess their institutions in order to determine their present situations and the factors shaping the course of the future as well as their strengths, weaknesses and roles.

These innovations are relevant to the theoretical perspective of strategy as a plan, a ploy, a pattern, as position and as a perspective (Carrol, 1987).

It was hoped that the study would stimulate researchers to further investigation into the problem of planning and managing higher institutions in Nigeria and to encourage the institutions to strive for survival and beyond, for competition and excellence even in the face of adverse challenges.

It has to be emphasised that this is a concurrent evaluation, also known as formative evaluation. The research purposed to be an "essential" and "central" part of the development process of the self-reliance scheme at the University of Lagos, so that information gleaned from it could be used to direct and advise further operations, to modify the innovation while it is still being developed (Hamilton, 1976). It thus hoped to be a useful guide to the planners and executioners of policies of the self-

reliance scheme, and thus prevent mistakes that would otherwise occur, as Harrington (1987:10) says, "preventing problems is better than reacting to them".

The study would no doubt contribute to knowledge since it is a good source of information and an improvement on previous works in organisational self-reliance and strategic management in the universities. It would therefore reduce the dearth of literature especially in the applied field of strategic management in educational management in Nigeria. This, of course, would be useful to other researchers. The survey instrument provided in the study might also be found useful by other researchers who might wish to extend the frontiers of this study to other universities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The literature review is aimed at expanding upon the context and background, highlighting the sources of the problem of the study as earlier discussed in the first chapter, and at providing an empirical basis for development of hypotheses. Particular attention is therefore drawn to the following areas: The concepts of self-reliance including the meaning of the efforts and constraints in managing the university toward self-reliance; and the concepts of strategic management including the meaning, the requirements for strategic planning, and the Makinsey's concepts of strategic management. The benefits and norms of, and the relevance of strategic management and planning to non-profit organisations including universities are also focused.

Particular attention is also given to the requirements for effecting organisational change including the appropriate mental attitudes of relevant individuals in the organisation, and the importance of "practical benefits" in respect of innovation. Lastly, but not the least relevance for consideration are factors guiding successful implementation of strategic management and the consideration of "failures of strategic planning".

The Concepts of Self-Reliance

The Oxford English Dictionary states the meaning of self-reliance as "reliance upon oneself, one's own's power". Ikoku (1980: 37) defines it as "the right to set one's own goals and realising them as much as possible through one's efforts using

one's own factors".

Alani (1997) views self-reliance in terms of the individual's ability, knowledge and skills for, and practical involvement in productive labour that can sustain and enhance his growth, contribute to the growth of others and his nation even in adverse environmental circumstances. According to him, these ability, knowledge and skills are acquired through training for competence in such local activities as agriculture, commerce and technology.

Eresia-Eke (1995:11) considers an individual's motives in self-reliance efforts as desire to avoid being a social invalid and a disappointment, to avoid a fall and have a greater control of himself and his destiny especially as the external world outside him is "unreliable, shifty and unpredictable". According to him also, relying on oneself pulls him immediately out of the crowd: "He ceases to be a mere statistic, just another person, a unique person, a person of distinction, a great person".

Perhaps one may be safe to conclude that what Eresia-Eke means by self-reliance is the ability of a person or an organisation to survive progressively and honourably as distinct even in the face of unfavourable environmental circumstances.

Balderston (1975:244) is perhaps illustrate on this point when citing some extreme cases of the private American universities that were not self-reliant. They failed to survive a "shifty world". The institutions were closed, their staff dispersed and their assets liquidated. Others, such as the University of Pittsburgh and the University of Buffalo in Suny-Buffalo were involuntarily absorbed into another systems. Although their names and span of academic function continued, "their previous autonomy was lost".

To Balderston, therefore, self-reliance means the survival of a university

through fiscal emergency, deep institutional crisis, enrolment depletion, federal policy changes or other unexpected disasters that might create a condition of stagnation, decline or demise. He defines the survival of a university as:

The ability to maintain the essentials of its mission and charter in institutional, academic and fiscal terms, without having to change its qualitative program character out of recognition and without having to accept a radical and involuntary change in its mode of governance. The essential threads of continuity must be maintained (Balderston, 1975:248).

To that end, he proposes a four long-range aspects of survival, namely, the preservation of autonomy; the preservation of viable governance; viability through fund-raising; and viability through prudence and efficient management.

Francis and Akinyotu's (1988) concepts of self-reliance corroborate Alani's (1997) as discussed above. In their "Mobilising Nigerian Education Towards Technological Self-Reliance", the concepts go beyond university organisational survival. It include its continually meeting the national demands through productive activities that facilitate its own sustained growth and successes and those of its nation.

They illustrate this by citing the case of the United States of American land grant universities. The self-reliance efforts of these universities were marked by productive activities in agricultural, rural life and adult services through research, extension and continuing education and practical involvement in food processing and genetic engineering. By involving in such productive activities the universities themselves, the originally poor rural adult dwellers and their country were enabled to rise to greatness by the turn of the 19th century.

Self-reliance of a university may therefore be considered in terms of its successful adjustment to environmental conditions through a variety of its own

adopted measures designed for its own present and future survival, sustained autonomy and successes and for the survival and successes of its own community and nation. Such measures include those listed below.

According to Leslie and Ramey (1988:116), a steady "discretionary" fund-getting is an important measure toward self-reliance. This is because by this innovations may be introduced, risks taken and investment in the future made.

Some authoritative commentators (Watch Tower, August 15, 1997:20) believe that "a realistic view" of fund-getting as a measure toward self-reliance is divine and very necessary since this is equated with "practical wisdom" which is for protection (Ecclesiastics 7:12). It is believed that the "ability to get money" is important for the long-term institutional survival as well as a way "to measure the success of an institution" (Balderston, 1975:257).

This point is well illustrated by Kerr (1972:17) when he says, "Growth and shifting emphases and involvement in society all take money; and which universities get it in the largest quantities will help to determine which of them excel a decade or two hence". The proverbially wise King Solomon has summed up the value of money in his saying that "bread is the laughter of the workers, and wine itself makes life rejoice, but money is what meets a response for all things" (Ecclesiastics 10:19).

It is in this consideration that Albrecht and Zideman (1995) have listed the various sources of discretionary funds which universities may exploit for their survival and successes. These include the alumni, private donors, foundations and corporations. The provision of short specialised courses, sales of services to the industries and the commercial management of research and university assets, bookshops, guest houses and agricultural activities are other projects that a university

may undertake.

Cost-recovery and budget savings for the university by replacement of regular workers in their tasks, such as the employment of students in work-study and graduate assistantships have also been discussed as relevant measures to self-reliance (Albert and Ziderman, 1995).

Spikins (1982) has extolled the expertise of the British universities in carrying out industrial project works and in establishing effective mechanising for attracting work which might not otherwise find their way to the university campuses. He maintains that the universities' vitality and dynamic state depend much on such activities.

Kerr (1972:90) has observed that American universities strengthen their "roots" and work toward excellence and fame through "academic specialities and athletics". To this end, they scramble to hire "football stars" and "professorial luminaries". According to Balderston (1975) a university that is able to attract a luminary or start professorial appointment, "someone who has acquired wide reputation and still has a substantial periods ahead of intensive scholarly productivity", adds immediately to its reputation in some particular fields.

According to Balderston also, in addition to contributing his productivity, the 'star' is often "a nucleating force" for attracting grants, funds, doctoral candidates and junior faculty which are strengths to the foundation of the university. Besides, the survival and stability of, the excellence competitive successes of and changes in any organisation depend on the quality of persons in it (Glueck, 1987).

Recruitment of good research students is another measure adopted by universities seeking to be self-reliant. Good research students are viewed as pipelines

through which research grants and contracts pour into the universities. An inability to attract ample resources including good students, high calibre of staff and funds is synonymous with decline in external prestige and internal morale (Moore, 1989).

Something similar to football as mentioned above are art and drama. The University of Leeds, England has successfully used these to earn local and national fame, draw thousands of town people to the campus, and to bring the Vice-Chancellor and the city mayors together for mutual understanding that benefits the university materially (Oashott and Rastall, 1982).

Slaughter and Silva (1983) have contended that universities can build their reputation, prestige, human and material resource bases and thus strengthen their stability and growth through involvement in direct public service. Direct public service of a university is defined by Yesufu (1973:73) as,

Primarily non-formal activities directed at the non-resident students and the society at large, in contrast to the degree oriented teaching, research and allied activities which are more formal and directed to the resident university students and staff.

These activities include part-time, correspondence, sandwiched and evening courses; consulting, agricultural extension and urban extension works (for alleviation of city plights).

Slaughter and Silva (1983) have noted that departments that were strong and well-regarded by the close of the World War I were those whose faculty was deeply engaged in direct service to the society. They note also that service allowed social scientists to act as experts bringing research skills to bear on pressing social problems enabling them to demonstrate the utility of their new science and in that capacity claimed sustained public and private resources for their support.

According to Slaughter and Silva, direct service "was instrumental in securing the tangible and intangible resources needed to build strong departments; faculty lines, support for the academic journal, library and equipment acquisition, research funding as well as visibility, reputation and prestige. It also helps the university to institutionalise their fields in periods of intense status uncertainty, promote the "managing of societal expectation" by supplying the community at large with objective-solution of problems of, the day as well as "buffering the management of decline" or "retrenchment" through the various ways by which beneficiaries of expert service pay royalties to the institution.

Boyer and Lewis (1984) have discussed the invaluable benefits accrued to the individual faculty members and the institutions, who involve in direct public service, especially consulting. According to them it supplements the base academic salary and presumably contributes to the economic well-being and moral, and stimulates the continuing education of the individual faculty members. It enables the institutions to attract and retain outstanding faculty members. Hence according to them, "eliminate faculty consulting and either the salaries (of academics involved in it) become prohibitively expensive to the university, or they will be lost to alternative forms of employment". Direct public service is therefore perceived as indirect salary supplement by the institution "for purposes of market retention" (Boyer and Lewis, 1984:65). Ejiogu (1987:196) has discussed the relationship between staff's "freedom from pecuniary embarrassment" and staff's adjustment to work.

An involvement in direct public service by a university contributes to its self-reliance in many other ways. For instance, it enables the academics to gain valuable learning opportunities for professionally and academically enriching work and to test

their academic teaching and research against real world experiences. It enables the academics stay current and abreast of practical needs and development of their fields. It provides ideas and inspiration for further research and provides external confirmation of both the quality and relevance of the expertise and special talents of the academics (Kadiri, 1987).

Furthermore, it strengthens the university presence in, and service commitment to, the broader community and builds goodwill toward the university; results in internship experiences and post degree career opportunities for students trained by faculties who are respected professionally outside the institution. It stimulates link programmes with other universities, industries and organisations, at home and abroad. This makes opportunities for exchange of ideas, joint research projects and joint grants through which the university gets internally generated revenue, and a good name both within and outside the country (Kadiri, 1987).

The relationship between a university's involvement in direct public service and its resource base for self-reliance, have been confirmed by some reports on the development in universities in contemporary nations. It is stated that,

Increased pressure on all educational establishments to earn money has turned the (university) summer schools into one of the UK's (United Kingdom's) fastest-growing scholastic enterprises and a lucrative source of visible earnings. The business as a whole is believed to be 1 billion pounds annually (Nigerian Daily Sunray, October 3, 1994:12).

It has also been abundantly shown that alumni's and other individual donor's positive behaviour and relationship to the university; and foundation's, corporations' and government's grant, and contracts awards to the university are influenced significantly by the usefulness and service of the university to the community (Leslie and Ramey, 1988).

Drucker (1984:53/63) has related the development of some of today's wealthiest organisations to the public service or philanthropic philosophy that underline their business. For instance, the growth and prosperity of organisations like the Rockefeller, Carnegie and Ford Foundations sprang from business principles of "do well to do good" and "do good to do well" as were developed by two American businessmen, Andrew Carnegie and Julius Rosenwald, respectively.

Accordingly, the proper social responsibility of business is to "tame the dragon", that is, "to turn a social problem into economic opportunity, and economic benefit into productive capacity, into human competence, into well-paid job, and into wealth". According to Drucker therefore, public service or social responsibility of an organisation is not just a means for "doing good" but a means to convert social problem into an opportunity for profitable business.

Waddock and Boyle (1995:125-139) have thrown more light on this. They assert that corporate gift, philanthropy or public service must become strategic, become a corporate competitive strategy in its impact, and a response to the rapidly changing environment in an unprecedented way, for the interest of the stakeholder, and employees. They assert that while the traditional purpose of public service is to be a good corporate citizen it should also be an "established part of doing business", being present in the community as well as acting in the corporation's own self-interest "as a global competitor".

In conclusion, a university that have been alert to the unpredictability of the environment and concerned about its future survival and successes has sought to be self-reliant by considering the measures as discussed above. By doing these judiciously, they have been likened to the house built by the discrete man of the Bible

(Matthew 7:24-25). -The rain poured down and the floods came and the winds blew and lashed against that house, but it did not cave in, for it had been founded upon the rock-mass.

Constraints to Self-Reliance Prospects

The self-reliance efforts of a university may be constrained by many circumstances which may be traced to three factors. The first may include stresses and discontentment that may arise among the university community members in association with certain mechanisms employed for organisational self-reliance of the university. The second source may include certain inappropriate plans or strategies employed by the top management for organisational self-reliance or features of the university that may lead to or perpetuate decline instead of growth. The third may be lack of resources. (Livingstone, 1974; Whetten, 1981; Abase, 1978).

With regard to the first source of constraints, Boyer and Lewis (1984:639) have noted that faculty consulting works have often resulted in neglect of students and other university responsibilities. They cite instances where material gains ("income producing commitment") have led faculty "to spend time on what pays and not necessarily what is of highest academic priority".

Boyer and Lewis have also noted abuses of academic freedom and conflicts of interest that result in unconscious compromise of "academic objectivity and impartiality". They have noted that faculty members serving as consultants tend to skew the direction or outcomes of their research in a way most likely to be favourable to the agency or corporation in which they have interest.

Slaughter and Silva (1983: 495-496) have made similar observation, and have

contended that the acceptance of profit-oriented research perverts academic and scientific norms. According to them, researchers with equity and universities with portfolios holding stock in companies with which they have contracts appear to be tempted to,

Look for the most profitable rather than the most economic solution to problems; - withhold critical information from publication until patent rights are secured; and to turn to problems industry need solve rather than those of theoretical importance.

Slaughter and colleague have therefore shown that some members of the university community are opposed to partnership between the university and the industry for the interest of individual and institutional academic freedom.

Other bonds of contention according to them are the frequent cases of illegitimate use of institutional resources, such as time, computers and staff to support consulting activities by the individual faculty members without due permission.

Corollary to the problems stated above, Hatch (1972:229) has observed that some lecturers are being too "cosmopolitan" rather than "local". That is, self-reliance programmes of the university tend to make the lecturers to be more given to private business rather than teaching. The effect of this, according to him is that "students are given low priority, and the cohesion and consensus among staff are weakened", which may also "precipitate campus crisis and erode the traditional pride and authority in the academe".

Certain levies and fund-raising projects introduced as self-reliance measures by faculty members and the universities have often become sources of stress and even causes of strike actions in the universities (Sanda, 1992). Ajayi (cited by Ojo, 1990:78) has already warned that "the dangers of an undue pursuits of profit to the

detriment of educational functions of the university should not be ignored".

Livingstone (1974) has illustrated this point when citing the crises that erupted at Warwick and Sussex Universities following the bid to raise fund through endowment and the setting up of university limited liability companies. The students and staff of these universities resisted these attempts in order that resources of the universities might not be diverted and that individual and institutional academic freedom might not be infringed upon by the fund-raising measures.

Many other scholars have expressed their reservations about consulting and other profit making services of universities. Abase and Bankole (1978) think that academic excellence might be "sacrificed at the alter of materialism". Okigbo (1992:21) has frowned on what he calls "running hither and thither - with caps in hands" for political patronage by members of the university community. He laments: "Our intellectual culture has been totally supplanted, subverted and perverted by an entire peculiar culture and by the coercive forces of politics". Ajayi (1973:19) has carefully analysed the consequences of profit making activities of universities and their members. He comments,

For these and other reasons - academic community has remained generally weak and the values of the academic life have won few admirers outside the universities - potential recruits and allies, other intellectuals in the learned professions and the civil service have become disenchanted with the academic life and have become some of its bitterest critics and enemies

The short courses, part-time and correspondence programmes which are often considered as important self-reliance strategies have been shown to be another sources of discontentment and stress among academics. They have caricatured as "basket weaving", "scandalous" and "superficially rampant". Also, they are considered to be

'second-rate courses' taught by "second-rate teachers" and that they threaten to turn the university into a 'service station" (Harrington, 1978:6).

Some members of the academic community (Long 1968:15) think that such works "will interfere with teaching, scholarship and research", and that "the superficially low-grade extension activities will harm the university status and prestige". Perhaps many Nigerian scholars also have the feeling of Barzun, cited by Edwards (1973:135) who frowns at such works. He complains:

I have nothing against the university studying social problems or commenting on what is going on out of its fund of knowledge, but the university is getting to resemble the Red Cross more than the university, with direct help to whom ever is suffering.

It is complained also that they are "too quickie", and that the "habit of original and independent thought", vital to the individual and society, simply cannot be acquired in a few weeks or few months, especially by adults whose study has to be a part-time activity, even if they had a good previous education (Raybould, 1964:171).

Sprear (1975:104) has observed that some academics consider all part-time programmes to be "suspects" and never accorded status associated with full-time, traditional programmes; that "they do not represent the core of academic commitment or mission; and that resources need not be diverted from programmes of core commitment". He remarks further that, "when a faculty member has had to choose between allocation of resources to traditional or service programs, traditional mission have won without contest".

In Nigeria, attention has been drawn to certain courses and works considered by some academics to be of "low subject matter" and of "rampant occurrence" in the university extension works. Regarding these, Ojo (1990: 70) remarks:

Most academics feel that, for effectiveness and good standards, universities should be able to do their work and set standards, without undue pressures from outside. They should also not court the favour of the public, by introducing popular policies forgetting the responsibility of a university to maintain certain standards, if it is to enjoy international recognition.

It could be concluded therefore that members of the university community may not agree unanimously about the essence or the mode of operation of all the measures adopted by the university of its members for their self-reliance purpose, because of the reasons discussed above.

The second source of constraints to the self-reliance measures of universities as mentioned above concerns management style, especially poor response to decline or scarcity. Cameron (1983) has noted that universities have often failed to apply the appropriate management responses to decline or scarcity. He lists the reasons as universities' long experience of steady financial and physical growth, ideological and cultural emphasis on growth and expansion as indicative of effectiveness, and the organisational theory that is based on the assumption of growth.

Other researchers (Whetten, 1981; Oduleye, 1985) also hold the opinion that universities often base their perspective on assumptions of growth and thus ignore or respond poorly to decline.

According to these researchers, universities like other organisations with long history of growth and expansion tend to respond to decline as though it was a growth related problem. In other words, they tend to solve the problems of decline or scarcity by using the tools proven effective in solving the problems of abundance, such as by internal allocation procedures.

This observation has been confirmed for Nigerian universities. For instance,

Oduleye (1985:18) observes that the pattern of managing Nigerian universities has remained largely unchanged for more than three decades, notwithstanding major changes in their environment. He terms the response of Nigerian universities to deteriorating condition as "anachronistic" and retroactive rather than "anticipatory". This means that they rely on standardised, outdated procedures that were successful in earlier circumstances, even though they are inappropriate under current condition of decline.

Oduleye has observed also that university administrators perceived deteriorating condition as being totally externally induced and therefore tend to be outward looking rather than self-examining in their responses. Consequently the models of organisational self-designing and self-correcting are ignored. Hence no proactive responses are forthcoming since the condition of decline is viewed as being outside the administrators' control.

Whetten (1981:88) has noted another poor response to conditions of scarcity by universities. According to him, as institutions experience decline, the most innovative and qualified human resource leave first for alternative employment, most often, for fear of being associated with failure. This is why he says that declining institutions are "innovation anaemic". When the institution thus loses its best people during the early stages of retrenchment, it is placed at serious competitive disadvantage.

The above point explains one cause and consequence of the massive brain-drain in Nigerian universities. For instance, Mohammed (1997: 158) has observed that the exodus of the academics in Nigerian universities is more pronounced at the topmost echelon of the profession. He observes also that this is seriously disruptive to

the academic programme and makes the maintenance of academic standards and innovations difficult. Hence, he laments that "the idea of self-reliance for our university and national development is seriously in jeopardy".

Cameron (1983) has observed another aspect of management of universities in times of scarcity or decline. According to him, little emphasis is given to interaction with constituencies outside the institutions through public relations or public service. That is, the institutions tend to de-emphasise activities that are thought to be non-essential or auxiliary to the main concerns of the institution. Okenimkpe (1990) has argued that the marginalisation and eventual abrogation of the University of Lagos Continuing Education Centre, a utilitarian function, is explained by this point.

It has however, been argued that by ignoring these factors institutions have placed themselves at a disadvantage in overcoming decline by "narrowing their potential resource suppliers and bases of political support" (Cameron, 1983:367).

It has been observed also that administrators in universities tend to focus on efficiency at the expense of effectiveness when facing decline or scarcity and to respond conservatively rather than innovatively (Whetten, 1981). It is contended that efficiency deals with the internal processes of the organisation, reducing waste, and doing the same thing with few resources. It is contended also that efficiency is concerned with resource allocation or better use of resources rather than resource generation and that "doing things right" lies at the heart of the notion of efficiency (Whetten, 1981).

Effectiveness on the other hand, focuses as much on organisation - environment relations as on internal processes and on resource acquisition more than on allocation. "Doing the right thing" is said to be more important than "doing things

right". It is observed that organisational effectiveness in higher education is both difficult to define and to measure and this is one reason why universities focus more on effectiveness (Whetten, 1981).

According to Cameron (1983) this efficiency orientation of universities is characterised by symptoms of decline-induced stress that are inimical to innovation and successful management for organisational self-reliance. The symptoms include the following: engaging in anxiety - reducing behaviours at the expense of problem-solving behaviours; reducing the risk of mistakes by becoming conservative; restricting the communication network; reducing the number of participants in decision making, enforcing rules more closely; rejecting disconfirming or contrary information more readily; perceiving tasks and decisions to be more difficult; and tendency toward non-aggressiveness and laissez-faire leadership.

Other characteristics according to him include those problems listed previously, such as tendency to pursue strategies that were successful in the past even though they are inappropriate under current condition of decline and divesting the organisation of factors influencing failure.

Another source of poor management of decline or scarcity as identified by Whetten (1981) is the university's structure. According to him, the university is often structured as a loosely coupled system, governed by committees and semi-autonomous sub-units, each with vested interests, some of which may be conflicting. According to him also, this feature makes consensus on any decision unlikely, and resistance to any strategy almost guaranteed. Hence, a consistent strategy for coping with decline, especially an innovative or risky one, is difficult to develop. Under this condition, according to him, administrators are prone to conservative strategies to ameliorate

conflicts.

It has therefore, been shown that university administrators may actually perpetuate decline instead of promoting self-reliance by eliminating the possibility of expanding the resource bases of the university through proactive environmental contacts; by relying on outdated standardised procedure; and by driving out self-designing characteristics. The unpleasant consequences of these characteristics may be compounded by the structure of the university that reinforces resistance to change and enthrones conservative strategies that detract from proactive management toward self-reliance.

The third source of constraints is the lack or inadequate quantity and quality of human and material resources for effective management of the self-reliance programmes.

Ojo (1990:96) has observed that, most programmes embarked upon as self-reliance strategies by Nigerian universities do not yield profit "because of lack of expertise" in those areas where the services pay most. He observes also that the ventures in most cases do not pay their ways "because of lack of adequate financial support to back them, lack of professional and other supporting staff, and lack of patronages from the would-be consumers".

Ojo observes further that efforts to raise money through endowments are also not proving successful "because most of those who could have donated generously are not responding.

These observations have been corroborated by other researchers. For instance, Adalemo (1987) has also lamented the inadequate financial and other resources to ensure the generation of the much needed funds for the universities. He

identifies lack of prudent management of scarce and inadequate resources as very serious problems. He associates these problems to the inadequate quality of human resources and the conservative - management or refusal to "do things a little differently than hitherto", and the inability to reorganise the academic and non-academic units by the university managers.

In conclusion, some universities which may not have been quite alert to environmental need for change have become susceptible to many dangers. Others have been alert, at least, to some extent and concerned about their future survival and successes and got involved in some self-reliant strategies. Their efforts have however often been constrained by many factors. These include lack of consensus of members of the university community about the relevance of certain strategies, lack of will to and motivation for change, inadequate quantity and quality of human and material resources, application of wrong management and planning concepts and inability to solicit the patronages of consumers and employers or "to carry the field" by the operational and top corporate managers. It is to alleviate these and other problems that effective strategic management and planning principle is considered apropos to the organisational self-reliance of the universities.

The Concepts of Strategic Management

The Meaning

The concepts of strategic management incorporate a large number of terms and phrases. Some of these are strategy, strategic formulation, strategic planning, long range planning, tactical planning, corporate planning, strategic practices (David, 1987). An attempt to explain some of these may perhaps throw light on the meaning

of strategic management.

Strategy

According to Pride and Ferrel (1987: 85), the word "strategy" is derived from the ancient Greek word "strategia", meaning "the art of the general". The phrase is concerned with the key decision required to reach the objective or a set of objectives. It is a plan for the best use of the organisation's resources and advantages to meet its objectives.

Mintzberg, cited by Carrol (1987) conceptualises strategy as a five 'p', namely: strategy as a "plan", meaning a consciously intended course of action; strategy as a "ploy"; defined as a specific manoeuvre intended to outwit a competitor; strategy as a "pattern", that is consistency in behaviour whether intended or not; strategy as "position", or as means of locating an organisation in an environment; and strategy as a "perspective", meaning an ingrained way of perceiving the world.

King (1987: 38) considers a strategy to be a set of programmes designed to enable the organisation to achieve its goals and objectives. The programmes according to him, include three essential components; action plans and resource commitment; specific implementation steps; and performance measures against which to monitor actions and results, providing management feedback as the basis for on-going adjustment.

Ghosh (1996: 5) defines strategy as "the pattern of an organisation's responses to its environment over time". According to him, every organisation is presumed to have established relationship with its environment and have a strategy which can be examined and described, even though it is not spelt in many words. However, he posits that every organisation should formulate a strategy.

Strategic Formulation

Strategic formulation, according to David (1987:4) includes identifying an organisation's internal strengths and weaknesses, determining a firm's external opportunities and threats, establishing its mission, setting objectives, developing alternative strategies, analysing these alternatives, and deciding which one to execute. The active formulation of a strategy is called strategic planning (Ghosh, 1996).

Strategic Planning

Strategic planning, according to King (1987), is the means by which an organisation organises its resources and actions to achieve its objectives. According to him also, the better the strategic planning effort, the more readily the organisation will realise its goal. To the extent that the organisation carries out this activity more effectively than its competitors it will gain advantage over those competitors. Maintaining competitive advantage over an extended period of time is the surest way of rewarding the shareholders, employees, customers, and the supporting economy.

He (King, 1987:40) asserts further that without a sound strategic planning an organisation will have to rely on continuing "good luck" to maintain adequate performance, and will not be able to take direct control of its own future.

This explains why Glueck (1987:12) says that "a successful manager must have to be a strategic planner. He must have well-thought out strategies, bold implementation action and management drive".

Long-Range and Tactical Planning

Certo (1980:80) contends that managers have to demonstrate competency in both strategic and tactical planning. According to him, strategic planning is "a long-range planning that focuses on the organisation as a whole". Managers consider the

organisation as a total unit and ask themselves what to be done in the long-run to attain organisational goal.

He defines "long-range" as a period of time extending about three to five years into the future. This focuses on such factors as: organisational environment, difference between where the organisation is and where it wants to go; organisational purpose and goal; and its present strength and weaknesses.

Tactical planning, on the other hand (according to Certo) is short-range planning that emphasises current operations of various parts of the organisation. He defines short-range as a period of time extending about one year or less into the future. He contends that managers use tactical planning to outline what the various parts of the organisation must do for it to be successful at some point one year or less into the future.

Certo emphasises that strategic planning is concerned with the longest period worth considering and that tactical planning is concerned with the shortest period worth considering. Both are therefore complimentary and important since managers have to focus on what to do in the short run to help the organisation achieve objectives determined by strategic planning.

The foregoing terms and phrases have been defined to aid understanding of the meaning of strategic management. The evolutionary process of strategic management began with "Business Policy" which gave birth to "long range planning" which was replaced by "strategic planning" then metamorphosed into strategic management (Oghojafor, 1987:170).

Strategic Management

David (1987: 4) has defined strategic management as "the formulation, implementation, and evaluation of actions that will enable an organisation to achieve its objective". While strategic formulation is as stated above (page 62), strategic implementation requires that, "a firm establish goals, devise policy, motivate employees, and allocate resources in a manner that will allow formulated strategies to be pursued successfully". Strategic evaluation monitors the results of formulation and implementation activities (David, 1987: 4).

He states further that strategic management is an attempt to organise qualitative and quantitative information in a way that allows effective decisions to be made under condition of uncertainty.

Ghosh (1996:12) defines strategic management as "a systematic approach to major and increasingly important responsibility of general management to position and relate the firm to its environment in a way which will assure its continued success and to make it secure from surprise".

Chin, Murasawa and Vandenbrink (1986:2) have noted that in United States of America and Western Europe, strategic management has developed around the conception of the organisation as a financial entity. It presumes that "the foremost objective of the organisation is to enhance the shareholders' value by generating dividend and increasing the market value of the organisation's stock".

Chin and colleagues have therefore conceptualised strategic management as the process of wealth-creation through profit-making for the corporate survival of the organisation, as well as the prosperity of the shareholders. This view is also upheld by Michel (1986:112) who defines strategic management as, "the discipline employed

by top corporate decision makers to ensure the survival and prosperity of the enterprise as a wealth-creating institution".

Glueck (1987:12) has also shared this view. In examining the operations of the strategically managed organisation in United States of America, he has noted that the objective of the business has been market leadership and the strategy has being "to manage the business' products and markets in a focus, customer-oriented, profit-conscious way". He observes that, financial goals are by no means ignored as their importance stems from their relationship to the ultimate goal of the corporation - the well-being and perpetuation of the corporate community.

Another useful proposal is Cole's (1995:210). He defines strategic management as,

An organisational process designed to sustain, invigorate and direct the organisation's human and other resources in the profitable fulfilment of the customers and other principal stakeholders. The process is guided by the organisation's value system, or culture which is manifested not only in the organisation's mission statement, policies, and strategic goals, but also in the behaviour of the top management and other key managers in the organisation.

Cole has also include the following in the definition of strategic management:

- (a) Setting of goals and objectives, and assessing the organisation's prospects attaining these in the context of its internal resources and external environment.
- (b) Deciding which customers to serve, with which products or services, and meeting those customers' legitimate needs and wants by allocating resources in the most advantageous way.
- (c) Decision about stakeholders other than customers.
- (d) Meeting the needs of the organisation's shareholders for an adequate

return on the investment.

- (e) Treating all its employees fairly and making reasonable efforts to ensure that they are provided with satisfying jobs.
- (f) Dealing fairly, as well as cost-effectively, with all its suppliers.
- (g) Acting responsibly towards its major creditors.
- (h) Acting as a responsible corporate citizen in the communities within which it operates.

In brief, Cole has emphasised the point that strategic management is concerned for the ensurance of corporate survival and prosperity of the organisation by invigorating its human and material resources, by stimulating an effective communication and rewarding relationships within the organisation and between the organisation and its various external communities.

It implies therefore that for the organisation to survive, prosper and succeed, it has to be of good (quality) service to its internal and external communities from which it must draw support. Hence, he (Cole, 1995:160) has also said that,

It is unlikely that all firms will behave so differentially towards their customers, that they will frown on them, but it is clear that, to survive in a competitive (world) today, all firms must at least listen rather more closely to their customers than in the past, that they must incorporate that listening into their strategic planning processes.

Decades of decline and subsequent successes of most British firms, following their application of the principles advocated by Peters and Waterman's *In Search of Excellence* exemplify the above point, that being close to, and serving the needs of customers is fundamental to corporate survival and excellence (Simonson, 1993; Macdonald, 1995).

Cole's proposal which appears to be relatively elaborate, may be seen and

adopted as a good complement to the proposal of other researchers. It may also be adopted as a summary of the views on the definition of strategic management that have been so far discussed in this chapter.

Mckinsey's Concept of Strategic Management

The Mckinsey's concept of strategic management has been discussed by Glueck (1987) and Ghosh (1996). The approach may throw more light to the concept of strategic management as considered in this study.

The approach is concerned to build an innovative and self-renewing organisation. It is predicated on the assertion that management's fundamental task is to create an institution that is responsive to, and create change, as such, becomes self-renewing. Implicit in this assertion are the assumptions that: management is concerned with the institution's long-term survival; that people doing good things are essential to the survivability of an institution; and that management can design an organisation and fashion systems that can encourage people to provide for institutional survival (Glueck, 1987).

Mckinsey's approach to strategic management, according to Glueck (1996: 22) is also based on the belief that management has a number of important tasks to perform. The first is to create a vision of where the organisation should be going, which involves a clear assessment of the institutions strengths and weaknesses, what markets or service it should compete in, how it will compete, and the major action programmes required.

The second is to take the leadership action necessary to convert vision into reality, to develop the capabilities of the organisations, to expedite change and remove

obstacles, and to shape the environment.

Central to both the establishment and execution of a corporate vision is the effective acquisition, and deployment of human resources - that is, choosing and developing good people. Particular emphasis has been put on this, on the argument that, "institutions are renewed by individuals who refuse to be satisfied with the outer husks of things", and that management is measured "by the skills and sensitivity with which it manages and develops people, for it is only through the quality of their people that organisations can change effectively" (Glueck, 1987: 22).

The Mckinsey's 7-S model holds that organisational effectiveness is a product of multiple factors. Organisational change comes about through the interrelationship and orchestration of seven factors: structure, strategy, systems, style, skills, staff and shared value (that is the guiding concepts of the organisation). It holds that organisations that design these seven "S", from externally focused and forward looking perspective have a much better chance at self-renewal than those that take a predominantly internal and historical orientation (Glueck, 1987:198).

The importance of the Mckinsey's model has also been discussed by Ghosh (1996). According to him, it provides the convenient means of checking whether an organisation has the necessary condition for implementing a strategy. The model also provides basis on which to diagnose shortfalls in implementing strategy. This is because organisational capabilities (strengths and weaknesses) may be evaluated along each of the seven dimensions.

Glueck has pointed out that underneath the Mckinsey's proposal is the belief that management and people are pre-occupied with the here and now: the will to change is simply not there. Change is looked on as a problem-unsettling, risky and

annoying. But change can be seen as a source of opportunity, providing the potential for creativity and innovation.

It is believed that people are by nature resistant to change and that overcoming this natural resistance could be of one's personal advantage as well as that of the institutions to continually improve their effectiveness and revitalise themselves. Also, that the Chief Executive Officers can take the lead in moving their institution to strategic management by designing organisation that look forward and look out.

Glueck has also pointed out that strategies to organisational changes and self-renewal are necessary responses to rapid environmental changes. These include slower growth, intense global competition, burgeoning automation, obsolescence caused by technological change, deregulation, an explosion in information availability, rapid shifts in raw material prices, chaotic money markets and major changes in macro-economic and social systems. These have serious impacts on the operations of business necessitating strategic alternatives.

These environmental shifts have also been vividly discussed by Ndiokho (1997) who consider them as both the bane of corporate survival in Nigeria and as reasons why strategic practices have to be applied in management.

Requirements for Strategic Planning and Management in the Universities

Kotler and Murphy (1981) have discussed certain requirements in strategic planning in universities. The first is environmental analysis since the environment keeps changing and calls for new organisational strategies. The major questions in environmental audit, according to them are: What are the major trends in the environment? What are the implications of these trends for the organisation? What

are some significant opportunities and threats?

According to them, these questions have to be examined for each major part of the university environment which includes the following:

- (a) Internal environment (board of directors, administrators, faculty and staff).
- (b) Market environment (traditional students, non-traditional students, alumni, source of funds, employers and graduate school).
- (c) Public environment (financial, media, government activists, local and general public).
- (d) Competitive environment (direct, type, and generic).
- (e) Macro-environment (demographic, economic, technological, political, and cultural).

Kotler and Murphy have stressed that the aim of such analysis is to "produce a documented picture of the most significant environmental development around which the university will formulate its future strategies structures, systems and goals. It is also to convert the analysis into an opportunity - threat audit.

The second requirement as mentioned by Kotler and Murphy (1981: 474) is threat analysis. They emphasised the need for every university to establish some early warning system to identify and evaluate threats. They define an environmental threat as,

A challenge posed by an unfavourable trend or specific disturbance in the environment that would lead, in the absence of purposeful action, to the stagnation, decline or demise of an organisation or one of its programs.

They emphasise further that since not all threats warrant the same attention or

concern, administrators should assess each threat according to two dimensions: (i) its potential severity as measured by the amount of money or prestige the organisation would lose if the threat materialized and (ii) its probability of occurrence.

By identifying and classifying threats a university may have a better system for knowing which environmental development to monitor, plan for, or ignore.

Corollary to the above requirement is opportunity analysis. Kotler and colleague believe that opportunity analysis can be potential more important than threat analysis. According to them, by managing its threats successfully a university may stay intact; but does not grow, but by managing its opportunities successfully it may stride forward. They define a marketing opportunity as, "an attractive area of relevant action in which a particular organisation is likely to enjoy superior competitive advantages" (Kottler and Murphy, 1981: 476).

They emphasise that since "not all opportunities are equally attractive", an opportunity should be assessed in terms of two basic dimensions: (i) its potential attractiveness as measured by the amount of revenue or other results that an organisation might value and (ii) the probability that the institution will be successful in developing the opportunity.

The fourth requirement in strategic planning as named by Kotler and colleague is resource analysis. They have stressed that universities should undertake an analysis of its resources position to identify the major resources that it has (its strengths) and lacks (its weaknesses). This according to them is based on the theory that an organisation should pursue goals, opportunities, and strategies that are suggested by, or congruent with its strengths and avoid those where it resources would be too weak.

The major resources of universities include the facilities, people - the quantity

and quality of academic and administrative staff and the students. The others are: money - ability to gain government, foundation and alumni support and funds from daily operations, and land - for physical infrastructural development (Rudski, 1995).

Other requirements are re-examination, review and definition of mission statement, objectives and goals. David (1987: 9) defines a mission statement as: "an enduring statement of purpose that distinguishes one business from the other similar firms. A mission statement identifies the scope of a firm's operations in product and market terms". He states further that a mission statement embodies the philosophy of an organisation's strategies. It reveals an organisation's self-concepts, its principal product or service, and the primary customer needs that the firm is satisfying. It describes the value and the priority of the organisation. An effective mission statement is market-oriented, feasible, motivating and specific.

According to Kotler and Murphy, a useful way to examine a school's mission is to answer such questions as: what is our business? Who is our customer? What is our value to the customer? What will our business be? What should our business be?

According to them also a thoughtful and thorough answer to these questions have helped universities to write a well worked out mission statement to: provide the institution with a shared sense of opportunity, direction, significance, and achievement; and to guide the diverse personnel to work independently and yet collectively toward the realisation of the organisation's goal.

Setting of objective, as stated above is another requirement in strategic planning. David (1987) defines an objective as the long-term results that an organisation seeks to achieve in pursuing its basic mission. According to him, objectives are vital to an organisation's success because they provide direction, aid the

evaluation, create synergy, reveal priorities, allow co-ordination, and are essential for effective planning, organising, motivating and controlling activities.

He states also that objective should be challenging, measurable, consistent, reasonable and clear. He states also that it is the same thoughtful study that led to the mission statements that characterise objectives and goal setting process; and that in any given year an institution may choose to emphasise certain of its many objectives and either ignore others or treat them as constraints. This decision may depend on the administration's perception of the major problems, or opportunities that the university faces at the time.

Goal formulation as a requirement for strategic planning is defined by David (1987:68) as "short-term (one year or less) milestones or benchmarks that the organisation must achieve in order for longer-term objective to be reached". According to him, goals should be measurable, quantitative, challenging, realistic, consistent, and prioritised. They should be established at the corporate, divisional and functional levels of the organisation and should be stated in terms of management marketing, academic and research and development accomplishment. He states also that a set of goal is needed for each objective that is established in an organisation.

David has opined that goals are especially important in strategic implementation, whereas objectives are particularly important in strategic formulation and that goals represent the basis for allocating resources.

Benefits and Norms of Strategic Management

It has been shown that many benefits are accrued to the application of the strategic management concepts. This is exemplified by the following instances:

David (1987:79) has cited studies that show that institutions using the concepts are more profitable and successful than those that do not. Hence, there is significant financial benefit leading to the avoidance of "declining revenues, declining profits, or even bankruptcy" and institutional "demise" and other problems incidental to "ineffective planning".

Other benefits discussed by David include the following:

Providing an objective basis for allocating resources and for reducing internal conflicts that often arise when subjectivity alone is the basis for major decision.

Allowing an organisation to take advantage of key environmental opportunities, to minimise the impact of external threats, to capitalise upon internal strengths, and to overcome internal weaknesses.

Allowing an organisation to initiate and influence rather than just respond and react to its environment, in controlling its own destiny.

Providing enhanced awareness of environmental threats, improved understanding of competitors' strategies, increased employee productivity, reduced resistance to change, and a clearer understanding of performance/reward relationship.

Enhancing the problem-prevention capabilities of an organisation because of emphasis on interaction among managers at all levels of the organisation. The approach to decision making is also an effective vehicle for generating synergy and *esprit de corps* among all managers and employees.

Aluko, Odugbesan, Gbadamosi and Osuagwu (1997) think that both managers and employees become a part of the institution's mission and become committed to assisting the institution because they understand what the institution is doing and why. Managers and employees also become creative and innovative when they understand

and support the institution's mission, objectives and strategies. Strategic management then provides personal empowerment, which can be defined as the act of strengthening an individual's sense of effectiveness.

Citing Green (1986), Aluko *et al* further list other benefits including the following:

Allowing for identification, prioritisation, and exploitation of opportunities.

Providing an objective view of management problems.

Allowing for major decisions to support established objectives.

Allowing for fewer resources to be devoted to correcting erroneous or ad hoc decisions.

Helping to integrate the behaviour of individuals into a composite efforts.

Providing a basis for clarification of individual responsibility.

Minimising the effects of adverse condition and changes.

Aluko and colleagues have also cited several studies to show that organisations that relied on strategic management concepts perform better and enjoy a greater competitive successes than those that do not.

In discussing the benefits and norms of strategic management, Cluck (1986) finds the following points particularly appealing to the success of a strategically managed institutions:

Top management in strategically managed institution accept change as a permanent condition, create change and recognise that those unable to change end up losers. They design management systems to encourage proactive responses to change.

The Chief Executive Officers of a strategically managed institution has a vision of the future development, anticipate contemporary events and can act to turn those

expected events to the organisation's advantage.

The strategically managed institution is superb at continually adjusting its competitive strategy as the market place demands. They are experts at creating the institutional arrangements that self-renewal demands.

Reward and motivation systems are developed that create an ownership mentality among managers and make them responsible for strategic thinking.

Strategically managed institutions recognise the power of information technology as a competitive weapon. Their reputation for quality service and ability to serve customers are built on information capabilities.

Strategically managed institutions develop "strategic intelligence system" to help management understand the entire panorama of its business environment, competition, customers, socio-political dynamics, and regulatory and economic factors. They have ability to think strategically and the flexibility to bring good ideas to the market-place ahead of the competition.

Strategically managed institution realise that change is constant. They aggressively anticipate, seize, and exploit it to prosper and survive.

Further, they are able to adjust organically to gain competitive advantage in periods of discontinuity and change - to renew themselves in response to change. In this respect they design the seven organisational effectiveness factors to reflect the strategic attributes of structure, strategy, style, skills, staff and shared value.

The Relevance of Strategic Management for Universities

The relevance and even the urgency of strategic management for universities has been discussed by many researchers. For instance, Michel (1987: 114) has

reported that when strategic issues in any organisation are not promptly resolved "the entire organisation deteriorates, good people leave, customers loose confidence, market shares erode, product quality deteriorates, and earnings go down". These effects in turn reduce the institution's ability to respond creatively.

This assertion may be seen as applicable to Nigerian universities also as the causes and consequences of brain-drain, the alleged decline in educational standard and other problems of universities in Nigeria (Ejiogu and Ajayi, 1997) may be explained by this.

It is in this and other considerations that Kotler and Murphy (1981:470) have opined that,

If universities are to survive in troubled years ahead, a strong emphasis on planning is essential. The type of planning that appears to be most appropriate for the future is "strategic" market planning. It is one of the most revolutionary commercial sector development" - and promised to be a potent tool for use in non-profit organisation.

A large number of specific advantages accrued to strategic management for universities have been discussed by Moore (1989). According to him, firstly, it forces an institution's top managers to concentrate upon the critical parameters of performance, to consider the fundamental changes taking place in higher education, to articulate their implications for the particular institution concerned and to formulate appropriate response.

Secondly, by focusing on the medium and longer term in such a plan, resource changes can be programmed smoothly over a number of years.

Thirdly, it enables an institution to specify and measure the key dimensions of performance in teaching and research, which then in turn provides a basis for controlling performance and stimulating achievement across the subject area involved.

According to Moore (1988:118),

Such strategic plan, once in place, clarifies the universities mission and objectives in a manner that provides all the departments within the university with a common understanding of the institution's purposes and direction.

It is argued that a starting point for a strategy formulation is an appreciation of the crucial significance of a competition between universities. "Universities and polytechnics, with their objectives of excellence and influence, compete with one another for financial resources and for high calibre staff and students". An institution which is not competitive will fail to attract ample resources, good students and high calibre staff. It can then decline in external prestige and internal morale (Moore, 1988).

Hence, it is argued that strategic management helps an institution to increase its competitiveness and its positioning. This is achieved firstly by selecting priority areas of activity or those niches within the total framework of higher education in which it believes it can realistically excel. Secondly, by improving the institution's relative position within those selected areas in relation to other institutions.

Other discussants of the specific benefits of strategic management to universities are Kotler and Murphy (1984:486). According to them the most important benefit for university education decision-makers is that,

It forces them to undertake a more market-oriented and systematic approach to long-range planning. The future that appears to hold many threats for most universities should become less imposing with judicious use of strategic planning.

David (1987: 21) has affirmed that the techniques and concepts of strategic management have been increasingly utilised with success by universities and other non-profit and government institutions. He cites for example the president of

Carnegie-Mellon University who says that his university "does a far better job of strategic planning than any company" he knows.

David believes that universities would succeed through application of the concepts of it recognised some major differences between profit and non-profit institutions, and if they followed the necessary procedure. According to him, compared with profit firms, non-profit organisations often function in a monopolistic environment, produce a product or service that offers little or no measurability or performance, and are totally dependent on outside sources of financing.

He suggests a six-step method for applying the strategic-management model to non-profit organisations including universities. He says that the managers are to:

- Define the concepts and terminology used in planning.

- Gather data that helps in determining the course of planning.

- Use simple, concise terms when writing goals, objectives and action plans.

- Develop a sound evaluation for positive feedback to the planning efforts.

- Consider contingency planning as the technique for making changes in the process.

Oghojafor (1998) has also discussed on these differences between profit and non-profit organisations and necessary procedures for implementing strategic management in non-profit organisations including universities.

Many other researchers have made proposals for, and have cited cases of success in the application of the concepts for solution of specific and general problems of the university. The following are some instances:

Rudzki (1995) has proposed the application of strategic management model for the internationalisation of higher educational institutions in the United Kingdom. He also considers it to be a very useful tool for analysing the process in various systems

in high education. According to Rudzki, the application of strategic management in higher education has been advocated by many researchers, such as Easte-by-Smith (1987), Kelly and Shaw (1987), and that the model has been widely used in the University of Alberta in Canada. He asserts that strategic management rarely fails except on absence of commitment from top-management to planning, and a non-congenial climate, where the need for strategic thinking is not seen as important.

Oghojafor (1997a) has discussed the relevance of strategic management approach to the Vice-Chancellorship succession in the University of Lagos. He has also advocated the use of strategic management model in all processes in the Nigerian universities, and have extensively discussed the benefits for their survival stability and excellence.

Aluko, Odugbesan, Gbadamosi and Osuagwu (1997) have advocated strategic management to awaken Nigerian universities to environmental threats and for analysis of the various processes with a new to stirring their growth and competitive performance.

Kotler and Murphy (1984:483) have noted that "a formidable challenge facing United States colleges and universities revolve around how they will maintain enrolment and grow". They have also found the strategic "product/market opportunity matrix" useful in meeting this challenge. This includes market penetration; geographical expansion to new areas of the city, new cities and foreign lands; new market such as senior citizens, women (home-makers), ethnic minorities, business firms and social agencies; "product modification" such as short courses, evening and weekend programmes and "new system delivery" like offering courses on commuter train.

Others are "modification dispersed market", such as offerings to military bases and firms at home and abroad; "product innovation", such as new courses, new departments and new schools for existing market; "geographic innovations" by use of technological breakthrough like the electronic blackboard that delivers lectures to distant cities; and "total innovation" such as university without walls that offers specialised programmes to government agencies.

Kotler and Murphy have noted that with the growing shortages of students in United State, the president would have to develop a market orientation with the faculty in which everyone sees his or her job as sensing, serving, and satisfying market.

Chaffee (1984) has discussed the various ways that strategic management has been used in resuscitating United State educational institutions having serious financial and enrolment crisis. For instance, some measures involve "changes in organisational products or services, either diversification with the intention of attracting new resource providers or programme additions, modifications, or deletions that will appeal to the market". Others involve changes among the institutions trustees, in their perception of their importance to the institution with a view to stimulating their commitment to, and capacity to fund raising, for the development of institution. It also involves strategy to effectively communicate the primary goal of the institution to, and inspire the confidence and commitment of trustees, faculty and other participants to the goals of the institution.

Fu (1991) has discussed the relevance of strategic planning for analysing and developing planning capability and capacity skills in educational institutions. It is especially relevant in the following areas: developing sense of ownership, enhancing wholeness and participation of administrators, faculty, staff members, students and

stakeholders; increasing the degree of trust and institution-wide commitment, vice-chancellor and departmental commitment and spirit of innovation.

Another area in which strategic planning is also useful for analysis and development (according to Fu), is in technological capability. This include knowledge about strategic planning technique, equipment availability, data analysis techniques, fact-based-procedure, outcome evaluation, flexibility of the planning system, clarify of vision, communication mechanism and consension among planners.

Castagnos and Echevin (1985:387) have found strategic management approach relevant to the solution of all problems of managing the university. They have specifically recommended that those institutions that have charge of large research laboratories must be determined to implement "strategic practice" if the laboratories are to function efficiently.

Strategic practice, according to them include a clear formulation of goals and priorities; thorough examination of strong and weak points of the laboratory; identification of distinctive advantages (in relation to competing units); systematic grasp and processing of information; and analysis of degree of participatory behaviour.

According to them also, strategic practice encompasses "the desire for long-term creative thinking that go beyond the simple stage of planning for the future by means of merely extrapolating past tendencies". Strategic thinking is focused upon "directing one's own future" and include "admitting the contingent and possible painful character of some range of choices" available to the institution.

Castagnos and Echevin asserts that strategic practice has become necessary in educational institutions for the following reasons:

Research laboratories have become large. Laboratory directors may therefore have need for long-term decision-making strategies if only to cope with the demands of participation. Employee collaboration in decision-making is adjudged necessary for ethic and democratisation and for increased productivity.

Current economic crises have changed the relationship between research laboratories and financiers and hence there is increasing need for "investigative procedures calculated to reduce uncertainties" and to gain competitive advantage for research funds and research practices.

The advantages of coping with problems of size, material obstacles, psychological and social barriers and to provide immediate responses to outside pressures have also been discussed.

The problems of managing the laboratories and the strategies for overcoming them as have been discussed by Castagnos and colleagues also throw light on the needs of other small businesses and operational units of the university.

Weifang (1991) has discussed the relevance of strategic management in resolving constraints in Chinese universities brought about by under-funding, high inflation and low internal efficiency.

His first proposal which addresses organisational and operational issues concerns measures for improving internal efficiency "to turn a relatively high cost system into a more cost-efficient and cost-effective one". This involves internal re-organisation of universities to rationalise small departments, broaden specialities, eliminate duplications of programmes, and make more effective use of staff and physical resources including raising of student/teacher ratios, and improving the rate of utilisation of classrooms and laboratories.

It also involves an arrangement whereby institutions or departments could share expensive equipment, faculty and other resources. Weifang thinks that one of the most important opportunities for cost-saving is "to achieve economies of scale, which lies in consolidating small institutions into larger ones" together with efficiency measures as listed above.

His second proposal is a long-term strategy for higher education development and involves the co-operation of the state. It concerns measures for developing a cost-sharing and cost-recovery system. This involve arrangement for institutionalising the tuition charge and gradually increasing tuition level, and reducing subsidies for student board and lodging, while increasing selective support for qualified students from poorer families to address equity issues; providing students with work-study opportunities and establishing scholarships for academic distinction.

Weifang's third proposal concerns measures to generate more funds by the universities themselves for increasing their resources. This involves arrangements for assigning research contracts with industries, providing technical consultation for enterprises and communities, providing training and educational service for industries, providing short-term programmes, summer workshops, evening courses and correspondence programmes for updating knowledge and skills of current employees.

His argues that since students involved in these programmes are enrolled beyond the state plan, universities could seek full cost-financing from their employing units.

Weifang's fourth proposal concerns measures to help the government see need to further raise its fiscal effort in education investment to the level comparable to the international average in a long run. He advocates effective legislation on the level of

education and higher education to protect the share of education and higher education in the government budget.

These proposals may be very relevant for Nigerian university educational growth.

Measures for Change and Success of Strategic Management

Rutherford, Fleming and Mathias (1985:433-445) have discussed the theoretical models of strategic management for enhancing change in universities, "for helping senior academics and administrators to face an uncertain future with greater insight and confidence". Although their discourse is specifically concerned about the requirements for innovation in a traditional university "for the rapid expansion of continuing education", it is also illustrative of the requirements for successful implementation of all other non-conventional programmes necessary for university survival. They have opined that,

Changes initiated at the top commonly need the support of interests residing at lower levels. Those at the top have to "carry the field" rather than command it, building internal constituencies and coalitions to support and implement their own desires. So many centrally-announced reforms have no lasting deposit because internal constituencies are not effectively summoned to support them.

They have therefore suggested that the interest groups and their respective roles in innovation (for continuing education) have to be identified. For instance, it is the senior administrators who need to exercise their "power" in an appropriate manner in order to ensure the expansion of continuing education. It is the Department of Continuing Education which have to exercise the most sensitive "leadership" and balance the aspirations of the senior administrators with those of the academic staff. It is the generality of the academic staff who must experience "ownership" through the

organisation and teaching courses, and who must be convinced of the value of their efforts ("gains/loss").

Rutherford *et al* have also opined that the influence (power) exerted by the senior administrators need to be expressed in practical ways with realistic incentives to support the academic work of the individuals and Department ("gains") rather than in terms of threats and exhortations about "what is for the good of the university".

Rutherford *et al* emphasise that the active support of senior administrators, their providing the necessary internal pressure and resources is essential. It is the senior administrators who bear the primary responsibility for promoting an institutional ethos that is responsive to new idea and more likely to welcome change.

Rutherford *et al* have warned against imposing innovation upon "reluctant and suspicious academics". When this happens, the prospects for success would be less favourable. There could be superficial compliance "but the reality would be one of lack of interest, prevarication and covert obstruction". For example, if the senior administrators tried to promote continuing education by arguing that this might ensure the survival of particular department, it is doubtful whether this coercive strategy would be credible and effective.

They (Rutherford and colleagues) have argued that innovation would more likely succeed if there had been a change in values among the generality of academic staff in support of continuing education. Courses arranged on a "one-off" basis by academics who are not committed to the expansion of continuing education, but who are perhaps under some pressure from their head of department, are unlikely to be successful.

They have argued further that continuing education can only succeed in a

traditional university if academics are able to plan, teach and examine in their usual ways. That is, if the differences between the courses organised for continuing education and traditional university courses are, in the first instance, of a minor nature. In other words (according to Rutherford and colleagues), the expansion of continuing education should be an evolutionary process drawing on the existing skills and resources of those academic who are directly involved. Demands for radical changes in, for example, teaching methods "are unlikely to be welcome among academics" (Rutherford, Fleming and Mathais, 1985: 441).

These models of strategic management as discussed by Rutherford and his colleagues shows the mental attitude expected of the vice-chancellors, top managers, operational managers, academic staff and all those concerned for the implementation of the various programmes for self-reliance of Nigerian universities.

Michel (1986: 111-115) has discussed a number of patterns that underlie the failures of strategic management and the supporting strategic planning. He asserts that these patterns may occur in any type of organisation including university, and that recognising them and conscious avoidance of such behaviour and mode can enhance strategic management.

The first is tolerance for major unresolved issues. According to him, in most large strategic failure, when necessary action is taken it is too small in magnitude and too late. The problem has usually been observed, analysed, consulted on, and discussed repeatedly at the highest levels of the institution. Frequently a decision has even been made. However, it is often a decision without an implementation schedule. While the problem may be recognised, the need to act on it decisively is not.

So, the problem is often not a lack of information or analyses. According to

him, it is a paralysis similar to that of a racing-car driver who sees an accident about to happen and become mesmerised by evolving catastrophe rather than stimulated into action to prevent it.

Michel opines that the resolution of strategic issue require a force of will and a commitment of management resources in addition to financial resources.

The second is Inaction on Emerging Major Issues. Michel has cited several instances where large organisations that were previously flourishing and reputable collapsed because of their failure to address emerging issues adequately. According to him these are tactical "minor" issues that can ultimately become major issues if left unaddressed. Such minor issues are not survival issues, but are incipient survival issues.

He opines that when minor, tactical problems are considered in a strategic context and squarely dealt with, many later emergent, major survival problems are often avoided.

The Singer's Sewing Machine Company of United States has been cited as an illustration. It was plagued by minor problems for many years before it was nearly pull down. Increasing overseas competition, deteriorating quality, and antiquated, production facilities, among other problems were known by Singer decision makers. Yet they were not effectively addressed.

Michel suggests that the number of minor issues should be kept as low as possible. This can be done by defining the minor problems that need resolution, determining the proper level in the organisation to address them, persuading the appropriate individuals that action is needed, and doing the work that will clearly present the options.

The third is "the General doing the Colonel's Job". According to Michel, in military parlance, if the General is doing the Colonel's job, then the General's job is not being done adequately, since they have different responsibilities. He points out that when there is a problem, senior levels of an organisational hierarchy frequently get deeper and deeper into day-to-day operations.

He lists "the organisational sicknesses" that result from such situation as including the loss of key middle managers, the reduction of productivity, people spending their time "reporting on what they are doing rather than what they are reporting". Under the most favourable circumstances, this inappropriate allocation of managerial resources results in "highlighting some of the less significant operational matters while the strategic direction of the business is increasingly neglected".

The fourth is Redesigning the Process for Each Decision. Michel points out that when the basic process is used each time, two important opportunities are presented. First, the decision makers are more likely to learn from past mistakes. Second, the decision support process itself can be improved through exercise. Decision makers will get a better sense of what they need and planners will improve their decision support skills.

The fifth is poorly designed strategic mission statement. David (1986) has pointed out that all institutions need to have a clear sense of where they are trying to go in order for the diverse elements that make them up to pull in a uniform direction.

Michel (1986:119) has emphasised that to be meaningful, strategic mission statements need to be limiting. They need to state implicitly or explicitly what is not, as well as what is, intended, and further they have to identify how the planned result is going. He stresses that strategies and implementation programmes must be "discrete,

measurable, and finite". Most importantly, these must be "precisely articulated if they are to have any real potential for success".

Perhaps no one would dispute the occurrence of some or all these problems as identified by Michel in the management of Nigerian universities. The discourse is therefore relevant for successful implementation of strategic management by Nigerian universities.

Clausen's (1990) discourse of the efficacy of strategic management in the turnaround of the crisis torn Bank America Corporation could be very instructive to Nigerian universities to guide against poor management of decline earlier discussed in this chapter. According to Clausen the following measures were adopted.

They built a management team of "proven winners" and made sure that everyone understood that the organisation's survival depended on how well each job was done.

They reassessed the entire business, faced the reality that what had been successful in the past was no longer working. It was necessary to develop strategies to meet today's challenges, rather than continuing to operate as if yesterday's circumstances still prevailed. They restructured both the organisation and its mode of operation.

They focused on how to generate maximum value for the shareholders. They managed the business to produce immediate and certain result. They concentrated on actions which would have immediate impact, while being careful not to handcuff their future.

They communicated credibly, constantly, consistently and confidently - both inside and outside the organisation.

They believed that "no corporate turn-around is the result of one individual working alone. Success is the result of melding and motivating team".

They involved all in the recovery campaign "every one had something tangible to do as a part of the team".

They sought to involve every one in the ownership of the organisation through reward and to compensate every one for his role in the recovery campaign effort.

They believed that "management must create a culture, based upon team work, that recognises and reward employees for their efforts in implementing strategies that produced the desired results" (Clausen, 1990: 45).

They believed that without a commitment to shareholders' values, management could become complacent and myopic. If the top people constantly looked at the organisation as someone else might, management could be assured that it was keeping the owners' interest - the shareholders' interest in the forefront at all time. When management did that everyone won.

Nigerian university administrators have to be armed with such information that Clausen has furnished, so to aid the university recovery in an event of very serious crises.

Appraisal of the Literature Review

Organisational Self-reliance

Organisational self-reliance is achieved through a variety of self-renewing, self-designing and self-correcting activities, programmes and policies adopted by the top managers of the organisation. These should have the effect of moving the organisation to become more market oriented, entrepreneurial and innovative.

The aim of such efforts is to make the organisation less dependent on public policy or outside helps which may not always be available as and when required in a world that is unpredictable. It is also to avoid a fall, disappointment and have greater control of the organisation. Self-reliance efforts enable the organisation to grow steadily, luxuriantly and firmly like the cedar on Lebanon. The role of the university in the society in teaching, research and community service would therefore, be maximised and sustained by self-reliance effects. The literature review shows that universities that were not self-reliant could not survive unfavourable environmental shifts.

The current administration of the University of Lagos may therefore be considered justified in establishing objectives and programmes and setting up structures toward self-reliance of the university. For instance, many academic and non-academic functions such as the Unilag Ventures, Work-study and Pre-degree programmes have been established. Many existing ones, such as the postgraduate programmes have been reorganised into cost/profit activities and centres.

Also, many existing business units, such as the Unilag Guest Houses and Conference Centres, and the Unilag Consult have been strengthened for more profit making. The literature review has highlighted the role of some of these functions and activities. Unilag Today (1998b) is explicit on these (see Appendix 7)

The Pre-Degree Programme

The Pre-degree programme enhances the financial base of the University. This is because, as the students are enrolled beyond the state plan, the University could seek full cost-financing from their parents. The programme also enhances the academic self-reliance of the university. This is because students are admitted to this

programme directly, independent of the Joint Admissions and Matriculation Board (JAMB). The University's chances of admitting students to some critical discipline in the sciences, where students are often in short supplies are increased by this.

The Postgraduate Programmes

The Postgraduate programmes also enable the University to enrol students beyond the state plan to a variety of full time and part-time programmes. The university could therefore charge full cost-financing from the students to increase its revenue base. The University's academic self-reliance status is also enhanced by the opportunity these affords to market a variety of part time and short courses to students and audience from various sectors of the community (Hosmer, 1978).

The Postgraduate programmes have contributed to research development of the University, resulting in projects, findings and ideas which have being for the consumption of members of the University. Many postgraduate students have been used as graduate assistants to produce relatively cheap labour force to boost academic work in the University (Unilag Calendar, 1991-95). The research activities of the students are an important determinant of the prestige of the University and a factor for attracting other good research students, good lecturers and contracts to the University (Hosmer, 1987; Moore, 1989).

Strategic Management

Strategic management is among the many managerial tools that have origin in business organisations. It has been found increasingly relevant for universities especially in the present era of global resource scarcity, uncertainties and increasing emphasis on self-reliance of corporate organisations. The concept of strategy as discussed in the literature review is relevant in looking at the objectives,

programmes, organisational structures, major policies and objectives of the University of Lagos administration in managing toward self-reliance and survival.

It has been found relevant in identifying and evaluating the causes of the problems at the various levels of the organisation - at the top corporate management, operational management and other levels of the organisation. It offers the means of reconciling the requirement of the environment, the limitations of the resources, and the demands of members of the organisation in order to form an explicit statement of the University's objective. This is with the intention that these objectives should predominantly influence the design of the system for the operations and governance of the University (Hosmer 1998). The objectives of the University of Lagos self-reliance efforts have been discussed in chapter one of this report.

The literature review has therefore attempted to expand upon the context and background of the study as well as provided the empirical and practical basis for the questions and hypotheses of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter was aimed at providing the framework or blueprint that specifies how data relating to the problem of the study was collected. It sought to provide the procedural outline for the conduct of the investigation.

It specifically aimed at highlighting the three targeted groups in the university community, the sample, and the sampling technique of the study. It also aimed at discussing the mode of data collection pertinent to the problem under investigation, the research instruments, how validity and reliability were attained, and the treatment of the data collected. The potential problems in the execution of the study were also aimed for examination.

Research Design

The study used a descriptive research design. This, according to Best and Kahn (1989:86),

Describes and interprets what is, conditions or relationship that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concern with the presence, although it often considers past events and influences as they relate to current conditions.

According to Best and Kahn also, descriptive research is sometimes known as non-experimental or correlational research. Hence, it deals with relationship between variables, testing of hypotheses, and the development of generalisations, principles, or theories that have universal validity.

The study also used the case study design. Best and Kahn (1989:92) have described the case study as,

A way of organising social data for the purpose of viewing social reality. It examines social units as a whole. The unit may be a person, a social group, a social institution or a community. The purpose is to understand the life cycle or an important part of the life cycle of the unit.

They explain further that the case study probes deeply and analyses interactions between the factors that explain present status or that influence change or growth; and that it is a longitudinal approach, showing development over a period of time.

The present study agrees with the above definitions of a descriptive research and the case study. This is because, it was designed to test hypotheses and develop generalisations about the opinions and levels of satisfaction of members of the University of Lagos about an on-going innovative development for self-reliance and survival of the institution. To do this, the study thoroughly probed into the three-year activities of the administration of the University of Lagos and the members of the academic community's levels of satisfaction of the strategic management approaches and implementation.

The probing and analyses were effected through responses to questionnaires, citing of historical records of the University including textbooks, brochures, prospectus, calendars, convocation speeches, periodicals like the Unilag Today, Unilag Staff Welfare Bulletin, Unilag Information Flash, Unilag Campus News, Unilag News Release and Official Letters from the Registrar's Officer (please see the Appendices).

Research Setting

The setting of this study is the University of Lagos Community, Lagos in Nigeria.

The Variables

Many sets of variables were involved in this study. The first set consists of eighteen academic and non-academic activities or functions which may be performed in a university to enhance the sustenance of the university or members of its community. These variables are shown by Appendix 1b. They are independent variables and the levels of satisfaction of members of the university community with these are dependent variables. According to Tuckman (1972) such moderator variables as style or quality of operation should be considered as independent variables for statistical purpose.

The second set of variables are the ten possible sources or causes of dissatisfaction of members of the university community in the course of implementing the above academic and non-academic functions as introduced by the university authority. These variables are shown by Appendix 1c. They are dependent variables while the academic and non-academic functions are independent variables.

The third set consists of the overall university community level of satisfaction as independent variable while the levels of satisfaction of the various segments of the university community are dependent variables. The segments include the part-time

and full-time students, undergraduate and postgraduate students, academic and administrative staff.

The fourth set of variables are the problems which the operational managers may perceive in managing programmes or functions designed for self-reliance or sustenance of the university or members of the university community. These variables are shown by Appendix 2b. They are independent variables and the operational managers' status of agreement or disagreement of these dependent variables.

The fifth set of variables are the twelve possible approaches to solving problems of managing toward self-reliance which the operational managers may consider. These variables are shown by Appendix 2c. They are independent variables while the operational managers' status of agreement of these is dependent variables.

The sixth set of variables are the potential threats to the university's prospect of self-reliance as may be perceived by the top corporate managers of the university. These are shown by Appendix 3b. They are independent variables and the Top corporate managers status of agreement/disagreement of these dependent variables.

The seventh set of variables are the possible opportunities to the prospect of self-reliance of the university as may be perceived by the top corporate managers of the university. These variables are shown by Appendix 3c. They are independent variables, while the top corporate managers' status of agreement/disagreement of these are independent variables.

The Measurement Devices

Measurement is a process of assigning numbers or symbols to represent

quantities (Banjoko, 1996). The measurement devices that feature prominently in this study are of two types. The first is the Modified Likert-Type Opinion/Attitude Scale designed for the measurement of the responses of the subjects.

This study adopts the four-point measuring scale which has no mid point, instead of the five with a mid point. The original Likert scale is constructed to have its mid point labelled either "undecided", "neutral" or "uncertain" on the opinion/attitude continuum ranging for example from "strongly agree" to "strong disagree". On the five-point scale running from 1 to 5 a response of undecided, neutral or uncertain is interpreted to represent some measures of opinion or attitude which has a magnitude of 3 on a scale yielding a maximum of 5.

Nworgu (1991:115) considers this to be a "logical absurdity", since having no opinion could not have attracted a score. This study respects Nworgu's view namely, to drop the "undecided" point from the scale. Hence it uses a 4-point scale ranging from "strongly agree" to "strongly disagree" and "very much satisfied" to "very much dissatisfied".

The Likert-Type scale is adjudged to be highly reliable when it comes to rough ordering of people with regard to a particular attitude or attitude complex. The score includes a measure of intensity as expressed on each statement. It also produces ordinal scale that generally requires non-parametric statistics (Miller, 1977).

The second type is the measurement device for each of the subjects and variable in the study. The device include the use of nominal and ordinal measurement scales. A nominal scale describes the difference between things by assigning them to categories (Best and Kahn, 1989). It is a level of measurement when numbers or

other symbols are used simply to classify an object, person or characteristics (Miller, 1977).

Study Population

The case study focuses on three groups of subjects in the University of Lagos community. The first is made up of 3,657 part-time students, 16,841 full-time students (these made up of 17,915 undergraduate and 2,583 postgraduate students), 3,106 administrative staff and 809 academic staff from the eleven faculties including the Centre for Distance Learning, College of Medicine and the various administrative units.

The second group of subjects is the operational managers consisting of heads of units such as the Unilag Consult, Unilag Human Resource Development Board, Unilag Press, Unilag Ventures, Unilag Bookshop, Unilag Guest Houses and Conference Centre, Unilag Property Development Board, Unilag Workstudy Programme, Unilag Alumni Relations Unit; Unilag Endowment Fund Management Board and the Unilag Computer Centre.

The heads of certain other business sections and subsections of the university were also included in this group of subjects. They are the following: Unilag Community Pharmacy, Unilag Bread, Unilag Waters, Unilag Mechanical Service Workshop, Unilag Car Wash. The aim of including these subsections was to ensure that the study is as thorough as possible. The whole of this group of subjects was studied.

The third group of subject is the top corporate managers of the university.

This includes the Vice-Chancellor, Deputy Vice-Chancellors, Registrar, Bursar, Librarian, Deans, Directors and Heads of Departments. The whole of this group of subjects was studied.

Sample for the Study

In all 1,500 members of the university community, consisting of 300 part-time students, 900 full-time students (of these 980 were undergraduate and 220 were postgraduate students), 200 administrative staff members and 200 academic staff members were sampled for the study.

The mode of sampling adopted in this exercise was what Nworgu (1995:78) calls "purposive" or "judgmental sampling". According to him, in purposive sampling, "specific elements which satisfy some predetermined criteria are selected".

He explains further that,

Although the criteria to be used are usually a matter of the researcher's judgement, he exercises this judgement in relation to what he thinks will constitute a representative sample with respect to the researchers purpose. It is therefore important to recognise that the representativeness of such samples is only assumed.

Other advantages of the purposive sampling as discussed by Nworgu are that it is relatively cheaper and easier, and ensures that only those elements that are relevant to the research are included.

The researcher justifiably adopted this mode of sampling since he esteems thoroughness and accuracy in response to the questionnaire. Under this consideration only those he adjudged capable and willing to respond accurately to the questionnaire for the study were selected. For instance, some new students and some non-teaching

staff who manifested evidence of non-familiarity with the variables (certain on-going functions for self-reliance of the university) were conveniently excluded.

Thus, the emphasis in respect of sampling was not necessarily to meet the conservative target of 10 per cent representative sample for every group of subjects in the study but the few who would be able to give correct, mature and objective responses.

Nworgu has however warned against some possible snags in this mode of sampling. He points out the limitation imposed on any generalisations made from such limited number of samples and problem of knowing "the characteristics of the population".

The researcher however considers these problems as not tenable in this kind of study. In the first case, it would be a disservice to the study if large samples of inaccurate responses were made. In the second place, in academic matters like questionnaire responses, it is not difficult to know those who are illiterates and those who are incompetent for accurate academic responses. Moreover, the pilot study showed that some respondents were not familiar with most of the functions of the university.

This idea is supported by Best and Kahn (1987:192) who warns that questionnaire should be administered on "only those who possess the desired information and are likely to be sufficiently interested to respond conscientiously and objectively".

Research Instrument

The instruments that were used as the primary sources of data were the three sets of structured questionnaires developed by the researcher on basis of literature review. They were the Satisfaction of Strategies to Self-Reliance Questionnaire (SSSRQ), the Operational Managers Checklist (OMC) and the Top Corporate Managers Checklist (TCMC).

The SSSRQ was designed to collect information on the students' and staff's levels of satisfaction and sources of their dissatisfaction regarding the various functions put in place by the University of Lagos Authority as strategies to enhance the university's organisational self-reliance and survival.

The SSSRQ (Appendix 1) consists of three sections (A, B, C). Section A is concerned for demographic data of respondents (students and staff), category, level and faculty of students, and the category, qualification and faculty or units of the staff members.

Section B (of the SSSRQ) consists of eighteen activities or functions which a Nigerian university may undertake for purpose of enhancing the sustenance of the university, its staff and students.

Respondents were requested to indicate their level of satisfaction of each activity on a four-point scale: very much satisfied, satisfied, not satisfied and very much dissatisfied.

Section C (Appendix) consists of the same eighteen activities or functions in the first column, and a list of possible reasons or sources of dissatisfaction of the functions in the second column. Respondents were requested to indicate a source or

sources of dissatisfaction against a function if he or she is not satisfied with "the way or idea motivating it being carried out as a measure for self-reliance".

Apart from the ten possible reasons or sources of dissatisfaction, others may be included. The space "others", is provided so that respondents can add other reasons why he may not be satisfied with a function and rate such reasons accordingly.

The Operational Managers Checklist (OMC) was designed to gather information on the Operational Managers (of the business and service units) perception of the problems and prospect for managing toward self-reliance.

The OMC (see Appendix 2) consists of three sections (A, B, C). Section A seeks demographic data (of the operational managers) such as designation and department, unit or section.

Section B consists of a list of seventeen problems identified by the researcher from literature review which often plague managers in operating business or service units in universities. Respondents were requested to check their position of agreement or disagreement on the scale as each statement impresses them.

They were also requested to identify other problems peculiar to them in their effort to manage toward organisational self-reliance. The space for them to list and rate the levels of seriousness of such problems are also provided.

Section C (of OMC) consists of eleven statements which are suggested solutions of some problems in managing toward self-reliance by operational managers.

The solutions identified were based on the researchers literature review. Respondents were requested to check their position on the scale as each statement impresses them. The 4-point scale shows strongly agree, agree, disagree and strongly disagree.

This section also provide space on which respondents may list other suggestions they considered would enhance their efforts to manage toward organisational self-reliance of the university.

The Top Corporate Managers Checklist (TCMC) was designed to collect information on the top university managers' opinion about certain identified threats and opportunities in managing toward self-reliance of the university.

The TCMC (shown in Appendix 3) consists of three sections (A, B, C). Section A contains questions for demographic information including respondents' designation. Section B provides a list of thirteen opportunities in managing toward self-reliance as suggested by the researcher through literature review.

Respondents were requested to rank these based on their perceived potential attractiveness and probability of success in developing the opportunity. They were also requested to list other opportunities they considered and rate them accordingly.

Section C (of the TCMC) consists of fifteen threats as suggested by the researcher. The respondents were also requested to rank them based on perceived potential severity measured by money or prestige loss and probability of occurrence.

Respondents were also requested to list other threats to self-reliance of the university and to rate them accordingly. The space for this is also provided.

Validity and Reliability of the Instrument

Best and Kahn (1987:11) define reliability as "the degree of consistency that the instrument or procedure demonstrates. Whatever it is measuring, it does so consistently". They define validity as "that quality of a data-gathering instrument or

procedure that enables it to measure what it is supposed to measure".

It is to enhance validity and reliability that Best and Kahn approves instruments constructed by the researcher. They opine that though such instruments may be less expertly designed than the standardised instruments by professionals, "it is based upon the best logic and skill that the researcher can command" and it is usually 'tailor-made' for a particular purpose.

The researcher was conscious of the importance of ensuring reliability and validity of the questionnaire for the study and this was built in the plan of the study right from the start. First, he was exhaustively involved in literature review to gain sufficient mastery of the subject matter. This provided the underpinning for working toward the content and construct validity of the instrument.

Thereafter, care was taken to ensure that relevant questions were drawn and phrased in the least ambiguous way on the university functions, practices, problems, prospects, threats and opportunities - some of which might have already been familiar to many members of the university community.

The development of the questionnaire went through several stages of review and refinement with the co-operation and comments of the researcher's supervisor, colleagues and senior staff members of the Department of Educational Administration. The wonderful contribution that they rendered to the validity of instrument, was a response to the researcher's deliberate request for review of the items of their clarity, appropriateness of language and expression and the appropriateness of the instructions to the respondents.

The quality of their suggestions was enhanced by the accompanying statement

of purpose, research questions and hypotheses, and the verbal explanation of the problems and aims of the researcher. This exercise carried some promises of both the content and construct validity of the questionnaire before it was subjected for pilot testing.

The Pilot Study

The first questionnaire, the Satisfaction of Strategies to Self-Reliance Questionnaire (SSSRQ) was pilot tested in October 1997 with 50 full-time students, 30 academic staff members and 50 non-academic staff members, and the data was analysed. A reliability coefficient of 0.80 was obtained.

It was noted then that the new students and most part-time students and the non-academic staff members were not familiar with some of the functions of the university let alone such new functions performed by the Human Resources Development Board, and the Property and Development Board.

It therefore, became necessary to limit the questionnaire to the university community members who had good knowledge of what was going on, and who could demonstrate eligibility and willingness to make accurate responses.

Each of the other two questionnaires, the Operational Managers Checklist (OMC) and the Top Corporate Managers Checklist (TCMC) was tested and re-tested for reliability with two deans and two directors and with three heads of business units, respectively, in November 1997. Reliability coefficients of 0.85 and 0.80 were obtained respectively.

Administration of Instruments

More than 80 per cent of the Satisfaction Strategy to Self-Reliance Questionnaire (SSSRQ) was administered by the researcher directly to the students in the classrooms, in their various faculties, with the help of lecturers. In this way, it was easier to explain the purpose of the questionnaire. The questionnaires for the academic and administrative staff were given to them in their offices after due explanation and were collected after they had responded to them.

In all, 1,500 questionnaires (SSSRQ) were administered as follows: part-time students 300, full-time students 900 (980 for undergraduate and 220 for postgraduate students), administrative staff 200 and academic staff 100. The usable completed questionnaires numbered 1,211 that is 80.7% rate of return); the unusable were 200, while 79 were not returned. The usable completed questionnaires were as follows: part-time students 180, full-time students 844 (undergraduate 200, postgraduate 200); administrative staff 87 and academic staff 100.

The conservative 10 per cent representation for the students and the non-academic was not reached because of emphasis on thorough and accurate responses. As indicated above, many university community members failed to meet the requirement for acceptable responses because of not being familiar with some on-going functions of the university. The huge number of rejected responses are explained by this fact.

Responses were rejected, for instance, when they indicated "very much satisfied" and at the same time indicated reason(s) for dissatisfaction of the same function, or when they were dissatisfied but failed to give reason for such. This

showed that they lacked knowledge of the purpose of the questionnaire.

The approximately 12 per cent representation of the academic staff is reasonable because they were able to respond appropriately and to make a high return of the questionnaire. They also merit a more favourable discrimination in questionnaire distribution to respondents since their opinions as both consumers and producers of most of the services are very important. Their co-operation or lack of it matters a lot for the success or failure of institutional self-reliance innovation (Livingstone, 1974; Rutherford Fleming, 1985).

The Operational Managers Checklist (OMC) was administered directly by the researcher to the heads of twenty-eight sections and sub-sections of the business and service units concerned with self-reliance of the University of Lagos between January and February 1998. These sections and sub-sections are as listed under the sub-heading, "Study Population" above.

A copy of the OMC which was meant to be completed by each head of section and sub-section was attached a copy of a letter by the researcher's Head of Department introducing the researcher and requesting the subjects' necessary cooperation with him (see Appendix 4). The researcher delivered the questionnaire with due explanation and stayed on as it was being completed or left to come back latter to collect them after completion. The completion and return of the OMC was facilitated by the Head of Department introductory letter and the researcher's rapport with the respondents. It had 100 per cent return.

The Top Corporate Managers' Checklist (TCMC) was administered *pari passu* with the OMC. A copy of the letter from the researcher's Head of Department

introducing him was also included with each TCMC. The researcher made effort to reach at almost every respondent belonging to this group to administer the questionnaire directly to him or her, but with only partial success. Since the whole of this group was meant to be studied, the researcher proposed to administer more than 100 questionnaire. However, only 56 were delivered and only 38 were actually completed and returned. In few cases, the researcher met the respondents in the office and delivered the questionnaire, requested their co-operation for immediate response, stayed on for completion or called back latter to collect it.

In many cases, the questionnaire was received by the office secretaries on behalf of the subjects but often they were not accepted by the office secretaries or the subjects themselves. Most of those received were not responded to on ground of lack of time. The responses were as follows: Vice-Chancellor - Nil, Deputy Vice-Chancellor - Nil, Registrar - Nil, Bursar - 1, Librarian - 1, Dean - 5, Director - 6, Heads of Department - 25; Total 38.

Treatment of Data

Data obtained from questionnaires, often called protocols (Tuckman, 1972) were easily converted to the appropriate form for analysis, since the questions which were in rating scales and checklists were already pre-coded. Each response was thus immediately and directly converted into a score in an objective fashion. The procedures employed for scoring were of two types.

The first was scale scoring. Each point on the scale was assigned a score and the respondents' scores on the items on a total scale was added to get their overall

score. The second procedure was "response counting" (Tuckman, 1972). The categorical and nominal responses were obtained on scales. The number of agreement responses by the respondent was counted and this total represented the total score on the scale for that respondent. A sum total of all the scores of all the respondents in a group or segment was thus calculated.

The questions and hypotheses of the study suggested the type of data organisation. The questionnaire design therefore enhanced the sorting and tabulation, another way in which the data was treated. Tabulation is the process of transferring data from the data-gathering instruments to the tabular form in which they may be systematically examined (Best and Kahn). The method employed for tabulation was hand-sorting and recording, with tabulations written on tabulation sheet. An assistant was used to read the data while the researcher recorded them on the tabulation sheet.

It was found necessary to further categorise some group of variables into sub-groups for purpose of analysis. For example, the subjects or respondents were grouped into full-time and part-time students, postgraduate and undergraduate students, academic and administrative staff, students and staff according to their responses on the questionnaire. By such categorisation, some more interesting relationships became clearer and the use of the simple students t-test statistic for analysis was facilitated.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter highlights the problems of the study. It specifically states the questions and hypotheses that the study was set out to investigate. It makes tabular presentation of the data, describes them and also describes the statistical designs that were used and the statistical analyses that were undertaken. It also states the results of the findings including the answers to the questions of the study.

Hypotheses Tested

Deriving from the research questions stated above and the literature review as reported in chapter two of this work, the following hypotheses were postulated and tested.

1. The full-time students and the part-time students do not differ significantly in their opinions about the on-going measures for self-reliance at the University of Lagos.
2. The academic and administrative staff do not differ significantly in their opinions about the on-going measures for self-reliance at the University of Lagos.
3. The undergraduate and postgraduate students do not differ significantly in their levels of satisfaction with the on-going measures for self-reliance at the University of Lagos.
4. The students and staff do not differ significantly in their levels of satisfaction

with the on-going measures for self-reliance at the University of Lagos.

It was hoped that the answers to the questions and the results of testing the hypotheses stated above would help to fulfil the purpose of the study; namely to understand the opinions, levels of satisfaction, and sources of dissatisfaction of members of the University community; as well as the problems of, solutions for, threats to, and opportunities for managing self-reliance of the University, as perceived by the operational and top corporate managers of the institution.

Statistical Analyses

The four hypotheses of this study were tested by use of the data shown on the Appendices 19-30.

Statistical tests are the major aid for data interpretation. By statistical testing it is possible to compare the groups of data to determine the probability that the differences between them are based on chance or that the differences between the means are real differences and not chance of occurrences, thereby providing evidence for judging the validity of the hypotheses or inferences. By considering the degree of variation within the groups, statistical tests yield an estimate of probability or stability of the particular findings (Tuckman, 1972).

In this study, 5 per cent level, that is $P < 0.05$ was considered an acceptable level of confidence to reject the null hypotheses of equal means between the groups. This is simply an arbitrary level that many researchers have chosen as a decision point in accepting a finding as reliable or rejecting it as sufficiently improbable to have confidence in its recurrence. It means that the probability is less than 5 out of 100 that

the difference is due to chance. That is, the likelihood that the distribution of scores obtained in the study would occur simply as a function of chance is less than 5 per cent. On this basis, it is possible to conclude that the differences obtained were the result of the treatment (Tuckman, 1972).

Tuckman (1972) is instructive on the method for choosing the appropriate statistical test. According to him, to choose the appropriate statistical test, the number of independent and dependent variables in the study has to be determined first. The next to be determined are which variables are nominal, ordinal, or interval. This also helps in determining whether the data would require parametric or non-parametric statistical tests.

Parametric tests are conceived as tests based on interval measurement of the dependent variables. Parametric tests require that the data should have normal distribution, be perfectly symmetrical about its means, have a bell shape. They also require homogeneity of variance, meaning that the spread within the two groups is equal; and that the scores are continuous and of equal interval throughout (Tuckman, 1972).

According to Tuckman, non-parametric tests make fewer assumptions about distributions; they do not require a normal distribution nor equal group variances. They are based on ordinal or nominal measurement and are highly useful for quick calculations, for large samples where the parametric assumptions are not met and for studies involving hypotheses using ordinal measuring devices.

According to Tuckman also, if both independent and dependent variables are interval measures, correlation technique (parametric correlations) may be employed.

Tests such as t-test and analysis of variance are used when independent variable are nominal or ordinal and the dependent variable is interval.

According to him also, ordinal measurement generally calls for the use of non-parametric techniques, with a chi-square analysis recommended for a combination of nominal independent and nominal dependent variables. He observes that it is difficult to analysis more than one dependent variable simultaneously without the use of a highly complex statistical procedure.

He advises that when dealing with two interval variables, parametric correlation - Pearson product-moment correlation should be used. When dealing with two ordinal variables, a Spearman rank-order correlation may be used, and with two nominal variables, the chi-square statistics may be used. When there are a nominal independent variable and an interval dependent variable, a t-test if there are only two conditions or levels, or analysis of variance, if there are two or more conditions or more than one independent variable. When there is a nominal independent variable and an ordinal dependent variable a Mann-Whitney u-test (a non-parametric t-test) may be used.

Tuckman (1972) has also advised that a researcher may transform variables mostly from a higher order of measurement to lower level, example from interval to ordinal or nominal or from ordinal to nominal, to be able to use their data to perform a specific statistical test which may be different from the one originally anticipated. For instance, if interval performance data is available in a two-condition study, but the conditions for a t-test (normal distribution, equal sample variance) are not met, you could transform the interval dependent variable into ordinal measure and use a Mann-

Whitney u-test.

The data shown on Appendices 19-37 of the study concern the various Management Functions for Self-reliance of the University, Sources of Dissatisfaction, and Segments of the University community, which are normal data; and levels of satisfaction which are ordinal data. The data is parametric since the scores are of normal distribution.

By Tuckman's instruction the four hypotheses of the study involve variables that require the use of t-test statistical analysis. The t-test is parametric statistical test that allows the researcher to compare two means to determine the probability that the difference between the means is real difference rather than a chance of difference (Tuckman, 1972).

The data on Appendices 21-30 was analysed to answer question one, and two of the study by use of the percentage (%) and mean. The percentage (%) is often used by researchers to describe a score in relation to other scores (Best and Kahn, 1978). The percentage level of satisfaction of a function was determined by adding together the scores for "Very Much Satisfied" and "Satisfied", dividing this by the total score and multiplying the dividend by 100.

The mean (\bar{x}) of a distribution is commonly understood as the arithmetic average (Best and Kahn, 1987). A particular segment of the university community's mean percentage level of satisfaction was determined by adding all the percentage scores for that segment and dividing this by the number of functions or activities for self-reliance involved in this study and multiplying by 100. Table 5 shows the mean percentage levels of satisfaction of the various segments.

The data which are related to question 4 are shown on Appendices 29 to 35. The data which answers questions five to eight are shown on Appendices 35 to 39 and Tables 6 to 9. The statistics are descriptive. The tables list some identified management problems, solutions to management problems, threats to, and opportunities for self-reliance of the University of Lagos. The tables also show the respondents' ratings of these on a continuum scale of "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree". The scores are normally distributed. The data may therefore be described as nominal, ordinal and parametric (Best and Kahn, 1987).

The percentage agreement of a management problem and a solution to management problem was determined by adding the number of "Strongly Agree" and "Agree" responses, dividing the sum by total responses and multiplying the dividend by 100. The most highly visible management problems and most preferred solutions were determined by checking the problems and solutions with the highest percentage scores of all the identified problems and solutions involved in the study. Tables 7 and 8 exemplify these.

The percentage agreement of an identified threat and an opportunity for self-reliance were determined by adding the Strongly Agree and Agree responses, dividing the sum by the total responses and multiplying the dividend by 100. The ranking of the threats and opportunities to self-reliance was determined by checking the highest down the lowest percentage scores.

Results

The results are shown in the following hypotheses and questions that have been tested and answered.

Hypothesis One:

The full-time students, and the part-time students' opinions about the on-going measures for self-reliance at the University of Lagos do not differ significantly.

To test this hypothesis, the subjects/respondents were grouped into full-time and part-time students' opinions based on their responses on the questionnaire. The t-test statistic was used to verify whether significant difference exists between the full-time and part-time students' opinions on the University of Lagos' self-reliance measures. The result is as presented on Table 1 below.

Table 1: Full-Time and Part-Time Students' Opinions on the University of Lagos' Self-Reliance Scheme

Variables	n		sd	df	t-cal	t-critical
		Install I click he				
Full-time student's opinion	18	65.4	13.92	34	0.29*	2.032
Part-time student's opinion	18	63.8	18.95			

* Not significant $t_{0.05} = 0.29$

The table shows a lesser calculated t-value (0.29) than the t-critical value

(2.032). The null hypothesis was therefore accepted, meaning that the full-time and part-time students' opinions about the on-going measures for self-reliance of the University of Lagos do not differ significantly.

Hypothesis Two:

The academic and administrative staff do not differ significantly in their opinions about the on-going measures for self-reliance at the University of Lagos.

To test this hypothesis, the subjects were grouped into academic and administrative staff's opinions based on their responses on the questionnaire. The students' t-test was used to verify whether significant difference exists between the academic and administrative staff's opinions about the University of Lagos' self-reliance measures. The result is as presented on Table 2.

Table 2: Academic and Administrative Staff's Opinions on the University of Lagos' Self-Reliance Scheme

Variables	n		sd	df	t-cal	t-critical
		Install click he				
Academic staff's opinion	18	67.30	9.22	34	0.39*	2.032
Administrative staff's opinion	18	66.10	18.95			

* Not significant. $t_{0.05} = 0.39$.

There was a lesser calculated t-value (0.39) than the t-critical value (2.032). The null hypothesis was therefore accepted. This means that the academic and administrative staff's opinions about the on-going measures for self-reliance at the University of Lagos are not statistically significantly different.

Hypothesis Three:

The undergraduate and postgraduate students will not differ significantly in their levels of satisfaction with the on-going measures for self-reliance at the University of Lagos.

This hypothesis was tested by grouping the subjects/respondents into undergraduate and postgraduate students' levels of satisfaction based on their responses on the questionnaire. The student t-test was used to determine whether significant difference exists between the undergraduate and postgraduate students' levels of satisfaction regarding the on-going measures for self-reliance at the University of Lagos. The result is presented on the following table:

Table 3: Undergraduate and Postgraduate Students' Levels of Satisfaction with the University of Lagos' Self-Reliance Scheme

Variables	n	x	sd	df	t-cal	t-critical
Undergraduate student's level of satisfaction	18	67.8	13.8	34	0.93*	2.032
Postgraduate students' level of satisfaction	18	63.4	14.6			

* Not significant. $t_{0.05} = 0.93$.

A lesser calculated t-value (0.93) than the critical t-value (2.032) was realised. The null hypothesis was therefore accepted. This means that the undergraduate and

postgraduate students do not differ significantly in their levels of satisfaction with the on-going measures for self-reliance at the University of Lagos.

Hypothesis Four:

The students and the staff will not differ significantly in their levels of satisfaction with the on-going measures for self-reliance at the University of Lagos.

This hypothesis was tested by grouping the subjects/respondents into students and staff's levels of satisfaction based on their responses on the questionnaire. The student t-test was computed to determine whether significant difference exists between the students and staff's levels of satisfaction with the University of Lagos' on-going measures for self-reliance. Table 4 below shows the result of this.

Table 4: Students' and Staff's Levels of Satisfaction with the University of Lagos' Self-Reliance Scheme

Variables	n	x	sd	df	t-cal	t-critical
Students' level of satisfaction	18	68.72	8.98	34	0.45*	2.032
Staff's level of satisfaction	18	66.89	14.7			

* Not significant. $t_{0.05} = 0.45$.

A lesser calculated t-value (0.45) than the critical t-value (2.032) was realised. The null hypothesis was therefore accepted, implying that the students and the staff do not differ significantly in their levels of satisfaction with the on-going measures for self-reliance at the University of Lagos.

The conclusion from the four hypotheses tested was that the various segments

of the University of Lagos community: the full-time and part-time students, the undergraduate and postgraduate students, the academic and administrative staff, the students and staff, do not differ significantly in their opinions and levels of satisfaction/dissatisfaction regarding the on-going measures for self-reliance put in place by the University of Lagos administration. Although there are differences in the mean scores distribution among the various groups (segments), those differences in means are superficial.

The probability is less than 5 out of 100 that the difference is due to chance. That is, the likelihood that the distribution of scores obtained in the study would occur simply as a function of chance is less than 5 per cent. Therefore, the differences obtained were the result of the treatment.

Question One:

What are the levels of satisfaction with the various functions/activities in the self-reliance scheme of the University of Lagos?

The data on Appendix 29 provides the answer to this question. The table shows the distribution of the levels of satisfaction over the University of Lagos various functions/activities for self-reliance. To explain this, functions as those of the University Press, the Bookshop, Alumni Association, the University of Lagos Consulting Company (Unilag Consult) and the University of Lagos Ventures are the most satisfied with by members of the university community. The percentage levels of satisfaction with these functions are 80.78, 78.71, 77.95, 77.87 and 75.63 respectively.

The least satisfied with, are the staff's selling of Printed Handouts and the

Provision of Students Accommodation with differentiated fees. They have the percentage levels of satisfaction of 46.76 and 49.38 respectively.

Question Two:

What are the perceived levels of satisfaction of the various groups or segments (full-time and part-time students, undergraduate and postgraduate students, academic and administrative staff, students and staff) of the University of Lagos community regarding the on-going income generating activities?

Table 5 below attempts to answer this question since it reveals the mean percentage levels of satisfaction of the various segments (or groups) of the university community.

Table 5: Mean Percentage Levels of Satisfaction of Respondents

Groups	Mean PLS	Min. PLS	Max. PLS
F/T students	69.47	46.20	81.52
P/T students	65.11	41.61	77.39
Undergraduate	69.8	45.51	88.35
Postgraduate	66.5	43.42	84.66
Students	68.67	47.91	80.53
Admin. staff	66.10	40.79	86.44
Acad. staff	55.13	31.91	86.05
Staff	66.88	38.68	85.45
Overall Community	68.00	46.76	80.17

Overall Mean PLS = 67.78

Mean PLS = Mean Percentage Level of Satisfaction.

To illustrate, the perceived levels of satisfaction of the various segments are as

follows: full-time students 69.47, part-time students 65.11, undergraduate 69.8, postgraduate students 66.5, student (part-time, full-time, undergraduate and postgraduate combined) 68.67, academic staff 55.13, administrative staff 65.10, staff (academic and administrative combined) 66.00, while the overall community is 68.00.

This means that the level of satisfaction of the various segments of the University community with the on-going measures for self-reliance is of high positive degree.

Question Three:

Are there significant differences in the perceived levels of satisfaction/dissatisfaction by the various segments of the eprsonnel regarding the on-going income generating activities.

This question was answered from the hypotheses as discussed above. As have been stated, there is no significant difference in the levels of satisfaction/dissatisfaction of the various segments of personnel of the University community regarding the on-going income generating activities of the University of Lagos.

Question Four:

What are the most frequent sources of dissatisfaction for the on-going efforts of management for self-reliance of the institution?

Appendix 35 attempts to answer this question. The Appendix 35 is apparent from Appendices 29-34 which show the distribution of sources of dissatisfaction over the University of Lagos functions for self-reliance of the various segments of the University community.

Appendix 35 shows that, in their descending order of magnitude the most frequent sources of dissatisfaction are that, some of the functions are:

- (a) expensive, not comfortably enjoyed by the common persons
- (b) rather exploitative.
- (c) Poorly managed.

The total frequencies (scores) for each of these sources of dissatisfaction as shown on the Appendix 35 are: 1,021; 756; 655 respectively.

Question Five:

What are the most highly visible problems encountered by the operational managers in the innovative idea of management of the University self-reliance?

Table 6 shown below attempts to answer this question since it provides data on the problems in management of University of Lagos self-reliance scheme as perceived by the operational managers:

Table 6: Problems in Management of Unilag Self-Reliance Scheme

Problem	RESPONSES					
	A(SAG)	B(AG)	C(DAG)	D(SEAG)	Total	PAG
1.	9	9	7	3	28	64.29
2.	2	15	6	2	25	68.00
3.	14	8	2	1	27	88.00
4.	5	9	11	2	29	51.85
5.	2	13	11	3	25	51.72
6.	2	6	9	8	28	32.00
7.	7	9	7	5	29	57.14
8.	2	10	12	5	30	41.38
9.	1	7	19	3	27	26.67
10.	6	7	9	5	21	48.15
11.	4	7	8	2	18	52.38
12.	5	7	2	4	18	66.67
13.	2	11	14	3	30	43.33
14.	3	10	10	4	27	48.15
15.	9	5	1	-	15	93.33

A(SAG) = Strongly Agree

D(SEAG) = Strongly Disagree

B(AG) = Agree

PAG = Percentage Level of Agreement

C(DAG) = Disagree

Source: 1997/98 Field survey.

Table 6 is illustrated by Appendix 36: "Attributes and Problems in Managing Self-Reliance Scheme at Unilag". It shows that the most highly visible problems are that:

- (a) Top management often fail to act upon useful suggestions offered by the operational managers.
- (b) Funds to carry out innovative functions are often lacking.

- (c) Personnel with necessary specialist skills are often lacking in many operational units.

The percentage level of agreement that these problems are real are 93.33, 88.00 and 68 respectively.

Question Six:

What are the operational managers' most preferred solutions to the identified problems in management of self-reliance at the University of Lagos?

To answer this question, Appendix 37 which shows the Attributes and the Solutions to the Management Problems and Table 7 below should be examined concurrently.

Table 7: Most Preferred Solutions to Management Problems of Self-Reliance at Unilag

Solution	RESPONSES					
	A(SAG)	B(AG)	C(DAG)	D(SEAG)	Total	PAG
1.	15	5	-	2	22	90.91
2.	13	8	1	-	22	95.45
3.	11	11	-	-	22	100.00
4.	8	9	4	-	21	80.95
5.	12	10	-	-	22	100.00
6.	13	10	-	-	23	100.00
7.	17	5	-	-	22	100.00
8.	15	7	-	-	22	100.00
9.	12	9	11	-	23	91.30
10.	10	10	11	-	22	64.51
11.	18	4	-	-	22	100.00
12.	2	1	-	-	3	100.00

A(SAG) = Strongly Agree D(SEAG) = Strongly Disagree
B(AG) = Agree PAG = Percentage Level of Agreement
C(DAG) = Disagree

Source: 1997/98 Field survey.

The table above shows that the Operational Managers' most preferred solutions to the problem in management of self-reliance at Unilag are the following:

1. Quality of service or product should be defined in terms of conformity to customers' requirement.
2. Other revenue-yielding enterprises should be embarked upon to improve the financial base of the University.
3. The strengths, weaknesses, opportunities and threats should be analysed on regular basis, at the various levels of the institution.
4. Staff development should be an on-going exercise.
5. The information technology in the University should be improved.
6. The institutional goals should be well defined and articulated at all levels of the University.
7. The recognition of personal and institutional academic freedom in operating self-reliance ventures.

All of the above requirements had 100 per cent pass as necessary solutions to the problems of managing self-reliance in the University.

Question Seven:

How do the top corporate managers of the University of Lagos rank certain identified threats to self-reliance of the institution?

Table 8 below was obtained to answer this question and should be examined

concurrently with Appendix 39 which shows the Attributes and Potential Threats to Self-reliance Prospect of the University of Lagos.

Table 8: Top Corporate Managers Ranking of Identified Threats to Self-Reliance of Unilag

Threats	RESPONSES					
	A(SAG)	B(AG)	C(DAG)	D(SEAG)	Total	PAG
1.	7	19	9	9	44	59.09
2.	12	21	7	5	45	73.33
3.	10	21	11	3	45	88.57
4.	12	20	11	-	43	74.42
5.	6	8	20	7	41	34.15
6.	7	21	15	1	44	63.64
7.	11	16	12	5	44	61.36
8.	8	22	16	1	45	62.22
9.	6	18	21	1	46	52.17
10.	5	24	14	1	44	65.91
11.	13	23	6	-	42	85.71
12.	16	16	10	-	42	76.19
13.	15	14	10	1	40	72.50
14.	5	13	4	2	24	75.00
15.	1	1	1	1	4	50.00

A(SAG) = Strongly Agree

D(SEAG) = Strongly Disagree

B(AG) = Agree

PAG = Percentage Level of Agreement

C(DAG) = Disagree

Source: 1997/98 Field survey.

As shown by the data on Table 8, the top corporate managers of the University of Lagos ranked the threats to self-reliance of the institution in the following descending order of magnitude:

- (a) Endowment grants to the University may decrease in respect of unfavourable economy.
- (b) Some current, well thought measures for self-reliance introduced by the current administration may be criticised and discontinued with by the succeeding administration.
- (c) If staff welfare continues to deteriorate many academic "stars" and "innovative minds" of the Unilag may leave the institution voluntarily.
- (d) Government subvention to the University may not improve significantly in the near future.
- (e) Some other first generation universities may rival Unilag in prestige and thus attract the patronages of powerful donors.
- (f) If the subvention to the University continues to deteriorate, the University will increasingly lean on private and public organisations and thereby "water down" personal and institutional academic freedom.

The percentage level of agreement on each of these threats as real was: 88.57, 85.71, 75.00, 74.42, 73.33 and 72.50 respectively. This means that the potential severity of these threats, as measured by the amount of money or prestige the University would lose if the threats materialised, and their probability of occurrence are very high.

Some other speculated threats were ranked low. These include the threats that: Private universities may emerge to rival Unilag in prestige and academic standard and thus attract better research students, academic stars, win more local and international recognition and patronages; and that more universities may be opened and these may

further reduce government subvention to Unilag. The percentage levels of agreement on these threats as real were 34.15 and 50.00 respectively.

Question Eight:

How do the top corporate managers of the University of Lagos rank certain identified opportunities for self-reliance of the institution?

The answer to this question is furnished by the data on Table 9 which should be examined concurrently with Appendix 38: Attributes and Prospects for successful Management Toward Self- Reliance. Table 9 is as shown below:

Table 9: Top Corporate Managers' Ranking of Identified Opportunities for Self-Reliance of Unilag

Threats	RESPONSES					
	A(SAG)	B(AG)	C(DAG)	D(SEAG)	Total	PAG
1.	32	13	3	1	49	91.84
2.	24	13	-	1	38	37.38
3.	25	16	-	1	42	97.82
4.	28	16	-	-	44	100.00
5.	21	16	7	-	44	84.09
6.	12	23	5	6	46	76.09
7.	7	28	5	5	45	77.87
8.	22	15	5	-	42	88.10
9.	13	21	4	-	38	89.27
10.	8	8	11	-	27	59.26
11.	20	16	2	2	40	90.00
12.	12	22	7	1	42	80.95
13.	12	22	7	1	42	80.95
14.	-	5	2	-	7	71.43

A(SAG) = Strongly Agree

B(AG) = Agree

C(DAG) = Disagree

D(SEAG) = Strongly Disagree

PAG = Percentage Level of Agreement

Source: 1997/98 Field survey.

The table shows that the top corporate managers of the University of Lagos rank the opportunities for self-reliance of the institution in the following descending order of magnitude:

- (a) The current Vice-Chancellor is highly committed to innovation.
- (b) The University has a respectable name that can influence the marketing of its products and services.
- (c) The University has a valuable landed property to strengthen its resource base.
- (d) Many Unilag resources and talents including the water front, sports, arts and culture are yet to be fully exploited.
- (e) Involvement in revenue generation ventures is important for corporate survival, stability and excellence of the University.

The percentage level of agreement on each of these as real was: 100, 97.82, 91.84, 89.27 and 88.10 respectively.

This means that the potential attractiveness of these opportunities as measured by the amount of revenue or other results that the institution might value, and the probability that the institution might be successful in developing them are very high.

Some other speculated opportunities were ranked very low. These include the following: the government policy and the University mission statement as "legal bases for revenue generation". The percentage level of agreement on this as real opportunities was 59.26.

Summary

The four hypotheses postulated in the study were tested using the student t-test statistics. The hypotheses aimed at determining whether significant differences exist in the opinions and levels of satisfaction of the various segments of the University of Lagos community: the full-time and part-time students, the undergraduate and postgraduate students, the academic and administrative staff, the students and staff; regarding the on-going measures for self-reliance at the University of Lagos. It was found at 5 per cent level that no significant difference exist in their opinions and levels of satisfaction. Thus all the four null hypotheses were accepted.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

Introduction

This chapter discusses the findings of the study. It seeks to provide theoretical and practical explanations to the findings and to provide basis for the conclusion and recommendations that are to be made in the closing chapter of this study.

The Findings of the Study

The findings of the study regarding the eight questions raised and the four hypotheses formulated are listed below:

1. Functions as those of the Unilag Press, Unilag Bookshop, the Alumni Association and the Unilag Ventures were the most satisfied with. Those least satisfied with were students accommodation, and staff's selling of printed handout.
2. The levels of satisfaction of the various segments of the University community with the on-going innovations for self-reliance were of high positive degrees. They were generally accepted by members of the University community.
3. There was no significant differences in the levels of satisfaction/dissatisfaction of the various segments of personnel of the University regarding the on-going income generating activities introduced by the University administration.
4. The most frequent sources of dissatisfaction with the University of Lagos measures for self-reliance were that, they were expensive, not comfortably enjoyed by the common persons; rather exploitative; and poorly managed.

5. The most highly visible problems encountered by the operational managers in the innovative ideas in managing toward self-reliance at the University were shortages of facilities; shortages of funds and personnel with special, professional skills.
6. The most popular approach for solving the management problems were: setting up more revenue-yielding enterprises; defining quality in terms of customers' requirements; analysing the institutional strengths, weaknesses, opportunities and threats (SWOT); improving information technology; and respecting the personal and institutional academic freedom.
7. The highest threats to self-reliance prospects of the University as ranked by the top corporate managers of the institution were that: many academic stars and innovative minds of the University might leave if staff welfare continued to deteriorate, and that some well-thought innovative ideas of the current Vice-Chancellor might be discontinued with by his successors.
8. The topmost strengths and opportunities to self-reliance of the University as ranked by the top corporate managers were: the position of the University in the urban and centre of commerce which enhances entrepreneurial innovation; the name of the University that is respectable and influential in marketing its products and services.

These findings had therefore provided strong and interesting points for scholarly discussion with a view to contributing to the successful implementation of the on-going innovations for self-reliance of the University.

Discussion of the Findings

Functions/Activities of Highest and Lowest Popularity

The study revealed that the functions with the highest level of satisfaction as perceived by the various groups in the University of Lagos community were those performed by the Unilag Press, Unilag Bookshop and the Alumni Relations and Endowment Unit. This may be attributed to the fact that the functions were clearly understood by members of the University community because of their age which is as old as the University itself. It is conspicuous and constitutes the life blood of the University.

It might therefore be attributed to their great, practical and age-long usefulness to the individual members of the University. For instance, the Unilag Press has been involved in binding students project works and in producing and marketing books and other printed materials and ensuring their availability to students and staff for several decades. Besides, it is an important means by which the University, its activities and image are known by the world.

Similarly, the bookshop which is positioned at a central point on the University campus is easily accessible to the students and staff who consider books as essential to their purpose, both in the University and in life. Thus the Unilag Press and the Bookshop may be viewed by the members of the University Community as rendering essential functions.

As regards the Alumni and Endowment Unit, the importance is clearly visible by the many physical infrastructure in the University which it contributes to put in place, the scholarship and other endowments it grants. No convocation

ceremonial speech has been concluded without a statement of appreciation for the assistance rendered by the alumni or without an invitation request for the alumni involvement in the University's development proposal. The alumni has also made itself popular among members of the University Community especially by the role it has often played in settlement of industrial disputes in Unilag and its numerous fund-raising activities (see the Appendices).

Besides, the Unilag Alumni members form a teaming crowd that spans the whole world. The members are the pride and strength of the University as they are often involved in the development projects of the University. The recent donation by the Akoka Engineers, Unilag Alumni Association based in England, for improvement of Unilag Computer System, and the multi-million naira donation by Chief Folawiyo for the development of Unilag Health Centre are cases in point (Unilag Today, 1998).

The study also revealed that Provision of Students Accommodation with Differential Fees are one of the activities that are the least popular. This finding is surprising since the variation in the fees paid by students for accommodation is owed to the different categories of accommodation that are granted to students. There are "special" and general accommodations. The special, compared with the general accommodation has larger space, better facilities, more privacy and ensures greater security and conveniences. The special facilities and comfort that the occupants enjoy should attract additional cost. Moreover, the occupants of special accommodation are mostly postgraduate students from whom the University could seek full cost-financing from, since they are enrolled beyond the state plan

(Weifang, 1991).

It may be presumed that, the low rating was caused by students who would have been residential but who are compelled to commute from the town because of lack of accommodation. The poor rating might therefore be a form of protest for the acute shortages of students' residential accommodation in the University of Lagos.

Corollary to the above point, because of shortages of accommodation students are often cramped in the hostels. Bed spaces meant for two students are often being occupied by five or six students mostly squatters. Students whose expectations was to study two in a room might feel robbed of the personal comfort and privacy and dissatisfied with the accommodation provision. They might express this dissatisfaction by rating accommodation very lowly in their responses to the questionnaire.

Levels of Satisfaction of the Various Segments

The study shows the opinions and levels of satisfaction of the various segments of the institution, regarding the on-going measures for self-reliance and survival. It could be inferred that, in the University of Lagos community, the opinions and levels of satisfaction regarding the on-going measures for self-reliance put in place by the University administration are highly and positively related: full-time students to part-time students, undergraduate to postgraduate, academic staff to administrative staff and staff to students.

This means that the opinions of members of the University community co-vary, one carrying the information about the other and about the general University

community, namely, that the opinions about and levels of satisfaction with the on-going self-reliance measures is highly positive. Table 5 exemplifies this. The mean percentage levels of satisfaction of the groups/segments of the University of Lagos community as stated above are 69.47 and 65.11, 69.8 and 65.5, 55.13 and 66.10, 66.88 and 68.67 respectively; while the overall community's mean percentage level of satisfaction is 68.00.

The result evidences a good prospect for successful management to the self-reliance and survival of the institution. This could be attributed to the fact that the top corporate management is being able to "carry the field" toward achieving the mission of the University. Spikin (1982:170) supports this view. He says,

Being able to please most of the people most of the time would appear to be the best that one can expect to achieve in an organisation where views which are very diverse are likely to be expressed.

The explanations to the high and positive opinion to, and satisfaction with the various self-reliance and survival measures by members of the University community, have been attempted by Rutherford, Fleming and Mathias (1995:86). They posit that an innovation is likely to be successful when "there are clear gains and few losses to be made", and when there is "a strong sense of ownership, effective leadership, and a sensitive and timely exercise of power to secure the innovation".

It could therefore be presumed that members of the University community supported or accepted the self-reliance strategies introduced by the University administration for the following reasons:

- (a) They benefited from the programmes in many ways. For instance, some benefit from the continuing education and consultancy programmes which offered an

opportunity to combine full-time work, family care and education programmes to earn an academic qualification, refresh their knowledge, up-date and up-grade their competence and thereby enhance their life fulfilment. Many individuals who did not have opportunity for university education in early age might see the programmes as a blessing. Others participate in the programmes as resource persons and thereby earn extra income and have greater fulfilment and stability in the system (Sneed, 1972; Kulic, 1982; Ojo, 1983). The academic and administrative staff especially benefited from the staff development objective of the Human Resources Development Board (Unilag Today, 1998). The University has an arrangement for counselling members of the University community to enable them benefit from these educational and training programmes. Appendix 13 shows this.

Members of the University community benefited from the easily affordable, better quality and cheaper products and services that come with the self-reliance efforts of the University. Examples, the drugs and services of the Unilag Community Pharmacy, Unilag Bread and Water, the Car Wash and Transport Services and the facilities of the Unilag Guest Houses/Conference Centre and those of the Lagoon-Front Tourism Development Board (Please see the Appendices).

- (b) A sense of ownership of the innovation may have been created even in the students, especially through such declaration of administrative aims of the self-reliance strategies as "To make the students our focus - we are here because students are here"; the emphasis on the need "To assist the students

economically these days of economic hardship" (Unilag Today, 1998:15). Their sense of ownership might have been heightened especially by practically implementing such programmes as the Work-Study and Graduate Assistantships that enable many students earn money while they study and by putting up more hostels to expand student accommodation facilities thereby involving them in the fulfilment of the objectives of the self-reliance scheme. By such programmes and gestures the University might have been seen as having developed a market orientation that is sensing, serving and a satisfying market.

- (c) The inauguration of a joint Staff-Students Consultation Forum in May 1997 by the University of Lagos administration as a part of its policy of keeping open the line of communication between the University Administration and the Student Leaders (Unilag Today, 1998) could be another way by which ownership of the innovative measures might have been created in the students.

The students might have interpreted such developments as emanating from love for their welfare by the University authority for which they had to reciprocate by supporting the University innovative programmes. The students campaign and Peace Resolution in 1997 is one evidence of students' massive support of the University authority. The aim of the Peace Resolution was not only to abolish secret cult practices and other indices of moral decadence but also to co-operate with the University authority, in all programmes designed for the survival of the University (Unilag Today, 1998). It is therefore true that getting close to the customers, understanding and serving their needs is a sure way to successful management for survival, excellence and competition (Simonson, 1993; Cole, 1995).

Corollary to the above is the colossal staff welfare programmes and the general structural adjustment that have featured in the University between 1995 and 1998. These include staff housing; students' accommodation, health service; road, building and bridge construction; painting of building and Lagos Lagoon Projects. Others are telephone installation, fencing, library, installation of air conditioners in the offices, campus beautification scheme and many other projects that have been accomplished through the self-reliance objective. In regard to these developments, Unilag Today (1988:4) affirms, "there was evidence that the University is generally wearing a new-look and that its system which nearly collapsed in the past under-tight financial constraints is being revived and is functioning well now".

The University flowers conspicuously in its accomplishments in staff welfare programmes, especially in the staff home ownership scheme, car loan scheme and health care delivery to members of the University community. Appendices 7-14 throw light on the on-going staff welfare and other developmental objective of the current administration. It may be seen from the Appendices also that the period 1995-1998 has been characterised by ceremonial launching and commissioning of projects and developments of the University.

Although evidently some members of the University community might have cause to complain, but all these happening in just three years especially in an era of national austerity, are no doubt convincing reasons why many of the University community members might wish to support the innovative measures. Documented commendations by members of the University community and outside it exemplify this, as shown on Appendices 14-15. In this regard, the Biblical admonition (I Peter, 2:11) is

explicit. It says:

Maintain your conduct fine in the nations, that in the things in which they are speaking against you as evildoers, they may as a result of the fine works of which they are eye witnesses (give praises) in the day for inspection.

It might therefore not be difficult for the Vice-Chancellor to explain to members of the University community, that the institution is financially "at risk" and that time to do something, "time for change has come" and hence able to "carry the field" for the implementation of the necessary innovative measures. Members of the University community might respond massively specially as they have been made to own the innovations as the maxim goes, "No body points at his father's compound with left fingers".

It is shown in the study that poor management is one of the most serious sources of dissatisfaction with the self-reliance measures by members of the University community. It is the common problem in many Nigerian universities attempting innovate for self-reliance (Aderibigbe and Gbadamosi, 1987; Ojo, 1990). It was however expected that the University of Lagos would by now by-passed this problem since its human resources potential are vast (Unilag Consult, 1990; Unilag Today, 1998).

Therefore, either or all of the following factors might be suspected to be associated with the poor management as perceived by the students and staff. The University bureaucracy might have been allowed to weigh heavily on commercial ventures; or policy committees might have been allowed to be dominated by academics who have no commercial experience or orientation; or role oriented people from the

mainstream of administration might have been made to take over day to day supervision of revenue generating units; or the staff might have lacked motivation for efficient and effective management of the revenue generating units (Adesola, A.O., 1991).

In this regard the following remarks of the operational managers, drawn from their responses to the questionnaire are instructive:

Too much university control; lack of incentives for productivity; University should operate on units of pocket of autonomy; top management should focus more on conceptual (global) thinking and management, rather than routine management.

Although we are self-accounting and revenue-generating unit, we are not given autonomy; adequate money should be given to revenue generating units to operate.

Our pleas for better incentives are rejected; the Nnamdi Azikiwe University Outfit in Lagos pays much money; - How would I have liked to leave Unilag's if they paid as much, - Apart from competitive remuneration, there should be other packages of incentive.

(Operational Managers questionnaire responses)

The above remarks, complaints and suggestions by the operational managers, in their responses to the questionnaire show that poor incentive, lack of motivation and lack of autonomy might be significant explanations to the poor management of the income generating units or activities. It is also been pointed out that University management style is unsuitable for the running of commercial outfits (Adesola, 1991).

This is why all commercial units ought to be brought under a managing director who should be a commercial expert with direct responsibility to Council, and the relationship between university and commercial programmes ought to be strictly on commercial basis. Also, as one respondent suggested, apart from competitive remuneration, there ought to be other packages of incentives. This is especially with the

case for such programmes as those of the Distance Learning Institute, Human Resources Management Board and the Unilag Consult that are facing fierce competition with other local and foreign universities that have outfits in Lagos.

Frequent Sources of Dissatisfaction

The study has also revealed the most frequent sources of dissatisfaction amongst most members of the University community. They are complains that the services rendered in discharge of some of the University functions are expensive and not comfortably enjoyed by the common persons; that the personal and university academic freedom is infringed upon.

These findings correspond with many researchers' expectation. For instance, in the Nigerian society generally, one of the commonest complaints is that things are costly. Even the basic life requirements are not easily acquired by some sections of the society because of an unfavourable economic trend. Education, especially university level is not an exception. It is not at the reach of everybody who needs it (FME, 1996; Ejiogu, 1997).

Professional and part-time courses and other programmes designed by the University for the public are especially expensive. This is so because beneficiaries enrol for them beyond the state plan and the University can charge full-cost financing for them. The Vice-Chancellor had explained to those who complain against high fee charged for income-generating academic programmes and other services that government subvention to the university was not sufficient to meet the needs of the University. There is no alternative if the system would be saved from collapse (Unilag,

1998).

It is also expected that infringement on personal and university academic freedom would constitute a very serious source of dissatisfaction. This is because relationship with the general public by a university has the implication of some losses in the university autonomy and academic freedom (Coleman, 1985).

For instance, a university has often been pressured by practising professionals, companies, government agencies and trade associations into running programmes for them. They have often dictated the course content they wish. A university has also run courses of the outside bodies which merely need the university's imprimatur, its name, reputation or perhaps some professional assistance in preparing the outline or assembling the background materials. The university has often accepted this because it wants good relations with these associations and of course, some material benefits from such relationships. But these imply not only diversion of resources of the university but also loss of academic freedom (Harrington, 1978; Mwiria, 1995).

Endowment and contract grants, consultancy and other modes of relationship with outside agencies have implication on the university academic freedom since "he who pays the pipers dictates the tune" (Harrington, 1979:78).

Operational Managers Problems and Solutions

It is noted (Appendix 46) that the most highly featuring problems encountered by the operational managers in the innovative ideas in managing toward self-reliance at the University of Lagos is shortages of fund and facilities. The problem of lack of fund and facilities in Nigerian educational institutions is widely acknowledged.

As discussed in the introductory part of this study many researchers and newspaper reports (Adesina, 1990; Sanda, 1995; Ejiogu, 1997; Guardian on Sunday, October, 1997) are consistently decrying the shortages of infrastructural and teaching material in Nigerian education system. A recent study by the World Bank (FME, 1996) confirms that these shortages in Nigerian universities are real.

It is indicated on Table 7 the various approaches for solving the problems encountered by operational managers. The most popular of these approaches include setting up other revenue-yielding enterprises; defining quality in terms of customers' requirement; analysing the institutional strengths, weaknesses, opportunities and threats (SWOT); on-going staff development; improving information technology; and respecting the personal and institutional academic freedom.

The ranking of these approaches as topmost for solving the tactical and operational problems is consistent with strategic planning and management principles (Cole, 1995; Oghojafor, 1997). It is also consistent with policy statements in Nigeria that have advocated strategic management concepts as necessary for organisational survival and prosperity (Association of African Universities, 1994).

Moreover, institutions striving to be self-reliant and to survive through environment exigencies have been advised to work toward a four-range aspects of survival: preservation of autonomy including academic freedom; preservation of a viable governance; viability through fund-raising; viability through prudence and efficient management (Balderston, 1975).

Threats to, and Opportunities for Unilag Self-Reliance

The fear that endowment grants might decrease in respect of an unfavourable economy; that many academic stars and innovative minds of the University might leave if staff welfare continues to deteriorate; that some well-thought innovative ideas of the current Vice-Chancellor may be discontinued with by his successors, were ranked as the greatest threats to self-reliance prospects of the University.

The ranking of these as the greatest threats appears to be in consonance with the expectation of many researchers and policy makers. For instance, in the Views and Comments of the Federal Government on the Report of the Commission on the Review of Higher Education in Nigeria (FME, 1992), endowment grants and other voluntary supports were considered as most important alternative sources of funding for universities.

However, researchers (Leslie and Ramey, 1988) have shown that the level of voluntary support is closely related to economic growth of the state. Endowment and voluntary grants may therefore thin down as the state economy deteriorate.

Secondly, the Report of the Presidential Committee on Brain-Drain in 1989 (CVC, 1991) have attributed the massive exodus of top professionals from the educational institutions in Nigeria, mostly to the dwindling economy which has rendered job condition and life in the society both unsatisfactory and unsecured.

It could therefore be predicted that if the economy continues to dwindle sources of financial support to the university may deteriorate. If this happens staff welfare may also deteriorate thus increasing the likelihood of more exodus of top professionals from the University (Gwandu, 1991; Ejiogu, 1997; Mohammed, 1997). This may perhaps

explain why staff welfare is so conspicuous in the agenda of the current administration of the University of Lagos (Please see the Appendices).

Thirdly, some researchers (Oghojafor, 1997b) have attributed the recent emergence of revenue raising ventures in the University of Lagos to a leadership that is full of vision and entrepreneurial spirit. According to Oghojafor, entrepreneurs perceive opportunities that others do not see or worry about. They are highly motivated and action oriented, always willing and able to take risk in order to attain goals. They establish and manage business principally by innovative behaviour and employ strategic management practices in the business.

Unfortunately, many Chief Executive Officers (Vice-Chancellors) do not have this quality even though they are all required to be entrepreneurs in view of the rapid changes in today's society, technology and economy (Glueck, 1987; Achumba, 1997; Oghojafor, 1997). This may be the view of the top corporate managers for ranking fear that succeeding Vice-Chancellor could possibly discontinue with some of the current well-thought innovative measures as one of the topmost threats.

By this ranking also, they accentuate the current innovative measures as necessary for the survival and prosperity of the University and therefore, should continue for succeeding generations. A recent University of Lagos Press release for the advertisement of the appointment of succeeding Vice-Chancellor when the terms of tenure of office of the current one ends by April 1999, corroborates this view. It includes, among other things, the requirement that prospective candidate must "demonstrate ability and track record to sustain and accelerate the on-going pace of physical development and staff/student welfare" (See Appendix 5).

The top corporate managers ranked the following to be topmost strengths and opportunities to the prospects of self-reliance of the University: The position of University of Lagos in the urban and centre of commerce which enhances entrepreneurial innovation; the name of the University that is respectable and influential in marketing its products and services. These are expected to be ranked topmost for the following reasons:

Firstly, as shown above, the innovative measures for self-reliance introduced by the current Vice-Chancellor is adjudged by members of the University community to be very important for the University and their own survival and prosperity.

Secondly, the University's name includes the name of the first capital of Nigeria, Lagos, which is widely known throughout the world. As one of the first generation universities of Nigeria, it was built during the oil boom years of Nigeria, and have by growing through the years of plenty accumulated a vast repertoire of the rare quality human and material resources. It has got a good record of achievement, especially through its well-placed alumni that span the world over, and through its consultancy services and research works. It has by these carried out several status and quality projects and established relationships that have popularised the name of the University at home and abroad (Unilag Consult, 1992; Unilag Calendar, 1991-1995).

Further, the University of Lagos has undertaken several reputable national and state projects. Examples of these are the evaluation of population growth problems; human resources planning and manpower development and effective utilization; the resource and landuse of Sokoto-Rima Basin; Islamic Architecture in Nigeria; the National Settlement System; Housing Design and Problems in Nigeria and Valuation

Practice in Nigeria; the design of the Nigeria Airways Office Complex; and the Lagos State College of Education and the Lagos State Polytechnic (Yesufu, 1973; Unilag Calendar, 1991-95). These and other practical achievements have lifted up the name and prestige of the University.

Thirdly, the founding law of the University, the recommendations of the Ashby Commission and the UNESCO Advisory Commission for the Establishment of the University of Lagos recognised its position in Lagos "the centre of commerce and business and a growing international port" as "offering fascinating problems for enterprise and innovation" (Unilag Calendar, 1974-75:96).

This is why from its inception the University mounted seminars, workshops and conferences on regular basis for and in collaboration with top professional bodies and government agencies (Unilag Calendar, 1974-75). Members of the University of Lagos community have shown that they very much cherish the seminars and workshops and the linkages with the organised private and public sectors that the University is privileged to have, because of the benefits that these afford them and the University.

It is surprising that government policy and the mission statement of the University, as constituting the bases and strengths for the self-reliance functions, should be rated so lowly by the top corporate managers. This is because the Vice-Chancellors of the University, preceding and current have often used these as strong points for explaining away detractors of their self-reliance policy, especially those who complain that the University's academic and non-academic services are over-commercialised (Unilag Sun, 1992; Unilag Today, 1998).

Truly, the University is goaded into the innovative actions for its self-reliance by

desire to fulfil its mission of teaching, research and community service, and it has strong enabling statutory powers for these (Unilag Calendar, 1991-1995). Also, the government policy requires universities to generate funds internally to supplement government subventions and a Vice-Chancellor's administrative ingenuity is measure by his ability to do this successfully (NUC, 1997; Unilag, 1998). More, a prospective candidate to the office of Vice-Chancellor of the University of Lagos must beside other qualifications, demonstrate ability to generate funds and "provide competent leadership for the University in an era of increasing emphasis on self-reliance" (See Appendix 5).

Conclusion

The members of the University of Lagos community were satisfied with the on-going innovations for self-reliance introduced by the University administration presumably because, the top corporate managers were able to "carry the field" toward achieving the implementation of the innovative programmes of the University.

This was possible because members of the University community have "clear gains", few loses and "a strong sense of ownership" of the innovation. The innovative programmes were designed for their welfare and survival as well as that of the institution. Also, the leadership was effective, sensitive and timely, and exercised sufficient power to secure the innovation. The leadership was able to convince the members of the University community that the institution was financially "at risk" and that "time for change had come".

Truly, there are many clear problems but also solutions, threats but also opportunities for managing the institution toward self-reliance. The proposals listed in

the next and conclusive chapter are therefore considered very critical.

CHAPTER SIX

SUMMARY, IMPLICATIONS AND CONCLUSIONS

Summary

The study was designed to ascertain the opinions, levels of satisfaction (acceptability) and the sources of dissatisfaction of members of the University of Lagos community regarding the current strategies toward self-reliance of the University of Lagos. It was designed to ascertain the perception of the operational managers of the self-reliance programmes of the University, about the problems in the implementation and suggestions for future practice. It was also designed to analyse certain identified threats to, and opportunities for self-reliance of the University of Lagos as perceived by the corporate managers of the institutions.

A description research approach was employed in the study. The subjects involved were the three groups in the University of Lagos community - the students and staff, the operational managers and the top corporate managers. A sample of the students and staff population was selected by the purposive sampling mode. Almost the whole of the other groups of subjects - the operational managers and the top corporate managers was studied.

The instruments used for the study were the researcher's constructed and validated questionnaires. They were the Satisfaction for Strategies to Self-Reliance Questionnaire (SSSRQ), the Operational Manager's Checklist (OMC), and the Top Corporate Manager's Checklist (TCMC). The data was analysed by means of the students t-test statistics, means and percentage.

Four hypotheses were postulated to determine whether significant differences exist in the opinions and levels of satisfaction of the various segments of the University of Lagos community: the full-time and part-time students, the undergraduate and postgraduate students, the academic and administrative staff, and the students and the staff, regarding the on-going measures for self-reliance at the University of Lagos. It was found at 5 per cent level of significance that no significant differences existed in their opinions and levels of satisfaction.

Eight questions were raised in the study. The answers to these questions show that:

1. Functions as those of the Unilag Press, Unilag Bookshop, the Alumni Association and the Unilag Ventures were the most satisfied with.
2. The levels of satisfaction of the various segments of the University community with the on-going measures for self-reliance were of high positive degrees. They were generally accepted by members of the University community.
3. There was no significant differences in the levels of satisfaction/dissatisfaction of the various segments of personnel of the University of Lagos community regarding the on-going income generating activities introduced by the University administration.
4. The most frequent sources of dissatisfaction with the University of Lagos measures for self-reliance were that, they were expensive, not comfortably enjoyed by the common persons, rather exploitative; and poorly managed.
5. The most highly visible problems encountered by the operational managers in the innovative ideas in managing toward self-reliance at the University were

shortages of facilities; shortages of fund and personnel with special professional skills.

6. The most popular approach for solving the management problems were: setting up other revenue-yielding enterprises; defining quality in terms of customer's requirement; analysing the institutional strengths, weaknesses, opportunities and threats (SWOT); on-going staff development; improving information technology; and respecting the personal and institutional academic freedom.
7. The highest threats to self-reliance prospects of the University as ranked by the top corporate managers of the University were fear that: many academic stars and innovative minds of the University might leave if staff welfare continued to deteriorate, and that some well-thought innovative ideas of the current Vice-Chancellor might be discontinued with by his successors.
8. The topmost strengths and opportunities to the prospects of self-reliance of the University as ranked by the top corporate managers of the University were: the position of the University of Lagos in the urban and centre of commerce which enhances entrepreneurial innovation; the name of the University that is respectable and influential in marketing its products and services.

The aim of the study to determine the extent of satisfaction (or acceptability) of the various strategies to organisational self-reliance put in place by the University of Lagos authority, and the problems and prospects of their successful implementation, as perceived by members of the University community was therefore attempted.

Implications for Educational Policy

In addition to other Federal Government's or National Universities Commission's earlier directives regarding measures to help universities cope with dwindling subventions, specifically, directive should be given for adopting strategic management to guide them against environmental exigencies, to sustain their vitality and dynamic state. Universities should be required to develop overall strategies that project several years into the future respecting their environment, strengths, weakness and roles to enhance their adjustment to new conditions through their individual efforts and not necessarily depend on government to salvage them.

In doing so, an individual university has to aim not only at corporate survival, but beyond that to excellence, and to be effectively comparable with any other foreign university, in prestige, research and scholarship. In this respect, each university should make analysis and strategic planning to attain flexibility in its operation and programme offering, in use of space, funds faculty and other resources.

Universities should be required to aim at, and to development strategies for effectiveness in specialisation, in relating with and using their constituents and other external communities, and in operating in increasingly competitive markets. It should be emphasised that the survival of the institution and beyond that, their vitality and dynamic state depend both on public policy and more on what each institution does.

Nigerian universities should be encouraged to look out for innovative projects. They should be plan practical rewards into their implementation, not only for aim of successful implementation of or specific innovation but to improve the general physical, social and moral development of the system.

The ability of all institutions to respond to new conditions depends not only on their own initiative but also on national public policy. The Federal Government should seek to improve the sector and to retain conditions that encourage self-reliance help and local initiative. The national spirit provided through such programmes as the Mass Mobilisation for Economic Recovery, Self-Reliance and Social Justice (MAMSER) should be encouraged.

Implication for Practice

The study shows that members of the University of Lagos community are aware of the importance of change for their own survival and prosperity as well as that of University. This is all the more reason why the University should be more receptive and flexible to, and create change since change is constant. This could be achieved through an effective acquisition, development and deployment of human resources, since it is through the quality of its members that the University can change effectively (Ghosh, 1996). One indication of the urgency of human resource development is that more than 30 per cent of the members of the university community was yet to appreciate the innovative measures designed by the university authority for both their own survival and that of the University.

It is in this consideration that the University of Lagos' effort in establishing the Human Resources Development Board is adjudged timely and commendable. The responsibility of the Board should include identification of the professional needs of every individuals staff members and development of programmes to meet those needs. In a memorandum presented to the National Universities Commission for consideration,

Barrow (1995) however thinks that such individual efforts of a university should be supplemented by a national effort, through national machinery set up organise programme at the national level to effect a more systematic and co-ordinated staff development programme for the universities. According to him, the need for staff development programme for Nigerian universities is enormous and overdue.

The study noted that the Chief Executive Officer (Vice - Chancellor) was the moving spirit in the innovative measures and development in the universities that were remarkable despite the economic crunch in Nigeria. This finding was confirmed by the late Head of State, General Sani Abacha in his address at the 1998 Convocation of the University.

This study therefore supports the opinion earlier sounded by some researchers (Oghojafor, 1997b; Achumba, 1997), that universities throughout Nigeria should be entrepreneurial and innovative as much as any business does. This is necessary not only to provide alternative sources of fund to offset the effects of government decreasing subventions and ensure sustained development, but to provide sources of rewards and satisfaction in the organisation. This recommendation is consistent especially with that of the NUC Manual published in June 1997. It asks universities to generate a certain percentage of the revenue from sources other than the government, saying that the efficiency of a Vice-Chancellor was increasingly being judged in terms of his ingenuity in supplementing government subventions with internally-generated revenue.

Vice-Chancellors should therefore have entrepreneurial spirit. They should have a vision for future industry development, be able to anticipate contemporary events and act to turn those expected events to the organisation's advantage. They should have the

ability to see and evaluate business opportunities, gather the necessary resources, take advantage of them and initiate appropriate action to ensure success. This advocacy is consistent with the recommendation of the founding fathers of the University of Lagos and other official policies (Unilag Calendar, 1974-75; AAU, 1994). In this consideration, succeeding Vice-Chancellors of University of Lagos may find the current entrepreneurial leadership of University of Lagos a useful model to emulate.

The on-going measures introduced by the University of Lagos for its self-reliance is highly accepted as both beneficial and timely, by its own community members. This study therefore gives it pat on the back to go ahead with some reviews of the ones already introduced if necessary, as well as consider other new ones. Strategic planning and management practices should be adopted in dealing with all processes at all levels, operational, business and corporate levels of the University. There should therefore be a policy statement adopting strategic management as an official style at the University of Lagos for ensuring the institution's goal for self-reliance, survival and beyond that, a World Class University.

Clearly then, the time has come for a careful review of the operations of the various self-reliance programmes of the University of Lagos, as should be applicable elsewhere in Nigeria. It would be necessary to determine their future policies and make a number of decisions, which at the time they were taken, appeared to be very bold. The University needs to consider whether they are fulfilling their original objectives or not, how successful they have taken in the previous years, and finally what commitment of resources the University could afford or justify making in the future.

The study identified and ranked a number of problems in the operational units that pose great challenges to prudent management of scarce and inadequate resources to ensure the generation of the much needed funds with which to maintain and augment the university's facilities. The most perturbing of these is shortages of facilities. Others are shortages of personnel with appropriate competence and skills and funds for innovative functions. There are also problems of incessant staff and student's complaints, contradictory and mandatory directive from top management, and lack of profits in some units that are supposed to be making profits.

These problems which have often been considered as tactical and minor issues should be seen as incipient survival issues since some of them may be associated with serious mismanagement and corruption, that are common in public institutions in Nigeria. Although some of these problems may be well known and may have often been discussed, analysed and decision taken even at the top level of management, serious implementation measures may not have been taken to address them.

Such problems have to be investigated promptly and addressed squarely before they become survival issues that could pull down the university. This is because the resolution of strategic issues requires a force of will and commitment of management resources in addition to financial resources. Strategic planners have to convince the Vice-Chancellor that time for action has come. Tolerance for major unresolved issues and inaction on emerging major issues are known to be critical in strategic failure (Michel, 1987).

Successfully putting in place the appropriate measures to promptly address such common and tactical problems as identified in the operational units would enhance

efficiency and effectiveness in managing towards self-reliance. Ejiogu (1993; 1997b) has thoroughly discussed the relationship between efficient-effective management and organisational survival especially in an environment where resources are scarce and are being vehemently competed for.

The study emphasised the use of direct rewards or benefits to influence the implementation of change. The level of satisfaction of the innovative measures for self-reliance in the University of Lagos community, by each of the various groups appeared to be proportionate to the direct benefits each derived from the change. For instance, the overwhelming acceptance of the innovative measures for self-reliance appears to have been contributed mostly by the students (the largest of the groups) presumably because the innovative measures include direct benefits to students, through the work-study programme especially. This programme appeared to have highly esteemed.

Since the University spends some fifteen million naira (N15m) to service the programme enabling the students earn about N3,000 (three thousand naira) each month (Unilag, 1988), students appear to consider this as a huge sacrifice and love for their welfare. Although not all the students participate in the programme the impression of an administration that is sensing, serving and a satisfying market is likely to have been created in the students (Murphy, 1984: 483). The students therefore appear to have reciprocated this gesture by throwing their support to the University authority as the response to the questionnaire may have symbolised.

Further to this, in what may be a reminiscence of Zacheaus of the Bible (Luke 19:8) who being moved by Jesus promises gave up not only half of his belonging but also "fourfold" what he collected from the poor, the students launched and instituted the

"Peace Resolution 1997". This was to do away not only with secret cult practices but all indices of moral badness that would be hindrances to innovative plans of the University.

Top managers of the University should therefore prioritise the use of direct benefits and the interest of the majority group in planning and implementing change.

The study emphasises the importance of identifying the needs of customers and defining all working relationship to their satisfaction. This have been found important in solving many managerial problems as well as ensuring quality and survival of the organisation. As Cole (1995) has said, to survive in a competitive business today, all organisations must at least listen rather more closely to their customers than in the past, and they must incorporate that listening into their planning. It was abundantly demonstrated in this study that when the students' (most popular customers) interest was brought into strategic planning they were happy and resolved to give up their voices and to co-operate with the University authority.

The assertion of researchers (Sanda, 1995; Onyene, 1997) are thus proved correct that indifferent management and deprivation are significant explanations to the frequent crises, secret cult operation, indiscipline and drug abuse and other problems that plague Nigerian universities.

The study exults university involvement in direct public services as a facilitator of self-reliance efforts. This is because it enhances donor-institution relationship, widens the circle of friends who see the university as very useful to the community as well as attract foundations' and governments' grants to the University.

The University should by this very fact consider a variety of other programmes that are non-profit but whose objectives are specially for direct community service and friendship with specific community groups. For instance, the University could provide free consultancy services to small businesses, community development organisations, market women and farmers who otherwise would not be able to utilise the expertise of the university because of lack of funds or knowledge of the offerings by the University. It could offer free counselling service to delinquent youths, literacy class to groups of city dwellers, legal services to defend poor city dwellers in trouble. The University could also relate more and have assistance to offer rehabilitation homes for the disabled.

Comparative studies (Kulic, 1982: 81) show that the University could support such service programmes from excess revenues raised by other programme areas on the principle of "Robbing Peter to pay Paul". This can be considered as a hidden tax on participants in some programmes in order to support other programmes. The University of Otago, New Zealand, for examples, charges fees at "professional rates" for services rendered to the large established bodies and uses the grants on a discretionary basis to support such community service programmes stated above (Higham, 1982).

There are long-term benefits of such services to the university and to the individuals and organisations who participate in them as well as the society in general. These have been demonstrated by studies in the role of outsiders in small firms strategic planning (Robinson, 1982,). Eventually, such community service programmes become not just a means for doing good or being present in the community but also as a corporate competitive strategy to convert social problems into an opportunity for

profitable business. It becomes a means for attracting public patronages for sustained growth. The Vice-Chancellor's ceremonial addresses would be enhanced by a report of such of good things his University is doing to the community and this could place it on a more competitive advantage for subvention and foundations' grants.

This idea conforms with UNESCO's (1963:73). It requires African universities to be fully involved in social and economic development of community "which will result in some increase in their expenditure in the short term to be more than offset by substantial economic returns over a long term".

Sports and cultural displays have become big businesses and many universities are taking advantage of these phenomena to increase their revenue (Kerr, 1967; Ebben, 1987). The University of Lagos could do the same. The Unilag Sports Centre whose standards have recently been highly lifted for hosting the Nigerian Universities Games Association's games festival, could be a great asset to revenue raising of the university.

The Unilag Sports Centre could become one of the most attractive venues for sports and cultural displays in Lagos for use by both the University and the external community members. Many of the University programmes could thereby be funded through the ticket sales and television rights granted especially by the football, basketball and cultural teams.

However, the top corporate managers of the University should consider sports and cultural displays, which could be facilitated by the ultra modern Unilag Sports Centre, not just as an avenue to raise funds per se, but to facilitate intense friendly and lifelong relationship between the University and the cream of the society, persons in top government and business structures and foreign nationals, with a view to getting the

University more financially, materially and socially rooted and thus better assured of present and future survival and successes.

To this end, the University could at specific times of the year organise special sports cultural displays at which top government and business dignitaries would be invited to watch along with the Vice-Chancellor and his lieutenants (members of his Senate). The benefits to the University that could result from the conviviality of such moments could be miraculous. The powerful King Herod of the Bible Book (Matthew Chap. 14) offered even the head of John the Baptist as a gift, having been thus enthralled by the joy of such moments.

Many Nigerian universities are vigorously involved in agricultural activities and are successfully using these phenomena to supplement their subventions (NUC, 1991). The University of Lagos could do the same. It could take advantage of its huge land reserves and position at the Lagoon Front for agricultural, deep sea fisheries and livestock experiments.

The result of such efforts could be larger quantity of food, fish and livestock availability to members of the University and the surrounding communities at affordable prices, as well as accruing substantial revenue to the University. Such ventures could also attract a huge government support and even foreign grants.

The 24-hour electric power supply at University of Lagos could be a huge opportunity for developing frozen food, chicken and fish businesses in the University as a part of the agricultural venture.

The University of Lagos should consider taking advantage of government's current concern for food shortages in Nigeria. The American Land Grant Universities

were stirred by government and public concern for food shortages into agricultural research, food processing and genetic engineering at the turn of the 19th century. Their efforts resulted in surplus food, development of agro-based industries and indeed, greatness of the universities and America. Universities' involvement in agricultural experimental work was the bait for attracting huge foundations' and government's grants and contracts in America (Coleman, 1985; Kadiri, 1987).

It could still be even more for Nigerian universities today (NUC, 1985, 1991, 1995). University of Lagos should therefore take the lead in such glorious ventures. It should site experimental farms in relevant areas in Lagos and elsewhere and embark on frozen food and fish businesses. Regrettably the University of Lagos has already lost so many agricultural contracts to other Nigerian first generation and technological universities which have prioritised in agricultural research (NUC, 1988, 1991). University of Lagos should therefore not miss out agriculture from its areas of specialisation nor should it allow itself to be rivalled by other universities in the contracts and glory that come through it. These recommendations corroborates Ejiogu's (1987) who is fascinated by corporate efforts in countries like America, Japan, even Ghana which led their nations to wealth and greatness through effective involvement in agriculture.

For many years now, University of Lagos has divested itself of catering service for its students. Private concerns and the students themselves have been undertaking this responsibility. This development might not have been for the best interest of the University, nor the students. In the first place, this is a multi-million naira loss to the University every week. Secondly, the students are exposed to many health hazards

owing to poor feeding from hygienically unsound places on the campus. Thirdly the University loses its maternal concern for the students implicit in "feeding her children".

These anathema would be avoided if the University started to embark on a well managed catering service. The students' education would also be less expensive since mass production of food might result in reduction in the cost per meal of the students. This would eventually increase students' adjustment to the University's programmes for self-reliance.

The University should therefore consider the implementation of a well managed catering service by the University officials set for this purpose. This recommendation also has the implication that all private catering and food canteens that flank the University premises should be declared illegal and should be closed down. This should also be a measure to sanitise the system as the University has recently done by stopping the trading or consumption in the University, any other water apart from Unilag Waters, and in other measures undertaken to beautify Unilag Campus (see Appendix 16).

Implications for Research

The findings of this study suggest a number of areas to which consideration should be given for future research in the management of the University of Lagos for self-reliance and survival of the institution. As campaigns for greater accountability on the part of universities are being consistently mounted, it would be suggested that the appropriateness of a university limited liability consulting company should be investigated with a view to analysing:

- (a). The extent to which outside professional consulting results in shirking other university responsibilities; in neglecting of students, abuses of academic freedom, conflict of interest, and illegitimate use of institutional resources.
- (b). The extent to which it enhances both research and teaching, and benefits both the institution and the society as well as the individual academics.

Such investigations would inform necessary areas for adjustment and whether to shrink or expand limited liability consulting both as a means of public service and as a source of funding the University. It would be one commendable effort toward putting away the fear of those who think that academic excellence is sacrificed on the alter of materialism by institutional or staff consulting ventures. It would also be a measure in the general on-going efforts to review and rationalise academic and non-academic programmes to establish their consistency with today's needs and the demand of the next century (see Appendix 18).

Such investigation would also help the University to ensure that the consult is managed efficiently and that the most productive and well reputed consultants are retained through a system of well thought out incentives. It would also help the University to strive to ensure that the quality of what is done is acceptable to their clients. If this does not happen the University may loose some of its clients to its competitors.

There will be a need to investigate the operations of the individual staff member's and department consulting in respect of the corporate needs for administrative efficiency, academic freedom and corporate survival of the University.

This is necessary in consideration of the following problems:

Although consultancies have much potential for income generation, universities have often been unable to ensure that money gained through these ends up in the corporate purse (Mwiria, 1995). The second problem has to do with the extent to which universities are able to direct most of the consultancies available to their staff to the university especially if one bears in mind the fact that commercial firms may prefer to deal with individuals known to them as opposed to institutional consulting set-ups.

Other problems arise from the consideration that external sources of funds, obtainable by departments rather than the central organ can create autonomous centres of power in the university which can reduce central administrative control. It has been shown that, any large expansion in one area can distort the existing shape of the organisation (Coleman, 1995).

Other problems are associated with leave of absence by top academics for consultancies in the private and public sectors. These have sometimes been prolonged and rather rampant with serious implications on the personal and institutional academic freedom (Okigbo, 1992).

There will be need therefore, to ensure that all consultancies in the university are properly co-ordinated and controlled, that proliferation of independent consultancies are properly checked and that funds and contracts are not excessively diverted from corporate purse and interest. To this end, there is need for a policy statement for an effective management of consultancies in the university.

Policy, problems and prospects of consulting in Nigerian universities will therefore be a relevant area for future research. It is no doubt that this problem is important since the university has found it necessary to set up a "Committee on Review

of Rules and Procedure Guiding the Operation of Consultancy and Allied Programmes within the University set up". The terms of reference of this committee justify the relevance of the above proposal (Please see Appendix 17).

The increasingly pervasive decline in resources available to Nigerian universities caused by the dwindling government subvention may increasingly raise the importance of voluntary support. Voluntary support may become an increasingly important source of discretionary money and in many cases assume a critical role in balancing institutional budget.

It may therefore be relevant to understand the motivations and constraints of each of the various groups of donors - alumni, non-alumni individuals, foundations, business corporations, religious groups and others. The behaviour of donor groups and their relationships with the University may need to be understood. The institutional characteristics that influence donations also need too be understood. An understanding of the gift-giving relationship between donors and the institution could be very useful in developing effective fund-raising strategies.

It would be relevant to understand the characteristics that the institution need to develop now in relating with its students and the public that will widen the circle of friends of the University and influence gift-giving in the future. The alumni needs to be categorised and the factors that underlie the contribution decision of each group also have to be understood. This would help to increase the institution's fund-raising techniques. The cost effectiveness of fund-raising also has to be understood.

In short, donor behaviour and voluntary support for University of Lagos, or strategies for increasing fund-raising effectiveness is a future research subject.

It was noted in the study that many members of the University of Lagos community were not acquainted with many of the on-going innovative programmes of the University, even those that would benefit them. Many operational managers also have difficulty in acquiring and disseminating relevant information. This problem is worthy of thorough investigation since the information system of the University of Lagos appears to have been arranged with great effort.

For instance, the university provides an Information Unit which strives to ensure a free flow of information within the University and between the University and its various publics. The Information Unit strives to stimulate a better understanding of the policies and character of the university within and outside its own community and upholds positive media relations practice (Unilag Calendar, 1991-95).

This is especially through the following: University Calendar, published biannually; Annual Report and News Bulletins, published monthly; Information Flash and Campus News, published weekly; Vice-Chancellor's Speeches, published annually, Press Releases, published occasionally; Newspaper and Radio advertisements; Daily media reports for internal circulation among principal officers; and Press conferences and related media functions. These are also pictorial coverage and displays of University events, and an Information Point Service where members of the public, staff and students can obtain first hand information about the activities going on, on the campus (Unilag Calendar, 1991-95). There is also the magazine "Unilag Today" published quarterly by the Institution to "report the University of Lagos to the world and the world to the University of Lagos" (Unilag, 1998).

Furthermore, there is an information retrieval service concerned with collecting and preserving materials to enable members of the University community to have access to information published in the past. There is also a tabloid news-bulletin to inform, entertain and educate members of the University community about topical issues and conditions in their environment. News about research breakthroughs and other news-worthy activities about the University as well as other universities in Nigeria and Africa are also available through the Information Unit, and almost every principal officer has a computer allocated to his office (Unilag Calendar, 1991-95). There is an "efficient and effective" communication network within and outside the University campus through more than 2,048 telephone lines (Unilag Today, 1998). More, the University acquired its own personal computer in August 1998 with determination to "launch the University into the World of Information Technology". (Appendix 13).

It is therefore surprising that despite these great efforts, many members of the University community are not familiar with the innovative programmes of the university, and many operational managers are having problems in acquiring and retrieving relevant information for effective management of the self-reliance programmes. The importance of an effective information technology as a competitive weapon cannot be over-emphasised. The reputation of an organisation for quality service and ability to serve customers effectively are built on information technology capabilities. This is why the problems and constraint of information technology in self-reliance efforts of the University of Lagos should be studied.

An environmental audit needs to be carried out to analyse and categorise the environmental threats and marketing opportunities of the University of Lagos.

In carrying out this project, each threat should be assessed according to two dimensions: its potential severity, whether high or low, as measured by the amount of money or prestige the university would lose if the threat materialised; and its probability of occurrence, whether high or low. Each opportunity should also be assessed in terms of two basic dimensions: its potential attractiveness, whether high or low, as measured by the amount of revenue or the results that the university might value, and the probability, whether high or low, that the institution will be successful in developing the opportunity.

The aim of this should be to help the University to establish some early warning system to identify and evaluate threats, to save the University from surprise as well as take advantage of any available opportunity to its self-reliance upliftment.

Rapid environmental challenges and changes necessitate such investigation. The influx of campuses of other national and foreign universities in Lagos metropolis with aggressive catches of would be University of Lagos audience is an example of threats that warrant an analysis to determine the levels of seriousness to the present and future security of University of Lagos.

In short, "Threat and opportunities analysis of Nigerian universities - a case study of the University of Lagos, Nigeria," would be a suitable future research topic.

Conclusion

The following conclusion appears to be warranted from the summary of findings of the data collected and analysed.

1. There was no significant difference in the levels of satisfaction/dissatisfaction of the various segment of personnel of the University of Lagos regarding the on-going income generating activities introduced by the University administration.
2. The levels of satisfaction of the various segments of the University community with the innovations for self-reliance and survival were of high positive degree.
3. The most frequent sources of dissatisfaction with the University of Lagos self-reliance measures were that, they were expensive, not comfortably enjoyed by the common persons; rather exploitative, and poorly managed.
4. The most highly visible problems encountered by the operational managers in the innovative ideas of managing toward self-reliance of the University were shortages of facilities, shortages of funds and personnel with special skills.
5. The highest threats to self-reliance prospects of the University as ranked by the top corporate managers of the institution were that many academic stars and innovative minds of the University might leave of welfare continued to deteriorate and that some well thought innovative ideas of the current administration might be discontinued with by the succeeding administration.
6. The top most strengths to, and opportunity for self-reliance of the University were: the position of the University in the urban and centre of commerce which enhances entrepreneurial innovation; the name of the University that is respectable and influential in marketing its product and services.

The study gave a pat on the back of the University administration to go ahead with continuing review of the ones already introduced as well as consider other new ones.

Recommendations For Further Research

The following problems areas should be considered for future research:

1. Policies, problems and prospects of consulting in Nigerian universities.
2. Donors' behaviour and voluntary support to the University of Lagos. Or, strategies for increasing fund-raiding effectiveness for the survival of Nigerian universities.
3. Problems and constraints of information technology in the self-reliance and survival efforts of the University of Lagos.
4. Threats and opportunities analyses of Nigerian universities: a case study of the University of Lagos.
5. The three year period (1995-1998) focused by this study is relatively short for an adequate assessment of an innovative development. It would be appropriate to take this problem further by other researchers.

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APPENDIX I

STRATEGIC MANAGEMENT TOWARD SELF-RELIANCE OF UNIVERSITIES

This questionnaire is designed to study the levels of satisfaction of the strategies to, and the problems and prospects for self-reliance of University of Lagos as perceived by members of the University community. The research is one of the requirements to be fulfilled for the award of a postgraduate degree in the Department of Educational Administration of University of Lagos.

Your co-operation in completing this questionnaire objectively is strongly requested for.

SECTION A: PARTICULARS OF RESPONDENTS (STUDENTS AND STAFF).
Please give the information about yourself as required below.

This will be treated in confidence.

(a) To be completed by students.

1. Category of student: (a) Part-Time ()
(b) Full-Time ()
2. Level of student: (a) Postgraduate ()
(b) Undergraduate ()
3. Faculty/Unit (of student): _____

(b) To be completed by staff.

1. Category of staff (a) Teacher ()
(b) Administrative ()
2. Qualification of staff (a) Graduate ()
(b) Non-graduate ()
3. Faculty/Unit (of staff): _____

APPENDIX I

SECTION B:

SATISFACTION OF STRATEGIES FOR SELF-RELIANCE QUESTIONNAIRE (SSSPQ)

Some of the academic and non-academic functions carried out by the University of Lagos in managing towards self-reliance are listed below. Please tick in the column the level of your satisfaction with the way or the idea motivating it being carried out as a measure for self-reliance.

FUNCTIONS		LEVELS OF SATISFACTION			
		Very Much Satisfied	Satisfied	Not Satisfied	Very Much Dissatisfied
1.	Mounting postgraduate courses with differential fees				
2.	Mounting of part-time/short courses including weekend, evening, sandwiched with differential fees				
3.	Mounting correspondence programme				
4.	Mounting training programmes for organisations outside the University				
5.	Operating Graduate Assistantship programme				
6.	Undertaking contracted research for other organisations				
7.	Individual staff members' consulting public sector				
8.	Staff selling of (printed) handouts to students				
9.	Providing students accommodation with differential fees				
10.	Operating students work study programmes				
11.	Seconding staff on leave of absence to government or private sectoral service				
12.	Soliciting for endowment from organised private sector				
	The operation and functions of the following				
13.	Limited liability consulting company				
14.	The Bookshop				
15.	The Guest Houses/Conference Centre				
16.	The University Press				
17.	The Alumni Associations Unit				
18.	Unilag Ventures (e.g. in bread, soap, water business).				

APPENDIX IC

SECTION C

Please check the possible source or sources of dissatisfaction against each of the below functions that may be operated in the University for self-reliance as they appeal to you.
(Note: a particular function/activity may have as many sources of dissatisfaction as they appeal to you).

(Note: a particular function/activity may have as many sources of dissatisfaction as there are sources of dissatisfaction)

ACTIVITIES/FUNCTIONS		SOURCES OF DISSATISFACTION										
		Neglect Students & other university responsibilities	It is expensive, not comfortably enjoyed by common persons	Not Necessary	Quality of product/ser vice inadequate	Resources for conventional functions/students diverted	Personal & University academic freedom is infringed upon	Rather insultive to name & prestige of the university	Rather exploitatory	Poorly managed	Too rampant	Others
1.	Postgraduate courses with differential fees											
2.	Part-time short course with differential fees											
3.	Correspondence programmes											
4.	Training programmes for organisations outside the university											
5.	Operating Graduate Assistantship programme											
6.	Undertaking contracted research for other organisations											
7.	Individual staff members consulting											
8.	Staff selling of (printed) handouts to students											

ACTIVITIES/FUNCTIONS		SOURCES OF DISSATISFACTION										
		Neglect Students & other university responsibilities	It is expensive, not comfortably enjoyed by common persons	Not Necessary	Quality of product/ser vice inadequate	Resources for conventional functions/students diverted	Personal & University academic freedom is infringed upon	Rather insultive to name & prestige of the university	Rather exploitatory	Poorly managed	Too rampant	Others
10.	Students work-study programme											
11.	Staff leave of absence to government or private sectoral service											
12.	Endowment from organised private sector											
13.	Limited liability company											
14.	Unilag Bookshop											
15.	Guest houses/conference centre											
16.	Unilag Press											
17.	Alumni Association											
18.	Unilag Ventures (e.g. bread, soap, water business)											

SECTION B

**PROBLEMS IN OPERATING REVENUE RAISING VENTURES (POREVO)
(OPERATIONAL ADMINISTRATORS CHECKLIST)**

The following statements represent opinions about problems perceived in operating the revenue raising functions as perceived by administrators. Your agreement or disagreement will be determined on the basis of your particular conviction. Kindly check your position on the following scales as each statement impresses you:

(A) I strongly agree (B) I agree (C) I disagree (D) I strongly disagree

- | | A | B | C | D |
|---|---|---|---|---|
| 1. Adequate numbers of personnel are lacking | | | | |
| 2. Personnel with required special professional skills are lacking in the department/unit | | | | |
| 3. The facilities are often in short supply | | | | |
| 4. Funds for carry out innovative functions are often lacking | | | | |
| 5. Directives from top management are often contradictory | | | | |
| 6. Office space for our functions are in short supply | | | | |
| 7. Patronages by customers are lacking | | | | |
| 8. Directives from the top to us are often too mandatory | | | | |
| 9. Staff members are resistant to many of the innovative measures. | | | | |
| 10. There is no appreciable profit.. | | | | |
| 11. Many things are not going the way it ought to . | | | | |
| 12. Our competitors have advantage over us. | | | | |
| 13. We have difficulty storing relevant information. | | | | |
| 14. Customers including students and staff do complain (are too demanding) | | | | |
| 15. Sources of relevant information are lacking | | | | |
| 16. There is difficulty coping with new market demands | | | | |
| 17. Top management often fail to act upon useful suggestions that we offer. | | | | |
| 18. Others (Please list and check your position on the scale accordingly) | | | | |
| (a) | | | | |
| (b) | | | | |
| (c) | | | | |

VO)

The following statements are opinions about possible ways that the problems of management toward self reliance can be solved. Kindly check your position on the scale as the statement impresses you :

1. Efforts have to be made to identify the needs of customers.
2. All working relationship in the institution should be defined in terms of customers' satisfaction.
3. Quality should be defined in terms of conformity to customers' requirement.
4. Unilag alumni branches and chapters should be extended to more cities and these be strengthened to address Unilag problems.
5. Other revenue-yielding enterprises should be embarked upon to improve the finance base of the university.
6. The internal strengths and weaknesses as well as the external opportunities and threats should be analysed on regular basis .
7. Staff development should be on-going .
8. The information technology in the university needs to be improved.
9. The purpose of the revenue raising venture is basically to fulfil the fundamental mission of the university teaching, research and community services.
10. The respect of personal and institutional academic freedom should be paramount in operating self-reliance ventures..
11. The institutional goals should be well defined and articulated at all levels of the university community.
12. Others (list and check your position)
 - (a)
 - (b)
 - (c)

C	D
*	
	.
*	

STRATEGIC MANAGEMENT TOWARD SELF-RELIANCE OF UNIVERSITIES

TOP CORPORATE MANAGERS CHECKLIST

This questionnaire is designed to study the threats and opportunities to self-reliance of the University of Lagos as perceived by the top corporate managers of the university community.

Your cooperation in completing this questionnaire objectively is strongly requested for:

SECTION A

PARTICULARS OF RESPONDENTS

Please give the information as required below.

This will be treated in confidence.

- | | | |
|---------------------|-------------------|--------------------------|
| 1. Your Designation | (a) VC | <input type="checkbox"/> |
| | (b) DVC | <input type="checkbox"/> |
| | (c) Registrar | <input type="checkbox"/> |
| | (d) Dean | <input type="checkbox"/> |
| | (e) Director | <input type="checkbox"/> |
| | (f) H.O.D./H.O.U. | <input type="checkbox"/> |

2. Department/Units _____
Please specify

SECTION B

PROSPECTS FOR SUCCESSFUL MANAGEMENT TOWARD SELF RELIANCE OF UNIVERSITY OF LAGOS

The following statements represent opinions about the perceived prospects of successful management toward self-reliance. Kindly check your position as the statement impresses you, considering the attractiveness and probability of success.

(A) I strongly agree (B) I agree (C) I disagree (D) I strongly disagree

	A	B	C	D
1. Unilag has valuable landed property to strengthen the resource base of the University				
2. The position of Unilag in the urban and centre of commerce is an advantage for Entrepreneurial innovations				
3. The University has a respectable name that can influence the marketing of its products and services.				
4. The Current Vice Chancellor is highly committed to innovation				
5. Setting up units and services for revenue generation may also be a source of rewards to motivate staff to teach and research				
6. Revenue generation ventures are an opportunity for staff development.				
7. The alumni has been a good source of support in many of Unilag projects.				
8. Involvement in revenue generation ventures is important for the University survival, stability and excellence.				
9. Revenue generation ventures are an opportunity for greater services of the surrounding community and the nation.				
10. The Federal Government, the National University Commission and the University mission statement have provided legal bases for revenue generating ventures of Unilag.				
11. Many of Unilag resources and talents including the water front, sport, art and culture are yet to be fully exploited.				
12. Much of Unilag research potential has not been fully exploited.				
13. The research efforts of Unilag are bulwarks to the international image of the university.				
14* Others (Please and rate accordingly)				
(a)				
(b)				
(c)				

POTENTIAL THREATS TO SELF-RELIANCE PROSPECT OF UNILAG (PTSRL)

I strongly agree (B) I agree (C) I disagree (D) I strongly disagree

Government subvention to the university may not improve significantly in the near future.

Endowment (discretionary) grants to the university may decrease in respect of the unfavourable economy.

Some first generation universities may rival Unilag in prestige and thus attract the patronages of powerful private donors.

Private universities may emerge to rival Unilag in prestige and academic standard and thus attract better research students, academic stars, win more local and international recognition and patronages.

Private local and international organisations may attract more adult and non campus students to stifle Unilag continuing education programmes.

Local and international universities may increasingly site campuses in Lagos with more aggressive catches of would - be Unilag students.

Local and foreign Distant Learning Programmes may emerge and may "sack" most of Unilag adult education programmes.

Many friends of Unilag and even members of its community may turn to be some powerful critics of its measures for self-reliance.

Some of the measures for self-reliance of Unilag may constitute sources of stress and division in the university community.

1. Some current, well thought measures for self-reliance introduced by Prof. Omotola may be criticized and discontinued by succeeding vice chancellors

12. If staff welfare continues to deteriorate many academic "stars" and "innovative minds" of the Unilag may leave voluntarily.

3. If the subvention to the university continues to deteriorate the university will increasingly lean on private and public organisations and thereby 'water down' personal and institutional academic freedom.

4. Students population may decline following increasing tuition fee and increasing labour market.

5. More universities may be opened and this may further reduce government subvention to Unilag.

Others (please add and rate accordingly)

- (a)
(b)
(c)

[illegible]

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
UNIVERSITY OF LAGOS

Date:

11/11/11
 Dept. of Educational Admin.,
 Faculty of Education
 University of Lagos

TO WHOM IT MAY CONCERN

Mr. L.R. Nwikina - 909003047

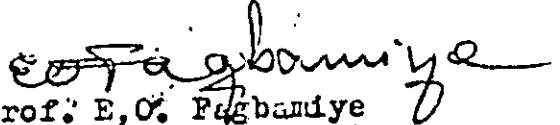
Dear Sir/Madam,

The above named is a Doctor of Philosophy student of this Department. He/She is currently carrying out a Research Work as one of the requirements to be fulfilled for the award of Ph.D degree in Educational Administration of the University of Lagos.

It will be greatly appreciated, if he/she is given necessary assistance in your Institution which will enable him/her to obtain the necessary data in writing his/her Ph.D project.

Thank you very much and God bless.

Yours sincerely,


 Prof. E.O. Fagbamiye
 Head of Department

UNIVERSITY OF LAGOS LAGOS



APPOINTMENT OF VICE-CHANCELLOR

The position of Vice-Chancellor of the University of Lagos, Lagos, Nigeria, will be vacant with effect from 26th April, 1999. In accordance with the provisions of the Universities (Miscellaneous Provisions) Decree No. 11 of 1993, (as amended by Decree No. 25 of 1996) the Governing Council of the University of Lagos wishes to start the process of filling the vacancy.

The Institution

The University of Lagos was established in 1962 by an Act of Parliament of the Federal Republic of Nigeria to encourage the advancement of learning. Located in the most urban and commercial city of the country, the University caters for both the full time and part time students. The University has an overall student population of about twenty-five thousand and staff population of about 4,000.

The Person

Persons wishing to be considered for the position must:

1. be an acclaimed scholar who is a professor of repute acknowledged nationally and internationally with ability to provide academic leadership;
2. have had extensive experience in University Administration;
3. possess requisite and relevant managerial experience to be able to provide competent leadership for the University in an era of increasing emphasis on self reliance;
4. show demonstrable ability and track record to sustain and accelerate the on-going pace of physical development and staff/student welfare;
5. command respect and engender the cooperation and loyalty of staff and students of the University;
6. be hard working and able to function under enormous pressure and in difficult circumstances;
7. show evidence of ability to ensure security and stability;
8. be someone who appreciates and acts on merit and who will not give in to undue pressure;
9. be someone with proven ability to manage a dynamic and diverse socio-cultural environment;
10. be capable of promoting private and public sector goodwill for the University;
11. enjoy international confidence to attract support for research and development;
12. enjoy excellent physical and mental health.

Method of Application

Applicants are requested to note and comply with the following conditions:

- (i) Each application (in 40 copies) must be accompanied by 40 copies of the candidate's detailed curriculum vitae, duly signed and dated by the candidate. The curriculum vitae must contain the candidate's name in full, age, marital status, educational attainment, nationality, professional and academic achievements and other relevant information.
- (ii) Each candidate is expected to submit a comprehensive statement of the candidate's vision for the University of Lagos in the twenty-first century.
- (iii) In the case of nominated candidate, the curriculum vitae must be accompanied by a letter of consent, duly signed by the candidate. Such candidate must comply with (i) and (ii) above.
- (iv) All applications are to be submitted under confidential cover and addressed to

**The Registrar and Secretary to Council,
University of Lagos,
Akoka, Yaba,
Lagos.**

in sealed envelopes marked at the upper left-hand corner VICE-CHANCELLOR, UNIVERSITY OF LAGOS, to reach the Registrar and Secretary to Council not later than Friday 18th December, 1998.

Salary and Conditions of Service

These are as applicable to the post of the Vice-Chancellor in all Federal Universities and as determined from time to time by the Federal Government of Nigeria.

**O. A. Aderibigbe
REGISTRAR & SECRETARY TO COUNCIL**

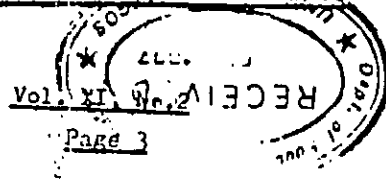
November 19, 1998

The Guardian November 1998

Campus NEWS

UNIVERSITY OF LAGOS LAGOS

ISSN NO. 0819-5559



INAUGURATION OF UNILAG VENTURES BOARD SLATED FOR FEBRUARY 6

The inauguration of the Unilag Ventures Board will be performed by the Vice-Chancellor in his office on Thursday, February 6, 1997 at 10.00 a.m.

The primary objective of the Board is to act as a new organ to coordinate, supervise and monitor the activities of the existing non-self-accounting service-oriented units with a view to making them viable commercial ventures.

The Board is to:

- generate additional revenue for the University through taking advantage of our urban and geographical location and environment and evolve entrepreneurial activities;
- create job opportunities for the University community, especially students;
- ensure that all units under the erstwhile Unilag Enterprises become sources of additional revenue for the university;
- establish and nurture new viable commercial units and promote entrepreneurial activities that will enhance profitable use of facilities;
- develop the University water front into tourists attraction;
- to establish and ensure the success of the Car Wash and Car Park projects;
- initiate and promote research results in the faculties and market same to the public;
- provide and harmonise overall supervision and control of the management and operations of the University commercial activities, and all other similar activities;
- establish any other project as may be decided by the Board from time to time.

Membership of the Board is as follows:

Vice-Chancellor	- Chairman
Ag. Registrar	- Member
Bursar	- "
Dean, Faculty of Business Administration	- "
Chief R. F. Giwa	- "
Mr. J. J. Egwuma	- "

PLEASE TURN OVER

LANDMARKS

MOTOLA'S REPORT SHEET IN BRIEF

Commissioning of the two new students Hostels wholly financed by the generous grant from the Head of State, General Sani Abacha (GCON).

Commissioning of the newly completed Water Project on the campus executed from a generous grant from the Federal Military Government.

Commissioning of the University of Lagos Lagoon Front Project which has been attracting tourists to the campus.

Opening of Business Centre at the Faculty of Business Administration built by the Lever Brothers of Nigeria Plc.

Movement of the Correspondence and Open Studies Institute (COSIT) (now Distance Learning Institute) to its permanent site on 2nd January, 1997.

Completion of the First Floor of the College of Medicine Female Hostel that got burnt.

Completion of a new Link Road between the Faculties of Science and Engineering.

Launching of a Work-study Programme in the University, the objective of which is to assist needy students to work in the university during their lecture free periods and earn some money. Such students have been offered employment opportunities in areas like clerical, cleaning, meter reading, Library, Porter's duties and Health Centre.

On-going Review of University laws and Regulations in order to strengthen the Administration to deal with issues with minimum delay and also to remove obsolete provisions.

Submission of an Interim Report by the Rationalization Committee. This is an attempt on in-house review of academic programmes which will be carried out periodically so as to ensure judicious and equitable



distribution of available human and financial resources.

- Fencing of Outlets into the Faculty of Arts with brick wall and heavy iron gates to guarantee security of offices and class-rooms therein.
- Improvement of Housing/Home Ownership Policy. In this respect, a grant has been made to allottees to facilitate the take-off of Home Ownership Schemes at Pasada and Oke-Osa respectively. Allottees of Magodo land are also being encouraged to relocate to their personal houses.
- Re-painting of the Arts Block, the Bookshop and Student New Halls - Mariere repairs in the halls of residence.
- Provision of fans in all the rooms in the Sick Bays, drugs, airconditioners and television sets for the welfare of staff at the University's Health Centre. Physical expansion of the Health Centre is also to be embarked upon through the assistance of Chief Wahab Oyanda Falawiyi, the Baba Adani of Nigeria.
- A lot of physical work carried out in the Library in addition to sourcing of books and other materials. The aim is to make our library the best in the country. The bindery is now being kept as

separate unit while funds have been provided for the installation of security detection devices in the library.

- The perennial delay in staff promotion is now a thing of the past. Some academic staff have been appointed to Professorial status. Deserving administrative and technical staff have also been appointed/promoted as and when due.
- Council has approved the contract for the installation of 2048 telephone lines. This project is aimed at providing effective and efficient communication network within and outside the University Campus.
- Inauguration of a Joint Staff-Students' Consultative Forum on May 12, 1997 by the University Administration as part of its policy of keeping open the line of communication between the University Administration and Students' Leaders.
- Donation of a 504 station wagon by the Lagos State Military government as part of its policy of curbing the present wave of armed robberies in Lagos State through the popular "Operation Sweep."
- Cullism on the University Campus is now on its way out through dynamic and consultative approach by the Administration.
- Delivery of Inaugural Lectures twice monthly by Professors of the University in an attempt to ensure that every Professor in this University pays his or her debt in this regard. This is also another move aimed at uplifting academic excellence in the University.
- A Book policy has been adopted, compelling Professors to write books, if necessary in collaboration with their junior colleagues.

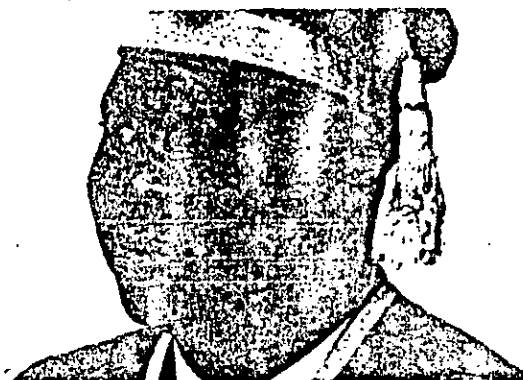
University of Lagos Vice-Chancellor, Professor Jelili Adebisi Omotola, in the last two quarters doggedly pressed on towards achieving his vision of transforming the University of Lagos into a world-class citadel of learning. Below, UNILAG TODAY presents an update on his recent trail-brazing achievements.

- Commissioning of the N32 Million University of Lagos Medical Centre. Though the projects of a comprehensive extension of the former Health Centre, was founded entirely by Chief (Dr.) Wahab Iyanda Folawiyo, OFR, the Vice-Chancellor was instrumental in convincing the philanthropist to undertake the project.
- Completion and commissioning of N44 Million digital hi-tech telephone system, the Hicom 392, described by experts as one of the most modern in the world and certainly the most modern in Africa. It has initial capacity for 50 trunk lines, 2,0048 extensions and is expandable up to an ultimate capacity of 20,000 parts.
- Automation of the University of Lagos Library, with the provision of Internet and E-mail services, the first university in Nigeria to do so.
- Purchase of two new buses to facilitate the movement of staff and students.
- Movement of the School of Postgraduate Studies to a more spacious office complex within the Faculty of Education.
- Release of N20 Million Development Fund to the Faculty of Science.
- Release of N20 Million Development Fund to the Faculty of Engineering.
- Release of N20 Million Development Fund to the College of Medicine.
- Inauguration of 11 committees to enhance administrative efficiency.

OMOTOLA'S REPORT SHEET UPDATE

The committees are: Distance Learning Institute Management Board, UNILAG Bookshop Committee on Staff Audit, Management Committee for the Work-Study Programme, Public Complaints Committee, Committee for the Establishment of Part-Time Work Programme, Committee on University Schools, Diploma Programmes Co-ordinating Board, Task Force on the Enforcement of Campus Traffic Regulations, Committee on the Review of the Performance of Work Study Programme, University of Lagos Building Committee and Management Committee for the University of Lagos Community Pharmacy.

- Construction of new classroom building for the Faculty of Law.
- Opening of the branches of



Prof. Omotola

WEMA Bank and African International Bank within the university campus, to boost business in the university.

- Acquisition and allocation of 120 plots of land for Staff Housing Scheme at Kaiyetaro on Lagos Epe Expressway.
- Increase in Staff Housing Loan from N300,000 to N500,000 per beneficiary.
- Returning the university to the normal academic calendar, with the completion of the second semester 1997/98 session on

schedule. The feat still remains elusive to other Nigerian universities.

- Introduction of special duty/responsibility allowance for administrative and technical staff. This is the counterpart of the Excess work load allowance earlier approved for the academic staff.
- Introduction of sitting allowance for chairmen and members of boards and committees.
- Resuscitation of furniture loans and car refurbishing loan.
- Steady increase in the number of inaugural lectures delivered by Professors, thus reducing the backlog.
- Completion and commissioning of the University of Lagos International School Library.
- Acquisition and commissioning of new sets of computers.
- Granting of accelerated promotion to several employees and normal promotion to hundreds of others.
- Increase in fee paid to external examiner from N1,000 to N3,000.
- Approval of N12 Million for the provision of departmental cars and repair of air-conditioners.
- Conclusion of consultation meetings with non-academic staff.
- Completion of the modernisation project at the University of Lagos Sports Centre in preparation for the UNILAG NUGA '98.
- Twenty-five abandoned vehicles refurbished and commissioned.

UNILAG A Model For Other Universities

- University of Ibadan Visiting Team

A two man fact-finding team from the University of Ibadan consisting of Professor J.A. Odebiyi of the Faculty of Agriculture and Professor Kola Owolabi, of the Faculty of Arts visited the University of Lagos from Tuesday, July 14 to Wednesday, July 15, 1998. The visit was basically aimed at unravelling the relevant information on the activities of the various income-generating units at the University.

While welcoming the special visitors to the University, the Vice-Chancellor, Professor Jelili Adebisi Omatola said that the visit was a welcome development. He added that it had been discovered that there was a lot to learn from one another in the Nigerian Universities before going abroad for study visits.

Commenting on the performance of the various income-generating units at the University, the Vice-Chancellor said that 'we are generating sufficient income to make us happy', adding that a university is an enterprise like any other organisation.

Emphasising the need for self-sufficiency, Professor Omatola pointed out that his administration had been taken seriously the issue of generating income internally in order to further improve staff and students' welfare without compromising academic excellence for which Unilag was noted.

The Vice-Chancellor specifically referred to the following new or improved welfare schemes under his administration made possible partly because of the revenue being generated internally: institutionalisation of Excess Workload

Allowance which is automatically paid to the academic staff every semester, special duty/responsibility allowance for administrative and technical staff, and introduction of sitting allowance for Chairman and members of Boards and Committees.

According to him, the university has also released housing loans to eligible staff and acquisition of plots of land in different locations in Lagos as staff housing estates, Mogodo and Kaiyeforo housing estates, introduced furniture loans and raised the rate of car refurbishing loan.

Professor Omatola listed some of the income-generating programmes to include car wash, car park, transcripts, introduction of such courses as the Pre-degree (Science) programme, Diploma and Certificate courses, establishment of the Unilag Property Development and Management Board which oversees the landed and building property owned by the University outside the campus, introduction of appropriate pricing of fees at the staff school and the International School as well as charges for use of the lagoon front which is unique to Unilag.

Concluding, the Vice-Chancellor disclosed that his administration had set a target of N500 million yearly for the University. (Staff and students) and to provide comfort and dignity in the institution through creative efforts, noting that the time had come for Nigerian Universities to try and establish linkages along this line.

Responding, Professor Odebiyi stated

that the authorities of the Universities of Ibadan had agreed that the Unilag experiment was worth studying hence their fact-finding visit. The team added that Unilag had taken the lead in the area of self-sufficiency and that the incumbent Vice-Chancellor deserved to be congratulated for his resounding achievements.

The high-powered delegation visited the following places on campus with the Deputy Vice-Chancellor (Academic), Professor S.O. Odeyemi, leading a team of the Deans of Faculties, among others, to conduct them round.

Human Resources Development Board, Unilag Ventures - for Unilag soap and water projects, car park, car wash, Unilag Technology Development Board - the Equipment Maintenance Centre (where Unilag computers are being assembled), University press (notable for publishing tertiary books and commercial printing), Unilag Property Development and Management Board, Community Pharmacy, and University Bookshop.

Others are the Students' work study Programme Office (where the team was fully briefed on the operations of the novel programme and some of the participating students interviewed), the University Medical Centre (with its recent potentials for generating income), the Sports Centre (currently undergoing transformation in terms of provision of ultra-modern facilities which are capable of generating a lot of income for the University), the International School, Distance Learning Institute, the Guest houses/Conference Centre.

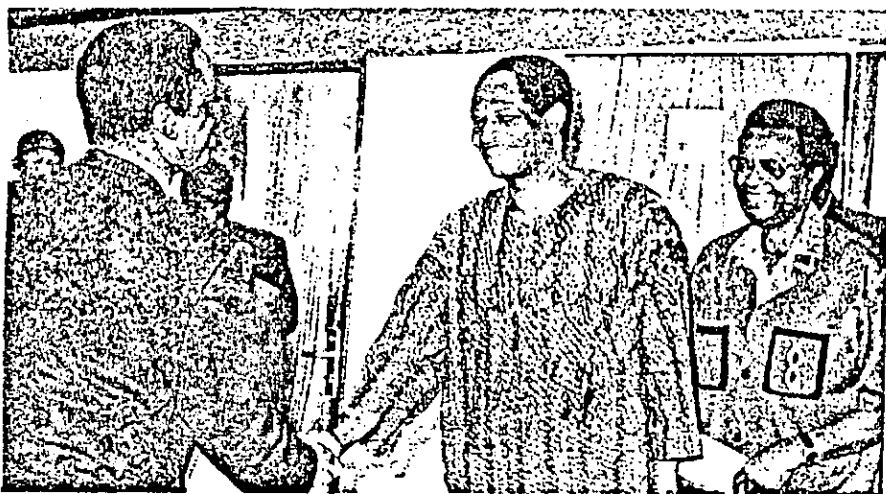
While expressing their opinions at the end of the fact-finding exercise, Professors Odebiyi and Owolabi pointed out that University of Lagos has become a model for other Nigerian Universities in this regard adding that things had changed for better in the Institution.

The delegation expressed the hope that the linkage that the University of Ibadan was trying to forge with Unilag would be the beginning of fruitful things to come.

The team identified for mutual cooperation such areas as technology development, various diploma courses, etc.

Professors Odebiyi and Owolabi expressed their profound gratitude to the Vice-Chancellor for the reception accorded them and which they describe as "marvellous and wonderful".

By 'Segun Ogunsolu



UNILAG Vice-Chancellor, Prof. J.A. Omatola (left) welcoming Prof. Odebiyi (centre) and Prof. Owolabi (right), both of the University of Ibadan, to his office.

Omotola Gives Update On His Three-Year-Old Administration

The Vice-Chancellor of the University of Lagos, Professor Jelili Adebisi Omotola, recently addressed a meeting of Congregation. The meeting, provided an excellent opportunity for the Vice-Chancellor to brief the principal officers of the university, both academic and non-academic, on certain policy decisions that were proposed by the university authorities for implementation. The decisions are as follows:

Concerted efforts were being made to ensure that as many members of staff as possible, irrespective of status, become owners of their own houses.

Already, he said, a grant of N1,000,000.00 has been given to the allottees of plots of land at Pasada and Oke-Osa to facilitate the commencement of home-ownership schemes.

Allottees at Magodo are being encouraged by the university authorities to relocate to their personal homes as soon as possible.

To soften the effects of this relocation, the Vice-Chancellor said that a bus has been provided to convey them to and from their homes. He also announced the approval of a N10,000.00 grant to each of those who have relocated.

Consequently, the current housing policy of the institution would also be reviewed and leasing at residential houses eventually abolished, saying it costs the university about N10 million annually to house its 162 staff who are living in rented accommodation.

The Chairman of the Housing Committee has been instructed to stop buying new furniture except in exceptional cases, stop renting new properties; re-negotiate expired leases to one year on the premise of protecting the tenant's interest.

Similarly, staff who stay off campus and whose leases have expired are to be relocated to campus to fill the vacancies that have been created by those staff that have moved to their houses through university housing



Prof. Omotola
Vice-Chancellor

scheme.

On his strategies for home ownership, the Vice-Chancellor said that the staff housing loan would be a revolving fund and that efforts would also be made to find a financier, for example, a bank that would grant soft loans directly to staff.

The University, he said, also plans to build houses which staff would take over on owner-occupier basis. Besides, he disclosed that the University was trying to identify vacant government houses that the staff could occupy and pay for on mortgage basis with the University being a guarantor.

Prof Omotola said seven buses have been provided to boost transportation on campus, leading to reduction of fares.

On health care delivery system, the Vice-Chancellor said

he had, made several visits to the Health Centre leading to the provision of drugs by the Health Centre Management Board; installation of fans in all sick-bays and provision of air-conditioners and television sets for the welfare of staff.

The Vice-chancellor announced that the physical expansion of the health centre would soon begin, with the assistance of Chief Wahab Folawiyo.

As part of efforts to beautify the campus, a Campus Beautification Committee has been established. Also, a review of trading activities on campus has been carried out. This has resulted in the demolition of all illegal structures on the campus. All trading within the campus would now be restricted to designated areas, he said.

For the first time in the history of the university, all outstanding certificates have been signed, he said. More Professors have also been appointed, the registration process has been simplified while many laboratories have been refurbished;

Improvements are also being made in the physical structures on campus. These include improved water supply on campus; building of new student hostels and the construction of a link road between the Faculties of Science and Engineering.

He said the University Council has awarded a contract for the installations of over 2000 telephones lines to ease communications problem on the campus.

The University, according to him, has embarked on increased revenue drive by setting up a car wash project, a car park, a soap making factory, among others.



UNIVERSITY OF LAGOS

ISSN NO. 0819-5540

Vol. X, No. 17
Page 19

INFORMATION FLASH

UNILAG DECLARES MONDAY MARCH 16 "STAFF WELFARE DAY"

The University of Lagos has declared Monday, March 16, 1998, "Staff Welfare Day." To this end, the following staff welfare schemes would be executed immediately after the Matriculation Ceremony.

- (a) completion of distribution of rice and groundnut oil to staff who are yet to be supplied;
- (b) keys to the first ever Junior Staff Quarters located along Lawani Street, Abule-Oja, will be handed over to the beneficiaries, i.e. those who have been allocated to live there;
- (c) four new cars and four new buses and another eight refurbished cars will be commissioned by the Vice-Chancellor, Prof. Jelili Adebisi Omotola. Some of the buses will join the fleet of our staff buses plying different routes.

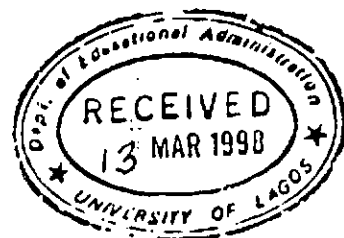
Members of staff, in particular, and the University community in general are hereby invited to the events in (b) and (c) above which will take place at the Car Park in front of the Main Auditorium immediately after the

commencing at 9.00 a.m.

If departments are requested to please release to attend the ceremonies.

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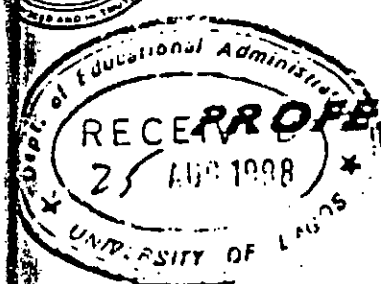
CH 13, 1998





STAFF WELFARE BULLETIN

UNIVERSITY OF LAGOS STAFF WELFARE ADVISORY BOARD



PROFESSOR JELILI ADEBISI OMOTOLA FLYING HIGH!

COMMISSIONING OF TWENTY-FIVE REFURBISHED VEHICLES

In furtherance of his determination to ease transportation problem for staff and students and facilitate mobility of staff on essential services, the Vice-Chancellor, Professor Jelili Adebisi Omotola will commission twenty-five refurbished vehicles on Wednesday, 26th August, 1998 at 3.00 p.m. The venue of the commissioning ceremony is the Senate Car Park.

Also to be commissioned is a brand new tractor equipped with slashers. The equipment is in aid of environmental sanitation on Campus.

All members of the University Community are invited to attend.

FURNITURE/CAR REFURBISHING LOAN TO BE PAID IN FULL TO ALL SUCCESSFUL APPLICANTS

The Registrar recently issued the following notice, which is hereby reproduced for the attention of all concerned.

Following representations by some affected applicants for furniture and car refurbishing loans, the Vice-Chancellor, Professor Jelili Adebisi Omotola has directed that all successful applicants for the furniture and car refurbishing loans be paid the sum of N20,000 each, irrespective of the status of the applicant.

By this directive, categorization of staff by salary scale will no longer apply. However, staff who are still servicing a debt owed to the University, will not be entitled to take any loan. This new directive on earlier indebtedness does not affect beneficiaries of the housing loan who are therefore eligible to apply for and take the Furniture/Car Refurbishing Loan.

KAIYETORO LAND ALLOCATION: DEADLINE FOR PAYMENT EXTENDED

The Vice-Chancellor, Professor Jelili Adebisi Omotola, has considered a number of appeals from allottees of land at University Housing Estate, Kaiyeto, and has directed that the deadline for the payment of 50% of the cost of land, be extended to Monday, 31st August, 1998.

UNIVERSITY OF LAGOS

AKOKA

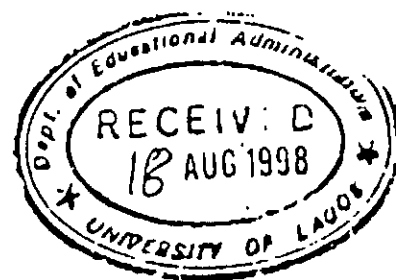
STAFF NOTICE

FURNITURE/CAR REFURBISHING LOAN TO BE PAID IN FULL TO ALL SUCCESSFUL APPLICANTS

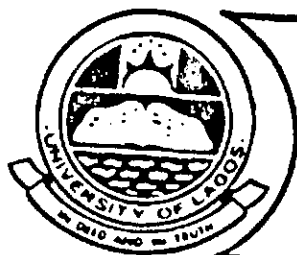
Following representations by some affected applicants for furniture and car refurbishing loans, the Vice-Chancellor, Professor Jelili Adebisi Omotola has directed that all successful applicants for the furniture and car refurbishing loans be paid the sum of ₦20,000 each, irrespective of the status of the applicant.

By this directive, categorization of staff by salary scale will no longer apply. However staff who are still servicing a debt owed to the University, will not be entitled to take any other loan. This new directive on earlier indebtedness does not affect beneficiaries of the housing loan who are therefore eligible to apply for and take the furniture/car refurbishing loan.

O. A. Adieribigbe
O. A. ADERIBIGBE
Registrar



14TH AUGUST, 1998



News Release

UNIVERSITY OF LAGOS

AKOKA YABA

UNILAG STAFF HOME OWNERSHIP SCHEME GETS A BOOST KAIYETORO ESTATE READY FOR ALLOCATION

Kaiyeto Estate acquired by the University in pursuance of its Staff Home Ownership Scheme is ready for allocation.

LOCATION

The Estate, which consists of 80 plots with provision for services such as school, market and recreational ground, is along Victoria Island - Epe Expressway - a stone throw to Eleko Beach!

ELIGIBILITY

Only the following categories of staff are eligible to apply for allocation:

1. Confirmed, pensionable staff with 10 years of service to the University of Lagos.
2. Staff who have not benefited from the University's Staff Housing Loan Scheme.
3. Staff who have not acquired land through the University at Magodo, the University staff cooperatives or University staff unions.

METHOD OF APPLICATION

Eligible members of staff are requested to collect application forms from Room 510, Senate House, with effect from 16th July, 1998.

Deadline for submission of applications: 22nd July, 1998.

Announcement of names of allottees: 29th July, 1998.

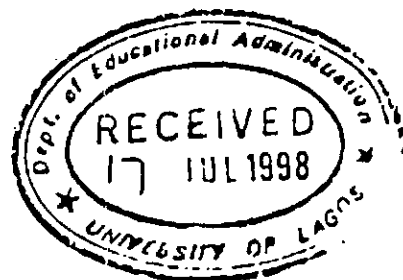
COST AND MODE OF PAYMENT

Each plot, including service charges, costs ₦220,000.00 only.

Allottees will be expected to pay 50% (₦110,000.00) of the cost of the plot immediately on receipt of a letter of allocation but not later than Friday 21st August, 1998. Payment must be made in bank draft to the Cash Office.

Any allottee who fails to pay the 50% of cost will forfeit such allocation. Successful allottees will be allowed to pay the remaining 50% on monthly instalmental payments deductible at source.

16th July, 1998.





Vol. X, No. 11
Page 54

VC TO INAUGURATE FOUR COMMITTEES

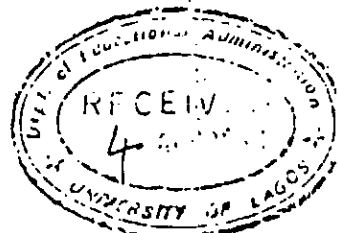
The Vice-Chancellor, Professor Jelili Adebisi Omotola is to inaugurate the following Boards and Committees on Wednesday, 5th August, 1998.

- * International Relations Committee
- * Documentation Committee
- * Auditorial Management Board, and
- * Admissions Committee.

Other details are as follows:

Venue: Senate Chambers.

Time: 10.00 a.m.



INTELAG PERSONAL COMPUTER TO BE COMMISSIONED
THURSDAY, AUGUST 6

The commissioning of the first ever UNILAC COMPUTER will come up on Thursday, August 6, 1998 at the Main Auditorium Car Park, at 3.00 p.m. This step is determined to launch the University into the World of Information Technology.

ALLOCATION LETTERS FOR KAIYETORO ESTATE LAND ON
THURSDAY, AUGUST 6

In pursuance of the Staff Home Ownership Scheme, the University authorities have concluded arrangements to hand over letters of allocation to allottees of land at the Kaiyetero Housing Estate on Thursday, August 5, 1998 at the Main Auditorium Car Park by 3.00 p.m.

UNITAG COUNSELLING CENTRE TO LECTURE ON EFFECTIVE STUDY HABITS

The Counselling Unit is organising a public lecture on "Effective Study Habits and Hints on Examinations" on Wednesday, August 5, 1976.

Details are as follows:

Vehicle: Faculty of Engineering Lecture Theatre

2.00 p.m.

Time: 2.00 p.m.
All members of the University Community including students and staff are cordially invited.

DATE: AUGUST 4, 1968



STAFF WELFARE BULLETIN

UNIVERSITY OF LAGOS STAFF WELFARE ADVISORY BOARD

WELFARE RECEIVES BOOSTS ALL ROUND!

Welfare of Staff and Students of the University of Lagos continue to receive leaps under the leadership of Professor Jelili Adebisi Omotola.

Health Centre Status Upgraded

The status of the University Health Centre has been upgraded to that of a Medical Centre, in anticipation of its becoming a full-fledged hospital, following the multi-million naira modernization and extension works carried out, through the philanthropic commitment of his Eminence, Chief (Dr) Alhaji Wahab Iyanda Folawiyo, OFR, Baba Adini of Nigeria, and Chairman, Yinka Folawiyo Group, at the commissioning of the Medical Centre last Saturday, (13th June), the cream of Lagos Society was on hand to honour the Chief, whose 70th Birthday is today (16th).

Welcoming the Special Guest, his entourage and the teeming crowd to Unilag, the Chief Host, our indefatigable Vice-Chancellor, Professor Jelili Adebisi Omotola, noted that Chief Folawiyo's generosity in the promises to renovate and extend the Health Centre, and build the long awaited Faculty of Social Sciences Complex, were given during a visit to the Chief by a strong team of the University Administration led by the Vice-Chancellor.

Chief Folawiyo, in his speech, came across as a humble, God-fearing and fatherly compassionate leader. He advised the students to shun anti-social acts and work hard at their studies.

The students were models of perfect behaviour, thanking the Chief for his advice and endlessly giving the Vice-Chancellor and the Chief deserved frequent ovations.

During a sumptuous, classy dinner at the Vice-Chancellor's lodge later, the International School did the University proud with melodious music. Beautiful, well chosen gifts were presented to our benefactor and celebrant by many groups, some of which were the Health Centre Management Board, the University, and Students and Staff of the Faculty of Social Sciences.

We wish Baba Adinni many happy returns of today. May the blessings of Allah be always his. Amen.

Two New Buses Bought

The University Administration, in persistent pursuit of the Welfare of Staff and Students, have bought two additional new buses and allocated one for the use of the students of the College of Medicine and the other to enlarge the fleet of efficient and comfortable buses available for the use of staff resident off campus. It will be recalled that on 4th March, the first Unilag Welfare Day, 4 new buses were allocated to various routes for the comfort of staff resident outside the campus.

Co-Op Society Commends the Vice Chancellor

The Unique Co-operative and Thrift Society in a rare move, commended the Vice-Chancellor and his administration for the unwavering focus on issues that concern the welfare of staff, as demonstrated by the prompt remitting of members savings to the Society. The Society noted that prompt transfers enables it to meet financial obligations to its members.

All affected allottees are therefore expected to take advantage of the Vice-Chancellor's kind gesture and pay up within the period of extension to avoid forfeiture of such allocation.

NASU COMMENDS THE VC

The Non Academic Staff Union of Educational and Associated Institutions (Unilag Branch) has written a very warm "letter of appreciation" to the Vice Chancellor Professor Jelili Adebisi Omotola, extolling his achievements. The letter stated, inter alia:

"We are short of words to describe you, because since the inception of this institution, we have never and will never have any one again to equal your achievements. Within the short period of three (3) years that you assumed office, you have brought fame, honour and glory to the student and staff of this Great University. You have made this institution second to none in the whole of Africa with your achievements."

The letter listed the Vice Chancellor's numerous achievements to include, in the exact words of the Union:

- i. The creation of Junior Staff Quarters.
- ii. The promotion of staff (who have lost hope of being promoted)
- iii. The award of scholarship to the children of our bereaved colleague at the Health Centre to Secondary School level.
- iv. The allocation of plots to some Junior Staff at Magodo.
- v. The increase in the number of staff buses to minimise their being exploited by the commercial buses.
- vi. The annulment of disparity in this institution.
- vii. Provision of loan to all staff irrespective of their status.
- viii. Your finding time, out of your scheduled duties to rob minds with the Junior Staff.
- ix. The renovation of the staff Health Centre, equipping it and for the provision of drugs.
- x. The re-roofing and furnishing of the NASU Secretariat, and
- xi. The newly created Part-Time Workers Scheme to assist the Junior Workers."

The Union prayed that, as the Vice Chancellor had striven to make life better and meaningful for others, especially the Junior Staff, the Almighty God would reward him.

Season of Awards for Omotola

It was awards galore for the Vice-Chancellor in July when four different organisations which have been assessing his performances since he stepped into office conferred on him various distinguished awards. The organisations which are within and without the university include the Akenzua II Lions Club of Benin, The Rotaract Club of Lagos and Makama Bida Hall.

The Rotaract Club of Lagos and Makama Bida executives in their speeches said it was their recognition of Professor Omotola's great achievements that spurred them to honour him. They said, they were motivated by peaceful and secured atmosphere on campus and the numerous projects to improve the lots of staff and students on this campus which were of the first of their kind ever.

Professor Omotola was conferred with the 'Vice-Chancellor of the Year Award' and 'Award of Excellence for Distinguished Services' by the Rotaract Club of Lagos and Makama Bida Hall respectively.

For his acclaimed success across the nation, the Akenzua II Lions Club of Benin also conferred on him the 'Distinguished Vice-Chancellor of the Year Award'

The Vice-Chancellor, Prof.



Prof. Jelili Omotola receiving the Rotaract Club of Lagos, 'Vice-Chancellor of the Year Award'.



Unilag Vice-Chancellor, Prof. J.A. Omotola, displaying the postgraduate PG School Award to Vice-Chancellor.

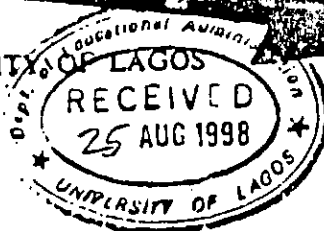
Jelili Adebisi Omotola thanked all for their foresight and love for good things. He was grateful to God Almighty to whom he dedicated the awards for without His guardianship and blessings all the mentioned

achievements could not be possible.

He aptly described the period as a 'Season of Awards', which really it was.



UNIVERSITY OF LAGOS



ISSN No. 0819-5540

Vol. X, No. 46

Page 57

LAGOON-FRONT TOURISM DEVELOPMENT BOARD INVITES
APPLICATIONS FOR TRADING SPACES DURING NUGA '98

The Lagoon Front will play host to no less than 5,000 students and officials of Nigerian Universities during the NUGA GAMES September 9 - 20, 1998.

Application is hereby invited from interested food vendors for trading spaces at the Lagoon Front during that period. Please state items to be sold and accompany the application with a fee of ₦200.00.

Successful applicants will be expected to pay a daily rent on the space allocated.

All applications should be forwarded to:

Chairman,
Lagoon Front Tourism Board
c/o University Library
University of Lagos.
Tel: 82 12 73.

and should reach him on or before Friday, August 20, 1998.

© ©

CAMPUS BEAUTIFICATION COMMITTEE SEEKS SECURITY
ASSISTANCE AGAINST HAWKERS AND BEGGARS IN CAMPUS

The University beautification Committee is determined to rid the campus of the social menace of hawking and begging. To achieve this goal, the Committee has directed that henceforth the security personnel are to intensify their patrol every afternoon to hunt down and arrest the miscreants.

In a release signed by the Chairman of the Committee, Mr. 'Coke' Adeniji, the Committee condemns this ugly social menace on our campus and decides to carry the sanitation war to these two groups which it hopes to achieve with the assistance of everyone.

© ©

NOTICE OF MEETING OF CONGREGATION

In view of the urgent need to appraise the University Community of the arrangements being made for NUGA Games and other activities for end of session, the Vice-Chancellor, Professor Jelili Adebisi Omotola, has directed that the deferred meeting of Congregation be held as follows:

Date: Wednesday, 26th August, 1998
Time: 4.00 p.m.
Venue: University's Main Auditorium

All members of Congregation are requested to attend punctually.

THURSDAY, AUGUST 25, 1998



COMMITTEE ON REVIEW OF RULES AND PROCEDURE GUIDING THE
OPERATION OF CONSULTANCY AND ALLIED PROGRAMMES WITHIN
THE UNIVERSITY SET UP

The Vice-Chancellor has set up the above-named Committee with the following membership and Terms of Reference:

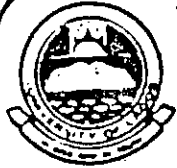
MEMBERSHIP

Professor M.A. Kenku, Dept. of Mathematics	- Chairman
Professor Jide Oshuntokun, Dept. of History	- Member
Professor Polayan Ojo, Dept. of Economics	- "
Dr. G.O. Williams, Dept. of Biological Sciences	- "
Mr. M.O. Olaitan, University Library	- "
Dr. (Mrs.) Ngozi Osarenren, Dept. of Educ. Foundation	- "
Mr. S.O.O. Feyisetan, Audit Department	- "
Mr. B.K. Momodu, Vice-Chancellor's Office Annex	- Secretary.

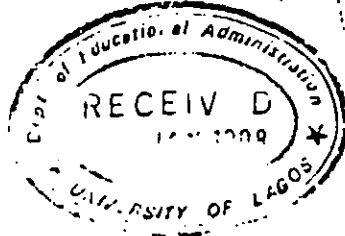
Terms of Reference

1. To examine the existing rules and procedures relating to consultancy services run by Unilag Consult; use of faculties, groups and individuals as consultants to construction works on Campus; running of academic and professional programmes by faculties, departments and individuals through Human Resources Development Board at the postgraduate, undergraduate, secondary and primary levels, with a view to harmonizing them.
2. To propose new formula for sharing of profits/revenue from consultancy service, consultancy fees, publications, training programmes and sales of forms among interested parties such as the University, Faculty, Department, School and individual participant.
3. To examine and thereafter advise on remuneration of COSIT teaching staff.
4. To propose maximum percentage of overhead running costs vis-a-vis anticipated running revenue for various categories of consultancy and training programmes and for conducting entrance examinations.
5. To recommend acceptable ways of applying income derivable from consultancy services by faculties, departments and other units with a view to ensuring that every member of staff within the faculty, department and unit partake from such revenue.
6. To propose guidelines for executing consultancies to guarantee financial probity.
7. To recommend levels of approval and moderating bodies/strategies required for academic programmes so as to ensure that the University's integrity is not jeopardized through spurious awards of credentials in the name of the University.
8. Make other desirable recommendations which would lead to the actualisation of the University's objectives for encouraging consultancy.

P.T.C.



UNIVERSITY OF LAGOS



ISSN No.0819-5540

Vol. X, No. 5

Page 6

COMMITTEE FOR REVIEW OF ACADEMIC CURRICULA CALLS
FOR MEMORANDA

The Committee on Academic Curricula has requested interested members of the University Community to submit memoranda on the Terms of Reference of the Committee. For ease of reference, the terms of reference are as stated below:

TERMS OF REFERENCE

1. To examine the mission, goals and objectives set for the University at its inception and pronounce on their validity and relevance to 21st century Nigeria and propose substitutes, if necessary.
2. To evaluate the entire University of Lagos academic curricula including available courses and their contents in order to determine their relevance to the mission, goals and objectives of the University.
3. To examine all programmes and courses now taught in each department and identify those which are no longer relevant and recommend reviews.
4. To recommend ways of enriching the curricula found to be relevant with a view to making the products of such education productive and self-reliant.
5. To identify courses which are duplicated/replicated among Faculties/departments and examine the possibility of merging such courses with a view to reducing costs while ensuring efficiency and academic excellence.
6. To review existing academic programmes and consider the possibility of reducing the current number and introducing viable others where such cases can be established.

In view of the limited time available to the Committee to submit its Report, 12 copies of memoranda should be forwarded to the Secretary to the Committee in Room 160, Senate House, Akoka Campus, Akoka, on or before Tuesday, 20th January, 1998.

JANUARY 12, 1998

Issued by the INFORMATION UNIT, VICE-CHANCELLOR'S OFFICE
University of Lagos, Lagos. Telephone 821357

Appendix 19: Attributes and Functions

Attribute	Function
A	Mounting of postgraduate courses with differential fees
B	Mounting of part-time/short courses including weekend, evening, sandwiched with differential fees
C	Mounting correspondence programme
D	Mounting training programmes for organisations outside the university
E	Operating graduate assistantship programme
F	Undertaking contracted research for other organisations
G	Individual staff members' consulting
H	Staff selling of (printed) handouts to students
I	Providing students accommodation with differential fees
J	Operating students work study programmes
K	Seconding staff on leave of absence to government or private sectoral service
L	Soliciting for endowment from organised private sector
The operating of the following;	
M	Limited liability consulting company
N	The Bookshop
O	The Guest Houses/Conference Centre
P	The University Press
Q	The Alumni Relations Unit
R	Unilag Ventures (examples in bread, soap, water business)

Appendix 20: Attributes and Sources of Dissatisfaction

Attribute	Sources of Dissatisfaction
A	Neglect students and other university responsibilities
B	It is expensive, not comfortably enjoyed by common persons
C	Not necessary
D	Quality of product/service inadequate
E	Resources for conventional functions/students diverted
F	Personal and university academic freedom is infringed upon
G	Rather insulting to name and prestige of the university
H	Rather exploitative
I	Poorly managed
J	Too rampant
K	Others

Source: 1997/98 Field Survey.

**Appendix 21: Distribution of Levels of Satisfaction over
University of Lagos Functions: F/T Students**

	VMS	SD	NSD	VMD	Total	PLS
A	121	224	170	81	596	57.89
B	141	278	138	98	655	63.97
C	189	243	119	69	620	69.68
D	189	239	94	74	596	71.81
E	201	231	109	55	596	72.48
F	149	261	102	50	562	72.95
G	159	245	125	77	606	66.67
H	136	144	166	160	606	46.20
I	144	292	179	131	746	58.45
J	203	222	145	93	663	64.10
K	146	229	116	85	576	65.10
L	165	278	91	84	618	71.68
M	196	248	79	28	551	80.58
N	186	251	76	40	553	79.02
O	168	244	80	65	557	73.97
P	183	236	68	27	514	81.52
P	159	237	66	48	510	77.65
R	175	283	103	36	597	76.72

PLS = Percentage Level of Satisfaction
SD = Satisfied NSD = Not Satisfied

VMS = Very Much Satisfied
VMD = Very Much Dissatisfied.

Source: 1997/98 Field Survey.

**Appendix 22: Distribution of Levels of Satisfaction over
University of Lagos Functions: P/T Students**

	VMS	SD	NSD	VMD	Total	PLS
A	25	51	61	16	153	49.67
B	32	50	48	8	138	59.42
C	25	62	35	12	134	64.93
D	34	120	34	11	199	77.39
E	31	58	26	9	124	71.77
F	28	65	24	15	132	70.45
G	27	59	30	15	131	65.65
H	20	56	35	26	137	55.47
I	15	42	48	32	137	41.61
J	26	58	38	20	142	59.81
K	22	52	40	14	128	57.81
L	30	62	36	8	136	67.65
M	40	64	42	8	154	67.53
N	45	60	28	12	145	72.41
O	41	58	31	8	138	71.74
P	38	56	24	5	123	76.42
Q	39	43	22	6	110	74.55
R	35	62	33	12	142	68.31

PLS = Percentage Level of Satisfaction
SD = Satisfied NSD = Not Satisfied

VMS = Very Much Satisfied
VMD = Very Much Dissatisfied.

Source: 1997/98 Field Survey.

**Appendix 23: Distribution of Levels of Satisfaction over
University of Lagos Functions: Academic Staff**

	VMS	SD	NSD	VMD	Total	PLS
A	17	21	14	5	57	66.67
B	17	15	26	8	66	48.48
C	14	15	16	4	49	59.18
D	19	15	8	5	47	72.34
E	21	11	10	8	50	64.00
F	16	12	10	13	51	54.90
G	18	10	12	5	45	62.22
H	8	7	20	12	47	31.91
I	13	10	18	13	54	42.59
J	25	19	8	2	54	81.48
K	16	14	18	3	51	58.82
L	19	22	7	4	52	78.85
M	25	20	8	2	55	81.82
N	24	19	7	1	51	84.31
O	21	16	9	1	47	78.72
P	19	15	7	2	43	79.07
Q	24	13	5	1	43	86.05
R	21	15	8	1	45	80.00

PLS = Percentage Level of Satisfaction
SD = Satisfied NSD = Not Satisfied

VMS = Very Much Satisfied
VMD = Very Much Dissatisfied.

Source: 1997/98 Field Survey.

**Appendix 24: Distribution of Levels of Satisfaction over
University of Lagos Functions: Admin. Staff**

	VMS	SD	NSD	VMD	Total	PLS
A	22	31	16	5	74	71.62
B	25	16	24	18	83	49.40
C	17	14	27	18	76	40.79
D	24	26	16	4	70	71.43
E	28	4	12	9	53	60.38
F	24	16	9	12	61	65.57
G	15	17	14	6	52	61.54
H	14	12	27	6	59	44.07
I	16	8	20	10	54	44.44
J	29	23	8	4	64	81.25
K	14	12	14	7	47	55.32
L	21	20	9	6	56	73.21
M	24	20	8	6	58	75.86
N	28	23	6	2	59	86.44
O	22	16	12	4	54	70.37
P	16	15	8	2	41	75.61
Q	19	14	6	1	40	82.50
R	22	14	8	1	45	80.00

PLS = Percentage Level of Satisfaction
SD = Satisfied NSD = Not Satisfied

VMS = Very Much Satisfied
VMD = Very Much Dissatisfied.

Source: 1997/98 Field Survey.

**Appendix 25: Distribution of Levels of Satisfaction over
University of Lagos Functions: Postgraduate Students**

	VMS	SD	NSD	VMD	Total	PLS
A	146	275	231	97	749	68.5
B	173	328	186	106	793	62.4
C	214	305	154	81	754	58.0
D	223	359	128	85	720	75.2
E	232	289	135	64	694	73.9
F	177	326	126	65	694	56.4
G	186	304	155	92	737	64.1
H	156	200	201	186	743	34.2
I	159	334	227	163	883	41.3
J	229	280	183	113	805	75.4
K	168	281	156	99	704	58.6
L	195	340	127	92	754	78.8
M	236	312	121	36	705	82.1
N	231	311	104	52	698	81.1
O	209	302	111	73	695	77.6
P	221	292	92	32	637	79.3
Q	198	280	88	54	620	80.1
R	210	345	136	48	739	75.10

PLS = Percentage Level of Satisfaction
SD = Satisfied NSD = Not Satisfied

VMS = Very Much Satisfied
VMD = Very Much Dissatisfied.

Source: 1997/98 Field Survey.

**Appendix 26: Distribution of Levels of Satisfaction over
University of Lagos Functions: Undergraduate Students**

Functions	VMS	SD	NSD	VMD	Total	PLS
A	124	214	170	83	580	54.3
B	131	268	135	98	632	48.1
C	159	223	109	69	560	40.9
D	169	219	84	74	556	71.1
E	181	211	109	45	546	62.5
F	149	261	102	50	562	51.1
G	139	225	115	50	546	55.8
H	136	144	166	77	606	46.2
I	144	292	179	160	746	39.3
J	183	202	135	131	613	76.8
K	146	229	116	93	576	55.6
L	165	278	91	85	618	82.2
M	196	248	79	84	551	78.5
N	186	251	76	28	553	75.1
O	148	224	80	40	517	76.3
P	183	236	68	65	510	76.9
Q	139	227	66	27	470	78.6
R	165	263	103	38	547	72.1

PLS = Percentage Level of Satisfaction
SD = Satisfied NSD = Not Satisfied

VMS = Very Much Satisfied
VMD = Very Much Dissatisfied.

Source: 1997/98 Field Survey.

**Appendix 27: Distribution of Levels of Satisfaction over
University of Lagos Functions: Students**

Functions	VMS	SD	NSD	VMD	Total	PLS
A	146	275	231	97	749	56.21
B	173	328	186	106	793	63.18
C	214	305	154	81	754	68.83
D	223	359	128	85	795	73.21
E	232	289	135	64	720	72.36
F	177	326	126	65	694	72.48
G	186	304	155	92	737	66.49
H	156	200	201	186	743	47.91
I	159	334	227	163	883	55.83
J	229	280	183	113	805	63.23
K	168	281	156	99	704	63.78
L	195	340	127	92	754	70.95
M	236	312	121	36	705	77.73
N	231	311	104	52	698	77.65
O	209	302	111	73	695	73.53
P	221	292	92	32	637	80.53
Q	198	280	88	54	620	77.10
R	210	345	136	48	739	75.10

PLS = Percentage Level of Satisfaction
SD = Satisfied NSD = Not Satisfied

VMS = Very Much Satisfied
VMD = Very Much Dissatisfied.

Source: 1997/98 Field Survey.

**Appendix 2g: Distribution of Levels of Satisfaction over
University of Lagos Functions: Staff**

Functions	VMS	SD	NSD	VMD	Total	PLS
A	39	52	30	10	131	69.47
B	42	31	50	26	149	48.99
C	31	29	43	22	125	48.00
D	43	40	24	9	116	71.55
E	49	15	22	17	103	62.14
F	40	28	19	25	112	60.71
G	33	27	26	11	97	61.86
H	22	19	47	18	106	38.68
I	29	18	38	23	108	43.52
J	54	42	16	6	118	81.36
K	30	26	32	10	98	57.14
L	40	42	16	10	108	75.93
M	49	40	16	8	113	78.76
N	52	42	13	3	110	85.45
O	43	32	21	5	101	74.26
P	55	30	15	4	104	81.73
Q	43	27	11	2	83	84.34
R	43	29	16	2	90	80.00

PLS = Percentage Level of Satisfaction
SD = Satisfied NSD = Not Satisfied

VMS = Very Much Satisfied
VMD = Very Much Dissatisfied

Source: 1997/98 Field Survey.

**Appendix 29: Distribution of Sources of Dissatisfaction over
University of Lagos Functions: Overall Community**

	a	b	c	d	e	f	g	h	i	j	k	Total
A	46	224	49	53	8	6	3	80	33	3	58	563
B	31	183	73	34	8	9	11	51	31	22	9	462
C	31	90	61	39	14	11	13	66	52	14	9	400
D	71	65	57	31	40	19	18	9	24	14	8	356
E	36	26	84	24	19	16	30	21	75	8	9	348
F	37	16	36	50	43	28	58	71	17	8	12	376
G	42	21	43	22	36	19	25	63	24	50	11	356
H	24	79	44	22	18	20	34	141	27	37	5	451
I	31	124	64	22	13	10	36	99	41	15	6	461
J	34	43	45	24	18	15	16	25	44	16	14	294
K	64	10	46	13	18	23	16	19	44	19	9	281
L	32	29	53	14	36	23	17	14	38	11	9	276
M	28	14	43	11	14	10	15	14	26	19	6	200
N	7	21	24	32	21	5	9	13	39	19	6	196
O	30	23	21	31	17	22	12	31	38	14	6	245
P	27	30	40	18	3	6	34	23	21	18	10	230
Q	12	15	10	13	23	5	5	8	36	15	8	150
R	11	8	21	17	11	12	3	8	45	11	7	154
Total	594	1021	814	870	360	259	355	756	655	313	202	5799

Capital letters A - R = Functions or activities for self-reliance
Small letters a - k = Sources of dissatisfaction.

Source: 1997/98 Field Survey.

**Appendix 30: Distribution of Sources of Dissatisfaction over
University of Lagos Functions: P/T Students**

	a	b	c	d	e	f	g	h	i	j	k
A	3	38	12	5	3	1	1	15	6	1	-
B	4	28	13	6	-	-	-	9	7	2	1
C	7	6	12	3	1	-	-	5	8	2	1
D	5	9	9	12	4	4	2	-	5	5	1
E	5	3	4	6	-	3	3	1	3	-	1
F	5	2	6	7	6	5	1	2	5	3	1
G	6	2	9	4	4	9	4	4	2	6	1
H	4	10	16	5	3	4	7	20	11	10	1
I	3	19	15	6	2	2	8	14	12	10	1
J	4	12	10	3	-	1	1	8	5	3	-
K	9	5	8	1	-	-	-	6	6	5	1
L	4	1	6	-	2	2	4	1	6	3	1
M	5	1	8	1	1	1	1	5	4	7	1
N	1	2	4	5	4	-	-	-	4	7	-
O	-	1	4	5	4	-	-	-	4	6	1
P	-	2	3	3	-	-	1	1	5	8	1
Q	-	4	3	3	-	-	-	-	-	6	-
R	-	-	1	1	6	-	-	-	6	8	-
Total	65	145	143	83	30	32	33	91	99	92	13

Capital letters A - R = Functions or activities for self-reliance
Small letters a - k = Sources of dissatisfaction.

Source: 1997/98 Field Survey.

**Appendix 31: Distribution of Sources of Dissatisfaction over
University of Lagos Functions: F/T Students**

	a	b	c	d	e	f	g	h	i	j	k
A	38	165	32	41	2	4	1	58	24	1	58
B	11	435	54	20	6	8	8	29	19	16	6
C	20	76	34	26	11	9	9	48	28	8	6
D	59	50	64	13	28	8	13	6	16	5	5
E	21	17	19	14	12	10	23	12	68	5	7
F	25	12	18	37	12	7	49	68	10	1	11
G	28	15	24	18	24	6	18	57	17	40	10
H	12	57	24	14	9	10	25	109	16	22	3
I	21	94	42	18	9	4	24	75	22	4	3
J	26	31	23	14	15	11	14	10	23	11	14
K	34	5	32	8	14	21	12	12	35	8	6
L	25	27	42	10	28	8	9	9	23	1	8
M	16	10	27	7	12	6	13	8	16	6	5
N	5	15	19	23	18	3	5	10	23	7	6
O	27	17	13	24	12	17	10	25	25	5	5
P	25	22	35	12	3	4	33	20	6	6	9
Q	12	6	5	8	19	3	4	4	29	6	8
R	10	6	12	8	9	7	2	7	27	1	7
Total	415	760	519	315	243	146	272	567	427	153	177

Capital letters A - R = Functions or activities for self-reliance
Small letters a - k = Sources of dissatisfaction.

Source: 1997/98 Field Survey.

**Appendix 32: Distribution of Sources of Dissatisfaction over
University of Lagos Functions: Academic Staff**

	a	b	c	d	e	f	g	h	i	j	k
A	3	9	1	2	1	-	1	2	3	-	-
B	2	7	2	4	1	1	2	5	2	1	-
C	2	2	12	5	1	2	2	4	12	1	1
D	6	4	6	4	8	6	2	1	1	2	2
E	7	4	10	1	3	2	2	4	4	1	1
F	6	2	9	3	15	13	2	-	2	2	-
G	7	2	7	-	5	2	2	1	3	3	-
H	3	5	3	3	4	2	2	112	-	4	1
I	5	6	6	4	2	1	3	6	4	1	-
J	3	-	8	5	2	3	1	4	8	2	-
K	10	-	3	3	4	2	-	1	2	3	1
L	1	1	4	4	5	9	2	2	4	3	-
M	3	2	5	2	-	3	1	-	3	4	1
N	1	3	1	-	3	1	3	3	6	3	-
O	2	3	4	1	-	5	1	3	7	3	1
P	2	2	3	2	-	1	1	1	5	4	8
Q	-	4	1	1	2	2	-	2	4	1	2
R	1	2	6	3	2	3	-	1	4	2	1
Total	64	58	91	47	58	58	27	52	74	40	19

Capital letters A - R = Functions or activities for self-reliance
Small letters a - k = Sources of dissatisfaction.

Source: 1997/98 Field Survey.

**Appendix 33: Distribution of Sources of Dissatisfaction over
University of Lagos Functions: Admin. Staff**

	a	b	c	d	e	f	g	h	i	j	k
A	2	12	4	5	2	1	-	5	-	1	-
B	4	13	4	4	1	-	1	8	3	3	2
C	2	6	3	5	1	-	2	9	4	3	1
D	1	2	5	2	-	1	1	2	2	2	-
E	3	2	1	3	4	1	2	4	-	1	-
F	1	-	4	3	10	3	1	1	-	2	-
G	1	2	3	-	3	2	1	1	2	1	-
H	5	7	1	-	2	4	-	-	-	1	-
I	2	5	1	4	-	3	1	4	3	-	2
J	1	-	4	2	1	-	1	3	3	-	-
K	1	-	3	1	-	-	4	-	1	3	1
L	2	-	1	-	1	4	2	2	5	4	-
M	4	1	3	1	1	-	-	1	3	2	-
N	-	1	-	2	-	1	1	-	6	2	3
O	1	2	-	1	1	-	-	3	2	-	-
P	-	4	-	1	-	1	-	1	5	-	2
Q	-	1	1	1	2	-	1	2	3	2	-
R	-	-	2	-	-	2	-	-	8	-	1
Total	30	58	40	35	29	23	18	46	55	27	12

Capital letters A - R = Functions or activities for self-reliance
Small letters a - k = Sources of dissatisfaction.

Source: 1997/98 Field Survey.

**Appendix 34: Distribution of Sources of Dissatisfaction over
University of Lagos Functions: Staff**

	a	b	c	d	e	f	g	h	i	j	k
A	5	21	5	7	3	1	1	7	3	1	-
B	6	20	6	8	2	1	3	13	5	4	2
C	4	8	15	10	2	2	4	13	16	4	2
D	7	6	11	6	8	7	3	3	2	4	2
E	10	6	11	4	7	3	4	8	4	3	1
F	7	2	13	6	25	16	3	1	2	3	1
G	8	4	10	-	8	4	3	2	5	4	-
H	8	12	4	3	6	6	2	12	-	5	1
I	7	11	7	8	2	4	4	10	7	1	2
J	4	-	12	7	3	3	2	7	16	2	-
K	11	-	6	4	4	2	4	1	3	6	2
L	3	1	5	4	6	13	4	4	9	7	-
M	7	3	8	3	1	3	1	1	6	6	1
N	1	4	1	2	3	2	4	3	12	5	3
O	3	5	4	2	1	5	1	6	9	3	1
P	2	6	3	3	-	2	1	2	10	4	10
Q	-	5	2	2	4	2	1	4	7	3	2
R	1	2	8	3	2	5	-	1	12	2	2
Total	94	116	131	82	87	81	45	98	128	68	31

Capital letters A - R = Functions or activities for self-reliance
Small letters a - k = Sources of dissatisfaction.

Source: 1997/98 Field Survey.

**Appendix 35: Distribution of Sources of Dissatisfaction over
University of Lagos Functions: Students**

	a	b	c	d	e	f	g	h	i	j	k
A	41	203	44	46	5	5	2	73	30	2	58
B	15	163	67	26	6	8	8	38	26	18	7
C	27	82	46	29	12	9	9	533	366	104	7
D	64	59	73	25	32	12	15	6	21	10	6
E	26	20	23	20	12	13	26	13	71	5	8
F	30	14	24	44	18	12	50	70	15	4	12
G	34	17	33	22	28	15	22	61	19	46	11
H	16	67	40	19	12	14	32	129	27	32	4
I	24	113	57	14	11	6	32	89	34	14	4
J	30	43	33	17	15	12	14	18	28	14	14
K	43	10	40	9	14	21	12	18	41	13	7
L	29	28	48	10	30	10	13	10	29	4	9
M	21	11	35	8	13	7	14	13	20	13	6
N	6	17	23	30	18	3	5	10	27	14	6
O	27	18	18	29	16	17	11	25	29	11	6
P	25	24	38	15	3	4	33	21	11	14	10
Q	12	10	8	11	19	3	4	4	29	12	8
R	10	6	13	14	9	7	3	7	33	9	7
Total	480	905	662	388	273	178	305	658	526	245	190

Capital letters A - R = Functions or activities for self-reliance
Small letters a - k = Sources of dissatisfaction.

Source: 1997/98 Field Survey.

**Appendix 36: Distribution of Sources of Dissatisfaction over
University of Lagos Functions: Overall Community**

	a	b	c	d	e	f	g	h	i	j	k	Total
A	46	224	49	53	8	6	3	80	33	3	58	563
B	31	183	73	34	8	9	11	51	31	22	9	462
C	31	90	61	39	14	11	13	66	52	14	9	400
D	71	65	57	31	40	19	18	9	24	14	8	356
E	36	26	84	24	19	16	30	21	75	8	9	348
F	37	16	36	50	43	28	58	71	17	8	12	376
G	42	21	43	22	36	19	25	63	24	50	11	356
H	24	79	44	22	18	20	34	141	27	37	5	451
I	31	124	64	22	13	10	36	99	41	15	6	461
J	34	43	45	24	18	15	16	25	44	16	14	294
K	64	10	46	13	18	23	16	19	44	19	9	281
L	32	29	53	14	36	23	17	14	38	11	9	276
M	28	14	43	11	14	10	15	14	26	19	6	200
N	7	21	24	32	21	5	9	13	39	19	6	196
O	30	23	21	31	17	22	12	31	38	14	6	245
P	27	30	40	18	3	6	34	23	21	18	10	230
Q	12	15	10	13	23	5	5	8	36	15	8	150
R	11	8	21	17	11	12	3	8	45	11	7	154
Total	594	1021	814	470	360	259	355	756	655	313	202	5799

Capital letters A - R = Functions or activities for self-reliance
Small letters a - k = Sources of dissatisfaction.

Source: 1997/98 Field Survey.

Appendix 37: Attributes and Problems in Management of Self-Reliance Scheme at Unilag

Attribute	Problem
1.	Adequate number of personnel are lacking
2.	Personnel with required special professional skills are lacking in the department/unit
3.	Funds for carrying out innovative functions are often lacking
4.	Directives from top management are often contradictory
5.	Office space for our functions are in short supply
6.	Patronages by customers are lacking
7.	Directives from the top to us are often too mandatory
8.	Staff members are resistant to many of the innovative measures
9.	There is no appreciable profit
10.	Our competitors have advantage over us
11.	We have difficulty storing and retrieving relevant information
12.	Customers including students and staff complain a lot
13.	Sources of relevant information are lacking
14.	There is difficulty coping with new market demands
15.	Top management often fail to act upon useful suggestions that we offer

Source: 1997/98 Field Survey

Appendix 38: Attributes and Solutions to Managerial Problems of Self-Reliance

Attribute	Solution
1.	Efforts have to be made to identify the needs of customers
2.	All working relationship in the institution should be defined in terms of customers satisfaction
3.	Quality should be defined in terms of conformity to customers' requirement
4.	Unilag alumni branches and chapters should be extended to more cities and these strengthened to address Unilag problems
5.	Other revenue-yielding enterprises should be embarked upon to improve the finance base of the university
6.	The strengths and weaknesses as well as the opportunities and threats should be analysed on regular basis
7.	Staff development should be an on-going exercise
8.	Information technology in the university needs to be improved
9.	The purpose of revenue raising ventures should basically be to fulfil the fundamental mission of the university teaching, research and community service
10.	The respect of personal and institutional academic freedom should be paramount in operating self-reliance ventures
11.	The institutional goals should be well defined and articulated at all levels of the university community

Source: 1997/98 Field Survey

**Appendix 39: Attributes and Prospects for Successful Management
Toward Self-Reliance**

Attribute	Prospect for Successful Management
1.	Unilag has valuable landed property to strengthen the resource base of the institution.
2.	The position of Unilag in the urban and centre of commerce is an advantage for entrepreneurial innovation
3.	The University has a respectable name that can influence the marketing of its products and services
4.	The current Vice-Chancellor is highly committed innovation
5.	Setting up units and services for revenue generation may also be a source of reward to motivate staff to teach and research
6.	Revenue generation ventures are an opportunity for staff development
7.	The alumni has been a good source of support in many of Unilag projects
8.	Involvement in revenue generation ventures is important for the University survival, stability and excellence
9.	Revenue generation ventures are an opportunity for greater services of the surrounding community and the nation
10.	The Federal Government, the National Universities Commission and the University mission statement have provided legal bases for revenue generating ventures of Unilag
11.	Many of Unilag resources and talents including the water front, sport, art and culture are yet to be fully exploited
12.	Much Unilag research potential has not been fully exploited
13.	The research efforts of Unilag are bulwarks to the international image of the university
14.	Others (to be indicated by respondents)

Source : 1997/98 Field Survey

Source : 1997/98 Field Survey

Appendix 40: Attributes and Potential Threats to Self-Reliance Prospect of Unilag

Attribute	Potential Threat to Self-Reliance
1.	The Nigerian economy is unlikely to improve significantly in the near future
2.	Government subvention to the University may not improve significantly in the near future
3.	Endowment (discretionary) grants to the University may decrease in respect of the unfavourable economy
4.	Some first generation universities may rival Unilag in prestige and thus attract the patronages of powerful donors
5.	Private universities may emerge to rival Unilag in prestige and academic standard and thus attract better research students, academic stars, win more local and international recognition and patronages
6.	Private local and international organisations may attract more adult and non-campus students to stifle Unilag continuing education programmes
7.	Local and international universities may increasingly site campus in Lagos with more aggressive catches of would-be Unilag students
8.	Local and foreign Distant Learning Programmes may emerge and may "sack" most of Unilag adult education programmes
9.	Many friends of Unilag and even members of its community may turn to be some power critics of its measures for self-reliance
10.	Some of the measures of self-reliance of Unilag may constitute sources of stress and division in the university community
11.	Some current, well thought measures for self-reliance introduced by Professor Omotola may be criticised and discontinued by succeeding vice chancellors
12.	If staff welfare continues to deteriorate many academic "stars" and "innovative minds" of Unilag may leave voluntarily
13.	If the subvention to the university continues to deteriorate the university will increasingly lean on private and public organisations and thereby "water down" personal and institutional academic freedom
	Student population may decline following increasing tuition fee and increasing labour market
14.	More universities may be opened and this may further reduce government subvention to Unilag
15.	Others (to be added by the respondents)

Source: 1997/98 Field Survey