

Committee System in Lagos State Tertiary Institutions, Nigeria

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The IAFOR International Conference on Arts & Humanities in Hawaii 2024
Official Conference Proceedings

Abstract

The committee system and its effects on institutional governance are examined in this study for Nigeria's postsecondary institutions in Lagos State. This study's objectives were to evaluate the committee system's integration into Lagos State's tertiary institutions and to ascertain its effects on institutional governance. The study utilised qualitative and well as qualitative techniques for collecting and examining data. Ten tertiary institutions in the Lagos State made up the study's sample. For the study, a total of 250 members of the academic staff were selected as respondents. The respondents were chosen using a purposeful sampling strategy. Utilising structured questionnaires, data were gathered. The data were analysed using the t-test, Analysis of Variance (ANOVA), and Pearson product moment correlation coefficient. The study's conclusions showed that although the committee system in Lagos State's tertiary institutions has been institutionalised, various issues, including a lack of commitment, political interference, bureaucracy, and insufficient resources, have hindered its real implementation. Additionally, it has been discovered that the committee system has a beneficial impact on institutional governance. It will be important for all of Lagos State's tertiary institutions to create and use a committee structure free from intervention. Additionally, sufficient resources should be offered to guarantee the committee system's successful and efficient operation. Members of the committee system should also receive appropriate training and retraining for efficient institutional governance.

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Introduction

A tertiary institution is a type of educational setting that promotes the application of research, teaching, and community service programs for the nation's socioeconomic and technological advancement. Following high school, students can continue their education by enrolling in correspondence courses at universities, polytechnics, monotechnics, colleges of education, and other establishments (FRN, 2004). The statement states that the objectives of postsecondary education include the formation of highly qualified labour, the enhancement of an individual's intellectual capacity, and the acquisition of both intellectual and practical skills. Others are expected to support and encourage community service and scholarship. The teaching, research, creation, and sharing of information are the main objectives of tertiary educational institutions. They accomplish this through a range of programs, including undergraduate, graduate, and certificate courses. According to Arikewuyo (2004), universities are formal establishments created by society with the purpose of serving as hubs for values, rich ideas, and learning.

In particular, university education helps meet the demands of national growth by producing highly skilled labourers for a variety of professional fields. Through projects and action research, university education also aims to instill a sense of community in its students. Due to a multitude of issues, including inadequate finance, staffing, and record-keeping, restricted infrastructure, and sociopolitical intervention, tertiary education in Nigeria has not yet fulfilled the expectations of the aforementioned goals and objectives. These issues have led to low-quality outcomes as well as a lack of comparability and worldwide competitiveness. Due to the deplorable and unsustainable current situation, it is imperative to look into potential systemic changes that could be made to better align the expectations of stakeholders with the Nigerian university education system. Furthermore, according to the national policy, some of the goals of postsecondary education are to: foster and encourage community service, entrepreneurship, and scholarship; reduce skill shortages by producing skilled labour relevant to market demands; build and strengthen national unity; and provide accessible, affordably priced, exceptional formal and informal learning opportunities in response to the needs and interests of all Nigerians. (FRN, 2013). Higher education institutions will pursue these goals in a number of ways, including through excellent student recruitment, teaching and learning, research and development, high standards for the quality of facilities, services, and resources, staff welfare and development programs, and the provision of a more practical curriculum relevant to the demands of the labour market. They will also generate and disseminate knowledge, skills, and competencies that support local and national economic goals and help students succeed in a knowledge-based economy a variety of flexible study options, including full-time, sandwich, block, and day programs; a credible, inclusive admissions policy for national unity; access to training funds such as those provided by the Tertiary Education Trust Fund (TETFund), the Industrial Training Fund (ITF), and the Students Industrial Work Experience Scheme (SIWES), which are well-structured, supervised, and coordinated; cooperation and links between institutions; maintenance of minimum educational standards through relevant regulatory agencies; and community-focused services offered through extra-mural and extension services (FRN, 2013).

Committee System

The startling rate of growth in the number and population of tertiary institutions, both among students and staff, has made them extremely complex organisations. There is a lot of bureaucracy involved in the management of higher education. Clearly defined roles and

divisions of labour are typically stated in higher education systems due to their extensive administrative structure. As the Vice-Chancellor cannot physically be present everywhere, authorities and tasks are assigned. In higher education institutions, committees are formed to assist with certain tasks. In tertiary institutions, committees are composed of small groups of people or bodies that have been assembled to carry out specific tasks in order to accomplish institutional objectives. Therefore, the success of the committees within the institutions determines how much the goals of tertiary education are realised. According to Ogbonida et al. (2013), the majority of committees in Nigerian universities, including State Universities, face difficulties that occasionally make their work ineffective. Analysing the issues impeding the committee system's efficacy at Nigeria's postsecondary institutions is essential. Oyeyinka (2010) defines committees as groups of individuals chosen or appointed to deliberate and make decisions on any matters presented to them. The effective governance of any educational institution depends on the committee system. Bunza (2009) defined a committee system as an organised group of people with a particular responsibility for the efficient operation of an organisation. He emphasised further that committee systems are an administrative tool used in higher education institutions to support management tasks necessary to achieve the specified goals and objectives. According to the aforementioned viewpoint, handling all complicated educational challenges is made easier by the committee system. It's a means of guaranteeing that employees actively participate in governance and share decision-making abilities with the tertiary institutions management authorities.

The committee system has the goal to boost institutional governance while maintaining transparent channels for opinion expression in Lagos State's postsecondary educational institutions. Because committees enable tertiary institutions to leverage the knowledge and experience of academics and other staff members, they offer a stronger foundation for administrative decision-making (Bowen and Shapiro, 1998). It is a tool used by departments and units of a school organisation to share information and coordinate activities (Nwachukwu, 1988). This shows that because committee systems enable staff and administrators to collaborate on difficult and complex educational issues, they are critical to effective institutional governance. According to reports, scholars have used the consultative form of decision making—now known as the committee system—since the middle ages (Adebayo, 2005). During those times, administrators were free to research, publish, and confer with one another on a range of topics, which helped their diverse educational institutions establish participatory forms of government.

In order to support management in making relevant and useful decisions, committees are crucial to the democratic decision-making process in the postsecondary education system (Nwachukwu, 2008). Institutions of tertiary education in Lagos State appear to support the concept of shared governance, as demonstrated by their use of committees to discuss matters about the whole institution (Ajayi, 2005). To offer advisory services to the institution, faculty members and departments may elect committee members or appoint them sometimes. However, the governing council and senate of tertiary institutions make the majority of important decisions (Alubo, 2006). Baldrige (2005) further stressed that group and individual consensus is the means by which committee coordination is accomplished. Many people and organisations in this system decide for themselves what courses, research, consulting, and other administrative matters to be done.

Committees have been seen to supervise faculties and departments in order to carry out this function. The Student Industrial Attachment Committee, Disciplinary Committee, Staff Welfare Committee, Exam Committee, Sport Committee, and Instructional Supervision

Committee are a few of these committees. These committees are answerable to the department heads and deans and often function under defined terms of reference. As part of the procedures put in place in polytechnics, for example, to ensure that students take industrial attachment seriously, teachers are typically tasked with supervising students on industrial attachment. This committee for industrial attachment guarantees solid ties with business and helps students improve their entrepreneurial skills. The disciplinary committee, however, is a crucial component in ensuring the discipline of the pupils. Since independence, a number of government policy documents have recognised the disciplinary committee's role in overseeing and managing student conduct in higher education institutions, according to Simatwa (2007). The numerous sports teams that take part in events and activities at the institution are overseen by the sports committee.

The examinations committee oversees the efficient execution of all tertiary examination policies, guarantees the timely and seamless administration of examinations, and compiles results for different levels of consideration. When and where appropriate, it also offers suggestions to the academic board on how to enhance the way examinations are administered. Because the test is a powerful tool for assessing both knowledge and competence, the work of this committee and other committees in the postsecondary institution is extremely important to the integrity and legitimacy of the institution's certificate (Abiodun-Oyebanji, 2013).

In furtherance of advancing the social and cultural development of postsecondary institutions, the staff welfare committee monitors to ensure the well-being of staff, students, and faculty. Members of the committee for instructional supervisors are chosen from among department heads and senior lecturers who have prominent positions and high standing in the teaching profession. Therefore, raising the standard of instruction is the primary duty of the tertiary committee on instructional oversight. To assist the administrator in successfully achieving its goals and objectives, each of these committees can be used in turn (Ibukun, 1997). The engineering, education, management science, and other faculties are among the disciplines taught at Lagos State Tertiary Institutions. Committees are in charge of these centers and schools to ensure both the efficiency of administration and instruction. According to Akomolafe (2002), staff engagement in these committees helps to guarantee that they feel like they belong and, more importantly, that they are included in the tertiary system's decision-making process. This could improve administrative performance.

It seems that establishing a virile committee structure may be necessary to improve administrative success in many higher institutions in Lagos State. Committees have therefore been employed to speed up the democratic and timely decision-making process (Ede 2000). The main advantages of participatory decision-making under the committee system, according to Alabi (2000), are better decision-making, easier coordination and communication, and the encouragement of acceptability and support. Apart from the claim that collaborative endeavors facilitate administrators, educators, and other relevant parties to tackle complex educational issues collectively, Obayan (2002) also maintained that the committee structure is a crucial element of effective institutional governance in educational establishments. Cotton (2005) also emphasised that an administrator's effectiveness is greatly enhanced by a democratic approach to school management that permits staff members, especially instructors and students, to participate adequately in decisions that impact them through a committee system. An administrator is deemed effective when they are able to mobilize those impacted by a decision to participate in the organisation's decision-making process (Gerald, 2005).

Despite the general recognition that committees assist Tertiary governance in making critical decisions that encourage change and enhance system performance, there are indications that the committee system may not be the ideal means of reaching decisions and completing duties. Garuba (2005), Sifuna (2008), and Bunza (2009) backed this viewpoint, arguing that committees wouldn't always be the best way to successfully run the tertiary system if decisions made cooperatively by staff and management are occasionally ignored because of entrenched interests.

Furthermore, the committee system in our educational institutions is perceived by some as unnecessary and not the best means of guaranteeing institutional governance because it adds to the workload of committee members, who are primarily academic staff members who already have a lot on their plates in terms of teaching, research, and community service. The ability of tertiary institutions to meet the demands of the nation's growth may be jeopardized since a significant portion of them seem to be so overworked by committees and obligations that they are unable to effectively carry out their teaching and research roles. This study used Lagos State Tertiary Institution, Nigeria as a case study to look into the committee system and efficient institutional governance to accomplish this goal.

Statement of the Problem

It seems that the committee structure in place at Lagos State's tertiary institutions may not be the most efficient way to manage the system. In the governance of postsecondary institutions, the drawbacks of the committee system appear to exceed its advantages. There is also an increasing belief that committee activity, along with the work of other non-teaching members, significantly impacts lecturers' principal responsibilities of teaching and research. Thus, it would seem that there is a problem with the committee structure in Lagos State tertiary institutions, which can result in subpar governance. This idea therefore served as motivation for the examination of the committee system in Lagos State's tertiary education institutions.

Research Questions

Following are some questions that the research study will attempt to address:

1. To what degree does the committee system contribute to the governance efficacy of Nigeria's Lagos State Tertiary Institutions?
2. To what extent does the workforce participate in the governance of Nigeria's Lagos State Tertiary Institutions?

Research Hypotheses

As this investigation was being conducted, the following theories were developed:

Ho1: There is no significant combined contribution of the committee system (examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee) to the governance effectiveness of Lagos State Tertiary Institutions, Nigeria.

Ho2: There is no significant proportional contribution from the workforce participate (examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee) to the governance effectiveness of Lagos State Tertiary Institutions, Nigeria.

Methodology

A descriptive survey research design was employed for this investigation. The population consisted of one hundred and fifty (250) academic staff members of Nigeria's Lagos State Tertiary Institutions. In contrast, 250 academic staff members were included in the sample; they were selected at random from among the seven (7) Nigerian institutions that comprise Lagos State Tertiary Institutions. The study's data gathering tool was the "Committee System and Institutional Governance Questionnaire (CSIGQ)". There are two (2) sections on the questionnaire: A and B. While Section B recorded the variables of interest in the study, Section A dealt with the respondents' demographic data. The reliability coefficient value of 0.81 was found for the instrument, and its face and content validity were validated. The researcher and a research assistant personally gave the questionnaire to the respondents. Descriptive statistics were used to analyze the study themes, and inferential statistics were used to assess the stated hypotheses at the 0.05 significant level.

Results and Discussions

Research Questions 1: What is the extent of the contributions of the committee system to the governance effectiveness of Lagos State Tertiary Institutions, Nigeria?

To address this, information on the committee system's contributions to the efficacy of governance was gathered from the participants via a survey. The mean, standard deviation, and basic percentages were used to examine the data. The findings are presented in Table I.

Table 1: The level to which the committee system enhances governance efficiency

S/N	Statements	VHE	HE	LE	VLE	MEAN (\bar{x})	SD	Remarks
1	Participating in multiple committee sessions increases lecturer output.	67 (31.6)	111 (52.4)	31 (14.6)	3 (1.4)	3.14	0.708	High
2	The committee system contributes to administrative effectiveness in no small measure.	75 (35.4)	112 (52.8)	17 (8.0)	8 (3.8)	3.20	0.740	High
3	The committee system raises the standard of instruction and learning.	99 (46.7)	96 (45.3)	14 (6.6)	3 (1.4)	3.37	0.673	High
4	The accountability of institutional administrators is checked through the use of a committee system.	77 (36.3)	118 (55.7)	15 (7.1)	2 (0.9)	3.27	0.631	High

VHE = Very high extent, HE = High extent, LE = Low extent, VLE = Very low extent

According to Table 1, 84% of respondents believed that attending committee meetings increased lecturer productivity to a high degree ($\bar{x} = 3.14$); 88.2% of respondents agreed that the committee system contributes significantly to institutional governance ($\bar{x} = 3.20$); 92% of

respondents also believed that the committee system checks institutional administrators' accountability ($\bar{x} = 3.27$); and 92% of respondents believed that the committee system enhances the quality of teaching and learning ($\bar{x} = 3.37$). Based on Table 1's results, the committee system makes a significant contribution to the governance effectiveness of Lagos State Tertiary Institutions.

Research Question 2: To what extent does the workforce participate in the governance of Nigeria's Lagos State Tertiary Institutions?

Table 2: Attitude of Employees toward Governance of Lagos State Tertiary Institutions

S/N	Statements	VHE	HE	LE	VLE	MEAN (\bar{x})	SD	Remarks
1	Administration staff involvement fosters creativity and innovation.	69 (32.5)	122 (57.5)	18 (8.5)	3 (1.4)	3.21	0.651	High Level
2	The implementation of the committee's recommendations encourages staff members to take an active role in the organization's management.	69 (32.5)	124 (58.5)	16 (7.5)	3 (1.4)	3.22	0.641	High Level
3	Employee morale is raised when they participate in committee work and decision-making procedures.	72 (34.0)	112 (52.8)	24 (11.3)	4 (1.9)	3.19	0.704	High Level
4	Making rules and regulations with staff participation promotes prompt decision-making	62 (29.2)	118 (55.7)	31 (14.6)	1 (0.5)	3.14	0.664	High Level

VHE = Very high, HE = High, LE = Low, VLE = Very low

Table 2 shows that 90% of respondents believed that innovation and creativity are fostered by administration staff involvement ($\bar{x} = 3.21$). Additionally, 91% of respondents thought that putting the committee's suggestions into practice motivates employees to participate actively in the management of the company ($\bar{x} = 3.22$). 86.8% of respondents thought that participation in committee work and decision-making processes boosts employee morale ($\bar{x} = 3.19$). 84.9% of respondents believed that staff engagement in the creation of rules and regulations encourages quick decision-making ($\bar{x} = 3.14$). The table's findings show that staff members participate significantly in the governance of Nigeria's Lagos State Tertiary Institutions.

Hypotheses Testing

Hypothesis 1: The collective influence of the examination, disciplinary, welfare, instructional supervision, industrial attachment, sports, and examination committees on the governance efficacy of Lagos State Tertiary Institutions in Nigeria is negligible.

Table 3: Composite Contribution of committee system variables to Institutional Governance Effectiveness

REGRESSION	ANOVA					
Model		Sum of Squares	Df	Mean Square	F	Sig.
R = .333 R Square = .111 Adjusted R Square = .081	Regression	14.364	7	2.052	3.642	.001
	Residual	114.933	204	.563		
	Total	129.297	211			

- Dependent Variable: Institutional Governance Effectiveness.
- Predictors: (Constant), examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee.

The results in table 3 shows that with all the predictor variables (examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee) entered into the regression model at once, there was a significant prediction of governance effectiveness ($R = .333$; $R^2 = .111$; F value) = 3.642; $p < .05$). This showed that the independent variables accounted for 8.1% of the variance in governance effectiveness. Other variables not included in the model may account for the remaining 91.9%. This analysis leads to the rejection of the hypothesis. This suggests that the examination, disciplinary, welfare, instructional supervision, industrial attachment, and sports committees all significantly contribute to the overall efficacy of governance in Lagos State Tertiary Institutions in Nigeria.

Hypothesis 2: There is no proportional contribution of the examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee to governance effectiveness in Lagos State Tertiary Institutions, Nigeria.

Table 4: Relative Contribution and Institutional Governance Effectiveness

Model	Un-standardised Coefficients		standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.307	.441		2.961	.003
Examination Committee	.049	.082	.043	.601	.548
Disciplinary Committee	.002	.063	.003	.039	.969
Welfare Committee	.188	.068	.201	2.782	.006
Instructional Supervision Committee	.161	.075	.143	2.142	.033
Industrial Attachment Committee	.081	.084	.066	.969	.333
Sports Committee	.175	.086	.143	2.044	.042

The results in Table 4 indicate that, with all the independent variables (examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee) individually entered into the regression model at once, the examination committee relatively contributed 4.3%, the disciplinary committee relatively contributed 0.3%, the welfare committee relatively contributed 20.1%, the instructional supervision committee contributed 14.3%, the industrial attachment committee engaged in 6.6%, and the sports committee relatively engaged in 14.3% to the total variation in the governance effectiveness in Lagos State Tertiary Institutions, Nigeria. According to the table, the welfare committee made the largest contribution to institutional governance effectiveness (20.1%, $P < 0.05$). This suggests that the welfare committee could be able to predict how well institutional governance will work. The table demonstrates how the committees on examination, disciplinary, welfare, instructional supervision, industrial attachment, and sports significantly improved the efficiency of governance in Lagos State Tertiary Institutions, Nigeria. Conversely, the disciplinary committee made up just 0.3% of the total. The hypothesis is thus disproved.

Discussions

The study's conclusions about the committee system's level of contribution to the efficacy of institutional governance demonstrated a very high level of contribution. This result was consistent with the research of Alabi (2000), who discovered a strong correlation between the governance effectiveness of Lagos State's tertiary institutions and the committee system's use. The results were also consistent with Nwosu's (2006) argument that, in order to maintain the system's efficacy, it is imperative to encourage the committee system's employment in tertiary education institution governance.

The analysis revealed that, with all the predictor variables (examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee), there was a significant prediction of institutional governance effectiveness ($R = .333$; $R^2 = .111$; $F = 3.642$; $P < .05$). This contradicts hypothesis one, which states that there are no significant combined contributions of the examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee to governance effectiveness in Lagos State tertiary institutions, Nigeria. This suggests that the examination, disciplinary, welfare, instructional supervision, industrial attachment, and sports committees all significantly contribute to the overall efficacy of governance in Nigerian tertiary institutions located in Lagos State. Consistent with this conclusion are the findings of Bowen and Shapiro (1998) and Nwachukwu (2008), who found that staff involvement in decision-making in tertiary institutions will attract staff knowledge, counsel, and cooperative staff members.

Regarding hypothesis 2, it is asserted that the governance efficacy of the welfare, disciplinary, examination, industrial attachment, and sports committees in Lagos State Tertiary Institutions, Nigeria, is not changed in a proportionate manner. According to the analysis's findings, the examination committee, disciplinary committee, welfare committee, instructional supervision committee, industrial attachment committee, and sports committee were the independent variables that contributed the most—20.1%—to the overall variation in governance effectiveness in Lagos State's tertiary institutions in Nigeria. It follows that there may be a relationship between the examining committee and administrative efficacy. The examination committee, among other committees in the university system, is highly crucial to

the integrity and legitimacy of tertiary programs and credentials, according to Abiodun-Oyebanji (2013), who supports this claim.

Conclusions

The study's conclusions emphasize the committee system's significance for tertiary governance have been established; consequently, a number of committees—such as the welfare, disciplinary, assessment committees, instructional supervision committee, industrial attachment committee, and sports committee) contributed to the governance effectiveness of the Lagos State Tertiary Institutions, Nigeria. The study also revealed that the two hypotheses formulated and tested showed significant joint and relative contributions to the governance effectiveness of the tertiary institutions under study, most especially the examination committee, which made the highest contribution to institutional governance effectiveness. This was an indication that the more the administrators of tertiary institutions deploy the use of committees in the running of the system, the more effective they are likely to be.

Recommendations

In light of the study's results, discussions, and conclusions, it was consequently recommended that all committees be employed appropriately and effectively to maximize the execution of their functions. This would ultimately benefit not only Nigeria as a whole but also the overall institutional governance of tertiary education in the long run. This can be accomplished by establishing effective committees in the crucial tertiary institution governance areas. It should also be emphasized that no committee should be relegated to the background or treated as less important than another, as each of them is important to the overall governance effectiveness of the tertiary system. There should also be mandatory orientation courses, training, seminars, conferences, and workshops on how to use the committee system to give tertiary administrators and staff—especially the academic staff, who comprise the majority of these committees—the knowledge and skills they need to perform their duties effectively.

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