

Issues of Transformational Management within the Context of Higher Education

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Abstract

The issue of transformational management in the context of higher education is a crucial role in the achievement of the goals of higher education. This paper traced the history of higher education in Nigeria, it examined the concept of management transformation and higher education. It went further to examine the goals of higher education as stipulated in the Nigeria National Policy on Education. The issues of transformational management in higher educational institution was examined and the challenges facing such transformation highlighted, recommendations were given which includes that to advance transformational management in the higher education there should be mobilization of financial support from government and donors for higher education leadership and management programmes. It was concluded that higher education in Nigeria is the highest level of education where the adequate manpower of the nation is produced and so, should be able to embrace changes that build its graduates in such a way that they would be able to compete with their counterparts globally.

Keywords: Management, Transformational Management, Transformational Leadership and Higher Education

Introduction

Four things mark out education: the intention to foster learning; the need to broaden knowledge, a concern with physical environment; and certain values. Education is futuristic. It is about development and growth even when the past is being studied. Therefore, functional and

quantitative education is viewed as a conclusion through which development of the individual and nation is attainable (Nwagwu, 2006). The quality of the higher institutions in a country determines the quality of education of that country. Higher education in Nigeria is saddled with the responsibility of producing both middle and high level manpower needed to move the nation forward and to an expected end. In this vein the Federal government in the National Policy on Education (2013) stipulated the goals of higher education in Nigeria. Higher institutions award degrees, diplomas and certificates, which enables the awardees to contribute their own quota to the development of their societies using the knowledge, skills, and attitudes acquired.

To ensure that the skills, knowledge and attitude acquired are employed maximally, educational managers at the higher education level should embrace a well-structured transformation plan. Transformational management is very necessary in higher education because the nation's growth and development depend largely on products of higher education who transforms the economy in return. Transformation means a complete change from one situation to another, a total departure from what it used to be to a new one entirely. If transformation is managed appropriately in higher institutions there is no doubt, the nation will meet up quickly with the ever changing world.

Concept of Management

Management is a purposeful activity. It is something that directs group efforts towards the attainment of certain pre-determined goals. It is the process of working with people who are goal oriented to effectively and efficiently utilise limited resources in the changing world to achieve an aim. Management is an act of conceiving what to do, know how to do it,, who will do it, when to do and see that it is being done in the best and cheapest way. That is, the employment of least-cost method of production. According to Harold Koontz (1972), management is an act of getting things done through and with the people in formally organized group. It is an art of creating an environment in which people can perform and individuals can co-operate towards the attainment of group goals. It is a very popular and widely used term. All organizations, businesses,

political, cultural or social are involved in management because it is the management that directs the various efforts towards a definite purpose. Management involves creating an internal environment, It is the management which puts into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which maximize efforts so that people are able to perform their task efficiently and effectively. Management comprises planning, staffing, organizing, leading or directing and controlling organizations' effort for the purpose of accomplishing goals (Adetoro, Oladipo and Adekunle, 2009).

Management in organizations is the activity that coordinates the peoples' effort as to accomplish goals and objectives by the use of available resources in the efficient and effective manner. Management has four core functions which are leading, controlling, planning and coordinating. These are employed to accomplish goals. In management, both human resources and other resources such as financial, technological and mutual resources are manipulated to achieve the goals of the organization. Management has to do with determining the mission, objective, procedure, rules and the manipulation of the human capital of an organization to contribute to the success of the organizations, this implies effective communication, human motivation and also a kind of system outcome.

Management is simply defined as getting things done through people. It could mean

- (i) A collection of people who carry out the activities of management or who formulate policies and direct the affairs of an enterprise.
- (ii) A set of functions such as planning, leading, controlling and coordinating.
- (iii) A process by which limited resources are assembled and used to achieve a predetermined goals or regulations and procedures by which goals are set and achieved.
- (iv) A profession is comparable with law, medicine, pharmacy which requires specific skills and knowledge, (Nell, 2015).

Concept of Transformation

Owen (1987) describes transformation as the organizational. Search for a better way to improve quality delivery. Owen. argues that it is when the environment alters in such a way that the old way of doing business is no longer appropriate or possible, that a new way becomes essential in order to survive. The central idea of the word transformation is movement across or through forms and Owen (as quoted in Strydom 1998. p. 1) states the following in this regard.

“Transformation is a process of transmutation of one form into another. In the educational mileu this refers, in part to changes in the knowledge and abilities of students – the development of domain of expertise – but it also refers to the processes of coming to understand”

Strydom (1998) concludes that the term transformation remains elusive and confusing. It has even been defined as that fuzzy area between reform on one hand and revolution on the other. Yet, despite the lack of clarity on the term, it seems that consensus has been reached on the notion that transformation of the higher education sector should be a task which requires a concerted effort by all for its realization.

From the above discussion the following conclusion can be drawn:

- i. Transformation is either a process or a state
- ii. Transformation can be change in either a compositional/ structural or an apparent sense.

It is clear that organizational survival depends on the ability to effectively respond to change (Kreither & Kinicki, 1998). In order to achieve the appropriate management needs to guide the transformation process. This is especially true of the higher education. The future of academic institutions depends on the development of effective management skills at all levels in the organisation (Rowley, 1997).

Transformation can therefore be seen as something more than skill development or more than a new strategy. Skill development and strategy are changed. Transformational management especially in the context of Higher education runs deeper. Transformation includes a new awareness of your leadership choices, thinking and decisions. It includes altering the existing culture to import and sustain the kinds of approaches which are demanded today and which could change tomorrow.

When you transform managers to be attentive, authentic and accountable and transparent, the entire organisation transforms as well. Therefore, in order to achieve this kind of management and leadership success, organisations need:

Authentic leaders

They are positive people with honest self-concepts and promote openness. They built trust and bring about enthusiastic support from their subordinates. Authentic leaders strive to improve individual and group or team performance. There is a high level of integrity in their actions and relationship with followers.

Management skills: it is important that every manager should possess the basic skills in management to effectively and efficiently manage and motivate his team. Management skills are the secret tools in the hand of any manager. These are the special abilities that you find difficult in different persons.

Team process: team process as developed by Morley (2015) to explain the phases which most groups undergo to become a team: forming, storming, norming, adjourning. A team is committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.

Clear objectives balanced with agility: clear objectives are important to determine whether your program is achieving what it intended to do. Programs are better evaluated when they are written and clear objectives have been developed.

- Management skills
- Team process
- Clear objectives balanced with agility.

Building organisational strength includes executive team development as well as developing management and supervisory skills throughout educational institutions. More skilled and capable managers build more effective groups, LLC, (2010).

Issues of Transformational Management

Proactive: transformational management typically involves proactive adjustment to organizations' vision or directions and subsequent management of activities. Leaders who are termed transformational basically seek to bring changes even before they become paramount or necessary so that the changes becomes part of a strategic maneuver versus a reactive move of desperation, once decisions are made for such changes, transformational manager must communicate to the employees the need for the changes and encourage them to stay positive during the transformation.

Motivation: A primary attribute of a transformational leader is his ability to inspire followers towards a common purpose. This is vital during transformation management because employees want to feel assured in the direction the institution is headed. Transformational leaders normally know what buttons to push to hold the morale of staff during process of change and get employees aroused to move forward towards new objectives. They can inspire groups but also have the ability to focus attention on individual employees.

Vision: To propel staff and convey confidence through change, transformational managers need a strong vision and the ability to clearly pass on that vision. Vision is the direction an institution is oriented; this can include changes in the types of products created, services or processes used. Transformation managers can see the vision that is absolutely essential for their institutions or organizations get the picture on how to outline a strategy to align employees at all levels with that vision.

Goals: Another key issue in transformational management is remaining focused on the organizational objectives. These goals are basically goal-oriented and not just set goals, but help institute departmental and role changes that improve work of all staff members to help in achieving those goals, some transformations involves major changes in workflow or reporting relationship for employees. These changes are often met with resistance but transformational leaders can help explain the need for changes and how to make it happen.

Transformational leadership: This will bring about transformation of members of groups into individual who transcend beyond self-actualization and their own self-interest for the actualization of group or institutions'. Transformational leader increases performance of employees, employs wide application for institutional development and change to occur.

Transformation can come in form of new technology, institutional restructuring, institutional repositioning as well as transformational leadership. Transformational change involves organizations such as higher institutions making a radical change in its structure, culture and management. Institutions may undergo transformational change in response to crises or in order to reposition themselves in the society.

Higher Education

Higher education, post-secondary education, tertiary education is an optional final stage of formal learning that occurs after secondary education often delivered at Universities, colleges, seminaries and institutes of technology. Higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees on professional certifications.

The right of access to higher education is mentioned in a number of international human rights instruments. The UN International covenant on economic, social and cultural rights of 1966 declares in Article 13, that higher education shall be made equally accessible to all, on the basis of capacity by every appropriate means, and in particular by the progressive introduction of free education.

Tertiary education according to the national policy on education (FRN, 2013) is the education given after secondary education in universities, college of education, polytechnics, including those institutes offering correspondence courses. Therefore, in Nigeria tertiary education is the kind of education being given at the higher educational institution purposely to produce both middle and high level man power needed to effect change positively for transformation and national development.

The Goals of Higher Education in Nigeria

The objectives of Post-Basic Education and Career Development (PBECD) are to:

- a. contributing to national development through high level manpower training;
- b. provision, accessibility and affordability of quality learning opportunities in both formal and informal education in response to the needs and interests of all Nigerians;
- c. provision of high quality career counselling and lifelong learning programmes that will prepare students with the knowledge and skills for self-reliance and the world of work;
- d. reduction in shortage of skilled manpower through the production of skilled manpower that are relevant to the needs of the labour market;
- e. promoting and encouraging scholarship, entrepreneurship and community service;
- f. forge and cement national unity; and
- g. promotion of national and international understanding and interaction. (FRN,2013)

Historical Development of Higher Education in Nigeria Missionaries'

activities covered two levels of education; Primary and secondary.

Higher education was not dabbled into, may be because their intention was not originally to make education their priority. It may on the other hand mean that colonial government too did not want Africans to be well educated, for their authority not to be challenged. Increasing awareness of few educated Nigerians (nationalist) compelled the whites to see the need for educational professional education slightly above secondary education (post-secondary), Haruna, (2012). Central Agricultural Research Station at Moor Plantation in Ibadan and at Samaru in Zaria where the earliest post-secondary institution that provided the sub-professional training before the 1930's proposition by Hussey. Following Hussey's proposal to the Nigerian parliament in 1930 of the need to structure Nigeria education into three (3) levels as earlier highlighted. The last stage of this proposal eventually led to the

establishment of Yaba College in 1932. Yaba Higher College was the first Nigerian institution that provided higher education to train Nigerians to be qualified personal in the field of medicine, engineering, teacher training, agriculture, forestry, commerce, veterinary medicine and survey. Yaba College was officially opened in 1934.

The establishment of Yaba higher college was vehemently criticized and lampooned by the Nigerian nationalist who prepared a University to the college. The nationalist found the curriculum of the college. The nationalist found the curriculum of the college too narrow, too and incapable of meeting the needs of the country. The certificate of the college had no recognition outside Nigeria and only qualified Nigeria as junior staff and assistants in the colonial Civil Services.

The nationalist did not relent in their agitation for the establishment of university. To this extent, two distinct commissions were set up on the prospect for the establishment of universities in British colonies and specifically in Nigeria. The Asquith and Elliot Commission were set up in 1943.

Asquith Commission was set up to consider the principle which should guide the promotion of higher education, learning, research and development of Universities in the colonies; and to explore means by which United Kingdom Universities and other appropriate bodies can cooperate to bring the principles to achievable ends. Elliot commission was set up in 1943 in response to criticism by the West Africans on the restriction of the Africans in participating in the affairs of their countries. This commission was set up to assess and report on the organization and facilities existing centres of higher education in British West Africa. Consequently, the commission was to recommend on the future development of universities in the areas.

In 1947, Arthur Greech Jones advocated establishment of two University Colleges, in 1948 University College Ibadan was established. The general public and the press were antagonised to this new University that the very first five years were characterized with criticisms and agitation for full University and not University College. At independence, the first full indigenous and full University status institution was established and named. University of Nigeria at Nsukka, some of the Universities

later established include Ahmadu Bello University Zaria (1962), University of Ife, Ile-Ife (1962) now Obafemi Awolowo University; University of Lagos, Lagos (1962) and University of Ibadan first established as University College and renamed as autonomous University, University of Ibadan in 1962, University of Benin was later established in 1970 for the people to have sense of belonging after the creation of mid-western region. The third National development plan of 1975 to 1980 gave Nigeria six new federal universities, vis-avis the Bayero University, Kano; Usman Dan Fodio University, Sokoto; University of Ilorin, University of Calabar, University of Port-Harcourt, University of Maiduguri and University of Jos. These Universities today are known as second generation Universities. The first and second generation Universities are federal government owned. There are about nine other new Universities established by the Federal government of Nigeria, not excluding specialised ones like Universities of Agriculture, Universities of Technology, National Open Universities of Nigeria (NOUN), Nigeria Defence Academy, newly established Nigeria Police Academy and so on.

The involvement of the state Government in the establishment of Universities was pioneered by the old River State Government with the establishment of River State University of Science and Technology. Other states of the federation joined in the establishment of University Institutions, including those which are conventional, specialized and educational such as Universities of Agriculture, Universities of Technology and Universities of Education.

In 1999, private ownership of University was liberalized and individuals and religious organisations became increasingly interested in establishing Universities, Babcock, Madona and Igbinedon Universities were the first to be issued licence of operation in 1999 and followed by Bowen in 2001, Covenant, Pan African, Benson Idahosa Universities in 2002. Presently, Nigeria has a total of 117 Universities, with 36 being federal, 36 state-owned and 45 privately-owned providing University educations. In summary, other categories of higher institutions in Nigeria are the polytechnics, monotechnics, research and training institutes, as well as colleges of education. Ford (1996).

Transformational Management in Higher Education Transformational management is an approach to comparing leadership whereby management strategizes to bring the organization on the road of transformation processes directing all other critical elements of operation towards the desired result. Transformational leaders must not only guide the organization towards change but should be mindful of the employees morale which should be managed adequately to bridge resistance which is often a challenge during change processes.

Bass, (1985); Tichy and De vanna (1990) focused on transformation at the macro-level that is, the transformation of the organisation. Their interest in transformational management derives from the need for contemporary organisations to change and be innovative. The creative, imaginative, empathetic, and risk-taking leader is the centre of the transformation process that fosters desired results.

Challenges of Transformational Management

The big challenges of management for transformation is the allocation and alignment of resources with the higher education's mission and ensuring that these are utilized effectively and efficiently to support the institutions operations. This entails the diversification of revenue streams and reducing the cost structure, current challenges facing the higher education are:

- Developing and implementing a customized management support programme for the various management functions and roles within the university (Vice-chancellors, Deputy Vice-chancellors, Deans, Heads of Departments, Heads of Schools and Heads of Support functions) line with their real and felt needs.
- Improving gender equity within the management echelons of higher education and to ensure specifically that women are sufficiently represented in the management structures of schools.
- Providing support to the management structures within the universities, including student representative councils and Trade Union Branches to ensure that they efficiently, effectively and economically manage the resource allocated to them with a view to improve the welfare of their own constituencies.

- Familiarising and exposing the higher education management community to the various facets of management roles in a practice-based learning, including but not limited to strategic planning and management, performance, monitoring and financial management.
- Planning to match equity in students access with equity in the quality of outcomes
- Management of the enrolment planning exercise to be in line with national needs while ensuring institutional financial viability.
- Increasing the levels of third stream income with a view to maintaining tuition fee increases within limits affordable by students and families.

The challenge is that while some of the social equity objectives are desirable and imperative, for example, increasing graduation rates and improving retention, they require more resources for their realization.

As observed by Okunola (2011), university education in Nigeria seems to be in a crisis, and that a number of empirical studies have identified several factors militating against effective management of these institutions, and unless these issues are addressed, the performance of the institutions as well as the quality of their graduates will continue to nosedive.

Some of these include:

- Inadequate funding
- Inadequate incentive for staff
- Inadequate provision of educational infrastructure
- Relevance of curriculum to the labour market
- Bad governance
- Deficient input
- Wide gap between enrolment and the number of qualified lecturers

Developing a Transformational Leader in a Higher Institution Most

leaders get others to follow them by giving order and making plan.

Transformational leaders inspire others to follow through by motivating, encouraging change and having an ardent passion for what they do.

Transformational leaders lead by changing people. They act as mentors who guide those they lead in solving their problems.

Step 1: Be passionate and excited about your work because a transformational leader leads through enthusiasm and excitement, to be one you must first have a growing passion for your job.

Step 2: Specify a purpose for yourself as a leader and explain how your current positions helps you achieve that purpose.

Step 3: Delineate your values, ask yourself which characteristics of personality and aspect of life are most important to you, honesty and genuineness. To inspire is difficult, therefore consistency in values will help to inspire.

Step 4: Learn to act as coach or mentor to others. Have the habit of making others the focus of your meeting and not yourself (Morley, 2015). **Step 5:** Learn to be proactive, foresee problems before they emanate and create a working environment.

Conclusion

The challenges to education are to preserve the essence of traditional education while changing with the times. An aspect of traditional education which is functionalism is necessary to preserve. The society's highest obligation is to work within the context of transformation to ensure that it follows a curve of extreme benefit to society. The need for transformational leadership in higher education should be channelled towards providing the best methods of equipping its graduates with the needed skills and knowledge to be able to compete with other graduates globally.

Recommendations

1. To advance transformational management in the higher education. There should be mobilization of financial support from government and donors for higher education leadership and management programmes including leadership development initiatives for new Vice-chancellors.
2. At national policy level there should be facilitation of interactions with key role-players such as the education departments.

3. At institutional level induction programmes should be provided on government principles, policies and practices for new council members.

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