FACTORS FOR ACADEMIC STAFF TURNOVER IN AHMADU BELLO UNIVERSITY, ZARIA 1988 TO 1998

BY

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A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

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DECLARATION

I hereby declare that this thesis entitled "Factors for Academic Staff Turnover in Ahmadu Bello University, Zaria, 1988 - 1998 is my original work, and to the best of my knowledge has not been presented in any previous submission for higher degree. Some references were made to earlier works and where these happened, they have been duly acknowledged by means of references.

Mrs. Ityokyaa, Priscy Kande



CERTIFICATION

This dissertation entitled FACTORS FOR ACADEMIC STAFF TURNOVER IN AHMADU BELLO UNIVERSITY, ZARIA, FROM 1988 - 1998 by Priscy Kande Ityokyaa meets the regulations governing the award of master of Education (Educational Administration and Planning) of the Ahmadu Bello university, and is approved for its contribution to knowledge and literary presentation.

Dr (Mrs) D. O. Otu ..... Date 23/11/2000
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Member, Supervisory Committee Date.....

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Head of Department

..... Date 12/08/02
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DEDICATION

This work is dedicated first to God, then to the memory of my parents Mr. and Mrs. Zarumi (late) Gbaro and my family, the Ityokyaa family.

ABSTRACT

Academic staff turnover has for long been the bane of academic growth and development in Ahmadu Bello University, Zaria. This study was undertaken to find out factors responsible for academic staff turnover in the University and explore ways and means through which the turn-over could be curbed.

The respondents in this study consisted purely of all the academic staff of the University drawn from all the 81 departments. They were devided into three categories namely, the present academic staff, the former academic staff and lastly, the Heads of Department. All staff involved totaled 297 in number. Three questionnaires were used for the three categories of subjects.

The Statistical tests namely Pearson Product Moment Correction Statistics, and chi-square were used in testing the hypotheses of the study.

The study made the following findings:

1. It was discovered that the high rate of academic staff affected the staff strength of academic departments, leading to heavy teaching load on the present staff.
2. As a result of the heavy teaching load, existing courses could not be taught neither could new courses be introduced.
3. It was also gathered that regular promotion, conducise socio-political environment and other such conditions of service could help retain staff.

The following recommendations among others were made following the findings.

1. that the following services in the university be improved upon.
    a. personnel management
    b. promotion of academic staff
    c. accommodation
    d. staff training programme
    e. working materials and equipment
2. Management should create conducive research and working opportunities.
3. The management should imbibe the notion of fair-play towards staff and not discriminatory policies.
4. The University authority should eliminate internal politics on issues that affect staff.
5. The issue of insecurity of life and property should be properly addressed by the University authority.
6. Health and education subsidies for staff and their family be provided.
7. Introduction of inducement allowance be made.

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OPERATIONAL DEFINITION OF TERMS

1. Academic Staff Turnover: The inflow and outflow of academic staff from an academic institution (university).
2. Applied Science: Refers to disciplines in the faculties of Agriculture, Medicine, Pharmacy and Engineering at Ahmadu Bello University, Zaria.
3. Head Teaching Loar: Refers to a situation in which the number of courses taught by a lecturer is above the average number of courses taught by lecturers in the department.
4. Humanities: Refers to disciplines in the Faculty of Arts at ABU Zaria.
5. Management: Refers to the planning, organizing, staffing, directing and controlling of an organization or institution.
6. Natural Science: Refers to disciplines in the Faculties of Science at ABU, Zaria.
7. Socio-political crisis: Refers to conflicts arising from social and political crisis in the University and its environs.
8. Social Sciences: Refers to the disciplines in the Faculties of social sciences, Education, Law and Administration at Ahmadu Bello University.
9. Staff strength: Number of academic staff who teach in departments of the University.
10. The University: Refers to Ahmadu Bello University, Zaria.

CHAPTER ONE

THE BACKGROUND OF THE STUDY

1.1 INTRODUCTION

A formal organization such as the University is a network of consciously planned activities which are deliberately structured goals. One of such goals is the need for higher education for nation building. The University's primary concern is the production of an effective and efficient high level manpower for economic, political and social development of the nation. But the Nigerian Universities may not be living up to this expectation due to the increasing flight of the academic staff from the Universities. The virtually empty Universities may therefore, be forced to produce half-baked graduates that cannot effectively face the challenges of defending their fields of study.

A good organization is also one that provides a structural framework for communication, command and the coordination of activities and people's efforts, if the aims and objectives of the organization are to be achieved. An effective organization is therefore one that is said to have a sound laid down principles and procedures in the areas of recruitment and retention of staff, conditions of service including salary, promotion, fringe benefits, training, motivation and morale, industrial relations and welfare services. No enterprise, large or small can operate successfully without adequate attention being paid to the above mentioned concepts. The organization could also be affected by other variables like environmental situations, state of labour market and national salary structure. The success of

many if not all of the concepts depend largely on the managerial capability of the Nigerian Universities. Many policies of our Universities are said to have been politicized so much that appointments and promotions may preferably be given to sons of the soil. Sensitive positions like Heads of Departments, Deans may be best reserved for people that 'belong.' Such posts may only be given to others where alternatives are not found or available. It may not be uncommon to find departments with renowned professors being headed by just senior lecturers. This may lead to conflicts in the Universities and consequently academic staff turnover. The recent retrenchment exercise in some Universities in the country may be part of the politicized managerial system in operation, where effective, experienced and renowned professors, Ph.D holders and very senior lecturers were asked to leave with the excuse that their services were no longer needed. And the majority of these academics may not be sons of the soil and there may be no available alternatives to replace them. Some may leave voluntarily than face the disgrace of being removed. Many academics may be on the move as a result of lack of the payment of the rent-subsidy approved for the University staff. The University staff who do not occupy University quarters take home fat rent-subsidies and salaries whereas their counterparts and seniors take a home pay of may be less than half of the pay. Such staff may prefer to leave for greener pastures.

There has been a systematic and increasing flight of the academics from the Universities (Bonett, 1989). This is accompanied by a growing difficulty of inducing brilliant and able students to come back to the University system. Such

students are even said to be half-baked because of the inadequate teaching they receive due to constant unrests on the campus. The system is therefore threatened with total collapse, which will eventually be the greatest tragedy and national security problem of Nigeria's development programmes.

Gulick (1978) maintains that employees leave their jobs when their needs are not being satisfied at their present places of work and an alternative job becomes available which the employees believe will satisfy more of their needs. Thus in a situation where employees feel that they are not adequately rewarded or the conditions of service are not conducive enough to satisfy their demands, this creates low moral and in extreme cases, high rate of turnover.

Manpower problems in institutions of higher learning seem to be global. Brown (1967) observed that manpower resources capable of teaching at the college level are the nations' most scarce commodity. Graduates, unlike unskilled manual workers are very costly to produce and they experience fairly long periods of formal or informal specialized on-the-job training which can raise their earnings. Ahmadu Bello University in particular, is experiencing Manpower problems especially in the area of academic staff retention. This determines its capability in carrying out its essential function of teaching. From the foregoing, one is in a position to identify the magnitude of the problem of academic turnover in Ahmadu Bello University. If the institution is unable to maintain and retain sufficient staff to teach in the institution, then it is said to be experiencing the problem of academic staff turnover, which involves an organization in an Unnecessary cost.

According to Pigors and Myer (1977), too much mobility can severally

reduce productivity, demoralize incumbents, damage an organization's public image and sometimes also antagonize actual or potential customers. Brown (1967) states that the effects for staff turnover on education in an institution are tremendous. According to him, it is disruptive to any educational institution: faculties may be altered or suspended, students may adjust to lecturers and advisers, different courses offered and different instructions. All these are additional costs both to the institution and individuals concerned. However, a certain percentage of staff turnover may be desirable to bring new men and ideas into the organization to enable workers get new jobs which they are best suited for, or which has better pay which may reduce inefficiency.

1.2 STATEMENT OF THE PROBLEM

It has been observed that the Nigeria University System is no longer anywhere near what a University System ought to be (Jega, 1991) most especially the Ahmadu Bello University. It has also been observed that most faculties and departments of the University are virtually empty. Experienced and highly intelligent lecturers have left for greener pastures, government and private parastatals. Physical facilities have remained static despite phenomenal expansion of students enrolment. Poor maintenance has led to the deterioration of these facilities.

Library stock of books has not been replenished and a general book famine afflicts the University. Research and teaching standards have been seriously eroded and the dignity and morale of the academic staff have been systematically eroded. According to Jega (in his submission to the Longe Commission in 1991), education in general and university in particular, has been grossly under-funded in the National Development Plans.

According to him, in the third National Development Plan (1975-1980) education was second on the priority list, under the 2nd plan of 1981 - 85, education out of eleven priorities was dropped to the 4th position. Since the approval and implementation of the USS in all federal universities, there has been a massive exodus of skilled and competent staff from Ahmadu Bello University. The salary scale is said to be simply unrealistic. It can neither attract or retain academic staff. This point has been highlighted by Rose and Zander (1970) as cited by Danboyi, (1991) that in any organization, employees normally take appointments with the belief that pay, fringe benefits and other rewards would be commensurate with the job each is expected to do. This helps the employee meet his needs and provide him a feeling of satisfaction, a factor found to have a significant, direct relationship to his continuing to work for the company.

In ASSU memorandum on the crisis in the Nigerian universities (1991) the following points were highlighted:

i. That the USS is far below international standards despite the international orientation of the academic staff;

ii. That the USS is not comparable to public and private sectors in the country;

iii. That the academic staff has a premature retirement age and gratuity scheme; and

iv. That the USS does not take into account inflationary trends in Nigeria, this has eroded the purchasing power of the academic compared to other sectors or his colleagues abroad.

In Ahmadu Bello University, it has also been observed that many academic staff leave most probably as a result of some lapses in the managerial capacity and goal attainment.

Sanda (1992) stated that the incessant strains and stress in the contemporary Nigerian university, call for effective and efficient management in general and crisis management in particular due to the endemic, nature of conflicts and crises in the university. An enhanced managerial capacity is crucial, according to him, in some spheres of university administration if the actual output or goal attainment potential is to be very high.

The problems discussed have led to an increasing and systematic movement of academics from the University system. The system therefore is threatened with total collapse which will eventually be the greatest tragedy and national problem for Nigeria's development programmes. It has become imperative therefore that a research be conducted to verify the factors responsible for academic staff turnover and also to suggest remedies that can curb the trend of academic staff turnover.

This research study therefore addresses the following issues:

1. Under-funding of the University and its effect on retention of academic staff.
2. The staff strength of the academic departments.
3. Heavy teaching load on the existing staff.
4. The effect of the rate of retirement, termination of appointment and dismissal of staff.
5. Quality of management of the University.
6. Conditions of service of academic staff:
7. Provision of adequate and up to date working materials and equipment and how it has retarded academic work.
8. Provision of security services to the life and property of academic staff in the University.
9. The organizational climate within the University.

1.3 RESEARCH QUESTIONS

1. To what extent does funding of Ahmadu Bello University influence academic staff turnover?
2. To what extent has academic staff turnover affected the staff strength of academic departments in ABU, Zaria?
3. To what extent has heavy teaching schedule affected academic staff turnover?
4. To what extent does the management of ABU Zaria influence academic staff

turnover?

5. Is there any relationship between conditions of service and turnover in the University?

6. To what extent can the adequate provision of security services to the life and property of staff and adequate provision for a relaxed socio-political environment affect academic staff turnover?

9. To what extent Has the present rate of resignation and transfer of service been favourable or unfavourable in ABU?

10. To what extent has the organizational climate affected academic staff turnover?

11. What measures could be adopted to remedy academic staff turnover in Ahmadu Bello University?

12. To what extent has the high rate of voluntary retirement, termination and dismissal of staff affected the increase in staff turnover?

1.4 HYPOTHESES

HO1 There is no significant relationship between funding the University and academic staff turnover.

HO2 There is no significant difference in the frequencies of turnover of academic staff in the fields of humanities, social sciences, natural sciences and applied sciences.

HO3 There is no significant relationship between the management of the

University and the high rate of academic staff turnover.

HO4 There is no significant relationship between the conditions of service, of staff dropped and their turnover in the University.

HO5 There is no significant relationship between the provision of security for staff, socio-political environment and academic staff turnover in the University.

1.5 BASIC ASSUMPTIONS

The basic assumptions underlying this study are:-

1. That poor funding of the University affects academic staff turnover.
2. That academic staff turnover has affected the staff strength of some academic departments of the University resulting to heavy teaching load for existing staff?
3. That poor management of the University could affect academic staff turnover.
4. That lack of promotion, working materials and equipments could affect to academic staff turnover.
5. That internal politics could affect academic staff turnover in ABU, Zaria.

1.6 OBJECTIVES OF THE STUDY

The following will be the objectives of the study:-

i) To establish the extent at which funding of the university affects academic

staff turnover.

ii) To establish how academic staff turnover could affect the staff strength of departments of Ahmadu Bello University.

iii) To establish how academic staff turnover could lead to heavy teaching load in departments of ABU.

IV) To establish the extent at which socio-political crisis could lead to academic staff turnover.

v) To establish the extent at which management of the university could lead to academic staff turnover.

1.7 SIGNIFICANCE OF THE STUDY

The significance of the study lies on the fact that its outcome will serve as a feedback to the institution and a good personnel management machinery for training academic staff will be developed. The contributions of the study will, in no small measure, help to find a lasting solution to the problems of academic staff turnover in Ahmadu Bello University, Zaria.

The study will provide for the federal Government of Nigeria, the opportunity to assess or mirror their educational policies (particularly where it concerns the universities) to know the impact of their actions (eg. the university salary scale, USS) to universities, on academic staff and the obvious effects these have on the universities vis-a-vis the quality of education in Nigeria. The new knowledge will offer managerial strategies and tactics which would be useful to

managers and administrators in human resource management in organizations generally and Ahmadu University, Zaria in particular. In conclusion, the study is important in the area of goal attainment of Ahmadu Bello University, it could be of help in the area of manpower production of the nation. It could serve as a pointer to the financial wastage in the area of financial investment in training staff who only leave after a short while.

1.8 SCOPE AND LIMITATIONS

This study examines academic staff turnover in Ahmadu Bello University, Zaria from 1988 to 1998 . The study will look into the yearly rate of turnover from 1988 to 1998 in all the twelve faculties of Ahmadu Bello University, namely:

Faculty of Administration

Faculty of Agriculture

Faculty of Arts

Faculty of Social Sciences

Faculty of Education

Faculty of Engineering

Faculty of Environmental Design

Faculty of Law

Faculty of Medicine

Faculty of Science

Faculty of Pharmaceutical Sciences

Faculty of Veterinary Medicine

All causes of academic staff turnover in ABU as perceived by:-

a. 249 academic staff who are still teaching in the University and

b. 118 academic staff who have left the University.

This figure is based on the recommendation of Borg and Gall (1974) who recommended 20% population of up to 1000 (see sample size and procedure). This study applies to ABU only since data were not collected on other universities on the issue of turnover. Although a sample of 249 academic staff currently teaching at ABU and 118 academic staff who have left the University will be used to determine staff turnover, the views expressed by them are generalizeable to the entire population of academic staff.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This study intends to investigate academic staff turnover in Ahmadu Bello University, Zaria from 1988 to 1998. Conscious efforts have been made to make the review quite comprehensive and the following themes constitute the chapter:-

i. Personnel Management: Concept, policies and practices.

ii. Motivation of personnel/the ideal University

iii. History and structure of ABU

iv. Funding of higher education in Nigeria: the case of ABU

v. Leadership styles

vi Senior staff recruitment and planning

vii. Causes of turnover.

The idea of literature review in this study is to use scholarly accepted scientific work guide, frame or base for the analytical discussion of the subject matter, which will not only contribute to the national understanding of the study but will greatly improve the level of accuracy of our scientific judgement.

2.2 PERSONNEL MANAGEMENT, CONCEPTS, POLICIES AND PRACTICES

Personnel administration is seen as a system which is complete and whole and existing in a given socio-economic environment. This environment can have influences on the system such as formal and informal structures, external conditions

such as the society, government policy, political pressures, local culture and ethics. Some influences can be technical factors and the individual personalities of its employees. As a system, it is not static, it grows and produces. Based on the resources or inputs as are allocated to the various departments within the organization by the environment, certain unexpected and expressed needs and aspirations of its constituents are fulfilled. As a result a certain level of equilibrium and stability is maintained. It should therefore be seen that the dynamics of an ideal personnel system consists of its ability in recruiting, maintaining and retaining its employed staff through mechanism of effective employment procedures, adequate training facilities, attractive condition of service-wages and salaries, motivation and adequate welfare services. Through effective personnel policies and practices, the above mentioned elements are operationally held together, thereby maintaining such equilibrium desirable for the attainment of organizational aims and objectives.

The aim of personnel management is to achieve efficiency and justice, non of which can be achieved without the other. It aims at getting the correct labour force of both men and women that constitute the organization, enabling each to put in his best contribution for the success of the organization.

According to Yoder (1960) highlighted by Danboyi, personnel management is concerned with all the practices and procedures in which human resources are combined with other factors in production and distribution. So the study intends to examine to see whether improper practices and procedures could lead to staff turnover. Jucious (1966) also highlighted by Danboyi defines personnel

management as the field of management which has to do with planning, organizing, directing, maintaining and utilizing a labour force such that the -

a. objectives of all the levels of personnel are served to the highest possible degree.

b. Objectives for which the company is established are attained economically and effectively.

c. Objectives of the community are duly considered and served.

Cumming (1972) as cited also by Danboyi defined personnel management as obtaining the best possible staff for an organization and having got them, looking after them, so that they will want to stay and give their best to the job.

Cumming's definition is viewed by the researcher as broad based as it touches on the functioning of both the management and employee which form part of the researcher's concern in this study. The following phrases in the definition could be examined:

i. obtaining the best possible staff. This refers to employment elements like manpower planning, job description, recruitment, selection, placement and inducement.

ii. the phrase - "looking after them so that they will want to stay" shows the responsibilities of the employers to the employees which covers aspects of personnel management like training, conditions of service like job evaluation, compensation, wages and termination of appointment and industrial relations.

Some, if not all the above form part of what this study intends to investigate.

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"Give up their best to their jobs" which refers to the employees efficiency, in this case, the academic staff which can lead to a very high educational productivity.

The foregoing above indicates that personnel management aims at joining together and developing into an effective organization. The men and women who make up the academic staff which enables each to make his own best contribution to its success (that is the university) both as an individual and a member of the working academic group. In other words, personnel management is concerned with staffing which has been defined by Macfarland (1974) as highlighted by Danboyi (1991) as the functioning by which the manpower builds an organization through recruitment, selection and development of individuals as capable employees. Personnel management is seen therefore in its ability in maintaining and retaining its employed staff through effective employment procedures, adequate training facilities, attractive condition of service - wages and salaries, motivation and adequate welfare services. Through effective personnel policies and procedures, these elements assist in the attainment of organizational aims and objectives. But where aims and objectives are not attained, this could lead to staff turnover.

Personnel Management in General, Policies and Practices

A policy is a clear cut statement on what is yet to be done at any point in time. Policies are therefore necessary for personnel administration of an organization such as employment, training, salaries, wages, labour relations and welfare services. Effective personnel policies are very important in the

management of an organization, Ahmadu Bello University inclusive, if she wants to recruit and retain her employees, if not the reverse may be the case.

Brown (1967) cited by Danboyi suggested that the institution should make adjustments either to plan less ambitiously and accept less qualified staff or offer more attractive conditions of service. The adjustment here include offering higher salaries and ranks than those offered by competitive employers, better working conditions and welfare services or the lowering of standards.

Similarly, Williams (1965) recommended that the following procedures and practices could be used for effective utilization, motivation and retention of employees in educational institutions:-

i. that the character and ability including experience, skill in presentation, ability to stimulate, knowledge of subject matter, and enthusiastic devotion to teaching, quality of intellectual should serve as bases for appointment and promotions. This is very typical to the academic environments. This study intends to investigate if this is the reality in Ahmadu Bello University. If this is, then why do lecturers leave?

ii. that promotion should not be automatic, or just based on length of time. But rather it should be based on demonstrated merit. This study also intends to investigate the reality of promotion by merit in Ahmadu Bello University.

iii The formation of staff policies should involve staff.

iv. promotion of staff should be as fast as possible in the light of services. This is important to the study because the absence of fast and merited promotion

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could lead to turnover.

v. salaries should reflect consideration of salaries they would receive if they exercise their professions outside the educational institution. All the above suggestions are of great relevance to this study as they form the central focus of this study. If promotions are delayed unnecessarily and salaries are not commensurate to professional academic exercises then there is something seriously wrong somewhere.

Danboyi (1991) recommended as follows:-

i. fair and just treatment of staff

ii. A realistic salary structure and compensation. This and other points as observed by the researcher, form part of ASSU's bond of contention.

iii. Genuine Scientific selection of staff.

iv. Ample opportunity for staff to continue with their education and training. The researcher views this as important in an academic environment like the University, if high educational standard is to be enhanced.

v. A working environment that is good and consistent with good health and safety requirements.

vi. The provision of modern welfare and social amenities.

vii. A friendly atmosphere be encouraged and

viii. Systematic help in times of domestic and other difficulties.

Just like William's suggestions, the researcher views Danboyi's concepts as necessary ingredients necessary for a free and conductive academic activities, the

absence of which could lead to staff turnover.

Recruitment, selection, placement and promotion are very vital in organizations particularly as it concerns universities.

Dale Yoder (1960) in Danboyi views recruitment as the individual approach to the basic process of distributing or allocating society's manpower resources. It is an important means of mobilizing labour in our society. Recruitment, selection and placement are largely responsible for the disposition and allocation of our scarcest and most valuable resources called manpower. It's benefactors are the employer, the employee and the large society.

Yoder identifies two phrases of recruitment as:

i. the location of the appropriate sources for the diverse manpower needs by the organization.

ii. the finding and application of practices and techniques that will make the manpower available.

All organizations have only two main sources of recruitment, the internal and external sources. From within, organizations can fill existing vacancies by:-

i. upgrading or promoting existing staff

ii. re-organization of the organization's chart

iii. departmental transfer of existing staff (Yoder in Danboyi 1991). The advantage of this, according to Yoder, is that it motivates existing staff and curbs staff turnover and brain-drain. This, he explains, is because internal employees stay longer in the organization than external employees. This could take place too in Ahmadu Bello University, Zaria where well known existing staff could be selected to take up posts like HODs and deans of faculties instead of fresh appointments from outside the University for such posts. The external sources, Yoder emphasized, are filled with candidates outside the organization, here applicants are contacted through:-

i. recommendations from existing staff any time there is vacancy. Recommended candidates are then interviewed and the best selected. This can boost the morale of employees.

ii. recommendations from Universities, colleges of technology and polytechnics etc.

iii. Government agencies like labour offices and career departments,

iv. private employment agencies.

v. Advertisements: Through the National Dailies, the T.V., radio, magazines, trade and professional journals. Despite its expence, the researcher views this as the best source of recruitment as it gives a wider choice of coverage.

vi. Labour unions.

vii. Professional bodies.

After recruitment is selection, which is the choosing among those made available by the recruitment exercise based on matching the qualification of candidates with the personnel requirements of the job. The process of selection starts with short listing and compiling of the names of eligible candidates who are then called for to be interviewed. Ubeku (1975) observed that interview panel should be well trained and competent hands. During such interviews, privacy and quietness are essential and there should be no interruption either by staff, personal calls or telephone calls.

The interviewer should bear in mind that some applicants are under some strains and some are even nervous and therefore, should not be hurried.

Ubeku also identifies the following as what makes up the oral interview:

i. the physical make up of candidate, that is, appearance and health.

ii. qualifications, i.e. required standard, qualifications and schools attended

iii. Experiences: i.e. working experience and reason for leaving former work.

iv. Motivation or career orientation - through questioning and advancement potentials are known.

v. interpersonal competence: this is the ability for the candidate to socialize with others, his hobbies, social status and his attitude towards team work.

Placement is the next stage after a person is employed. He is here assigned or placed in a position he is most suited for. Placement could be a sensitive factor in retention of staff. Cumming (1974) observed that one of the major courses of job satisfaction and job frustration is right placement or wrong placement of

candidates when they first enter the organization. The first placement of a worker is on probation status. Both the employee and the company are on triall for a brief period of between one to two years before confirmation.

Promotion is one of the ways of retaining staff. Paul Pigers (1981) views promotion as the advancement of the employee to a better job in terms of greater responsibilities, more prestige or status, greater skill and particularly, increased rate of pay or salary. Promotion is an important source of job satisfaction, high morale at work and also frustration and level of staff turnover and brain drain in an organization. The employees view promotion as a means to high status both at work and the community outside. Any more pay means improved standard of living and enjoyment of all that more money can fetch, a senior position from which a worker could attain self esteem and self actualization and perhaps render a better return to his organization. promotion leads to job satisfaction. It is necessary for an organization to spell out very clearly, the basis and opportunity for promotion. Cumming (1974) says promotion chart should show clearly which job leads to which. Some jobs and persons hired for these jobs should be properly informed of the nature of the job so that he should not be discouraged if later he finds out that he has no opportunity advancement. Such jobs are good for old and unskilled workers. Organizations should spell out clearly the basis for promotion whether it is by merit or seniority. Most organizations prefer merit because it ensures competence. Promotion based on seniority is widely used and recognized in all types of organizations. It has advantages such as simplicity in measurement

and giving greater sense of security and curbs cases of staff turnover. Many employees remain in the organization for the fear of loss of seniority. A successful promotion policy is the one that combines merit and seniority.

Financial compensation is the wages and salaries paid to a worker. It is very important in the recruitment and retention of a worker. This is because very few people, if any, would like to work without the attraction of wages and salaries, which help to meet living expenses. Pay in one form or the other is certainly one of the mainsprings of motivation in our society. The social status of a worker is destined by the amount he collects as salary and wages.

Yoder (1960) supported this view by saying that wages and salaries have become the accepted status symbols indirectly, the higher his wages or salary, the better may be his home, neighborhood and his car.

The employer sees wages and salaries as the prices the management must pay to secure and retain the labour needed for production. A sound policy is therefore, required for their administration. Cumming (1974) supported this point by noting that it is necessary to pay wages and salaries that compare favourably with other firms locally, within a structure that has due regard for recognized differentials and individual ability. Wages and salaries on the surface mean the same thing they actually have different meanings. Wages and salaries collectively mean the money payment given to employees. But wages alone mean payment for casual and unskilled workers who generally have no guarantee of employments throughout the week or month. Salaries on the other hand are payments made to people who are on permanent basis.

An organization that has adequate training facilities is of great importance to both the employer and the employee.

Training is changing the behaviour patterns of newly hired employees to suit their present job environment. Ubeku (1965) sees training as transforming an obsolete worker into a productive worker and the efficiency of any organization depends directly on how its members are trained. Training is not something that is done once to new employees. It is a continuous process in well run establishments. Every time you get one to do some work the way you want it done, you are training. Every time you give directives or discuss procedures, you are training. All new employees regardless of the previous training, education, experience, need to be introduced to their new employer's work environment and to be taught how to perform specific jobs. New problems, new procedures, and new equipments, new knowledge and new jobs are constantly creating the need for employees instruction. Moreover, specific occasions for training are when employees are transferred or promoted.

Training should be taken seriously because it helps in the efficiency and stability of the academic staff. According to Pigers (1981), the following are some of the benefits to be derived from training employees.:-

a. New employees are instructed in the requirements of specific job description. This is the only way they can measure up rapidly to the standard for performance, thereby increasing their value to the organization and satisfying their human needs for personal growth on the job.

b. When employees are well trained, they can experience the direct satisfactions associated with a sense of achievement and the awareness that they are developing their inherent capabilities at work. This will go a long way to reduce dissatisfaction, complaints, absenteeism and staff turnover or brain drain can be greatly reduced.

Chief Anthony Enahoro, the Federal Commissioner in 1970 observed the importance of training and said the development of human resources cannot be entirely the concern of our nation's educational institutions. It is also the responsibility of the employer. If employers display greater readiness than many of them do, to invest in training, we can hope more rapidly of replacing the work of educational and other training institutions. The case of Japan is a relevant example. Employers must recognize the importance of the development of human resources through training.

Provision for welfare services for workers serve as motivators. For this, organizations have adopted the tradition of catering for the welfare of employees. Such services include sick benefits and pension schemes, offering guidance in domestic problems and social facilities for leisure hours. All these are efforts on the part of the organizations to maintain a stable labour force and to stimulate the efforts of their members in a positive manner. The welfare services are made up of the following amenities:

i. **Canteens:**own directly by organizations or outsiders with subsidized prices. This may not be the case in Ahmadu Bello University campus because many

caterers and shop-keepers feel the university community is rich and thus sell at higher prices than elsewhere.

ii. **Accommodation:** It is the responsibility of the organization to make available adequate accommodation to new employees. Some organizations own houses and flats and rent them out to staff. Local authority houses too could be made available to organizations for their staff. Inadequate accommodation for staff is one of the causes of staff turnover.

iii. **Transport:** This is very necessary for workers to travel to and from their places of work. Some organizations own buses to ease this problem. Some grant loans to eligible workers to buy their own vehicles. The research will find out if this has been the case with Ahmadu Bello University in the past ten years.

iv. **Personal Problems:** Not all problems can be the responsibility of the organization, but serious domestic problems like school fees and sickness could attract some sympathy and the management should be prepared to help.

v. **Sick Benefits:** In cases of serious illness and accidents culminating to incapacitation, sick allowances can be paid. For minor cases, the organization should have clinics or sickbays for workers free of charge.

vi. **Pension Schemes:** This is made payable to permanent staff. This could help to attract and retain staff.

vii. **Social Amenities:** These include amenities like sports, facilities, social clubs, consumer cooperative shops, etc, which help in the retention of staff too. There is no doubt that adequate provision of welfare or social facilities would materially contribute to improving workers' attitude to the whole social structure of the organization. The aim of this research is to ascertain if these are adequately taken care of in Ahmadu Bello University.

2.3 MOTIVATION OF PERSONNEL/THE IDEAL (NIGERIAN) UNIVERSITY

In management, it is a common belief that workers can be motivated to high productivity through the satisfaction of their needs. This means that every worker has some internal urges which propel him in specific directions towards the realization of his entire life's ambition. It is a known fact that nothing happens in an organization no matter how good or efficient it may be, until the people who make up the organization are motivated to perform. Ngu (1988) observes that the middle level personnel in Nigerian Public Service can be motivated towards higher job performance only by satisfying their higher job order needs, which include opportunity for promotion, responsibility, participating in setting goals and growth and achievement of the job. That is why in the report of commissions set up to update policies and practices of public services in Nigeria always reflect the need for a good motivation package as a way of securing and retaining workers in the public sector. The Udoji report in 1974 is a good example. It is the Public Service

review Commission which examined the public service personnel management in areas of recruitment, selection, placement, development and training, compensation and retirement.

Industrial psychologists believe that people can only give their best if their needs are satisfied. These needs range from immediate ones of satisfying hunger and thirst to the ones of recognition and self actualization. This is why the analysis of motivation theory is necessary in staff retention. Ngu (1988) defined motivation as the desire within an individual that stimulates him or her to action. Macfarland (1979) also in Ngu (1988) gives another definition which refers to motivation as way in which urges, drives, desires, aspirations, striving or needs, influence the choice of alternatives in the behaviour of human beings. Motivation derives three main problems. They are drive, goal direction or purpose, pleasure and pain or nature to reinforce. The first attempt is to explain what stimulates organisms to action why some activities take place at certain times and not at others. The second one stresses that behaviour of organisms tends to be directed toward particular ends or goals. It seeks to discover whether this goal direction can be objectively described or measured and what makes behaviour goal directed. The third one looks for and the nature of re-enforcers and the properties that account for the positive re-inforcers (painful) in others.

This is because animals tend to repeat activities that lead to doing what leads to certain other consequences.

Motivation can be classified into two main types - positive and negative motivation. The researcher is more concerned, in this write-up, with the positive type of motivation which includes praise for job well done, promotion, award of privileges, financial incentives, more pay and more responsibility on job.

Ngu (1990) cited Taylor and his principles of Scientific Management which discussed alot on the strategy of motivating people. This scientific management thought is concerned with the efficiency of men as machines. It views people basically as self-centred, and that designed simply to maximize personal material gain. Taylor assumes that a person can only be motivated to work if rewards and penalties are tied directly to his performance. He was concerned with making maximum output for maximum cost. His approach regarded men as individual machines, like units whose efficiency is attributed to unnecessary movement, fatigue and poor physical environment. Taylor and his associates did not realize that workers cannot be regulated to a predestined point of efficiency and human beings must be led by goals and procedures which they accept as justifiably worthy and fair to all concerned. Social factors operating in the work situation is not taken into consideration. This theory is effective in explaining human behaviour in solving organizational problems. Elton Mayo and his associates who undertook a study on the importance of social relations at the Hawthorne Works of the Western Electrical Company. Mayo highlighted that Men derive their sense of identity through their social associations within a peer group which is always thought to be more serious than those from the management.

The human relations approach emphasizes the individual worker and his social surroundings. It views social and psychological factors as motivating employees. He also emphasizes that informal organizations are also important. The only pitfall observed in this approach is, it emphasizes more on workers needs and satisfaction at the expense of efficiency and productivity without which no organization can survive.

Effective human motivation must include these three parts:

a. Financial or material motivation. In an organization, everybody must get a share according to their value to the organization.

b. Organization Motivation: this involves participation, job enlargement, job rotation etc.

c. Social Motivation: here the worker wishes to be recognized by every organization, community and not just to earn money.

Abraham H. Maslow (1943) as seen in Ngu, is another theorist who formulated a coherent theory of motivation which sought to explain why workers often feel dissatisfied despite the provision of every comfortable amenities. He explains that these needs are cumulative and the satisfaction of one makes the next dominant. And as long as any one remained unsatisfied, it becomes a source of discontent. Maslow recognized the following as the hierarchy of human needs.

1. **Physiological or Biological Needs**

These are immediate needs which include the need for water, food, air, shelter etc, required to keep the body in the state of equilibrium. These

needs must be satisfied first before any other need due to their pressing nature. Workers need adequate wages and salaries to satisfy these needs.

2. **Safety or Security Needs**

This is the need for safety and security in both physical and psychological sense. Workers need to be protected against internal, external and personality dangers. Workers desire to work at organizations that are free from any form of physical and psychological hazards which can also provide tenure permanent and pensionable conditions and in satisfying this need.

3. **Belongingness and Love Need: Social Needs**

There is a social need for love and a sense of belonging. A need for attention and social activity. Every individual desires to identify with a respected place in his group. Employees should be encouraged to form a social group like clubs, societies and trade unions.

4. **Need for Self-Confidence, Self-Respect and Esteem**

This is the need for mastery and competence for confidence to face the world and for independence and freedom. The worker at this stage of his life, desires reputation, prestige or respect esteem from other people. This need require job titles and status symbols for its satisfaction.

5. **The Need for Self-Realization, Self-Centralization or Self-Fulfillment**

Most human beings usually have dreams of what they want to be in the near future i.e. what we are capable of becoming. This is the last of all the needs

and not everybody lives to satisfy this need. Herzbergs (1959) in his motivations hygiene maintenance theory as cited by Ngu bases his theory on two factor questions.

a. What makes an average employee exceedingly happy or productive? He gave the answer "satisfaction".

b. What makes an average worker terribly sad in his job? Again he gave the answer "frustration".

He developed the theory of job satisfaction in which he identified the following motivators - achievement, recognition, responsibility, advancement and the work itself. These are intrinsic to work itself and workers aspire positively to achieve them. What he called the hygiene factors include company policy, administration, supervision, salary, interpersonal relations and working conditions. These are extrinsic to work and workers have negative attitude to them. They therefore cause dissatisfaction.

Herzberg identified that what motivates people is the challenge and problems they get from doing their work, the recognition for a job well done, a feeling of responsibility and the desire of achievement.

This theory is of great importance to staff retention because if workers are to remain in an employment, their job must provide the psychological satisfaction they need in addition to material reward, a comfortable place to work and a good boss. Material factor is a great motivator in organizations, and unless pay and benefits are adequate and equitable, the rate of staff turnover will be great.

The Ideal (Nigerian) University

After the statement of the problem in this research work, it is only ideal to highlight here the state of an ideal (Nigerian) University endowed with international qualities. It is an epitome of a standard University worldwide. This shall be viewed through the following perspectives:- staff welfare, academic staff recruitment and development, the administration, and the academic freedom of the University.

The success of any organization public or private, depends largely on its ability to meet the welfare demands of its employees. This is of paramount importance in Nigerian Universities as many of these universities are located in rural or semi-rural areas where the essential infrastructure for a decent living is very scanty. Welfare generally involves massive and recurrent expenditure in the provision of good accommodation, medical services, recreational facilities and means of transport for staff. This is dependent upon the level of its funding by the government and on prudent financial management.

Staff Housing

The ideal University caters for the most immediate requirement of its staff, which is accommodation. This affects all categories of staff. Housing is an important element in enhancing a staff's capacity to perform his/her job.

Health

Health, they say, is wealth Knowles (1970) views health as indispensable to, and indivisible from the goals and administration of higher education.

According to him, no college or University can afford to ignore its particular health responsibilities. An ideal University, therefore, takes seriously the issue of the health of its members. Health care, according to him in an American University is a right and not a privilege and Americans want available services close to their principal places of living and work. Faculty staff along with other workers in every field expect health benefits of some sort as a part of their employment. So the standard University has to meet the demands otherwise the institution will become vulnerable to loss through disabilities, retirement benefits and compensation, a common concern giving rise to the beginning of most occupational health problems. An ideal University therefore is one that provides and maintains a comprehensive health care services for its staff and families.

Loans:

The provision of housing and medical services is not the end of staff welfare. Where the University is not able to house a significant number of its staff and where the University is spread over many states like the University in focus, Ahmadu Bello University, there is the need for adequate means of transport and some financial assistance in lieu of housing. There is therefore the need to set up housing and vehicle loan scheme to purchase vehicles as well as build personal houses. These loans could be financed by commercial banks and interests subsidized by the University.

Municipal Services:

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These include services like adequate provision of electricity, portable water and facilities for children's education and recreation, roads and drainage facilities for staff. Educational facilities for children should include primary and secondary levels with standards higher than is available in public schools.

Unions:

The existence of unions and associations in an ideal University has played a great role in the provision of welfare facilities and services. The expansion of welfare infrastructure as well as the range of services provided in the University was preceded by agitation and protests by the students Union. Similarly staff unions and associations like Non-academic staff Union (NASSU) and Academic Staff Union of Universities (ASSU) processes have led to the provision of welfare services like remuneration, recreational facilities, and changes in state policies to the benefit of the citizens.

Staff Recruitment and Development:

As the University expands its programmes, it has to also expand and develop its staff for meaningful teaching, research, extension services and physical growth to be possible in an ideal University.

The recruitment and development of staff is of crucial importance to the primary objectives of any University which is to provide regular and liberal courses of instruction in all spheres of learning of a standard required and expected of a University of the highest standing. To attain this laudable objective calls for a meticulous recruitment of staff as well as a carefully planned policy of staff

development. (Ahire **et al** 1989). Ahire looked into the provision of the Ahmadu Bello University law which states that membership of the University shall be open to persons of either sex and no discrimination shall be made or test imposed on the ground of religious belief, political views, racial or tribal origin, place of birth or residence. This clearly spells out the open and neutral stance of the ideal University and emphasizes its secular nature. This therefore, gives the University the traditions of recruiting men and women of diverse, racial, religious, political and ideological learning. This also shows the racially heterogeneous character of the ideal University community.

The academic staff is recruited through either of the two ways: - recruitment on contract or tenure of persons with higher degrees or requisite skills to fill the middle or top echelons of the academic hierarchy. The second process is the recruitment of the University's own excelling first degree holders into low positions of the academic staff hierarchy as graduate assistants. Through internal staff programmes, such staff are trained to acquire higher qualifications through internal staff development programmes. This is the commonest method of recruitment of indigenous staff and in an ideal University, over half of the staff join the university through this process.

In an ideal University, the university's establishment office or its equivalent handles the recruitment of all staff. In the case of academic staff, each department considers the applications forwarded to it and at times conducts interviews to ascertain the qualifications and suitability of applicants before recommending to the establishment office appropriately.

Staff Development

The ideal University requires the most skilled personnel in all fields to conduct teaching and research and other supportive services. The university therefore develops high level manpower for other institutes and organizations around the country.

Academic Staff

The Ideal University develops its academic staff through overseas study leave or fellowship, study leave within Nigeria and internal staff development programmes. Whichever choice made depends on the availability of funds. Most universities develop their staff internally. It is only when the facilities available for internal development programmes are inadequate that alternative options are sought. Thus, staff, according to Ahire and others (1989) are sent overseas only if.

a. Such courses are very essential to the university.

b. Such courses are not available within the country or any where in Nigeria.

This is

a. to conserve the little foreign exchange of the university

b. resources available to the university are adequate to fund such courses of study.

The Administration

In the ideal Nigerian University, the Vice-Chancellor is the backbone of the university's administration, the key policy maker and the political head. He is assisted by many officers. The office of the Vice-Chancellor has under it the following offices: The Academic Planning Unit, the Information and Publicity Unit, the Registrar, the Bursary and the Library. All officers heading these units are answerable to the Vice-Chancellor.

Academic Freedom

Knowles (1970) sees academic in an ideal University as one with academic freedom. Academic freedom, according to him, consists in the absence of, or protection from, such restraints or pressures chiefly in the form of sanctions by state or church authorities, or by the authorities, faculties or students of colleges and universities, but occasionally by other power groups in society, as a design to create in the minds of academic scholars fears and anxiety that may inhibit them from freely studying and investigating whatever they are interested in and from discussing, teaching or publishing whatever opinions they have reached.

Academic freedom is one of the most universally cherished concepts in American higher education Knowles (1970). It is a back-bone in the structure of our entirely democratic society. A society is as free as its institutions of learning. Where the pursuit of knowledge is inhibited, the progress of society is itself encumbered. The existence of academic freedom creates and maintains free discussion and decent nation. Academic freedom guarantees the right of the

faculty, without fear of repraisal to teach fully and discuss thoroughly what some may consider unpopular view. The absence of that negates the existence of a true university environment.

Academic freedom must be more than a policy statement. It must be the very spirit of the institution itself. To the administration, its responsibility is to preserve this spirit and a university functions as an ideal university in direct proportion to the degree of administrative success in this regard.

According Knowles (1970), academic freedom allows:

a. the teacher full freedom in research and publication of results

b. the teacher's freedom in classroom discussion of his subject.

c. The college or University teacher is a citizen of an educational institution.

When he speaks or writes as a citizen he should be free from institutional censorship or discipline, but his position in the community imposes special obligations. As a man of learning and an educational officer, he should know that the public may judge his utterances. Therefore, he should be accurate, exercise appropriate restraint show respect for the opinion of others, and indicate by all means that he is not an institutional spokesman.

2.4 THE BRIEF HISTORY OF AHMADU BELLO UNIVERSITY, ZARIA/STRUCTURE OF ABU. TYPICAL ADMINISTRATIVE STRUCTURE OF THE NIGERIAN UNIVERSITY, THE CASE OF AHMADU BELLO UNIVERSITY

A month before independence in October, 1960, the Ashby Commission on post-school certificate and Higher Education appointed by the Federal Government

in 1959, recommended that a University be created in Zaria to service the Northern region of Nigeria. The Northern region Government requested the British Secretary of State for Commonwealth Relations to send a delegation from the Inter-University Council to plan a University for Northern Nigerian. The delegation headed by Sir, Alexander Carr-Saunders arrived in April, 1961. In the same month, he issued recommendations on the scope and activities of the university.

In April, 1961, a law establishing a provisional council of the university of Northern Nigeria was passed by the Legislature of Northern Nigeria. And the provisional council was established in November 6, 1961, under the chairmanship of Honourable Shettima Kashim, CBE, now Sir Kashim Ibrahim KCMG, CBE (a member of the Ashby Commission who later became Governor of Northern Nigeria and Visitor to the University). Sir Norman Stanley Alexander, a new Zealander, and Professor of Physics at the then University College Ibadan was appointed the first principal and later Vice-Chancellor, in July, 1961.

The University has its origin in the defunct Nigerian College of Arts, Science and Technology, Zaria, founded in 1955, the Samaru Agricultural Research Station established in 1924 and the Shika Stock Farm which was founded in 1928.

The University was named after Sir Ahmadu Bello (1901 - 1966) Sardauna of Sokoto and Premier of Northern Nigeria. He was also the first Chancellor of the University, who performed the opening ceremony of the University in October, 1962.

The University opened with just four faculties - Agriculture, Engineering,

Law and Science. There were about fifteen departments and 426 students. Under the successive Vice-Chancellorships of Professor Norman Alexander 1961 - 1966, Professor Ishaya Audu 1966 - 1975, Professor Iya Abubakar 1975 - 1978, Professor Oladipo Akinkugbe 1978 - 1979, Professor Ango Abdullahi 1979 - 1986. Professor Nayaya 1988 - 1991, Professor D.I. Saror 1991 - 1995 , Sole Administrator Major General Mamman Kontagora (Rtd) 1995 - 1998 and Professor Mahadi Abdullahi to date.

Ahmadu Bello University increased its size, scope and depth of its academic work. By a decree (the Ahmadu Bello University Provisions Decree of 1975) the University was taken over by the then Federal Military Government, and now enjoys the status of a federal university.

In 1987, the year, the University celebrated its 25th anniversary year, Ahmadu Bello University has turned out to be the largest and the most extensive of all universities in sub-saharan Africa. It covers a land area of about 7000 hectares and embraces eleven faculties, a postgraduate school and 81 departments.

The University has also nurtured two University Colleges, the Abdullahi Bayero College (now Bayero University, Kano) and Abuubakar Tafawa Balewa University, Bauch). It has twenty seven other colleges of education, polytechnics and schools of Basic or Preliminary Studies affiliated to it.

The period 1986 to 1991 under Professor Adamu Nayahaya Mohammed has seen one of the effective consolidation and dramatic innovations. In the new climate of opinion and the implementation of the 1982 National Policy on

Education, the importance of science and technology for economic progress, social welfare and self reliance is increasingly recognized and reflected in the University, admission policy of 60:25:15 ratio of Science, Arts and Social Science respectively. A start has also been made to evolve a broad-based education, through curriculum review and the creation in 1988 of a School of General and Remedial Studies. The University 1962 law made provisions for the following:-

a. the University, will, provide regular and liberal courses for instruction in the humanities, the Sciences and other spheres of learning of a standard required and expected of a university of the highest standing.

b. Primite research and the advancement of Science and learning.

c. Secure the diffusion of knowledge throughout Northern Nigeria.

The academic staff of this initial stage of the university's development played an important role in the faculties and improving academic standard of the departments and the university as a whole.

The number of departments bear a glaring testimony to the diversity in the academic specialization available in the above historical development. It can be seen that Ahmadu Bello university, Zaria has recorded a tremendous academic progress in the achievement of Nigeria's educational system. These achievement could be attributed to the uniting efforts made by the university's academic staff. This is because they develop and manage all academic programmes of the University faculties. They deal directly with the students and coordinate all the activities of the faculties. In comparison however, with their counterparts in

European universities, they do not enjoy the facilities enjoyed by such universities.

The history of Ahmadu Bello university is important to this study because, it forms the background of the study. It also shows the steady development of the university over the years.

Ahmadu Bello University and its Academic Structure

In discussing Ahmadu Bello University and its academic structuring, it is only important to compare it with a model University. Sawa (1984) cited in Ladan says the setting of a model University is always made in a form of schools instead of faculties. It follows the pattern of federal Universities of technology based on principles of homogeneity.

a. School of Basic/Natural Sciences

b. Medical and Veterinary School

c. School of Applied Sciences and Technology

d. School of Liberal Arts/Humanities

e. School of postgraduate studies and

f. Such other schools.

This arrangement facilities coordination as the most interacted departments are grouped in one school. The departments will have their respective heads who are responsible to the deans of the schools. There is ample flexibility to all their school cooperation in offering cross-school service courses. This set up will enable the establishment of specialist universities like the University of Agriculture. Another aspect of the modern University which is also important is the endeavour

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to relate the curriculum to the local needs. In Nigeria, agro-based, petro-chemical, textile, metallurgy and mining engineering programme would be given due emphasis. At the same time, some efforts would be made where necessary to attain international standard by involvement of external examiners and external assessors of academic staff or readerships and professorships, as well as involvement in international and national conferences.

Ahmadu Bello University in many ways does not conform with the model university that operates in schools. Ahmadu Bello University operates in faculties with the exception of School of General and Remedial Studies and the postgraduate school. There is however, a cross-faculty teaching and cooperation, though, this is not as flexible as provided for by the school system. In recent times, efforts have been made by Ahmadu Bello University in relating the curricula to native resources to meet local needs. Faculty Development Committees were set up to look specifically into this. The curricula is now, according to Sawa, more relevant to the needs and local resource potentials. This is why programmes in Environmental Design, Fine Arts, Textile Design, Ceramics, glass technology, Industrial Chemistry, metallurgy, Nigerian Cultural Studies. Language Arts, Mass Communication, Nigerian and African Languages and similar programmes are being offered. For communal services, areas like the Institute of Agricultural Research and Liaison Services, the College of Agriculture and recently, Ahmadu Bello University Community Bank and ABUCONS have all served the local community in diverse ways. Achievemental like these are quite commendable especially as they relate to the academic organization of the university. These achievements are most useful due to the efforts of the academic staff of the

community. Therefore, the role of the academic staff needs to be given serious attention in order to gain more of such in the University.

Table 2.1 List of Faculties

	List	Year of Establishment
1.	Faculty of Administration	1966
2.	Faculty of Agriculture	1966
3.	Faculty of Arts	1997
4.	Faculty of Education	1967
5.	Faculty of Engineering	1962
6.	Faculty of Environmental Design	1969
7.	Faculty of Law	1962
8.	Faculty of Medicine	1967
9.	Faculty of Science	1969
10.	Faculty of Pharmaceutical Science	1962
11.	Faculty of Veterinary Medicine	1962
12.	Faculty of Social Sciences	1997

Below is the administrative structure of a conventional Faculty in ABU, Zaria. At the top of the hierarchy is the Vice-Chancellor who is the Chief Executive of the University and all academic affairs. Next in the faculty hierarchy is the Dean who is the executive officer of the faculty and chairman of the faculty Board. Next to him are the Assistant Deans Postgraduate and Under graduate who

are in charge of their sections respectively. Under the Dean too you have the heads of Departments who coordinate academic affairs in the departments, the Faculty Examination officer, Faculty Librarian and Faculty officer. They all take charge of the different designations under them. Their names explain their functions. The lecturers take charge of all teaching, learning, and research works.

Typical Administrative structure of the Nigerian University, the case of ABU.

Lack of stable political system that guarantees peace, order and good government, lack of an effective social structure, lack of an effective and reliable economy have either directly or indirectly determined the nature and structure of the nation's institutions including the University system. Contributory factors to inefficiency and ineffectiveness of the University administration shall be viewed with special reference to Ahmadu Bello University, which may also be some of the factors that have contributed to the mass exodus of the academic staff.

The attainment of objectives in any individual University is only possible by a number of internal and external factors.

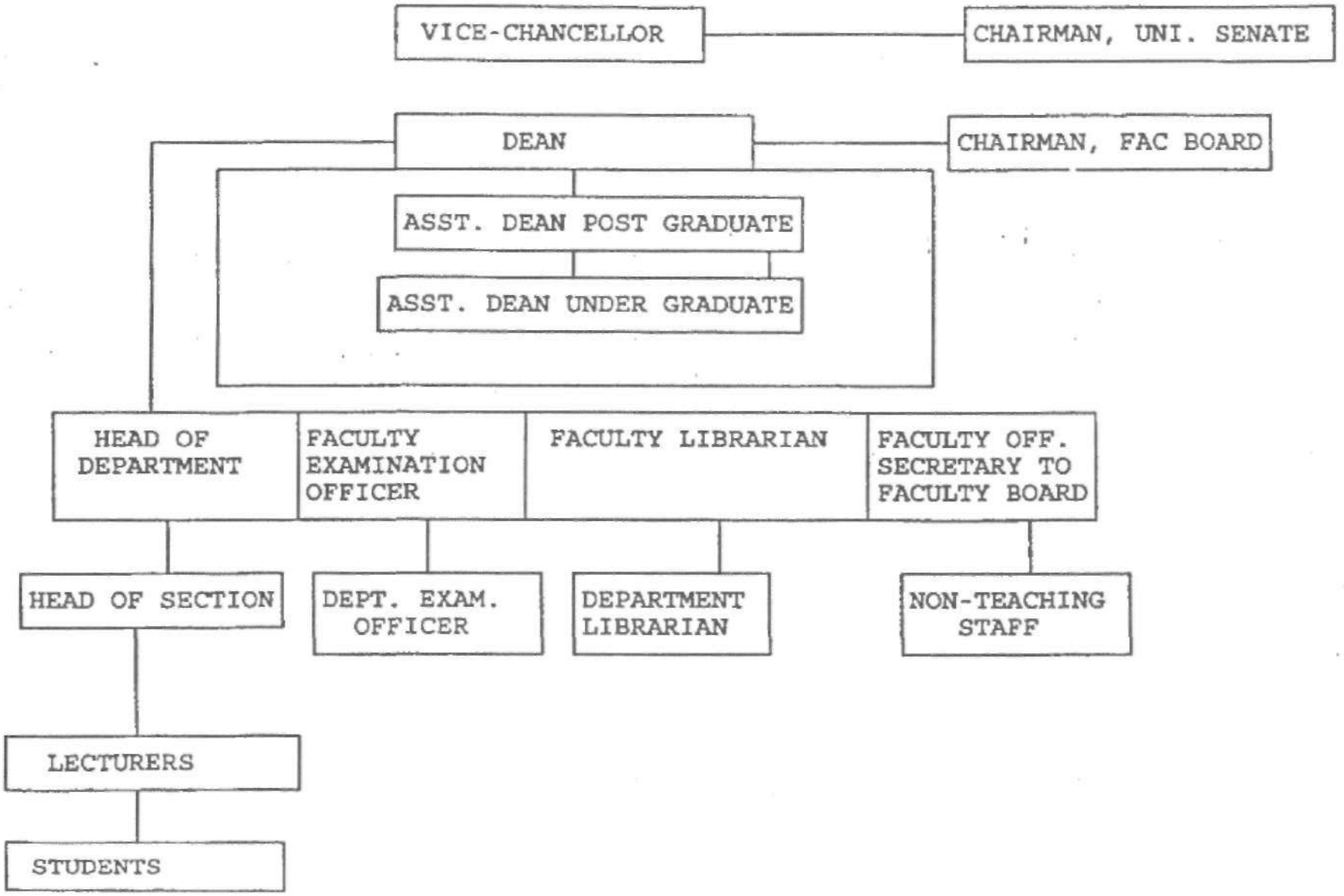


Figure 2.2: Administrative Structure of a Conventional Faculty in ABU, Zaria.

Some functions of the University system:

a. To encourage the advancement of learning and to provide instructions in such branches of learning to all persons without distinction of race, creed or sex, the opportunity of acquiring liberal education.

b. To make provision for research and for the preservation, advancement and dissemination of knowledge in such manner as the University may determine.

c. To prescribe in its statutes the conditions under which persons may be admitted as students of the University of any particular course of study provided by the University.

d. To institute such offices as the purpose of the University may require and to appoint persons to and remove them from such offices and to prescribe their condition of service. These fair roles form the bedrock of the actualization of other roles and the calibre of people to be placed in the pursuance of this purpose. The researcher sees nothing wrong with a structure except that no system can work well if the rules, are not respected, justly and fairly applied for the good of the generality of the system rather than considering only the narrow and selfish interest within the system.

For general administration of the University, various University statutes provide for the establishment of constituent bodies and offices, principal among these are:

The Council

It is charged with the duties of general control and superintendence of polices, finance and property. As a policy making organ of the University its constitution should reflect a good representatives of the Nigerian public, rendering service to the nation rather than a section of the society. The governing council is therefore empowered by law to do anything to facilitate the carrying on of University activities hence, the University administration dishes out rules regulating the constitution and conduct of the University as approved by the council. The University council here wields tremendous powers.

The Pro-Chancellor is the Chairman of the Governing Council, appointed by the visitor of the University. He is the Chairman of the finance and General purposes committee. Successive governments make the appointments of pro-chancellors very political and their holders see these offices as the extension of the political interest they represent. Therefore wrong people may be appointed to head very important organs of the University administration like the council. This may lead to the wrong application and dissipation of resources on irrelevant projects, policies may be poorly formulated, with wrong motives. This may be returned to as politician pro-chancellors and chairman of council who may end up making financial gains from the University through self exacted and inflated contract awards, making the survival and prosperity of the institution secondary. Odikpo sighted an example of the early 1970s of one of the Universities where a judicial inquiry was set up to look into the case of the collapse of a hostel building under

construction. The inquiry revealed that the procedures for awarding the contract, were subverted. The meeting of Tenders Board was held in the house of a member of the council and the pro-chancellor or somebody within the council had very strong connection with the firm that won the contract. So many of such cases may abound in Ahmadu Bello University, and visitation panels after being gagged, may not help matters.

The Vice-Chancellor and Deputy Vice-Chancellors

The Vice-Chancellor is appointed by the visitor after consultation with the council and the senate. He is the Deputy Chairman of council and Chief Executive of the University. He is also a member of the finance and General purpose committee of council and Chairman of Senate, congregation, convocation, Appointment and promotions committee and a lot of other bodies. All appointed staff are responsible to him, as a result he is the administrative and academic officer of the University, with a lot of powers.

There is a lot of disaffection among members of the University community as a result of deep involvement of government in the appointment of the Vice-Chancellor, especially among the academic staff from whom such appointment should be made, on recommendations of the council and senate. The University should be expressly free from undue government interference in administrative matters. One finds it unhealthy therefore, for the government to often set aside recommended candidates only to impose an outsider of its choice on such a University. This is an infringement on the laws of the University and it amounts

to exercising powers against the interest of the University. Some critical minds among the academic would rather quite the system than serve where appointments of the Vice-Chancellor and other important personnel in the University are being done in the same way as the posting of military personnel. This can only be done where the University is very much fictionalized that no senior academic staff can command, adequately academic and administrative support if made a vice-chancellor. I believe Ahmadu Bello University has not deteriorated to that level as to deserve such administrative imposition. The person so appointed in this manner with little or no knowledge of the people and their environment, runs into serious administrative problems. As a result, hypocrisy becomes the order of the day. The integrity and aspirations of governing council and senate members become dampened and the appointee may find solace only in high, handled administrative tendencies which cannot augur well in an academic institution like the University.

In the interest of conducive atmosphere for effective administration and academic pursuit, persons to be appointed Vice-Chancellors in my view, should be selected from within the particular University and the appointments made according to established rules. Government's role should be to strengthen the regulations and powers of each organ of the University.

Other members of the council come from other represented bodies like the Senate, congregation, convocation, ministries of education and Finance etc, to represent variety of interests. Academics are well represented in this bodies, but

many other categories are not well represented especially trade unions. Instead, time and time again one finds the upper rung of the society like the professors, deans, heads of Department, Permanent Secretaries, ex-ministers, high political office-holders and ex-high judges are always erroneously chosen as best materials for the management of our nation and institutions. These elites have for so long dominated the rulership of the nation with their unrealistic and ill-motivated elements upon whom our nation can no longer rely for any progress.

Research has however shown that there is no single basic pattern of abilities and personality trait characteristic of all leaders. As a result, managers who are successful in one function are not most likely to be successful in another. Skills needed for good management include competent planning, initiating action, accepting responsibility and good social interaction which can never be inherited as individual property. The idea of monopoly in University administration has led to conflicts between communal management officers and other neglected segments of the University. It is therefore right to suggest here that the three bodies of the University namely the students, teaching staff and non-teaching staff be represented at all levels of decision-making process of the University. This is to avoid the unending war between students, staff and management on the other hand which always results to industrial disharmony and students unrest in our Universities.

Pressure-groups within the systems should be given a voice in policy-formulation and an opportunity to be carried along in the management of their affairs. This will remove the communication gap in the segments of University

administration, leading to rapid organizational growth.

The Committee System in Nigerian University

The committee system in Universities is meant to eliminate distrust suspicion, wastefulness of resources and above all, install effective and fair allocation of scare funds. The Committee system in Nigeria Universities is composed of over twenty groups of such committees. Those in Ahmadu Bello university have been listed under "the organizational chart of ABU. The adoption of committee system in Ahmadu Bello University, like in all Universities in the country, is to eliminate over-concentration of power in few hands, thereby leading to high level of corruption. The system should also take care of the problem of inadequate communication between managers and non-managers. But despite this, the problem of monopoly of power, inadequate representation of groups and poor communication still exist. In Ahmadu Bello University, where we are concerned here, one still finds some individuals like the Vice-Chancellor and Registrar serving in about ten or twelve administrative and academic committees. Although provision is made for nominees to be sent to these boards, what one sees is that they may prefer to attend such meetings personally. And where clashes arise in date, some of the meetings are canceled or postponed. The researcher feels here that nothing would be lost if principal officers of the University are exempted from minor committees which other officers service and report back upon. In the researcher's opinion the Vice-Chancellor and other principal officers should be loaded with only council, senate, convocation, students and staff committees so

that they can find time to do other urgent responsibilities. In Ahmadu Bello University, for instance, one would appreciate how much time it takes to see the Vice-Chancellor or Registrar on pressing issues. In fact, to get an appointment confirmed is a difficult task altogether. It is best for the University administration to adopt a business like system of operation which places high premium on time and not the unfortunate bureaucracy which is the bane of the Civil Service in Nigeria. The academic staff values his time, rather than waste it in the University, he would rather quite and utilize it more profitably elsewhere.

Looking critically at membership monopoly of committee in Ahmadu Bello University one finds that only a few group of Professors and Deans now find time to teach their students and conduct research. Majority of them including some heads of Departments, scramble for memberships of one board or the other, to the extent that such Professors spend more time attending meetings than teaching. The personal rewards they get is the driving force since this gives them the opportunity of being in regular contact with the council members, Vice-Chancellor, Bursar, Registrar and all that matter in the system, for personal benefits to the detriment of their students or research or any problem that concerns the lot of the academic staff generally. It is good to suggest here that no one person, particularly the academic staff should serve in more than two committees simultaneously and for not more than two years. This will create rooms for others too to serve, this may eliminate unhealthy, rivalry and antagonism among the University staff. And of course, teaching and research would be given enough attention and students would

receive better education. Students and workers too should be well represented in committees, since decisions taken affect them in one way or the other. Participation in management is an essential ingredient in effective management by integration through collaborative strategy which has been found to achieve solid results in economic and human terms in a number of industrial organizations. In Mcgregor's scaulon plan as cited by Ngu (1988) regards management by integration as a formal method providing opportunity for every member of the organization to contribute his brains and ingenuity as well as his physical effort to the improvement of organizational effectiveness. The academic staff of all levels would wish to contribute their own quota administratively in committees, especially in the ones that affect the lot of the academic directly.

Where he is denied the opportunity or where only an insignificant few tend to occupy all opportunities, he may not wish to stay and suffer unjustly. The increasing disquiet between radical academics and the university, administrators, and poor industrial relationship between workers and the University authorities all point to the fact that there is a breakdown in communication between policy makers and those on whom such policies relate to. Laws must be amended to give representation to all group of workers within the system in all administrative boards and committees especially where decisions taken effect their members, in areas like promotion and discipline. There are cases of people being denied rightful promotions or some suspended indefinitely sometimes without salary or trial, contrary to regulations, bringing the University into bad public focus. Laws

on the side of the governing body be amended. Effective positive change in Ahmadu Bello University administration is only possible if the roles of NUC and government do not continue to remain conservative. No matter how well material and financial aspects are administered, there will be no good results if the human resources of the system is neglected.

The removal of the University system from the Civil Service structure is still partial as the government still dishes out regulations boarding on the conditions of service of the University staff as if it is still part of the civil service. The NUC should therefore expedite action on the settlement of this issue with the government.

2.5 FUNDING OF HIGHER EDUCATION IN NIGERIA: THE CASE OF ABU

There is often a temptation on the part of University managers to attribute the decline in quality of University education, or the fall in standard of services rendered by the University principally to the inadequacy of financial resources. While government under- investment in University education in recent years has had devastating consequences for teaching research, and service of society at large, the paucity or low quality, or obsolence of some other resources have similarly contributed to the decline in the quality of University life.

Human resources constitute the number one requirement in the Universities. Both the academic and some special sections of administrative arms of the

Universities (e.g. accounting) are in need of experienced and committed staff. This cannot be easily achieved due to shortage of funds. Funds therefore become a major resource requirement which has to be mobilized for enlarged governmental subvention in spite of the other competating objects of government expenditure.

In fact, under-funding has been identified as the bane of higher education in Nigeria today. Some call it inadequate funding while other refer to it as chronic under-funding. By whatever name this malady may be called, it is only finding a permanent cure for it that the higher educational system in Nigeria can be saved from total collapse, may be given an opportunity for survival and renewal.

In the ensuring paragraphs, the researcher intends to review funding of Higher Education in Nigeria and also to compare the financial requests of Ahmadu Bello University with the approved allocations by National University Commission.

It is common knowledge that the people of Nigeria attach great importance to the education of their children. The contribution by government, voluntary agencies and individuals has varied from time to time, but each has contributed immensely in its own way. According to Fafunwa, prior to 1932 when Yaba Higher College (now Yaba College of Technology) was established, funding of persons seeking higher education was entirely by individuals and groups such as Town Unions, Family Groups, Clubs and societies. Voluntary Agencies supported persons who went for training in education who they expected to return and serve as teachers.

With the establishment of Yaba Higher College, the colonial government began to pay some attention to the funding of higher education. According to Fafunwa, the government was responsible for about 90 percent of expenditure, and student fees amounted to less than 2 percent. The college always complained to the government that the sum made available was insignificant. Under-funding of higher education is not therefore a new phenomenon in Nigeria.

Funding of the University College, Ibadan, the first University - type institution with appropriate autonomy and independence in Nigeria, was different from that of Yaba Higher College. Its provisional Council was constituted in 1948 and had powers to receive grants or donations from any source whatever, and to expand such sums as it might deem expedient. The two main sources of funds from the start were the Nigeria Government (70 percent) and the United Kingdom Government (30 percent). The Nigeria cocoa marketing Board made an endowment of one million pounds to the Faculty of Agriculture in 1950. Of this amount fifty thousand pound was used for the construction of the initial building of the Faculty. The balance was invested in government securities and for about five years the recurrent expenditure of the Faculty was met entirely from the interest on the endowment. A sizeable amount of six thousand pounds was given by the United African Company Limited for the building of the Assembly Hall now known as Trenchard Hall. This constituted the earliest sizeable contribution of the private sector to University funding.

In the early period 1948 - 55, University College, Ibadan was adequately funded in practically all aspects of teaching, research and student welfare. The then government went further to subsidize the cost of feeding of students to the extent of 50 percent.

Our analysis above focused extensively on University of Ibadan due to the fact that it was the first University in Nigeria. However, from 1962, when more Universities have been established, funding started declining, Data relating to Ahmadu Bello University then show that for ABU, Zaria up to 1975, there was no substantial difference between the amount requested and the amount received. In fact, there were years in which the amount received was slightly more than what was requested. It could thus be stated that ABU was well funded up till 1975 - 1976 when for the first time the amount received was 20 percent lower than requested.

Table:2.3 Funding Pattern (Recurrent) of Ahmadu Bello University, Zaria 1963-73 (₦m)

	(a)	(b)	(c)
1963 - 64	2.685	2.382	2.383
1964 - 65	2.858	3.130	3.130
1965 - 66	3.067	3.250	3.250
1966 - 67	3.160	3.500	3.500
1967 - 68	3.456	3.367	2.367
1968 - 69	5.416	5.396.	5.396
1969 - 70	7.693	6.946	6.946
1970 - 71	10.308	10.409	10.409
1971 - 72	7.312	9.718	9.718
1972 - 73	10.316	10.940	10.940
1973 - 74	15.583	15.206	15.206
1974 - 75	35.543	35.543	13.357
1975 - 76	63.142	50.290	50.290

a. is amount Requested

b. is amount Approved

c. is amount Received

Source: National University Commission

From the above table, it is striking that from 1963 to 1975 the pattern of funding was quiet appreciable. For instance in 1970-71 session, ABU requested for ₦10.308 million and received ₦10,409 million which represents an increase ₦101.00. Similarly, in 1971-72 and 1972-73 session ABU received more than it

requested from the NUC. The trend started declining from 1974-75 and 1975-76 sessions when for instance ABU received ₦13.357 ,million while it requested for ₦35.543 million even though that amount ₦35,543 million) was approved. However, from he periods 1985-86 to 1995 - 96 sessions, we begin to observe a wide gap between amounts requested and amounts actually received. This trend continued even with the emergence of the second and third generation Universities and remains so till today. Table 2 shows the funding through a ten year period of ABU, Zaria. In table 2, we shall also compare internally generated revenue pattern of ABU with its expenditure during this period (1985-95). Our aim is to find to what extent this funding pattern has contributed to labour Turnover in the institution.

Table 2.4: Funding Pattern (Recurrent) of ABU Zaria 1985 to 95 (₦M)

	A	B	C
1985-86	84.299	52.694	51.973
1986-87	83.845	57.001	38.855
1987-88	71.941	50.282	31.461
1988-89	72.050	78.851	50.128
1989-90	95.961	85.801	50.368
1990-91	83.205	60.000	56.924
1991-92	94.409	59.550	55.660
1992-93	245.000	240.200	236,709
1993-94	460.791	400.120	398.487
1994-95	500.00	400.550	318.294
1995-96	NA	NA	NA

(A) Requested

(B) Approved

(C) Received

Source: NUC Abuja and the Bursary Department ABU, Zaria.

In Table 2 above, the pattern of funding show a rapid decline in funding of university in Nigeria. The picture of ABU, above is similar to other Universities. In fact, in the study of the data made available to the researcher, ABU funding pattern is higher than that of any other University in Nigeria. This means that ABU, Zaria receives more fund from NUC than the other Universities in Nigeria.

From the period, 1985 - 95, the amount requested continued to fall lower than the amount received. This trend continued throughout the period under

review. This means that the amount received is lower than the amount requested. Furthermore, the amount approved by NUC still falls below the amount requested. There is no doubt this had serious consequences on the operations of ABU, Zaria, especially when we compare ABU's expenses with the amount of money received from NUC.

The way out of this trend of inadequate funding is for government to increase its subventions to Universities and for the universities to scout for other sources of generating revenue. From the records available to the researcher, ABU attempts generating revenue internally which still falls short of the standard expected of it. For instance, if we compare the trend of its internal revenue generation, it becomes poignant that an urgent helping hand is needed to supplement the depleting funding pattern of funding in our universities. Let us examine the expenditure pattern of ABU.

Table 2.5: Expenditure Pattern of ABU Zaria 1985 - 95 (₦M) showing the amount spent on salary, operating expenses common charges - the Grand Total is shown

Year	Salary	Operation Expenses	Common Charges	Grand Total
1985-86	31.527,617	6.595,081	20.662,480	58.775.178
1986-87	32.748,755	59.998,56	39.133,880	77.882.491
1987-88	35.779,624	66.676,67	26.324,961	68.772,252
1988-89	41.178,881	63.303,168	42.795,700	90.277.749
1989-90	36,608,522	7.933,470	33.731,200	78.373,192
1990-91	42.469,326	9.230,432	39.911.326	91.611.184
1991-92	61.778,194	9.154,484	39.210,294	90.142,970
1992-93	114.877,722	9.942,684	40.620,294	165.440,700
1993-94	167.956,398	31.328,006	252.507,138	451.791,542
1994-95	269,663,035	23.732,935	169.056,478	462.452,448
1995-96	NA	NA	NA	NA

Source: Bursary section (ABU Budget) ABU, Zaria.

From the above table, ABU's expenditure has been growing from ₦58.7 million in 1985 - 1986 to ₦462.4 million in 1994-95 session. The trend of this growth in expenditure may not be unconnected with a phenomenal increase in student involvement, the budgeting storms of inflation and the rapid decline in the value of the Naira consequent upon the institution of the Structural Adjustment Programme (SAP) in 1986.

If we compare the allocation from NUC, the subvention from Northern States and the internal revenue pattern of ABU against the expenditure of the institution, a great need is felt in all ramifications and this no doubt has affected research and labour turnover in the institution.

Table 2.6: Revenue Pattern of ABU (NUC, North States Sub Revenue)

Year	NUC	NORTHERN STATES SUBVENTION	INTERNALLY GENERATED REVENUE	GRAND TOTAL
1985-86	57.973	1,100,000	5.299,470	58.372.470
1986-87	38.855	1,100.000	6.585,750	46.540,750
1987-88	31.461	1,100,000	5.202,800	37.763,800
1988-89	50.128	1,100.000	5.855,000	57.082,000
1989-90	54.368	1,100,000	7.310,800	62.778,800
1990-91	56.924	1,100.000	8.841,648	66.865.648
1991-92	55.660	1,100,000	9.998,005	68.022,005
1992-93	236.709	1,600,000	18.215,406	256.624,406
1993-94	398.487	1,600,000	26,694,320	426.781,320
1994-95	318.294	1,600,000	31.787,180	351.681.180
1995-96	NA	NA	NA	NA

Source: ABU Budget, Bursary Section, ABU, Zaria.

From table 2 above, ABU received ₦57,973 million from NUC, it also received ₦1.1 million as a subvention from the Northern States as the cost of

programmes in ABU, Zaria.

It also generated ₦5.2 million in the same period. This gives a total of ₦58.3 million as revenue, at the disposal of ABU. While in the same period, ABU spent more than it had. Therefore, it had to borrow to meet up the excess over its revenue. This trend continued till date.

From the table, the pattern remained the same. As there was no period ABU's disposal revenue was more than its expenditure. The reverse was the case. There were periods when the shortfall was more than expected. For instance, in 1986-87 session, ABU spent ₦77.8 million as against ₦46.5 million it had. The difference is ₦31.3 million. The implication of this trend is that, a lot of things must have suffered, ranging from teaching, research activity to poor renumeration of Academic and non-Academic staff. This must have no doubt affected Labour in ABU. It was only in 1992-93 session that ABU spent ₦165.4 million and realized ₦256.6 million as income or disposal revenue.

However, the climax of this shortfall in revenue was in 1994-95 session when ABU spent ₦462.4 million and had only ₦351.6 million which shows a difference of ₦110.771.268 million.

There is no doubt that the problems of under-funding has resulted to serious deteriorating of infrastructure, notably roads, buildings, equipment and lack of teaching aids. When all these are lacking in the ivory tower, academic activity becomes uninteresting, hence the exodus of manpower from the Universities. This is greatly telling on all institutions of higher learning in this country.

Funds anticipated on the basis of approved budgets are often not received thus defying rational planning to meet goals and targets. Restrictions placed on the freedom of institutions regarding the lodgement of recurrent and capital funds have prevented them from investing in a developing lucrative money and capital market.

The institutions generally lack investment holdings like real estate that could protect them at least partially from the devastation of inflation.

The researcher before concluding this analysis, wishes to offer the following recommendations as a way of at least attempting to solve the problem of funding the universities in Nigeria in general and ABU, Zaria in particular.

Prudent management, optimum use of scare resources and the adoption of effective cost reduction measures are vital to the availability of funds to institutions. Within the universities themselves, the quantum of funds available can be better utilized through the limitation of students' admission to the maximum number with which the available financial and other resources can cope. Besides, a policy of reconvening the cost of those services which students enjoy within the university (e.g. health services, or accommodation) over and above free tuition may further enable the university cope effectively with the problem of quality of service to the students in the University.

Many productive facilities lie idle within the university precincts. Such things like the University fleet of vehicles and even the University consultancy service. Joint Venture arrangements with the organized private sector could ensure better use of such resources.

In addition, the University companies and other profit centres which after a five year period cannot provide financial returns to the University concerned should fold up and the managers prevented from managing such establishments in the future. What is most significant is the need for viewing the current financial strangulation of the Universities more as a challenge which requires innovative responses from those who are entrusted with the management of the universities. One of the other frequent causes of financial austerity in the universities is administrative, especially financial mismanagement. While much of the allegations are speculations, the fact that universities have also joined the group of public sector institutions with a sizeable number of uncompleted or abandoned projects suggest the need for better husbandry of available financial resources.

Finally but no exhaustively, on the financial health of the University, the exploitation of the linkages of the university with the interest groups in its environment, most especially with the alumni association and the business community should yield some financial support for university initiated research, endowment of shares, scholarships for deserving students and grants to specific units of the University.

For the university to benefit maximally from this potential source of financial support, the Chief Executive (i.e. the Vice-Chancellor) or his deputy must give considerable attention to the marketing of the university and its potential services to the societal interest groups in and out of its immediate community. The various institutions representing the government (including the ministries of

education and NUC) must be constantly fed with such promotional information even during periods of relative calm in the Universities.

It was clearly stated from the beginning of this analysis that education has suffered immensely from severe under-funding particularly in the last 20 years. There has to be, therefore, a deliberate effort by the governments and people of Nigeria to redress immediately with total commitment, dedication and determination, the diversitating effects of under-funding through clear short-term and long-term policy initiatives. Our higher institutions should be funded to the level at which they can produce both in quantitative and qualitative terms the manpower necessary for national development.

Education should be given topmost priority in the allocation of our national financial resources. It is the key not only to our socio-economic development and political stability, but also the instrument to translate this nation from the league of low technology countries to that of high technology nations. Our real technological take-off depends on the relevance, quality and resourcefulness of our higher education.

The researcher feels that with the precarious state of disrepair of facilities and infrastructures in most of the institutions in the country, the funding of universities should be accorded the highest priority in the sectoral allocation of funds. In fact, the researcher strongly feels that as a matter of deliberate policy, the next ten years from 1998 should be declared a period of Higher Education Restoration and Consolidation.

It is the unalloyed view of the researcher that this arrangement would go a long way in checking the labour turnover prevalent in our universities generally and ABU, Zaria in particular.

Financial Supports to The University

Every organization needs adequate financial support for its survival. Adequate financial aids the rapid development and general success of an organization. Without it, the organization cannot acquire the necessary tools needed by the organization for the successful implementation of organizational activities. Ladan (1994) identified the federal government as the main financial source of the University, through a body called National University Commission (NUC). The budgets of the Universities are being reduced annually despite the increase in students and staff population. Universities are therefore advised to look for supplementary sources to improve their financial status. This has led to the establishment of consultancy and commercial services such as Ahmadu Bello University Consultancy Services (ABUCONS), Ahmadu Bello University Community Bank and the Ahmadu Bello University Transport Authority. Universities are also encouraged to run commercial farms of crops, poultry and livestock production where necessary. This has forced Ahmadu Bello University to reduce projects that are very expensive and engage instead on self-help projects like road repairs, vehicle and plant repairs etc.

The University authority funds the faculties even though some centres of the University are either partially or entirely funded by the federal government. Due

to shortage of funds, some centres such as Social and Economic Research established a research and consultancy services on commercial basis to generate funds for the University. The Faculty of Environmental Designs and Faculty of Engineering run projects on commercial basis for the public.

The academic staff have contributed in no small measure to the development of the supplementary sources of revenue mentioned above. The Consultancy and other service mentioned are initiated, developed and supported by the academic staff. They also organize at their various faculties, part-time courses that in a way buttress the supplementary sources of the university through the fees collected

2.6 LEADERSHIP STYLES

The authority that a leader has over his subordinates in a formal organizational is based on legal contract which obliges the subordinates to comply with his orders and directives. How he exercise his authority depicts his leadership style.

Leadership styles include:

a. Dominion - whereby the leader uses his legal power to enforce compliance to his commands and orders and depends on threats of punishment for non-compliance. For instance, a vice-chancellor's threats may likely include recommendations for suspension from duty, withholding annual salary increments or promotions and demotion or dismissal from the service.

b. The leader may attempt to provide extra services that place the subordinates

under an obligation to offer him in return their loyalty and obedience.

c. The leader may choose to connive at breaches of law.

These styles correspond to the patterns generally recognized as authoritarian, democratic and laisse - faire respectively. If the methods of control adopted by a leader satisfy the subordinates, command their respect and win their allegiance, then their compliance with his directives itself becomes a source of the legitimacy of his control beyond the legally prescribed unit.

Authoritarian Leadership

This is the control by a domineering leader characterised by:

a. dictation of policies and procedures by the leader with little or no group participation in decision making.

b. the imposition of tasks and methods on the subordinates

c. an absence of effective communication between the leader and the group and

d. nagging and suspicious brooding on the part of the leader. An authoritarian leader gives more prominence to organizational demands and little or no attention to idiographic aspects. He is therefore task-oriented directive and distinct in his relations with his subordinates.

This is a defensive model which, emanates from fear, and from the leaders feelings of insecurity. This investigation will find out if leaders in ABU practice this and whether or not this could be responsible for academic staff turnover.

The authoritative leadership could also be called autocratic leadership as observed by Ngu (1988) who sub-divided it into three main groups namely:

i. The coercive,

ii. benevolent and

iii. Manipulative autocracy.

The Coercive autocratic leader dictates to his subordinates. In most cases, due to his awareness of his unpleasant instructions, he follows them with threats to punishment. He expects his instructions or orders to be carried out under any condition. Just like McGregor's theory "X" management style, he does not believe in self-initiative or workers motivation.

The benevolent autocrat also dictates to his subordinates. He expects his instructions or orders to be carried out without deviation. Unlike the coercive autocracy however, he may attempt to give some explanation to some of his difficult orders. Just like Mcgragor's Theory "X" Management Style, the benevolent autocracy does not believe in workers' self-initiatives. He is too self-confident with the strong belief that the subordinates can not offer any better than his own ideas. To him, the organization or society cannot survive without his ideas. He carries the whole organization with him and contravenes the principles of delegation. In fact, he attempts to make every member of the organization

believe that his ideas are superior and quite indispensable. Ngu views the Buhari Idiagbon administration (1984 - 1985) along this line.

The Manipulative Autocracy:

This style is very cunning and crafty. he is quite self-confident, but using his crafty skills, he makes the subordinates feel that they actually participate in the decision-making processes. Thus, unlike the coercive and benevolent autocrats, the manipulative autocrat avoids giving the impression that he dictates even though in reality he does. He tries to give the impression that he operates the principles of democracy and fundamental freedom which enhance popular participation in decision-making processes even when the obvious is to the contrary. In fact, the manipulative autocrat is a great strategist or skipper. Ngu refers to such a leader as sophisticated autocrat. Ngu (1988) tends to observe the Babangida administration (1985 - 19..) along this line.

The Consultative or Democratic Leadership:

This study of control supports all social activities which give strength to the feeling of personal dignity and self-respect among the followers. It permits self-expression, creativity and group interaction. It actually recognizes and accepts the importance of subordinates contribution to decision-making processes. The leader makes efforts to convince his subordinates that their imputes are duly required and actually make impact on the running of the organization. As implied in the name, the consultative leader makes consultations with his subordinates in many decision-making processes. Unlike the manipulative leadership, the consultative leader does

not require or indulge in changes in strategies or styles in order to survive. Under the consultative leadership, the subordinates are actually convinced that they are part and parcel of the decision-making body or processes. It is not every decision that actually requires consultation since certain issues may be classified as sensitive. The democratic leader therefore, has to be able to distinguish between sensitive and non-sensitive issues before deciding whether or not he should consult with his subordinates in the decision-making processes. Ngu (1988) identifies Gowon's administration (Nigeria) as typifying this leadership approach.

The Laissez faire Leadership:

The Laissez-faire leader is highly democratic. Hardly does he take a decision alone without involving his subordinates. He has or shows high regard for the subordinates contributions and is ever ready to go with the group. His super-democratic concern leaves him with little or no self-initiatives or self-confidence, in the management of the affairs of the organization or society. In most extreme cases, the Laissez-faire leader can be said to be enjoying leadership or position and not that of functions. In other words, he is a head rather than a functional leader. Such leaders are not prepared to suffer or shoulder blames for their failures but prefer to share praises for any achievements:

Studies indicate that the autocratic or authoritarian style tends to reduce workers' satisfaction and productivity. The productivity of the workers who are allowed reasonably informal supervision showed an increase over those who worked under strict and close surveillance. The most effective leaders are those

who communicated more information to their subordinates, and are more helpful and sympathetic.

The studies of Kurt Lewin and his associates (Brown 1965) in which three experimental social climates-autocratic democratic and laissez-faire were created to test their effects on children, revealed that children under autocratic control exhibited more aggressive behaviour than those under democratic group, liked their leaders and were more friendly towards one another than those in the autocratic group who exhibited motility to both their leader and their peers. Those in the laissez-faire group were the most aggressive and frustrated. They accomplished little or nothing, and were completely uncontrolled whether or not the leader was present.

Vice-Chancellors and administrators should realize that by virtue of their appointments in accordance with the laws of the University, they possess legitimate authority to assign tasks to their staff and expect competence. Moreover the academic staff are obliged by the conditions of their appointments to comply with legitimate orders. How they use their authority portrays the choice of their leadership style. Their decision can be to wield it OVER or WITH the academic staff and students and their decision is likely to rest on a combination of their personality and situational factors in an ideological and cultural setting. For optimum productivity the democratic style is the best.

2.7 SENIOR STAFF RECRUITMENT EXERCISE IN AHMADU BELLO UNIVERSITY

Recruitment in every organization is a worthwhile exercise, and so must be done with some care. This, in most cases, is done through advertisement on the national newspaper. All faculties, centres, and institutes feed the Registrar with the information about vacant places existing in the various places mentioned above. The Registrar in turn minutes to the Vice-Chancellor. The Vice-Chancellor then minutes to the Establishment Secretary through the Registrar for advertisement in the daily newspapers. The aim of an advertisement is not just for the purpose of job alone but to sell the university as it carries a general image, building, publicity and prestige of the University.

After the advertisement, applications are received but sent to the faculties concerned for screening and selection. The names of selected qualified and disqualified candidates together with their applications are sent back to the Establishment Secretary. Those recommended by the faculties are then invited for interview. The Registrar usually sets up a panel. Two or more top senior staff from the faculties also serve in such a panel. The chairman of the panel, normally, is either the head of section or his representative. After the interview, selections are made based on departmental requests. Successful candidates are sent letters of appointment from the office of the Establishment Secretary on behalf of the Registrar. In the letters of appointment, candidates are advised to reply within four to six weeks, after which offer will be regarded as lapsed.

After the acceptance of offer, a confidential file and number for instance

P.12323 or JP. 12323 for senior and junior staff respectively and his name is opened in honour of the staff. For as long as he or she works with the university, all his correspondences will be done through that number. After assuming duty, the staff goes through a kind of orientation to familiarize him or her with the new place of work, and so that the old staff will know him. For the confirmation of new staff, he needs to put in at least two years of satisfactory service with the university.

From what is written above, it is very clear that academic staff participates very actively in the recruitment exercise of the University. It is the recommendation of either the HOD or deans that determines who is to be recruited. They contribute a lot in the recruitment, maintenance and training of the University personnel.

Planning in Ahmadu Bello University

Planning is the systematic arrangement of activities and programmes for easy implementation. All organizations need proper planning to enable it carry out its activities successfully. Ahmadu Bello University is not an exception. As an organization, it has objectives to achieve, considering the above facts, Ladan (1994) said Bello carried out a research concerning planning machinery in Ahmadu Bello University and found out that the basic machinery for planning is the university council, following basic laid down principles and recommendations from experts and committee of faculty boards. The Council makes general planning but with more emphasis on general administration, physical and financial activities.

Another major decision making body is the senate which operates through the academic planning unit, and other senate committees, based on +recommendations from faculties, centres and institutes. The academic planning committee sets up guidelines, receives and coordinates proposals from all academic units. Projects accepted as academically desirable by the faculty boards through deans are supposed to be referred to the development committee to be worked out in terms of staffing, building costs, etc. If the projects are found infeasible, they are referred back to the academic planning committee and senate. It will be pertinent here to state that this extract is important because the academic plannings that are carried out in the University are achieved through the efforts of the academic staff in their respective faculties. This is why their mass exodus is of great concern to the researcher and indeed to the University in general.

ORGANIZATIONAL STRUCTURE OF AHMADU BELLO UNIVERSITY

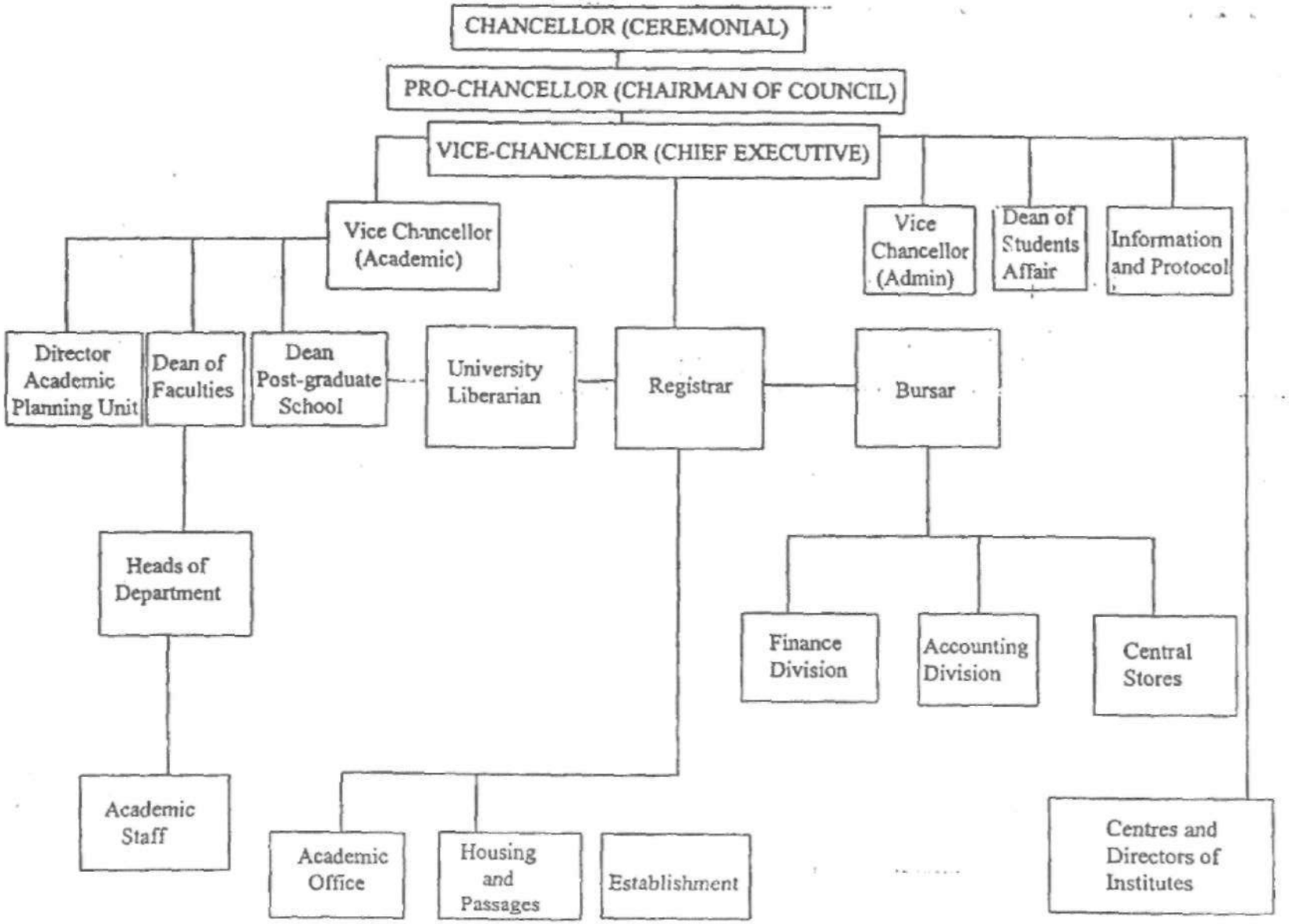


Figure 2.7: Organisational Chart of Ahmadu Bello University. Source: Registry Department, A.B.U., Zaria.

The University is structured along functional lines as shown in the organizational chart. In carrying out these functions, the University is to provide for the residents discipline and welfare of members of the university community and hold examinations and grant degrees, diplomas and certificates to persons who have successfully pursued courses of study. The University laws provide for authorities of the University which comprise of the following officers: the Chancellor, Pro-Chancellor, Vice-Chancellor, Deputy Vice Chancellor (Admin), Deputy Vice Chancellor (Academic), the Registrar, the Bursar, and the University Librarian. There are also statutory organs of the University, they are: The council, the senate, the congregation and committees that carry out certain functions, which have to be executed effectively and honestly to avoid staff turnover.

The laws provide that the Chancellor shall be appointed by the head of State of the Federal Republic of Nigeria who is also a visitor to the University. He is the ceremonial head of the University with a tenure of five years. He is entitled to call for information in regard to any matter relating to the welfare of the University from the Vice-chancellor and chairman of council whose duty is to provide such information.

Pro-Chancellor/Chairman of Council

He is usually appointed by the Head of State but the law establishing the Ahmadu Bello University provided that the Chairman be appointed by the Chancellor acting on the advice of the council. This has been changed since 1975 though still exists when the University was formerly taken over by the Federal

Government. He is the Chairman of the council, he conducts the affairs of the University. He may at the request of the Chancellor act for the Chancellor in relation to any other functions specifically dedicated to him.

Vice-Chancellor

He is appointed by the Head of State on the advice of the senate and council. He is the Chief Executive to hold office for five years. The Vice-Chancellor according to the law has the following functions.

a. He shall advise the council on any matter affecting the policy, finances and the administration of the University.

b. He shall be responsible to the council for maintaining the efficiency and good order of the University and for ensuring the proper enforcement of the statutes, ordinances and regulations.

c. He is responsible for discipline in this regard, he may make rules to be submitted by him to the council and shall thereupon be deemed for rectification if necessary.

d. He has powers to refuse to admit any person as student without giving any reason and in this regard he is the Chief Admission Officer.

e. He has power to act for and on behalf of the Chancellor and pro-chancellor and any functions at which degrees, certificates and diplomas are conferred.

Deputy Vice-Chancellor(Admin).

He is appointed by the council from among members of the Senate who have been members of the council after consultation with the Vice-Chancellor. The Deputy Vice-Chancellor holds office for two years and is eligible for re-appointment as many times as possible. He acts for the Vice-Chancellor in his absence. He performs all other functions assigned by the Vice-Chancellor.

Deputy Vice-Chancellor (Academic)

His appointment follows the procedure of the Deputy Vice-Chancellor (Admin) but he is solely in charge of academic matters.

Directors and Provosts

These are appointed by the council on the recommendation of the Vice-Chancellor to coordinate matters concerning their respective institutes.

Registrar

His is appointed by council. His functions include:

The custodian of the common seal of the University and is responsible for affixing it to documents. The common seal according to the statutes shall not be used except authenticated in the manner prescribed by the statutes. He is responsible for the day to day administration of the University, that is, the head of the Registry Department. He is the Secretary to the council and senate.

The Registry Department has the following namely:

i. Establishment Division headed by a Principal Assistant Registrar.

ii. Academic Office

iii Housing and passages

Bursar

He is appointed by the council. He heads the Bursary Department and he is also the Chief Financial Officer of the University. He is responsible and accountable to the Vice-Chancellor. The Bursary Department is made up of the following units:

i. Main Accounts

ii. Pay-roll

iii. Contracts and services

iv. Loans and Advances

University Librarian

He is appointed by the council. He is responsible to the Vice-Chancellor for the administration of the library of the University. It is he who implements the policy of the University with respect to the development of the University.

The University had four schools. The School of General and Remedial Studies (SGRS). The Post-Graduate School, The Demonstration Secondary School and a staff School.

The University has adopted the committee system of administration in order to broaden the scope of participation of staff in the decision-making process as well as optimize manpower utilization. The functions of the committees complement those of the scheduled officers. The following committees whose names denote their functions are in existence.

Committees of Council

The council is the highest governing body of the University with powers to

manage all matters that affect the University, not otherwise provided by the law (policy maker). Members of the council include Pro-chancellor (Chairman), Vice-Chancellor Deputy Vice-chancellor (Admin), Deputy Vice-chancellor (Academic), Military representative, Registrar (Secretary), Bursar, Director of Physical Planning and other members. The council, for good functioning has the following committees under it. They are:

Finance and General purpose committee

University Tenders Board

ABU companies

ABU Bookshop Board of Directors

ABU Press Board of Directors

Kongo Conference Hotel Board of Directors

University Farms Board of Directors

As a policy making body, policies concerning academic works should be favourable if they are to stay and enjoy their work.

The Senate and the Committees

The senate manages the educational affairs of the University and acts for the University in all matters. The senate directs and regulates the admission of students, the teaching and instruction within the University and examinations held by the University subject to the powers conferred by the council. The senate promotes research and confers degrees and diplomas on graduands. It is subject to the provisions of the law and the statutes and also subject to control by the

council in matters affecting the finances of the University. It has the following as members: - Ex-officio members, Vice-chancellor, Deputy Vice-chancellor (Admin), Deputy Vice -Chancellor (Academic) University Librarian, all Professors holding established posts, Directors of Institutes and centres, Deans of faculties, Heads of Department, 30 persons elected by congregation of not less than Assistant Lecturer in grade, the Registrar (Secretary), Bursar and Director of Academic Planning Unit. The senate functions under the following committees:

University Admission Committee, Special Admissions and Admissions Irregularities Committee, Interim Joint Matriculation Board, Senate Estimates Committee, Academic Planning Committee, University Board of Research, Advisory Committee, on students discipline, Administrative committees, management monitoring committee, maintenance and services committee, etc.

The council and Senate also have joint committees, they are: Appointment *and promotions committee and Senior Staff Disciplinary committee.* The researcher pauses here to ask that, if all the committees carry out and execute effectively all policies and all academic plans why then the large-scale exist of academics. Are all finances under the control of the senate prudently managed as to promote teaching and research works?

Ahmadu Bello University in Manpower Development of the Nation

Ahmadu Bello University, according to Sawa (1984) cited in Ladan, fulfilled all its functions of teaching, research works into local, social, economic and political problems successfully. It has also provided community services with the

sole aims of improving the life of the common man. This, it did by converting the wholesome environment and cultural heritage of the northern peoples.

One single important contribution the institution has made is in the area of high level (graduates) and middle level (qualified non graduates) manpower supply in the country. Manpower supply of qualified staff is a life time investment and one of the key factors of production. A great nation is the nation that possess a high quality of citizens.

The development of Nigeria in general in terms of contributions from Ahmadu Bello University cannot be measured just in terms of the quality of manpower, but also in terms of the products of the institution. Ahmadu Bello University has attained a great achievement by producing such a number of qualified manpower for the nation. Also the problems of educational imbalance in the country has also been taken care of by this achievement. However, it will be very significant here to clarify that the greater part of this achievement were made possible by the untiring efforts of the academic staff of the University. It is they who monitor the implementation of academic activities carried out in the faculties under the direct control of the academic deans assisted by the HODs in the faculties. As a result of this, it has become significant for the university to improve on the role of the lectures for better achievements.

Number of Graduates, Post-graduates, and Professionals Produced so far by Ahmadu Bello University from 1985 to 1995.

Henderson (UNITAR, 1970) sees brain drain as the migration of the highly skilled and the highly educated from one country to the other. The term "brain drain" has become common and ambiguous in literature and in journalism as well as in living speech. It expresses a characteristic international of our times, the migration of highly qualified professionals.

Official documents in English use the term "brain drain" although in the English documents of some international organizations, the precise terms of outflow of highly trained personnel is preferred in the Aglo-Saxon terminology. Bringley Thomas in Henderson (UNITAR, 1970) a well known expert in the field, disapproves of the term "brain drain" as he said brain drain is a loaded journalistic term, and it is unfortunate that it was used tin scientific discussion.

Other languages either simply adopt the original English terms "brain drain" or try to translate it. Brain drain is primarily not a linguistic but economic and political phenomenon. Following Henderson's definition, the researcher views brain drain as an aspect of labour turnover. The only difference is that while labour turnover looks at two sides of inflow and outflow of workers within same country, brain drain simply concentrates on the outflow from one country to another without the equivalent inflow.

There has been several efforts to define the concept of brain drain, mainly by international organizations. For instance, a 1968 UNESCO report stated that brain drain could be defined as an abnormal form of scientific exchange between countries, characterized by a one way migratory flow in favour of the most highly

developed countries. This process is caused by the most highly developed countries. This process is caused by the fact that countries at different stages of scientific and technological development, have correspondingly different scientific and technical manpower requirements. The more immediate cause is the receiving countries who wish to acquire productive intellectual capital as quickly and as cheaply as possible. This leads them to encourage selective migration in various ways. These include migration to United Nations report as summarized by NUITAR, brain drain has the following characteristics:

a. There are numerous flows of skilled and trained personnel from developing to developed countries.

b. These are characterized by large flows from a comparatively small number of developed countries and by smaller flows from a larger number of developed countries and by smaller flows from a larger number of developing countries.

c. In these flow, engineers, medical personnel and scientists, usually tend to predominate.

d. The higher the level of skill or training the greater the susceptibility to migrate tends to be.

e. The flows respond increasingly to the changed economic complexity of world societies and to legislation which reflects the demands of a new economic era.

f. These migratory trends are stimulated both by lack of adequate planning for the training of students from developing countries in developed states as well as proper utilization of their skills in their home country.

g. Except possible with South America, there are no signs that this migration of talents is decreasing and there are fairly definite signs that its increase will, under present conditions, continue to accelerate.

Labour Turnover

Labour turnover, as earlier stated is a direct cousin of brain-drain. Denyer (1960) as seen in Danboyi states that labour turnover is a term in personnel management to designate the movement of workers into and out of the employment of an organization. By labour turnover, we ought to understand the organized switching of workers from one enterprise to another which does not answer to the needs of the individual enterprise nor the needs of the economy as a whole and consequently a danger to society.

Labour turnover has a two-way traffic system, the inflow into and outflow from the employment of an organization. It's study therefore should include recruitment (inflows) and separation (outflows) of labour within the organization.

There are different opinions associated to the causes of labour turnover. The British Institute of Management (1959) for instance, divided the causes into two main classes namely internal and external causes. The internal include poor working environment, lack of welfare facilities and poor fringe benefits in an organization. While the external cause is the availability of alternative.

The following are possible causes of labour turnover.

1. External factors
   a. The geographical location of the organization
   b. The sector of the activity within a particular country.
   c. The state of the national and local labour markets or levels of employment and the availability of alternative work.
2. The individual characteristic of employees such as age, sex, length of service, skill, interest and aptitudes, personality etc.
3. Internal and structural factors such as pay system within the organization, participation in primary groups, communication within the organization and the amount of centralization.

In addition, it should be stated here too that a feeling of personnel insecurity engendered by frequent social, political or religious tensions in the environment where an employee works can cause labour turnover for an organization, Bala (1987). The research intends to investigate and see if the mass exodus of academic staff from Ahmadu Bello University could be as a result of some social, and political tensions.

The classification is comprehensive as it includes all the three factors in the work situation. They are the worker himself, the establishment and the external environment.

Staff turnover is in two folds, namely voluntary and involuntary. The voluntary type is normally initiated by the staff in question, sometimes called quits.

This is the type that is most common in most organizations. The latter is that not initiated by the staff but the organization itself. This includes dismissals, lay offs, retirement and deaths. The researcher intends to find out which causes predominates in the turnover rate in Ahmadu Bello University.

It should be noted here that this research work defined turnover operationally and not as it is given in this extract. This is because the research concerns herself only with the outflow and not inflow of academic staff.

2.9 SUMMARY OF CHAPTER TWO

The review of related literature in this chapter looks at some scholarly accepted scientific work in the area of staff turnover which serves as a guide to the analytical discussion of the subject of this write-up.

In the area of personnel management, concepts, policies and practices were reviewed. Personnel management on its merit is a system that is complete and whole existing in an environment which is capable of influencing the system through formal and informal structures. As a system it grows out of inputs from the environment to meet the needs and aspirations of the workers. Real personnel management should be able to recruit, maintain and retain employees through good conditions of service for the attainment of aims and objectives. But where aims and objectives are not attained, it could lead to turnover. Policies are necessary for personnel administration to guide in the areas of employment, training, salary and welfare services. The better the conditions of service the better the services and

achievements of an organization. The study intends to investigate if ABU follow all laid down principles and policies guiding the areas mentioned above. If it does then why are the staff leaving?

With respects to staff motivation, the analysis of theories is made which is necessary for staff retention. Industrial psychologists believe that people can only put in their best if their needs are satisfied through conscious motivation. Theorists like Taylor Elton Mayor and his associates, Abraham H. Maslow and Herzberg were examined and each of them has different views as to how the staff of a management could be motivated to a certain level of productivity. The ideal university therefore gives a clear picture of a well motivated university to a certain level of productivity. The ideal university therefore gives a clear picture of a well motivated university which is an epitome of a standard university world wide. A standard and ideal University is seen here as one with a good staff welfare system, employs academic staff from diverse, ethnic, religious and political backgrounds without discrimination. Such a university also has an effective and efficient administrative network. It also allows for academic freedom of speech, research and publication.

The history and structure of ABU shows the steady developmental stages of ABU over the years and it forms a background to the study. Under funding, it has been observed that funds are a major resource requirement in the university like in teaching, research and others. So under-funding has been found as a bane of higher education in Nigeria leading to the decline in the quality of University education today. The review reveals that ABU has three main sources of revenue,

NUC allocation, subventions from the northern states and internally generated revenue. But all these have failed to meet the needs of the University. Table 3 has clearly shown that ABU expenditure has been growing over the years from 90.277,749 million in 1988 to 462.454,448 in 1995. This could be due to increase in students population, inflation and decline in the value of the Naira.

In the discussion of leadership styles, authority which is in different forms and shapes, is seen as being vested on a leader by the organization. But the way the leader exercises such authority depicts his leadership style and this too may determine the success or failure of the organization. For good success of a leader and the organization, it is more appropriate to wield it **with** the staff than **over** the staff.

The idea of recruitment and planning look quite administrative in nature but it is actually academic. Apart from planning all academic programmes it is the academic staff who send notification of vacancies in the various departments to the Registrar. When candidates are invited, it is the academic staff who does the screening and selection, because they know the quality and caliber of candidates that suits the various department. They also do the training of the candidates to the desirable level. So the academic staff participates in the recruitment, maintenance, and training of staff in the University.

With regard to the causes of turnover the researcher first of all took a look at the definition of turnover and brain drain. Turnover is defined as well as brain drain ..... The causes of turnover include: poor working environment, lack of welfare facilities, poor fringe benefits, availability of an alternative job, geographical location of an organization, age, sex, length of service, skill, interest, pay system, personnel insecurity engendered by frequent social and political

tensions. and of recent retirements; dismissals and resignations. The research is to investigate to see if some or all of these are responsible for staff turnover in ABU.

CHAPTER THREE

RESEARCH, DESIGN METHOD AND PROCEDURE

3.1 INTRODUCTION

This chapter discusses the methodology for the research. The research intends to give a detail description of the research design, the population, sample, the description of the instrument, method of administration of the instrument and method of data analysis.

3.2 RESEARCH METHOD

The research design adopted for conducting this study is the one shot design of a survey type of research method. The descriptive survey attempts to picture or document current conditions or attitudes, that is, to describe what exists at the moment. (Winmer and Dominick, 1987:102). The choice of this research method for conducting this study was based on the fact that research data was collected from the present and former academic staff of Ahmadu Bello University.

To collect relevant information for the purpose of the study from the respondents, questionnaire was involved. There are three groups of respondents, so there were in design three types of questionnaires. The first was for the academic staff lecturing presently in the departments. The second one was for the lecturers who had left the faculties or departments. While the last one was for the Heads of Departments.

The questionnaire intended information on the causes of academic staff turnover as well as providing solutions to academic staff turnover. For the purpose of analysis, the questionnaire was classified according to the responses.

To collect more data for this study, the research also employed the method of examining primary sources of data from the University's Senate building. These included registers containing the number of faculties, years of establishment, and list of departed staff. Some facilities were also observed to see if they were adequate enough to allow for effective academic pursuance for both staff and students in the area of lecture and research works.

3.3 POPULATION OF THE STUDY

These are all academic staff who have left Ahmadu Bello University from 1988 to 1998, all academic staff currently working in the university, and all heads of departments. The population of the former group was 591 while the later is 1249 as indicated by the Registry Department of ABU, Zaria. The population for the Heads of Departments is 81. Borg and Gall (1974) recommended a minimum of 20% of population that is under or up to 1000 subjects, 10% of population that is up to 5000 and 5% of population of 10,000.

3.4 SAMPLE SIZE AND SAMPLING PROCEDURE

The sample size chosen to represent the population of academic staff who left ABU is 118. This figure is based on the recommendation by Borg and Gall

(1974) who recommended a minimum of 20 per cent of population of up to 1000. Since the population of 591 is within this range, the researcher chose 20 per cent of 591.

The sample size chosen to represent the population of academic staff who are still working in ABU is 249. While that of heads of departments all the 81 were used due to the small size of the total number used on the recommendation of the examining body.

The sampling procedure adopted in selecting the 118 academic staff who have left ABU was the available sample method. It is a method of sampling in which the subjects that are accessible to the researcher are used. This study is based on the 118 accessible academic staff who have left ABU.

3.5 INSTRUMENTS FOR DATA ANALYSIS

Questionnaires are the principal instrument used for this study. Since there was no existing questionnaire that could effectively measure what this study intended to measure, three kinds of questionnaires were constructed for use in data collection. The questionnaires adopted. Likert's five point Rating Scale which allows the respondent to indicate how strongly he or she approves or disapproves of an opinion or idea on a graded scale. The scale is as follows:

1. Strongly Agree (SA)
2. Agree (A)
3. Undecided (UD)
4. Disagree (D)
5. Strongly Disagree (SD)

The questionnaires were subjected to content validity by the researcher and her supervisor.

The second instrument that was used for data collection is documentary evidence. Records in the Registry Department of the University constituted data sources for such information of academic staff who have left ABU from 1988 to 1998.

3.6 ADMINISTRATION OF INSTRUMENT

The researcher distributed the questionnaires and collected them personally to ensure proper distribution and collection after filling. She also personally examined the records in the Registry Department in order to collect the data relating to the number, of academic staff who have left ABU.

3.7 METHOD OF DATA ANALYSIS

The responses obtained from the questionnaires were converted into frequencies. The raw scores from the frequencies were converted to percentages. These was used to answer the research questions stated in chapter one.

The hypotheses were tested using Pearson Product Moment Correlation for related samples. The second hypothesis was tested using Chi-Square Statistical Method to test for relationship that exists in the four groups, namely academic staff in the humanies, social sciences, pure sciences and applied science. Chi-square Statistical Method tests differences that exist in two or more groups on an

independent variable. The four groups in this study were tested on the variable of academic staff turnover.

Table 3.1: List of Faculties and number of current academic staff.

Faculties	Population of Current Academic Staff
Administration	59
Law	33
Social Sciences	75
Arts	96
Agriculture	93
Education	143
Engineering	89
Environmental Design	94
Medicine	122
Pharmaceutical Sciences	54
Sciences	164
Vet Medicine	74
Other Units	153
TOTAL	1249

Source: Academic staff list as at June 1998

Table 3.2 List of departed academic staff from 1988 to 1998

Year	No
1988	56
1989	33
1990	55
1991	57
1992	60
1993	30
1994	78
1995	20
1996	30
1997	68
1998	14
TOTAL	591

Source: List of senior staff Departure as at 1998

Table 3.3 List of Faculties, Year Found and No of Departed and Present Academic Staff

Faculties	Year of Establishment	Population of Academic Staff	Population of Departed Staff
Administration	1962	65	38
Law	1962	29	16
FASS	1966	183	67
Agriculture	1962	160	56
Education	1968	173	33
Engineering	1962	109	55
Env. Design	1962	90	57
Medicine	1966	117	60
Pharmacy	1977	55	30
Sciences	1962	156	78
Vet. Medicine	1964	90	20
TOTAL		1075	510

Source:
1. Academic Staff List as at October 1995, registry Dept., Establishment Division
2. Registration, Retirement, termination of Contract, Deceased, Dismissal and Abscondment Records, Registry Department, Establishment Division.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

As earlier mentioned in chapter one, the following instruments of social-investigations were used:- documentary sources and questionnaires, three categories of questionnaires were administered to the respondents namely the Heads of Departments, present academic staff and the former academic staff. The data collected for study were analyzed in this chapter. The chapter also contains the testing of the hypotheses raised and the summary of the findings from the data. Available records from the Registry Department of ABU, Zaria shows that 591 academic staff have left the services of the University through compulsory retirement, termination, dismissal, resignation and transfer of service, while 1249 are still working within the system. The total number of Heads of Department is 81.

Out of the 81 HODs issued with the questionnaires, 52 were returned forming about 64,197 percent of the total and these were analyzed. As for the present academic staff, a total of 249 questionnaires were sent out, out of which 170 were received also making about 68.27 percent of the total number of academic staff involved. And finally, out of the 118 former academic staff involved in this study, 75 respondents returned their questionnaires forming about 63.56 percent of the total number involved. The figures of the population involved is 20% of the total number in each population. This is in line with Borg and Gall's recommendation (see chapter 3), with the exception of HOD in which all the population was used.

4.1.1 DATA ANALYSIS:

A total of two hundred and ninety seven (297) respondents were involved in this study. The break down by the three groups is shown in table 4.1.1.

Table 4..1.1: Total number of Respondents by Groups

Group	Number	Percentage
Head of Department	52	17.51
Present Teachers	170	57.24
Former Teacher	75	25.25
Total	297	100

Each of the groups however, was analyzed separately. The Heads of Departments group of respondents were particularly asked the number of their academic staff that have left the services of the department. From their responses, an average of four (4.423) staff was recorded to have left each department within the years under study, and this represented twenty six (26%) percent of the total number of academic staff in each department. To find out the reasons why the respondents left the services of the departments, the Heads of Department were asked thus: In your own opinion, the following have been responsible for academic staff turnover in your department, suggested reasons:

1. Poor salary scale
2. Lack of regular promotion
3. General poor conditions of service
4. Lack of opportunity for staff development

5. Attractive salaries and fringe benefits of other jobs

6. Frequent socio-political crisis within the University

7. Absence of vehicle/housing loans.

8. Attraction by new Universities

9. Frustration and dissatisfaction in Administration of ABU

10. Academic structure in ABU

11. Conservatism in ABU

Among the reasons proffered for the turnover of the academic staff by this group of respondents were poor salaries, lack of regular promotion and general poor conditions of service. These were rated by the respondents as accounting for over seventy percent of high rate of academic staff turnover in the various departments. This finding tends to suggest that fair salaries, promotion and other better conditions of service were necessary factors of retaining and encouraging staff within any establishment.

Other reasons proffered by the Heads of Departments for the high rate of turnover are attractive salaries and other fringe benefits offered by other establishments. This was followed by insecurity due to socio-political crisis within the University. The Table (4.1.3) below shows a summary of the responses in frequencies and percentages.

Table 4.1.2: Responses of Heads of Department on Reason for High Rate of Turnover.

	Reasons For Turnover	Respondents: HOD					
		Agree		Undecided		Disagree	
		Freq.	%	Freq.	%	Freq.	%
1	Poor salary scale	40	76.9	10	19.2	2	3.8
2	Lack of regular promotion	32	61.5	10	19.2	10	19.2
3	General poor conditions of services	43	82.7	7	13.5	2	3.8
4	Lack of opportunity for staff development	30	57.7	13	25.0	9	17.3
5	Attractive salaries and fringe benefits of other jobs	44	84.6	4	7.7	4	7.7
6	Frequent socio-political crisis within the University	30	57.7	10	19.2	12	23.0
7	Absence of vehicle/housing loans.	27	51.9	15	28.8	10	19.2
8	Attraction by new Universities	24	46.1	11	21.2	17	32.7
9	Frustration and dissatisfaction in Administration of ABU	31	59.6	13	25.0	8	15.4
10	Academic structure in ABU	20	38.5	20	38.5	12	23.1
11	Conservatism in ABU	21	40.4	20	38.5	11	2.1
12	Discrimination on the bases of sex	23	44.2	11	21.2	18	34.6

In the above Table the responses were summarized into agreement and disagreement with undecided for those who did not express their opinion. from the Table only questions dealing with frustration and dissatisfaction in academic structure of the university, conservatism and discrimination did not seem to account for the rate of academic staff turnover as perceived by this group of respondents. Attraction by newly established Universities tended to follow this line of thinking

expressed by the respondents. The perception along this line is indicated by the relative lower frequencies and percentage scores shown in the Table. Thirty five (35) or sixty seven percent (67%) of the respondents also agreed that they would leave the University if they had the opportunity to do so without delay. Only fifteen (14.61 percent) felt they would remain even if they had the opportunity to leave the University.

The effects of academic staff turnover on the educational system was then evaluated using the responses of the heads of department. The main aim here was to determine their perceived effects of the high rate of academic staff turnover on the system within the years under study. Table 4.1.3 gives a summary of the perceived effects by the heads of department. For easy understanding, the responses are tabulated into agree, undecided and disagree.

Table 4.1.3: Effects of Academic Staff Turnover As perceived By the HOD

	Effects	Agree		Undecided		Disagree	
		Freq.	%	Freq.	%	Freq.	%
1	Inability to teach available courses	46	88.4	5	9.6	1	1.9
2	Inability to Introduce new course	46	88.4	5	9.6	1	1.9
3	Overloading existing staff	44	84.6	7	13.5	1	1.9
4	Unable to release staff for training	35	67.3	12	23.1	5	9.6
5	Lack of time to engage in research work	33	63.5	10	19.2	9	17.3
6.	Reduction in Staff intake	29	55.8	14	26.9	9	17.3
7	Improved conditions of service	48	92.3	4	7.7	-	-
8	Opportunity for staff training provision of adequate accommodation	39	75.0	11	21.2	2	3.8
9	Regular promotion	32	61.6	17	32.7	3	5.8
10	A stop to socio-political crisis	30	57.7	17	32.7	5	9.6

The Table reveals that most departments could not adequately teach available courses and new courses could not be introduced because of the adverse effects of the academic staff turnover within the period under consideration. The existing staff were overloaded and opportunity could not be created for staff training, Moreso, staff could not embark on research work. All these could be deduced from the high percentages under "agree" by the respondents in this group as shown in the Table.

There is however, a concensus that improved salary scales, provision of adequate accommodation, regular promotion, opportunity for staff training, a conducive atmosphere and improvement in the general conditions of service, will help to solve the problem of academic staff turnover of the University among the respondents. This could be seen from the high percentage rate of "agree" to these issues in the table.

The above analysis came about as a result of the responses that, followed the questions or statements which states: The present rate of resignation, retirement, termination, dismissal and transfer of service has the following effects on the department:

1. Inability to teach available courses
2. Inability to introduce new courses
3. Overloading the existing staff
4. Unable to release staff for further training
5. Lack of time for staff to engage in research work.
6. Reduction in staff intake.

In your own opinion what can solve the problem of academic staff turnover?

1. Improved salary scale
2. Improvement in the general conditions of service
3. Opportunity for staff to go for further training.
4. Provision for adequate accommodation
5. Regular promotion
6. A stop to socio-political crisis.

PRESENT ACADEMIC STAFF:

A break down of this group of respondents by their discipline showed that thirty percent (30%) were from the Humanities and the social sciences while Natural Sciences and Arts accounted for twenty percent (20%) each respectively. Twelve major questions were raised for this group of respondents(see appendixB)

These were further structured into sub-questions. Question one seeks respondents opinion on why they chose to work in the University with outlining suggestions in the questionnaire. In Table 4.1.4, the responses were summarized into agree, undecided and disagree for easy understanding.

Table 4.1.4: Frequencies and Percentages on Reasons Respondents chose to work in the University.

	Effects	Agree		Undecided		Disagree	
		Freq.	%	Freq.	%	Freq.	%
1	Because of personal interest in the University	4	2.4	118	69.4	48	28.3
2	No better alternative	104	61.2	60	35.3	6	3.5
3	As a stepping stone to other jobs	13	7.6	90	52.9	67	39.4
4	Due to advice from friends and relatives	36	21.2	95	55.9	39	22.9
5	Opportunity for research	39	22.9	71	41.8	60	35.3

The Table show that most respondents rather remained silent on whether it was personal interest that propelled them to choose their carrier in the University. Though twenty eight percent (28.3%) disagreed, only two percent (2.4%) agreed that they chose to work in the University because of personal interest. Majority of the respondents (61.2%) felt their choice of work in the University was because there was no better alternative. Other questions as shown did not receive good responses from the respondents. However, where the respondents expressed their perceptions, it was in disagreement as could be seen from the Table.

The question two of the questionnaire asked if the respondent could take another job if any opening occurs. One hundred and four (104) or sixty one percent (61.2%) agreed that they could take other jobs if any opening occurs for them. Only eight percent disagreed with this suggestion, thirty one (31) respondents did not express their opinions.

Question three was intended to seek the respondents likely target if they should leave the university. The question read thus: If I am to take another job, I will like to move to:

a. Civil Service

b. Private Sector

c. Establish on my own

d. Another institution of higher learning.

In the responses, it was discovered that about sixty one percent (61.6%) would prefer the civil service, fifty seven percent (57.0%) would prefer another

institution of higher learning. Only thirty six percent (35.9%) and twenty three percent (22.9%) said they would leave for their own establishment and private sector respectively.

The next question (4) was aim at finding out the respondents view on the staffing situation in the last ten, years in the University. The question reads thus: The staffing, situation in the last ten years is:

1. Unstable and adequate
2. Unstable but inadequate
3. Unstable
4. Overstaffed
5. Understaffed.

The general responses to the issues in this question were negative implying that respondents did not agree with the questions or suggestion, made in the question (Appendix 6). The frequency of academic turnover as perceived by the staff was then addressed. Table 4.1.5 shows the summarized responses on the frequency of turnover of academic staff in the University.

Table 4.1.5 Reasons for Staff Leaving the University.

	Effects	Agree		Undecided		Disagree	
		Freq.	%	Freq.	%	Freq.	%
1	Poor Salary scale	118	69.4	43	25.3	9	5.3
2	Poor Opportunity for staff development	114	67.0	49	28.8	7	4.1
3	Poor provision of accommodation	96	56.5	51	30.0	23	13.3
4	Poor condition of service	80	47.0	69	40.6	21	12.3
5	Lack of regular promotion	134	78.8	31	18.2	5	3.0
6	The politics in staff promotion	92	54.1	69	40.6	9	5.3
7	Vehicle and housing loans	59	34.7	84	49.4	27	15.9

The response is derived from the question which reads: Many staff leave the university due to:

1. Poor salary scale
2. Poor opportunity for staff development
3. Poor provision of accommodation
4. Poor condition of service
5. Lack of regular promotion
6. Politics in staff promotion
7. Lack of vehicle/housing loans

An examination of the table will reveal that staff had the same opinion with the Heads of Department in table 4.1.2. In almost all the reasons advanced for the frequency of the academic staff turnover shown in the above table, all the percentage scores were very high except the score on the condition of service. Even in the case of the conditions of service, forty one percent of the respondents did not express their opinions.

Only thirty three percent (32.9%) of the respondents have attended developmental programmes. In terms of accommodations forty four percent (44.2%) said they did not live in the University quarters and of those who live in the quarters, only thirty three percent said, they were satisfied with the quarters situations. The possible factor that could attract the staff from their job to others were discovered to be regular promotion scheme, good provision of accommodation, good condition of service, good opportunity for self development and absence of unhealthy internal politics. The percentage score in agreement for these items were 77.7%, 75.3%, 57.6%, 52.9% and 39.4% respectively Good salary was discovered to be ranked the least with 27.1%.

On the rate of resignation and transfer of service, retirement and dismissal from the University, the question reads thus: The present rate of resignation and transfer of service, retirement and dismissal is:

1. favourable
2. unfavourable.

Only forty eight 48% percent of the respondents agreed that it is favourable. Forty two percent (41.8%) did not respond and ten percent disagreed. To find out the effects of turnover on certain areas of the university, the question was asked. When there is a high labour turnover, the University is mostly adversely affected in the area of:

1. the academic staff
2. the students

3. the policies of administration and image of the University.

4. Heads of Department.

Ninety one percent (91.2%) agreed that such high turnover affects academic staff, seventy percent felt it affects students, forty nine percent (48.9%) felt it affects the policies of administration and image of the university, while sixty two percent (62.4%) felt it affects heads of departments.

To find out more about other effects of academic staff turnover another question was asked as follows: If the response to number 10 is unfavourable, how will you rate the following as the cost of academic staff turnover to your department? The other effects of the high rate of academic turnover were the inability to release staff for further study. Inability to introduce new courses and lack of time for staff to engage in research work. The percentage scores for agreement for those items were 62.9%, 48.9% and 48.8% respectively. Unlike the heads of department, the group scores on these items were relatively low.

To find out this group's perception on what could curb academic staff turnover. They were asked: How strongly or otherwise will you agree that the following can curb academic staff turnover in the University:

1. Good salary Scale
2. Good opportunity for staff development
3. General improvement in the conditions of service
4. Provision of adequate accommodation
5. Regular promotion
6. Free and conducive socio-political atmosphere

Their responses reflected the pattern of responses exhibited by the heads of department in table 4.1.4. All the recorded scores for the items (Appendix B) were above sixty percent. This implied that the respondents were in total agreement that improvement in the general conditions of service could curb turnover of academic staff.

FORMER ACADEMIC STAFF

This group was made up of staff who were formerly in the service of the University but for one reason or the other have now left the service.

Table 4.1.6 shows the distribution by their designation while at the service of the University.

Table 4.1.6 Frequency Distribution of Former Staff by their Qualification

Categories of Former Staff	Distribution	
	Frequency	Percentage
Lecturers (without Ph.D)	58	77.3
Lecturers (with Ph.D)	4	5.3
Heads of Departments	5	6.7
Professors	6	8.0
Deans	2	2.7

The Table shows the number of staff and the positions or designation they held while in the service of the University.

The first question for this group read: I chose to work in the University:

1. because of personal interest in the University
2. As a stepping stone to another job.
3. because of influence of friends.
4. Due to advice from parents and relatives.
5. because of opportunity for research work.

Unlike the staff still in service, the group's scores on why they chose to work in the University were totally in agreement with the suggested items in Table 4.1.4. For example, eighty eight 88%) percent of this groups said they chose to work in the University because of personal interest in the university. Nineteen percent (18.7%) said they chose it as a stepping stone for other jobs. And twenty four percent (24.0%) said they chose to work because of the influence of friends.

It is only on the advice of parents and relatives that the two groups seem to have equal perception on a relative basis. In this case, both groups had twenty and twenty one percent each. Eighty percent of the former academic staff said they chose to work in the University because of the possible opportunity for further research work. This score was totally at variance with the perception of present academic staff on this issue as shown in table 4.1.4.

The next question tackled by this group was why they decided to leave the university. It reads; You decided to leave Ahmadu Bello University because of:

1. poor salary
2. lack of accommodation
3. Lack of staff development
4. Lack of regular promotion
5. Attractive salaries and fringe benefits of other jobs outside the University.
6. Constant socio-political crisis.
7. Non-availability of vehicle/housing loans

Seventy three percent (73.3%) said they left because of attractive salaries and fringe benefits of other jobs outside the university, seventeen percent (17.3%) disagreed while nine percent (9.3%) did not respond. About seventy one percent (70.7%) said they left because of constant socio-political crisis. Seventeen percent (17.4) disagreed and twelve percent (12.0%) did not respond to this item in the question (Appendix C). Lack of promotion was the reason given by fifty nine percent (58.7%) of this groups of respondents for their leaving the University.

Fifty three percent (53.3%) said they left because of poor salary while forty three percent (42.7%) said they left because of accommodation problems, only thirty five percent (34.7%) and twenty percent (20.0%) said they left because of non-availability of vehicle and housing loans and lack of staff development respectively.

Respondents within this group who have been working in other establishments were asked if they would like to return to the university, only eleven percent (10.6%) said they would like to return. Out of those on leave of absence only thirty five (34.7%) said they would return to the University services. Twenty eight percent (28.0%) did not respond while the rest (37.3%) disagreed that they would return to the services of the university.

The group was asked if the high rate of academic staff turnover could be reduced through:

1. Improvement on the USS salary scale
2. General improvement in the conditions of service.
3. Good opportunity for staff development
4. Provision of adequate accommodation and other facilities.
5. Regular promotion opportunity.
6. Provision of adequate working materials and equipment.
7. Adequate security services for staff in their environment and allowance for a relaxed socio-political environment.

In their response to curbing academic staff turnover, good opportunity for staff development had eighty five percent (85.3%) of the respondents. This was followed by general improvement in the conditions of service with eighty four percent (84.2%). Provision of adequate accommodation and other facilities with regular promotion opportunity ranking third with seventy six percent (76.0) each. This was followed by provision of adequate working materials and equipments with seventy three percent (74.0%). Improvement on the USS salary scale was scored by sixty five percent (65.4%) of the respondents as a factor that could curb high turnover of academic staff in the University. Only forty seven percent (46.7%) felt adequate security services for staff in their environment and allowance for a relaxed socio-political environment could curb the high rate of academic staff turnover experienced in the University in the period under study.

Pattern of Staff turnover within the period of study 1988 - 1998 by qualification

Faculties	Ph.D. No. that came in	Ph.D. No. that left	Masters No. that Came in	Masters No. that left.
Engineering	13	8	17	2
Administration	1	4	22	3
Law	2	-	25	3
Agriculture	13	17	20	8
Education	11	40	73	8
Research Institute	7	5	31	8
Inst. of Education	2	-	16	-
KIL	-	-	3	-
Pharmacy	4	4	14	1
Medicine	2	10	43	2
Social science	9	11	24	1
Environmental Design	9	2	42	4
Vet. Medicine	3	6	3	-
Arts	9	3	8	2
Sciences	21	10	35	3
Total	**106**	**120**	**376**	**45**

Source: 1. Withdrawal of Services, Termination of Appointment, Voluntary Retirements: Information and Protocol Department.

2. New Arrivals: Department of Establishment.

The pattern of turnover within the period of study, that is, 1988 to 1998 by qualification as shown in the records of the Establishment and the Information and Protocol Departments of the University revealed an estimated number as follows: the sum total number of academic with Ph.D. that came into the services of the

University are a hundred and six (106) and those that left with same qualification are one hundred and twenty (120). The Academic staff with Masters degree that came in are three hundred and seventy six (376) and those that left are forty five (45) in number.

So it could be reliable concluded here therefore that more number of academic staff came into the University than those that left the system within the period under study.

4.2 TESTING OF HYPOTHESES:

Five hypotheses were involved in this study. The main objectives of the hypotheses were to determine how certain selected variables affect academic staff turnover and any other perception of the turnover and the various disciplines involved in the study.

HYPOTHESIS I: There is no significant relationship between funding the university and academic staff turnover.

In testing this hypothesis, the Pearson Product Moment Correlation analysis was used.

The correlation co-efficient (r) of 0.240 was found. At the degrees of freedom df = 50 this value is lower than the critical value (r-critical) which is 0.273. Moreover the observed significant level (P) is higher than the acceptable value of 0.05 ($p > 0.05$). This means that the relationship between funding and academic staff turnover in the university is not statistically significant. The null hypothesis is there fore retained.

HYPOTHESIS II . There is no significant relationship between the frequent turnover and academic staff in the fields of humanities, social science natural sciences and Arts in the university.

This hypothesis was aimed at establishing possible systematic relationship between academic turnover and the various disciplines within the university. The chi- square procedure was used in this test. Roscue (1976). The result of the test is shown in Table 4.2.2

TABLE 4.2.2 Cross Tabulation of Turnover by Discipline of Academic Staff.

Discipline	Turnover Rate			
	1	2	3	Total
Humanities	10(25.6)	2(16.7)	39(32.8)	51(30.0)
Social Sciences	13(13.3%)	4(33.3%)	34(28.6%)	51(30.0)
Natural Sciences	12(30.8%)	2(16.7%)	20(16.8%)	34(20.0)
Arts	4(10.3%)	4(33.3%)	26(21.8%)	34(20.0)
Total	39(22.90)	12(7.1%)	119(70.%)	170(100.00)

CHI - SQUARE = 7.589 OF =6 P=0.270 (P>0.05)

The observed significant level (p) in the table is 0.270. This is higher than $\alpha = 0.05$. The observed chi - square value is lower than the critical value which is 12.6 at 6 degree of freedom (df). This implies that no significant relationship exists between the various discipline and academic staff turnover in the university. The hypothesis is thus retained. This finding helps to clarify the fact that staff turnover is not a popular phenomenon to any particular department within the university or any of the disciplines.

HYPOTHESIS III:-There is no significant relationship between the management of the university and the high rate of academic staff turnover. This hypothesis was tested with the Pearson Product Moment Correlation technique. A correlation coefficient correlation of r = 0.009 was observed. This value is not significant at α=0.05 with df=73. This means there is no significant relationship between the management and the academic staff turnover in the university in the period under study. This null hypothesis is therefore retained. Ordinarily, it would be expected that management should affect the rate of the turnover of academic staff. Though the P level in the table is 0.097, it shows that the relationship between the two variables was not statically significant.

HYPOTHESIS IV:- There is no significant relationship between conditions of service of staff and their turnover in the university. The Pearson Product Moment Correlation was used in the test of this hypothesis. The result of the analysis has shown that an observed r value = 0.355 with df=168 and α=0.05 the observed r value was significant. It is greater than the r-critical value which is 0.198 at 168df. This implies that there is significant relationship between the condition of service in the university and academic staff turnover in the university. The null hypothesis is therefore rejected. This finding is in line with similar finding in which it was found out that conditions of service tended to lead to retainment of staff.

HYPOSTASIS V:- There is no significant relationship between the provision of security/socio-political environment and academic staff turnover in the university.

The response of the farmer academic staff on security and socio-political factors as regards the creations of a conducive atmosphere constituted the second variable for this test. The result of the Pearson Product Movement Correlation conducted for the test is showed an observed correlation co-efficient of 0.193 which is lower than the critical value of 0.228 and the observed significant level is 0.097 which is greater than the accepted value of 0.05 ($p > 0.05$). This is statically significant. The null hypothesis is thus to retained.

4.3 SUMMARY OF HYPOTHESIS:

The objective of the hypotheses raised in this study was to establish possible trace of relationship between administrative factors and incidence of academic staff turnover in the university. From the hypothesis tested, it was discovered that funding did not significantly affect academic staff turnover. This was tested in hypothesis one. In hypothesis two, it was discovered that academic staff turnover was a general issue among the various disciplines in the university and that no particular than the other. Hypothesis three test also revealed that management in it's own concept was not a significant factor of turnover, Implicit here is the fact that management follows established rules. Hypothesis four revealed that conditions of service are basic and significant factors of academic staff turnover. The relationship between the two variable here was very high. On the other hand, more provision of security and conducive socio-political environment were not discovered to be significantly related to academic staff turnover in hypothesis five.

On the same note, staff quality and qualification were not discovered to have any significant effect on the rate of academic staff turnover. This was tested in hypothesis six.

4.4 GENERAL DISCUSSIONS OF THE FINDINGS:

From the findings in the analysis of the data above, it could be concluded that certain factors were responsible for academic staff turnover in the University. Some of these were conditions of service as perceived by the former academic staff tended to encompass staff renumerations and other relevant provisions.

Factors of turnover as perceived by the former academic staff

Factors	Respondents Views (%)	Rank-Order
Attractive salaries of outside jobs	73.3	1st
Socio-political crisis	70.7	2nd
Lack of promotion	58.7	3rd
Poor salary	53.3	4th
Lack of accommodation	42.7	5th
Lack of vehicle loans	34.7	6th
Lack of housing loans	20.0	7th

The effects of the high rate of academic staff turnover among others, were discovered to be inadequate number of such staff in the various departments. Also, available courses could not adequately be handled by existing staff and new courses

could not be introduced. Apart from these adverse effects, the remaining staff were often over loaded with teaching responsibilities. Among the suggested solutions by the respondents were improvement in the conditions of service, staff self-development programmes through in-service training and opportunity for research work, improvement in the salary scale and regular promotion of staff.

CHAPTER FIVE

5.0 INTRODUCTION:

This chapter summaries the findings from the data collected for this study. From the findings, the conclusion and some recommendations were made accordingly.

5.1 SUMMARY AND CONCLUSION:

This study was aimed at determining among other objectives the extent at which funding influences academic staff turnover in Ahmadu Bello University. Other variables that could constitute and influence such turnover like management, conditions of services, socio-political conduciveness of the environment were also investigated. The result of the analysed data for the study showed that the conditions of service which encompasses salaries, promotion and other such factors were significantly responsible for the high rate of academic staff turnover in the university.

The impact of this high rate of academic staff turnover was discovered to affect the staff strength of academic departments in the university. Part of these adverse effects of the turnover were discovered to include heavy teaching load on existing staff and the inability of the various departments to teach existing courses. Also it was discovered that new course could not be introduced due to the high rate of academic staff turnover in the various departments.

From the responses of the different groups from whom the data for the study were gathered, it was discovered that regular and merited promotion, conducive socio-political environment and other such conditions of service could help retain staff in the university service.

5.2 RECOMMENDATIONS

In light of the problems identified in this study and the perceptions of the respondents on ameliorating those problems and thereby retaining academic staff in the university the researcher therefore makes the following recommendations:-

1. That the conditions of service in the university should be improved. This could be achieved by:

a. Improved personnel management.

b. Regular promotion of academic staff.

c. Provision of adequate accommodation for staff.

d. Creation of staff in-service training opportunity.

e. Provision of adequate working materials and equipment.

2. Management should endeavour to create a conducive atmosphere for research work or opportunity. This will encourage academic staff self development and create a sense of fulfillment among staff.

3. Management should abandon the notion of being seen as implementing-discriminatory policies against staff as this tends to create a sense of insecurity among academic staff.

4. As much as possible efforts should be made by the university authority on issues that affect staff as this could encourage and enhance an environment that will be conducive for academic work.

5. The issue of insecurity of life and property should be addressed by the authorities concerned. Any effort in this regard will no doubt send favourable signals to the academic staff and will act as an enhancement for feeling of security among the academic staff in the university. Though it has been hypothetically proven that funding does not affect academic staff turnover, the researcher still feels it does to a certain extent.

6. For an institution to achieve its objectives it has to be adequately funded. The government is the main source of funding universities. However one notes that there are inadequacies in the funding of the universities. This is because the budget provision for each year is not properly covered. In most cases, what the universities normally provide for their estimate is not what finally gets to then.

In spite of the inadequacies in the funding, the government keeps on building new Universities in addition to the existing ones. It is hereby recommended that the government should endeavour to minimize establishing new university and at the same time rationalize the programmes being run in the existing universities. The recommendation is being made bearing in mind that the courses being run in some universities are mere duplications. Therefore, to avoid overlapping and wastage, some of the

universities specialize in some disciplines for which they have manpower and equipment, while other universities run programmes for which they have manpower and resource.

7. Location and establishment of new universities by the government is usually political. The government does not take the pains to conduct feasibility studies as regards the citing of universities. In view of the fact that political decisions tend to override the technical and professional interests in citing universities, they face a lot of location problems leading to overhead costs and frustration when basic things are lacking. Huge sums of money is expended to fix up such universities to the neglect of old and well established or seasoned universities. It is therefore recommended that the National Universities Commission, coordinating body for Universities be charged with the full responsibility of recommending the citing of universities when the need arises.

8. It was observed in the course of the study that in recent times (the past three or more) in spite of numerous unconducive conditions of service, academic staff were either prematurely retired, dismissed or terminated in the name of rationalization policy. Most of the academicians affected are those who have reached the peak of their career and needed to impart such knowledge unto the young ones. The victims were mostly Ph.D. holders and professors who were not yet prepared for such abrupt termination of their career, thereby leaving them in frustration and agony. To this too, the

writer recommends that a stop be made to such a practice because it is a negative step in the direction of the development of the university and the individuals concerned.

9. It was noted that accommodation is a very serious problem affecting the attraction and retention of staff. It should be noted that good housing policy has a stabilizing influence on labour. Workers are stable where they are sure of accommodation. Many staff expressed their dissatisfaction oveer the poor condition of the few available houses. Even the hostels are inadequate compared to the number of students. Many staff are not housed. Recommendations are therefore given as follows:

i. The payment of three years rent supplement to staff not provided with accommodation by the university. This is because the landlords insist on the payment of at least 3 years rent in advance.

ii The university should have transit camps where a staff is accommodated until such a time he is able to get accommodation.

iii. The University (ABU) should approach the federal or state governments for the release of some of the unoccupied low cost houses in the state for staff use.

iv. The university should seek for loans from Commercial Banks with NUC standing as surety or guarantor for such loans for the construction of staff houses and students hostels.

v. The government should on their part, make available, special grants for the

building of staff houses and students hostels and the renovation of old houses and hostels

10. Like other organizations, the university management should give special incentives to academic staff of at least two months salary bonus at the end of each year and be tagged hardship allowance or long service award or its equivalent. This can be achieved if funds are made available by the government through the NUC.

11. The University should make it a policy to provide employment for staff wives. This will help retain staff.

13. The issue of recommendation for promotion should not be left solely at the discretion (in the hands) of heads of department. This is because some heads of department deliberately frustrate some of the staff (for personal and unprofessional reasons) by not recommending them or create the vacancies in the budget. It is therefore recommended that lecturers below lecturer I should not be given administrative positions as this could hinder their chances of doing research, writing seminar papers, attending courses etc, for their promotion.

14. It is hereby recommended too that, other research works could be carried out in other areas of the university such as; non-academic staff turnover, the Nigerian government and academic staff and academic staff and academic freedom with the aim of making the university a better place work.

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Appendix I

Sir,

Please, read and complete the, questionnaire below by making a tick ( ) where appropriate. The response you make would be useful in coming out with causes of staff-turnover in our great University, ABU, Zaria. It would also be useful as a basis for making suggestions on ways and means of curbing academic staff turnover.

Please, note that every information and identity about yourself shall be kept secret. Thanks for your cooperation.

Questionnaire for Heads of Departments

SECTION A.

		SA	A	U	D	SD
	Below are statements that relate to the problems of academic staff. Please indicate how strong you agree or disagree with the statement, by ticking ( ) one of the following responses SA - Strongly Agree A - Agree U - Undecided D - Disagree SD - Strongly Disagree					
1	In your own opinion the following have been responsible for academic staff turnover in your department. a. Poor salary b. Lack of regular promotion c. General poor conditions of service d. Lack of opportunity for staff development f. Attractive salaries and fringe benefits of other jobs. g. Frequent socio-political crisis within the University h. Absence of vehicle/housing loans					

		SA	A	U	D	SD
2	The present rate of resignation, termination, retirement and transfer of service has the following effects on the departments. a. Inability to introduce new courses b. Inability to teach available courses c. Overloading the existing staff d. Unable to release staff for further training e. Lack of time for staff to engage in research work. f. Reduction in staff intake					
3	In your own opinion what can solve the problem of academic staff turnover? a. Improvement in the general condition of service b. Opportunity for the staff to go for further training c. Provision of adequate accommodation d. Regular promotion e. A stop to socio-political crisis.					

Appendix II

Questionnaire for Present Academic Staff

The questionnaire you are about to complete is strictly for research purposes. Please, complete honestly the following by ticking ( ) where applicable. Your honest response will be treated in absolute confidence.

		SA	A	U	D	SD
	Below are statements that relate to the problems of academic staff turnover. Please indicate the extent to which you agree or disagree with the statement, by ticking ( ) one of the following SA- Strongly Agree A - Agree U - Undecided D - Disagree SD- Strongly Disagree					
1	I choose to work in the University: a. Because of personal interest in the University b. because there is no better alternative c. because of influence of friends d. as a stepping stone to another job. e. due to advice from parents and relatives f. because of opportunity for research					
2	I can take another job if any opening occurs					
3	The staffing situation in the University in the last ten years is: a. Unstable and adequate b. Unstable but inadequate c. Unstable d. overstaffed e. Understaffed.					

		SA	A	U	D	SD
4	Many academic staff leave the University due to: a. Poor opportunity for staff development b. Poor provision of accommodation c. Poor condition of service d. Lack of rapid promotion e. High rate of internal politics f. Non availability of vehicle/housing loans					
5	The following could be some of their reasons for leaving the university. a. Poor opportunity for staff development. b. Poor provision of accommodation c. Poor condition of service d. Lack of rapid promotion					

		SA	A	U	D	SD
6	The following could attract you away from teaching in the university a. Good salary level b. Good opportunity for self development c. Good provision of accommodation d. Good condition of service e. Regular promotion scheme f. Presence of Unhealthy internal politics.					
7	The present rate of resignation and transfer of service from the university is: a. Favourable b. Unfavourable					
8	When there is a high labour turnover, the university is mostly adversely affected in the area of: a. The academic staff b. The students c. The policies of administration and image d. The Heads of Departments Many academic staff leave the University due to: a. Compulsory retirement b. Compulsory termination c. Compulsory dismissal					

		SA	A	U	D	SD
9	The present rate of resignation. termination, retirement and transfer of service has the following effects on the departments. a. Inability to introduce new courses b. Inability to teach available courses c. Overloading the existing staff d. Unable to release staff for further training e. Lack of time for staff to enagage in research work. f. Reduction in staff intake					
10	In your own opinion what can solve the problem of academic staff turnover? a. Improvement in the general condition of service b. Opportunity for the staff to go for further training c. Provision of adequate accommodation d. Regular promotion e. A stop to socio-political crisis.					

		SA	A	U	D	SD
11	If the responses to number 7 is unfavourable how will you rate the following as the cost of academic staff turnover to your department? a. Inability to introduce new courses b. Inability to teach existing courses c. Reduction in students intake d. Over loading existing staff with work e. Lack of time for staff to engage in research work f. Inability to release staff for further study					
12	How strongly or otherwise will you agree that the following can curb academic staff turnover in the university? a. Good opportunity for staff development b. General improvement in the condition of service c. Provision of adequate accommodation d. Regular promotion e. Free and conducive political atmosphere					

Appendix III

Questionnaire for Former Academic Staff of Ahmadu Bello University, Zaria.

		SA	A	U	D	SD
1	Below are statements that relate to the problems of academic staff turnover. Please indicate the extend to which you agree or disagree with the statements, by ticking ( ) one of the following responses. SA - Strongly Agree A - Agree U - Undecided D - Disagree SD - Strongly Disagree					
		SA	A	U	D	SD
2	I chose to work in the University: a. Because of personal interest in the University. b. As a stepping stone to another job. c. Because of influence of friends d. Due to advice from parents and relatives. e. Because of opportunity for work					
3	You decided to leave Ahmadu Bello University because of: a) Poor Salary b) Lack of accommodation c) Lack of staff development d) Lack of regular promotion e) Attractive salaries and fringe benefits of other jobs outside the University. f) Constant socio-political crisis. g) Non-availability of vehicle/ housing loans.					

		SA	A	U	D	SD
4	The following could be some of your reasons for leaving, the University. a) Poor opportunity for staff development. b) Poor provision of accommodation c) Lack of promotion d) Internal Politics e) Lack of housing f) Need to be near home g) Attraction by newly opened Universities. h) Frustration and dissatisfaction in: i. the administration of ABU academic structure. ii. academic structure iii. conservation in ABU					
5	Having worked somewhere for somewhere for some time now, I would still like to go back to ABU.					
6	At the end of my leave of absence/secondment I would like to go back to ABU.					

		SA	A	U	D	SD
7	In your own opinion, the high rate of academic staff turnover in the University could be reduced through; a. Improvement on the USS Salary scale. b. General improvement in the conditions of service. c. Good opportunity for staff development d. Provision of adequate accommodation and other facilities. e. Regular promotion opportunity f. Provision of adequate working materials and equipments. g. Adequate security Services for staff in their environment and allowance for a related socio-political environment.					
8	At the time of your departure there were: a. sufficient teachers b. Insufficient numbers of staff c. Just fairly enough staff d. No staff members at all					
9	You left the University due to: a. Compulsory retirement b. Termination of appointment c. dismissal from work d. Resignation e. Transfer of service					