

LEADERSHIP STYLES AND THE POLITICS OF INSTITUTIONAL MANAGEMENT OF STATE-OWNED UNIVERSITIES IN NIGERIA: EMPIRICAL EVIDENCE FROM EBSU, SOUTH-EASTERN GEO-POLITICAL ZONE, NIGERIA.

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ABSTRACT: *This study has investigated the nature of leadership styles and the politics of institutional management in State-owned Universities in Nigeria. In the study, descriptive survey design was adopted. Generated data were analysed using the Analysis of Variance (ANOVA) via Special Package on Social Sciences (SPSS). Analysis was based on primary data generated through a structured likert questions administered on respondents. The result of the findings shows the need for the government to grant institutional autonomy to the management of state-owned universities in Nigeria and especially in the various 6 geo-political zones in order to achieve global best practices, organisational performance and sustainable human capital development within the purview of global/ international standards thereby providing relevant manpower training and general performance of its tasks in the areas of teaching, research, capacity building and community services, that will contribute meaningfully in institutional performance and rapid national development attainment in this 21st century.*

KEYWORDS: Leadership, Leadership Styles, Institutional Management, Politics, State-owned Universities, Nigeria

INTRODUCTION

In recent times, the search for leadership trait and approach that can effectively address institutional problems has led to the current interest in leadership styles by human resource (HR) practitioners in the field of institutional management and organizational behaviour. Researchers have expressed divergent views on leadership and effectiveness of leadership styles in institutional management (McAdam, 2002), Obiwuru; Okwu, and Akpa, 2011); Paracha, Qamar, Mirza, Inam-ul-Hassan & Waqas, 2012); Alloubani, Almatari, and Almukhtar, 2014) and Amanchukwu, Stanley & Ololube, 2015) since the university systems are essentially composed of people, structure and technology that requires an effective and proactive leadership to thrive in this present century. For a university system to deliver qualitative services, in the areas of manpower development, capacity building, research and community development services, effective and result-oriented institutional leadership styles and approach remains a sine-qua-non (Ukeje, 2011).

World over, a university is an institution of higher (or tertiary) education and research which grants academic degrees in various subjects and typically provides undergraduate education and

postgraduate education (<https://en.wikipedia.org/wiki/University>). The word "university" is derived from the Latin *universitas magistrorum et scholarium*, which roughly means "community of teachers and scholars. The original Latin word "*universitas*" refers in general to "a number of persons associated into one body, a society, company, community, guild, corporation, etc. At the time of the emergence of urban town life and medieval guilds, specialised "associations of students and teachers with collective legal rights usually guaranteed by charters issued by princes, prelates, or the towns in which they were located" came to be denominated by this general term. Like other guilds, they were self-regulating and determined the qualifications of their members (Marcia, 1997).

In modern usage the word has come to mean "An institution of higher education offering tuition in mainly non-vocational subjects and typically having the power to confer degrees," with the earlier emphasis on its corporate organization considered as applying historically to Medieval universities. Although each institution is organized differently, nearly all universities have a board of trustees; a president, chancellor, or rector; at least one vice president, vice-chancellor, or vice-rector; and deans of various divisions. Universities are generally divided into a number of academic departments, schools or faculties. Public university systems are ruled over by government-run higher education boards, NUC or governing council members as in the case of state-owned universities. They review financial requests and budget proposals and then allocate funds for each university in the system. They also approve new programs of instruction and cancel or make changes in existing programs. In addition, they plan for the further coordinated growth and development of the various institutions of higher education in the state or country. However, many public universities in the world have a considerable degree of financial, research and pedagogical autonomy. Private universities are privately funded and generally have broader independence from state policies. However, they may have less independence from business corporations depending on the source of their finances (<https://en.wikipedia.org/wiki/University>). Ylikorkala, (2006) asserts that effective communication channel, division of labour and specialization within the institution, coupled with central leadership direction and coordination, enhances rationality in achieving institutional goals and objectives. However, many of these expectations have remained largely in vague as a result of bad leadership traits by some institutional managers leadership behaviours and institutional politics especially in the management of state-owned universities in developing countries. Okafor, (2008) opines that leadership style becomes the best tool in testing the pattern and uniqueness of institutional leadership and behaviour. The significance of these assumptions does reveal that institutional power bases are enhanced to achieve more than individual forces, that disparities in values and belief of reality change slowly, if at all and that scarcity exacerbates leadership behaviour. Thus, organizational members and individuals must play politics within the institution and power is central to the leadership game (Jeffries, 2005). Hence, the pattern and elements of the leadership game played by institutional politics is a function of leadership style as a source of capital accumulation, nepotism, cronyism as influenced by the nature of leadership activities and power game in most state-owned institution in Nigeria. Facts of institutional life are the urge and the impulse to authoritatively distribute resources which often requires that institutional members are involved in the Leadership ball game. However, certain leadership behaviours and activities are known to be dysfunctional to institutional effectiveness, efficiency, growth and innovation. Generally, history and research has revealed that power can with relative ease be used and

abused with tragic horrifying consequences. To achieve sometimes, inordinate ambition participants employ and make use of political tactics of disquieting dimensions with attendant implications for institutional performance (Okafor, 2008).

This paper is therefore poised to identify various leadership styles adopted by institutional managers and their effect in the entire political and power structure employed by institutional administrators in EBSU as one of the state-owned university in the south-eastern geo-political zone and to x-ray the impact of the various political behaviours on the quality of research output, morale of the workforce, their productivity as well as institutional performance in the university.

Literature Review

Leadership

As Kurfi (2009) observed, “the term leadership means different thing to different people. Essentially, leadership reflects the assumption that involves an influence process whereby intentional/unintentional influence is exerted by the leader over followers, whether in the formal or an informal setting. Irtwang and Orsaah further observed that leadership and management are two terms that are often confused, (Irtwange and Orsaah, 2010). However, leadership connotes the ability to influence behaviour of followers towards achieving organizational set goals in a variety of conditions, task and settings (McAdam, 2002, Irtwange&Orsaah, 2010; Kurfi, 2009).

However one perceives leadership, its centrality in institutional management and achievement of organizational set goals cannot be over emphasized. (Ukeje; Abraham, & Ndukwe 2015), Obiwuru, et al, 2011; McAdam, 2002) agreed that “Leadership influence is a central feature of organizational performance. It is an important subject in the field of organizational behaviour. It has one of the most dynamic effects during individual and organizational interaction.” However such “effects” depends on a number of factors as identified by McAdam (2002) as ability to “fine-tune” his behaviour to stimulate a variety of styles depending on sophisticated understanding of a level of enthusiasm, competence and task clarity of his subordinates.

It follows naturally that if leadership and the unavoidable influence it wields in organizational behaviour is such a central issue in management, EBSU naturally should have a fair share of leadership influence in the process of evolving pragmatic management techniques that meet acceptable standard and fulfils organizational expectations. Hence, the need to look closely at it as a factor for effective institutional management and performance oriented paradigm.

1. Leadership Styles

Leadership style is simply a description of the extent to which a leader can exhibit the trait of the various leadership thoughts. There are basically the traditional styles: Autocratic, Democratic, Laissez-faire Leaderships; modern styles: job-centered, employee-centered, job-employee-centered leadership; contingency styles: Fielder’s model, path-goal model and Vroom-Yetton model. (Kurfi, 2009). However, it is to be observed that both the modern and contingency approaches are descriptive in nature of situation and relationship between a leader and follower in the organizational setting rather than the character descriptive of traditional styles, i.e. it (the traditional styles) describe rather personal attitude of a leader in relation to his relationship with

followers. This means that the leaders relational structure with the followers behaviour is a function of his understanding of a number of life guided by philosophy of life or worldview.

2. *Politics*

David Easton (1950) defines politics as the authoritative allocation of values. That is the process of executing the policies made by the ruling class. For Harold Laswell, it is “who gets what, when and how? This agrees with Easton’s definition. Finally, OkwudibaNnoli(1986) sees politics as “activities that are directly or indirectly involved in the acquisition, seizure and consolidation of state power.

Taking Easton and Laswell’s definitions, every organization is caught in the inescapable net of value allocation, (Laswell’s “what”). To make this allocation, certain level of authority and power is needed for such decision have binding force; hence, the mention of authority which Nnoli sees as “state power”- the overwhelming force of the state. Individuals constantly jostle for these vital elements of leadership according to Nnoli (op cit). But the politics power acquisition, seizure and consolidation (remaining in power) is a means in itself. Its end is the allocation of commonwealth by the possessor(s) of the power. The same is true of organizational and institutional management. Thus, position power describes the extent to which a leader is able to influence or coerce followers toward achieving organisational goals. It could be weak or strong depending on the power relations and exchanges which are determined by the leaders style, his understanding of task and people. Ideally, the higher the authority, and knowledge wielded, the stronger the influence a leader has on followers.

3. *Institutional Management*

Institutional management relates to what Irtwange and Orsaah (2009;Kurfi, 2009) describes:

Leaders establish direction by developing a vision of the future; then they align people by communicating this visions and inspiring them to overcome the hurdles. Management is about coping with complexity.However, this view of management is undemocratic as it alienates the leader from the followers and absolves the followers of responsibility in the process of formulating institutional goals only to be involved in the implementation process. To them, “managers are the authority inherent in their designated formal rank to obtain compliance from their organisational members”. Thus, management in the context of university institution describes things like accessibility of Vice-Chancellor, belief in consultation, use of committees, regular meetings of the senate, the congregation, appointment and promotion, disciplining of staff, generation and application of resources for the achievement of organisational goals etc. simply put, it is the co-ordination and application of human and material resources available to institution for the achievement of predetermined goals or objectives. Research reveals that, involvements in the decisions as to the way to achieve these goals or objectives are negotiated between the leader and followers depending on the task, situation and disposition of the leader. An area of close examination is the management style and structure of our universities. There are allegations of politically motivated decision making, mutual “back scratching”, patronage and partisanship that permeates African universities (Babalola, 2005 cited in Ebuara, et al, 2009).

Effects of Politics on the Institutional Management and Leadership pattern of EBSU: A Theoretical Assertion

The politics of institutional management in developing countries and Ebonyi State University, in particular is a product of power, interest and individualism based on the ideology of the regime in power as evidenced in contracts award not based on technical competence of ability but on the basis of political connections, appointments to management position may not have been made with recourse to seniority, experience and competence but due to the philosophy of institutional personal networking and connectivity based on political cleavages and ethnic affiliations to the power that be in the organisation. This has adversely affected the attainment of the principles of best practices in managing organisational goal and in realising the universal objective of national development in state-owned institutions. Goal-setting theory and principles emphasises that conscious goals and objectives, control, predict and regulate behaviours of leaders in any society or government (Locke, 1968). In the world of institutional management, the theory argues that goals and intentions are cognitive and willful, and that they serve as mediators of human actions and that our needs and our goals are mediated by our values, which determine what is beneficial for us. This was supported that conscious goals, affect human actions and activities. Ryan, (1970), agrees with him when he stated that conscious goals setting affect human activities. He contended further that human behaviour are influenced by conscious purpose, plans and intentions which are summed up to mean Goal-setting of any individual or leader. He further stated that leadership effectiveness is a concept of goal attainment. It should be noted that the highest or hardest goals produce the highest level of performance results.

These theoretical postulations are in tandem with the politics of leadership styles on institutional management that is aimed toward attaining institutional effectiveness and efficiency in line with global best practices via consciously set goals directed at institutional structure and behaviour. The modifications that have taken and are taking place in EBSU, Abakaliki requires that management and personal skills become more flexible, innovative and adaptive by institutional leaders in order to ensure that those with the expertise, personal skills and leadership influence occupies the requisite post for enhanced institutional initiative, performance and change oriented. Acquisition of these leadership skills has significant relationship to parochial leadership and destructive power tussles that may likely reduce the pace of institutional initiative, morale and output.

Institutional leadership that focuses on goals-setting depict the institutional constraints in the gamut of interactions to provide a work compass and construct mechanism for institutional optimal performance. The goal-setting theory in this context could be seen as a blueprint of leadership vision and target(s) which gives birth to organisational expectations for every leadership; if consciously and resolutely followed. There cannot be effective leadership and institutional progress without a vision. The overall implication of this to institutional development is wide range and far reaching. Nation's progress is the performance index of its institutions, agencies and organisations. No nation can progress without a common goal or objective, there is no leadership as miserable and worthless as one living without a vision/purpose. Thus institutional responsibilities must be structured with specific, measurable goals/objectives clearly defined and effectively communicated to adequately trained and skilled

staff who must also be guided, coordinated and motivated by institutional democratic leadership influence.

In building of territory, consultations, intimidations, and the use of coalitions represent some of the strategies employed in leader-followers engagements in Ebonyi State University. This agrees with the positions of Kreitner(1999), Higgins et al (2003) and Jefferies (2005) that Political and power strategies adopted by institutional leaders are numerous, adopted by institutional Normally, the tactics employed is influenced by the issues that are being addressed, those involved and the Prevailing condition. This corroborates the view of Lobb (1986) that leadership tactics is a function of level and the Position of Allerr and associates (1997), that institutional leadership and power tactics could either be proactive, reactive, functional or dysfunction. The implication is that variety of conditions, tasks and the people involved, taking into account their mannerisms and expectations influence choice of leadership style. In one word, it is a political game of interest manoeuvring. The leader or manager's interest does not stand aloof in making choice of leadership style. He consciously manipulates the condition, task and people to achieve set goals and expectations. It is pertinent to note however that due to vested interests and overt official corruption, a leader's interests may differ from that of the organisation thereby bringing about failure of institutions to achieve institutional set objectives. This is a notorious fact of management ventures especially in Third World nations where mediocrity, favouritism (man-know-man) and other counter- productive value engagements attend their practices; an antithesis to global best practices.

Ownership of responsibility is compromised. It is a great administrative role to involve workers in the management process. The idea is that they become responsible to actions both achievement and failures. They take they policy to be their and not just mere directives that must be obeyed. It becomes a course of action rather than conventional leadership dictations of official responsibility. The overall effect is effectiveness and efficiency of organizational performance deriving from the harmony between the leadership and followership. Team work is a sine qua non for institutional growth and development.

The implications of politics and power on institutional management

There are many implications of politics and power on institutional management, which includes, decrease in the morale and quality of the workforce, promotion of incompetence and blind loyalty to authority, division among workers, misappropriation of fund etc.

Decrease in the morale and quality of the workforce: When the leadership of an institution is biased and politically the morale and quality of the worker will be drastically affected. When the institutional management does not involve their workers indecision/policy making and complete their workers to carry out duties without their consent, you find out that the decreased thereby reducing they productivity and efficiency.

Promotion of incompetence and blind loyalty: This case is likely to be seen in an institution where godfatherism is practiced, the godfather appoints, recruit, or promote individuals (god sons) who in turn pay a quota or turn a blind eye to him. And sometimes those appointed, recruited or promoted may not be the right people for the job, they may not possess the skill, quality and knowledge required to do the work, leading to inefficiency and low productivity.

Division as a result of ethnicity/tribalism and religious background: In an institution where the management or leadership appoint, recruit or promote workers based on their ethnic or

religious background, you find out that there will be division as some of the workers who are from the same ethnic group or religious group will form their own block while the other will form their and each group will not agree on any issue raised by the other group. And the bible said “that any house that is divided against itself will not stand.” In the mist of division there will be no growth.

Research Methodology

The data for this study was collected through the administration of questionnaires structured on 5-point likert scale ratio and analyzed based on the Analysis of Variance (ANOVA) test and reliability analysis scale via Special package on Social Sciences (SPSS). The level of significance was at 0.05. The results for the study are presented in the following tables:

Table 1: Analysis of Mean responses of respondents on the nature of Leadership styles in EBSU

ITEM	5 SA	4 A	3 N	2 D	1 SD	\bar{X}
1. Leadership style of EBSU has positive influence on its institutional management	115	88	15	10	4	4.29
2. Leadership style and pattern in EBSU is a reaction to an institutional problem of Ebonyi state university management	49	87	42	42	12	3.51
3. Bad leadership style has negative impact on institutional management	142	58	17	12	3	4.39
4. Management of EBSU has adopted autocratic style of leadership and pattern in its institutional management	47	43	40	69	33	3.00
5. Adoption of a democratic leadership style and pattern has positive effect on the organizational performance of EBSU.	87	87	30	18	10	3.96
6. Both authoritarian and laissez faire leadership styles and patterns has been adopted in the development of EBSU in its institutional management	27	42	67	55	41	2.82
7. The participatory leadership style and pattern of EBSU management has positive influence on the institutional management of EBSU	65	102	39	20	6	3.86
8. Management of EBSU has adopted both democratic and autocratic style of leadership pattern in the overall performance of its institutional management.	42	84	52	40	14	3.43

Source: Field Survey, 2011.

The data presented in the table above shows the mean scores of the responses on each of the questionnaire items. The results indicated that item 1 and 3 have mean scores of 4.29 and 4.39 respectively. This means that the respondents agreed that the leadership style of EBSU has positive influence on its institutional management and that bad leadership style has negative impact on institutional management. They agreed with items 2, 4, 5, 7 and 8 which have mean scores of 3.51, 3.00, 3.96, 3.86 and 3.43 respectively, portraying that leadership style and pattern in EBSU is a reaction to an institutional problem of Ebonyi state university and that management of EBSU has adopted both democratic and autocratic style of leadership pattern in the overall performance of its institutional management. However the result of item 6 with a mean score of 2.82 shows that the respondent disagreed with the opinion that both autocratic and laissez-faire leadership style and pattern has been adopted in the development of EBSU in its institutional management.

Ho₁ This hypothesis states that the Leadership Style of Ebonyi State University has no positive impacts on its Institutional management.

Data from the table were used to test the hypothesis. The tables however, were used to derive the reliability Analysis scale and the ANOVA output table as shown in tables 2 and 3 respectively.

Table 2: Reliability Analysis – Scale (Alpha)

		Mean	StdDev	Cases
1	SB1	4.2931	.6019	232.0
2	SB2	3.5129	.9122	232.0
3	SB3	4.3966	.7415	232.0
4	SB4	3.0086	.9112	232.0
5	SB5	3.9612	.8012	232.0
6	SB6	2.8232	.6109	232.0
7	SB7	3.8621	.8121	232.0
8	SB8	3.4310	.7521	232.0

Empirical Analysis of Data 2011

Table 3-: Analysis of Variance on the relationships between Leadership Style and Institutional Management of Ebonyi State University

Sources of variation	Sum of square	DF	Mean square	F	Prob
Between people	884.0832	231	3.8272		
Within people	307.9104	1624	.1896		
Between measure	36.6268	7	5.2324	31.1824	.0032
Residual	271.2836	1617	.1678		
Total	1,191.9936	1855	.6426		
Grad mean	3.6611				

Empirical Analysis of Data 2011

Reliability coefficients:

N of cases = 232.0

N of items = 8

Alpha = .9843

The P- value $0.0032 < 0.05$ as shown in the analysis on tables 2 and 3 which shows that there is no significant difference between the mean scores, therefore we reject the null hypothesis and then accept the alternative hypothesis that there is existence of relationships between leadership style and institutional management of Ebonyi State University. The analysis therefore shows that this result is 93% reliable.

RESULT AND DISCUSSION

Based on the results and analysis of the test of hypothesis on the effect of Leadership Styles on the institutional management of Ebonyi State University, it showed that undemocratic leadership style is a challenge to institutional management of EBSU because of its various impacts on institutional performance. Certainly, the opinions of the respondents suggest that undemocratic leadership style affects the morale and quality of the workforce, Promote incompetence and blind loyalty, engender lack of trust, and possibly leads to formation of coalitions, blocks and cleaves from the result, (18%) strongly Agreed that undemocratic leadership style is a challenge on institutional management of EBSU, (38%) agreed, (25%) were Neutral, (12%) disagreed while (6%) strongly disagree. When workers or staff are not allowed to participate in decision/policy making, complete to carry out a task against they wish, their efficiency and effectiveness will reduce, thereby reducing the rate of growth of the institution.

Findings on factors such as external politics, nepotism and political cleavages in the appointment of university principal officers reveals that ethnicism, Local Government or state of origin and godfatherism are the major determinants as to who is recruited, appointed or promoted in EBSU; and these have posed a great challenge to the institutional management of EBSU as the quality of the workforce is likely to be affected negatively because those appointed/accepted or

recruited may not be the best of candidates that are available for appointment/recruitment. One of the consequences is that those promoted/appointed or recruited would show blind and unquestioning loyalty to those that appointed/recruited them, this brings about decline in employee's performance, and poor growth of the institution.

From the result, (31%) strongly agreed that external politics, nepotism and political beverages in the appointment of University principal Officers Pose challenge on the institutional management of EBSU, (34%) agreed, (13%) were neutral, (13%) disagreed, while (9%) strongly disagreed. This also shows that greater percentage of the respondents agree to the fact that external politics, nepotism and Political beverages in the appointment of University Principal Officers pose challenges to institutional management of EBSU. The issue of godfatherism has become a canker worm that has eaten deep into the politics of Nigeria. And this is obviously the case in EBSU as observed from the results above where employees gloss over duties because those who have Abraham as father get to any position they want without due recourse to qualification, skill and expertise while those who have the skill and what it takes do the work effectively and efficiently are left out. In recruiting, appointing or promoting staff those in leadership positions tend to choose people of same ethnic group with those who saw them into the position and disregard those who qualify for the job. Experience shows that those who are promoted to professorship, HODs, Faculty Deans, Registrars, or VCs lack the globally acceptable standards for such offices; and it is not a case of "one eyed man in the land of the blind". It is interesting to note that political influence in staff recruitment, promotion and appointment has challenged the institutional management of EBSU. From the questionnaire (31%) strongly agreed, (38%) agreed, (13%) were neutral, (12%) disagreed and (6%) strongly disagreed that politics and power position have influenced institutional performance. This shows that Politics/power position has a great influence on staff recruitment, promotion and appointment in EBSU. This has direct impact on work morale and efficiency. This in turn has wide range implications for productivity, effectiveness and efficiency of workers.

Effective leadership style is a topic of great concern to managers, employers and the general Public. Good leadership is essential to government, to business and to countless group and institutions that shape the collective societal engagements and destiny. In the attainment of institutional goals and objectives of any institution, an effective leadership or leader is obviously an important ingredient. The follower acts as a compliment to the leader in the achievement of the institutional goals of any institutions. If there is no effective leader, most institutional goals and objectives may not be adequately realized. When leaders who are professionals in their respective fields are not involved in the management of institutions, the impact on their objective attainment index is easily noticeable. Similarly, attempts are directed towards appointing leaders who will be able to run the institution effectively and efficiently for the attainment of institutional goals. Leadership increasingly becomes under great pressure from the followers and from the environments. With the presence of effective leadership, there are efficient and effective institutional management to perform up to expectations. From the result (31%) strongly Agreed, (50%) Agreed, (10%) Neutral, (6%) Disagreed, (3%) strongly disagreed. Greater percentage of the respondent agreed that effective leadership style and pattern is a challenge to the institutional management of EBSU in the overall achievement of its set objectives. Like most other tools for

achieving institutional objectives effective leadership is faced with some challenges which prevent some institutions from achieving their target goals and objectives.

CONCLUSION

The aim of this study was to explore the nature of leadership styles and the politics of institutional management of state-owned universities in Nigeria using some empirical evidence of EBSU, in the South eastern geo-political zone between the period of 2000-2007 as was characterized and influenced by a federal system of government under a democratically elected government both at the national and regional level and was also controlled by increased level of ethno-conscious leadership. Findings suggest that politics is highly perceived in institutional management of state-owned universities in the zone and that every social-political system like EBSU in this era of nascent and fledgling democracy is prone to diverse political behaviours and associated power games that can either promote performance and operational efficiency or that can be hazardous and dysfunctional to system stability, growth and innovation if the rudiments of institutional leadership styles is neglected. The study contributes to the larger debate on leadership styles whether transformational, transactional, democratic or autocratic and argues that the university as a social “organism” or institution breeds politics in a wider ramifications and has serious underpinning effects and implications that hampers institutional efforts, policies and mechanisms that aid institutional efficiency, growth, and development in the areas of capacity building, research and community development services in the region.

Thus, the paper recommends the need for the government to grant institutional autonomy to the management of state-owned universities in the 6 geo-political zones in order to achieve best practices, organisational performance and human capital development within the purview of global/ international standards. The study therefore concluded that if Universities in Nigeria and EBSU in particular are to meet the goals of providing high level relevant manpower training and general performance of its tasks in the areas of teaching, research, capacity building and community services, that will contribute meaningfully to sustainable national development, they should adopt both democratic and transformational leadership styles in the development of its institutional management.

The idea of “he who pays the piper dictates the tune” to be played is visible here. So many errors, exploitations, injustices, inequities, subversion in of interests and processes are widely reported in Ebonyi State University but blind eye is often turned to these outrageous outcries. For instance, the Ebonyi Broadcasting Corporation (EBBC) aired a programme which focused on exploitation of students in Nigeria tertiary institutions, callers reported that the institution charges what they called concessional fee for prospective students who could not score up to the “cut off marks”. The question then is: does the money charged (ranging from N200, 000 – N800,000) then qualify the applicants? These unnecessary charges are processed by junior staff who may be opposed to such charges. Further, the money so charged, the junior workers only issue invoice of huge sums they never know how it goes. This could form ground for dissatisfaction and rebellion. But because “somebody put them there”, they are helpless albeit dissatisfied.

Have their own affinity and loyalty will be determined along these divide instead of loyalty to the institution and its ethos. Organizational interests and efforts are sacrificed and sabotaged on the basic of ethno-religious and tribal patronage.

From the results of this study, the following recommendations are made; it is believed that the implementation of these recommendations will bring change in institutional management of state-owned university and EBSU in particular.

- When recruiting, appointing and promoting, due process should be followed. Choice of employee should be based on qualification, skill and experience in a particular field.
- Ethnicity should not be the basis for recruitment the interest of the institution should be paramount.
- When appointing leaders, those who will be able to run the institution effectively and efficiently for the attainment of institutional goals should be considered.
- In institutional management, democratic leadership style should be practiced in other to carry every one along. All workers are to participate in decision –making.
- Seminars and workshops should be frequently organized for leaders and workers continuous training and retraining for improved output.

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