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# Profile of academic and senior non-teaching staff in a Nigerian university

## O. B. Yusuf*, A. S. Adebowale, A. F. Fagbamigbe, E. A. Bamgboye and A. B. O. O. Oyediran

Department of Epidemiology, Medical Statistics and Environmental Health, College of Medicine, University of Ibadan, Ibadan, Nigeria.

This study determined whether there has been any significant change in the profile of academic and senior non-teaching staff of the University of Ibadan recruited between 1961 and 2000. A retrospective study of these two categories were examined for their qualifications, dates of first appointment and the year of promotion to the grades of assistant lecturer, lecturer 2, lecturer 1, senior lecturer, professor positions and administrative officer, assistant registrar, senior and principal registrar positions for the non-teaching staff. The time intervals to move from one position to another were calculated and these were used to obtain probabilities of attaining these positions using the Kaplan-Meier survivorship model. The mean interval between year of first appointment and year of becoming senior lecturer increased significantly with increasing cohorts for the assistant lecturers. However, there was no appreciable change in the other categories of staff. The mean interval between year of first appointment and year of becoming senior assistant registrar decreased significantly with increasing cohorts. The study showed that there has been a change in the career progression of both academic and non-teaching staff. This change in the profile of staff could affect the quality and interrelations between the different categories of staff.

**Key words:** University of Ibadan, profile, staff.

## INTRODUCTION

Major problems Universities in Nigeria faced in the last 30 years have included incessant strikes by teaching and non-teaching staff. The agitations have been for better conditions of service and improved infrastructures. Over the years, the hitherto mutual co-existence and respect for each other's profession enjoyed in the 60 and 70s diminished. This, in addition to the recent introduction of differential salary scales, has created a tendency towards polarization of the University staff markedly into academic/non-teaching staff Levinson (2008); Fatunde (1995); Makanjuola (2008). On the other hand, with increase in knowledge driven economy, the private sector has been seriously competing with institutions of higher learning for manpower. Consequently, there has been a reduction in the ability of the universities to attract and retain top graduating students. Over the years, the relatively poor university salary structure caused some of

the best candidates from the universities to drift to industries and the universities had no option than to recruit or incorporate less brilliant but qualified applicants at their disposal. Furthermore, the passion for choice of lecturing as a career in the university by the best/first class graduates in the past has been eroded by the love for money which is now widely embraced in the country Utile (2008); Ogu (2008).

Also, in contemporary times, the change in career progression among University academic staff has been of great concern to the university authorities and faculty members. The reasons for this change include: the quality of graduates recruited, the quantum and quality of scholarly publications, staff motivation and stringent conditions contained in the promotion guidelines. In the past there were conducive teaching/learning atmosphere, and favourable attitude to university dons by the government probably because of their limited number. Presently, graduates prefer to work in banks, industries and multinational companies for better remuneration and fulfillment. These organizations entice them with huge salary packages and better working conditions, leaving

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*Corresponding author. E-mail: bidemi_yusuf@yahoo.com. Tel: 234 805 505 9818, 234 2 8708841.

Table 1. Frequency distribution of faculty of academic staff.

| Faculty | Frequency | Percentage |
|---|---|---|
| Science | 665 | 21.6 |
| Arts | 607 | 19.7 |
| Agriculture and Forestry | 315 | 10.2 |
| Education | 291 | 9.4 |
| Social Sciences | 333 | 10.8 |
| Technology | 319 | 10.4 |
| Law | 63 | 2.0 |
| College of Medicine | 197 | 6.4 |
| Veterinary Medicine | 135 | 4.4 |
| Pharmacy | 2 | 0.1 |
| Basic Medical Sciences | 69 | 2.2 |
| Dentistry | 16 | 0.5 |
| Library | 15 | 0.5 |
| No record | 54 | 1.8 |
| Total | 3081 | 100.0 |

the university community at the mercy of those who are academically 'average or sometimes below average' Odetunde (2004); Ogu (2008). These people sometimes proceed to postgraduate studies and opt to secure a place in their department after graduation. They may be financially incapacitated to continue with their postgraduate studies and later move to non-academic streams (Administrative) of the university community. Here, they work for a while and put in for their postgraduate studies thereafter. This they do with the hope of changing to the academic unit later. The aftermath of these *scenarios* includes the reduction in the quality of graduates being produced Braimoh (2005); Odetunde (2004). However, there have been limited documentation of these *scenarios*; hence, this study set out to determine whether there has been any significant change in the profile of academic and non-teaching senior staff of the University of Ibadan over the last 40 years.

## METHODOLOGY

### Study design and population

The records of academic and senior non-teaching staff of the University of Ibadan available at the establishment office over a period of 40 years (1961 - 2000) were examined for their profiles. A check list consisting of 3 main sections: personal information of staff, qualifications and career progression was completed for each staff. The staff strength was estimated to be 6000.

### Data management

Data collected was entered into the computer and analyzed using the Statistical Package for the Social Sciences (SPSS Inc., Chicago, IL, USA). Frequency tables and graphs were generated for relevant variables. Descriptive statistics such as means, and

standard deviations were used to summarize quantitative variables while qualitative variables were summarized with proportions. The chi-squared test was used to investigate associations between two qualitative variables. The t-test was used to compare two mean values while the analysis of variance was used to compare mean values of more than two groups with quantitative variations. Time interval between assistant lecturer and senior lecturer positions was examined. In addition, time interval between lecturer 2, lecturer 1 and senior lecturer positions was also examined. Also, time interval between senior lecturer and professorship positions was examined. The survival analysis techniques applicable in such data situation for examining the distribution of time to event variables were used. The fundamental procedure is to subdivide the observation period into smaller time intervals. For each interval, the probability of the event of interest (e.g becoming Senior Lecturer) occurring within the interval was computed. The probabilities estimated from each of the intervals were then used to provide estimate of the overall probability of the event occurring at different time points. The proportion of lecturers in a particular 5-year age group who attain the position of Senior Lecturer simply referred to as Cohort Promotion Progression Ratio (CPPR) was computed. The time elapsed from the position of Assistant Lecturer (A/L) to Senior lecturer (S/L) was also determined.

At the University of Ibadan, staffs are usually considered for promotion after they must have spent at least three years. Therefore, an individual who was appointed as assistant lecturer should attain the position of Senior lecturer after 9-years "*ceteris paribus*". However, there is variation in the rate at which individuals fulfill the conditions for promotion to the various grades. All comparisons were carried out at the 5% level of significance.

## FINDINGS

Five thousand three hundred and sixty four records were available for analysis. There were 3081 (57.4%) academic staff and 2283 (42.6%) non-teaching staff. The results are presented separately for each category of staff.

### Personal characteristics of academic staff

Of the 3081 academic staff, 2574 (83.5%) were males, while 507 (16.5%) were females giving a sex ratio of about 5:1. The distribution shows majority (21.6%) were from the Faculty of Science, 607 (19.7%) from the Faculty of Arts, 315 (10.2%) from Law, 197 (6.4%) from the College of Medicine, while only 2 (0.1%) were from the Faculty of Pharmacy. Table 1 shows the frequency distribution of the faculty of these academic staff. Nine hundred and fifteen (29.7%) were still in service while 2166 (70.3%) were not in service. The reasons for leaving the university were not available in most cases (72.4%) but notable ones were resignation (10.9%), lapsed appointment (10.3%), and transfer of services (3.1%). Other reasons were termination of appointment, dismissal, health grounds and absconding.

### Qualifications of academic staff

About 1179 academic staff had records of first degree awarding institutions; of 1032 that attended federal

**Table 2.** Position at first appointment of academic staff.

| Position at first appoint. | 1961-1965 N (%) | 1966-1970 N (%) | 1971-1975 N (%) | 1976-1980 N (%) | 1981-1985 N (%) | 1986-1990 N (%) | 1991-1995 N (%) | 1996-2000 N (%) | Total |
|---|---|---|---|---|---|---|---|---|---|
| Professor | 1 (1.1) | 1 (0.6) | 3 (0.9) | 8 (1.7) | 16 (3.6) | 5 (1.3) | 7 (1.9) | 13 (2.7) | 54(1.93) |
| Reader | 0 (0.0) | 0 (0.0) | 2 (0.6) | 2 (0.4) | 5 (1.1%) | 1 (0.3) | 6 (1.6) | 3 (0.6) | 19(0.68) |
| Senior lecturer | 2 (2.2) | 8 (4.4) | 22 (6.4) | 21 (4.5) | 30 (6.7) | 15 (3.8) | 9 (2.4) | 15 (3.1) | 122(4.37) |
| Lecturer 1 | 22 (23.7) | 53 (29.3) | 45 (13.0) | 58 (12.4) | 65 (14.5) | 38 (9.6) | 29 (7.8) | 40 (8.2) | 350(12.54) |
| Lecturer 2 | 6 (6.5) | 14 (7.7) | 40 (11.6) | 22 (4.7) | 15 (3.3) | 17 (4.3) | 13 (3.5) | 13 (2.7) | 136(4.87) |
| Assistant lecturer | 50 (53.8) | 93 (51.4) | 196 (56.6) | 239 (51.0) | 177 (39.5) | 131 (33.2) | 134 (35.8) | 274 (56.5) | 1294(46.36) |
| Graduate assistant | 5 (5.4) | 4 (2.2) | 20 (5.8) | 82 (17.5) | 53 (11.8) | 95 (24.1) | 105 (28.1) | 56 (11.5) | 420(15.05) |
| Associate lecturer | 2 (0.7) | 0 (0.0) | 2 (0.6) | 11 (2.3) | 31 (6.9) | 18 (4.6) | 24 (6.4) | 37 (7.6) | 125(4.48) |
| Part time lecturer | 2 (2.2) | 3 (1.7) | 10 (2.9) | 23 (4.9) | 50 (11.2) | 66 (16.7) | 41 (11.0) | 26 (5.4) | 221(7.92) |
| Others | 3 (3.3) | 5 (2.8) | 6 (1.8) | 3 (0.6) | 6 (1.3) | 9 (2.3) | 6 (1.6) | 8 (1.6) | 46(1.65) |
| Total | 93 | 181 | 346 | 469 | 448 | 395 | 374 | 485 | 2791(100.0) |

Column percentages presented.
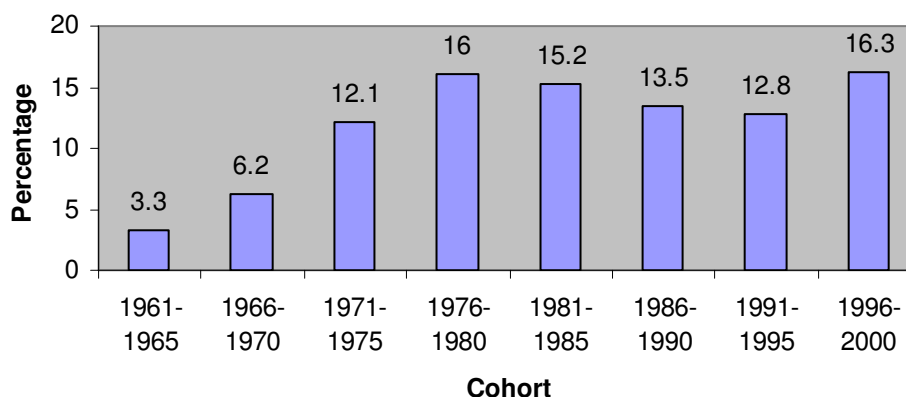


**Figure 1.** Percentage distribution of academic staff in each cohort.

universities, 167 (16.2%) obtained first class, 623 (60.4%) had second class, while 242 (23.4%) obtained third class. Of the 132 that attended foreign universities, 54 (40.9%) obtained first class, while 10(7.6%) obtained third class. ($p < 0.001$). Of the 15 that attended state universities, 12 had second class, while 3 had a third class. Staff with second class degrees (whether lower or upper) constituted the majority of the academic staff. The records of about 60.0% academic staff had information on the year they obtained Masters Degree and type of awarding institution. A total of 1116 (56.4%) obtained Masters Degree from Federal Universities, while 801 (43.6%) obtained it from foreign universities. A total of 1488 (50.0%) had doctorate degrees of whom 855 (57.5%) obtained them from Federal Universities while 633 (42.5%) were from Foreign Universities.

**Career progression of academic staff**

The career progression was analyzed in cohorts of 5 years which gave 8 cohorts in all. Figure 1 shows the frequency distribution of the academic staff in each cohort. In the 1961 - 1965 cohort, there were 50 (53.8%) assistant lecturers, 22 (23.7%) lecturer 1, and only 1 (1.1%) professor. In the 1966 - 70 cohort, there were 196 (56.6%) assistant lecturers, 40 (11.6%) lecturer 2 and only 3 (0.9%) professors. However, in the 1996 - 2000 cohort, there were 274 (56.5%) assistant lecturers, 40 (8.2%) lecturer 1 and 13 (2.7%) professors. Table 2 shows the frequency distribution of position at first appointments. Table 3, 4 and 5 shows the frequency distribution of summary statistics of career progression of academic staff. For the assistant lecturers, the mean

**Table 3.** Summary statistics of interval time between first appointment and becoming senior lecturer for assistant lecturers.

| | Time (years) to attain senior lecturer | | | | |
|---|---|---|---|---|---|
| Cohort year | Mean | S.D | Median | Range | Sample size |
| 1961-1965 | 6.2 | 3.6 | 6.0 | 14 | 50 |
| 1966-1970 | 6.9 | 3.0 | 7.0 | 14 | 60 |
| 1971-1975 | 6.7 | 2.9 | 6.0 | 14 | 101 |
| 1976-1980 | 7.9 | 4.1 | 7.0 | 24 | 89 |
| 1981-1985 | 9.4 | 3.5 | 9.0 | 16 | 61 |
| 1986-1990 | 8.8 | 3.1 | 9.0 | 14 | 34 |
| 1991-1995 | 7.6 | 1.9 | 7.0 | 8 | 30 |
| 1996-2000 | 4.6 | 3.0 | 6.0 | 8 | 9 |

F = 6.95, p < 0.0001.

**Table 4.** Summary statistics of interval time between first appointment and becoming senior lecturer for lecturer II.

| | Time (years) to attain senior lecturer | | | | |
|---|---|---|---|---|---|
| Cohort year | Mean | SD | Median | Range | Sample size |
| 1961-1965 | 8.2 | 2.3 | 8.2 | 6 | 6 |
| 1966-1970 | *7.6 | 2.8 | 7.0 | 9 | 11 |
| 1971-1975 | *6.5 | 2.0 | 6.0 | 7 | 19 |
| 1976-1980 | 4.9 | 2.7 | 4.0 | 7 | 7 |
| 1981-1985 | -- | -- | 14 | 10 | 3 |
| 1986-1990 | -- | -- | -- | -- | 2 |
| 1991-1995 | -- | -- | -- | -- | 2 |
| 1996-2000 | -- | -- | -- | -- | 0 |

*t = 1.13, p = 0.30.

**Table 5.** Summary statistics of interval time between first appointment and becoming senior lecturer for lecturer I.

| | Time (years) to attain senior lecturer | | | | |
|---|---|---|---|---|---|
| Cohort year | Mean | SD | Median | Range | Sample size |
| 1961-1965 | 5.8 | 4.2 | 4.0 | 14 | 13 |
| 1966-1970 | 5.8 | 2.3 | 5.5 | 11 | 50 |
| 1971-1975 | 4.6 | 4.0 | 3.0 | 16 | 31 |
| 1976-1980 | 4.7 | 2.9 | 4.0 | 9 | 26 |
| 1981-1985 | 5.8 | 3.4 | 5.0 | 15 | 24 |
| 1986-1990 | 5.6 | 3.1 | 4.0 | 11 | 16 |
| 1991-1995 | 4.4 | 2.1 | 4.0 | 4 | 12 |
| 1996-2000 | 3.4 | 0.8 | 3.0 | 3 | 11 |

*f = 1.46, p = 0.19

interval between year of first appointment and year of becoming senior lecturer increased significantly across cohorts; 61 - 65 (6.2 years), 66 - 70 (6.9 years), 71 - 75 (6.7years), 76 - 80 (7.9 years) and 81 - 85 (9.4 years), However, significant declines were observed in the 86 – 90 (8.8), 91 - 95 (7.6), 96 - 2000 (4.6) cohorts (p < 0.001) (Table 3). For the lecturer 2, the mean interval between year of first appointment and of year of becoming senior lecturer was 7.6 years (SD = 2.8 years) in the 1966 - 70 cohort, and it decreased to 6.5 years (SD = 2.0 years) in the 1971 - 1975 (Table 4). For the lecturer 1, the mean interval between year of first appointment and year of becoming senior lecturer decreased from 5.8 years in the 1961 - 65 and 1966 - 70 to 4.6 years in the 1971 - 1975 cohorts (Table 5). In general, about 46 and 38% academic staff attained senior lecturer positions before and after 9-years, respectively, only 15.2% attained the position of Senior lecturer at exactly 9-years.

## Personal characteristic of non -teaching staff

Of the 2283 non -teaching staff, 1548 (67.8%) were males, while 735 (32.2%) were females giving a male to female ratio of about 2:1. One thousand and seventy (46.9%) were still in service while 1213 (53.1%) were not in service. Reasons given for leaving the university include resignation (13.2%), death (0.9%), retirement (34.5%), and transfer of service (4.6%). Other reasons were dismissal, termination of appointment, absconded and lapsed appointment.

## Qualifications of non- teaching staff

About two hundred (8.8%) non-teaching staff attended federal universities, 341 (14.9%) attended state universities, 451 (19.8%) had certificates from professional bodies such as ICAN, COREN, ASCON etc, 22 (1.0%) obtained the National Certificate of Education (NCE), while the others attended polytechnics and secondary schools.

## Career progression of non–teaching staff

The career progression of the non- teaching staff was analyzed in cohort of 10 years which gave 5 cohorts in all. Figure 2 shows the percentage distribution of the non-teaching staff in each cohort. The mean interval between year of first appointment and year of becoming senior assistant registrar decreased significantly across cohorts (p < 0.05). It was 18.1 years (SD = 7.1 years) in the 1961 - 1970 cohort, while it reduced to 7.5 years (SD = 1.6 years) in the 1991 - 2000 cohort (Table 6). The mean interval between year of first appointment and year of becoming principal assistant registrar was 7.6 years (SD = 4.7 years) in the 1961 - 1970 cohort, while it was 7.8 years (SD = 4.7 years) in the 1971 - 1980 cohort (Table 7).

## Survival analysis results

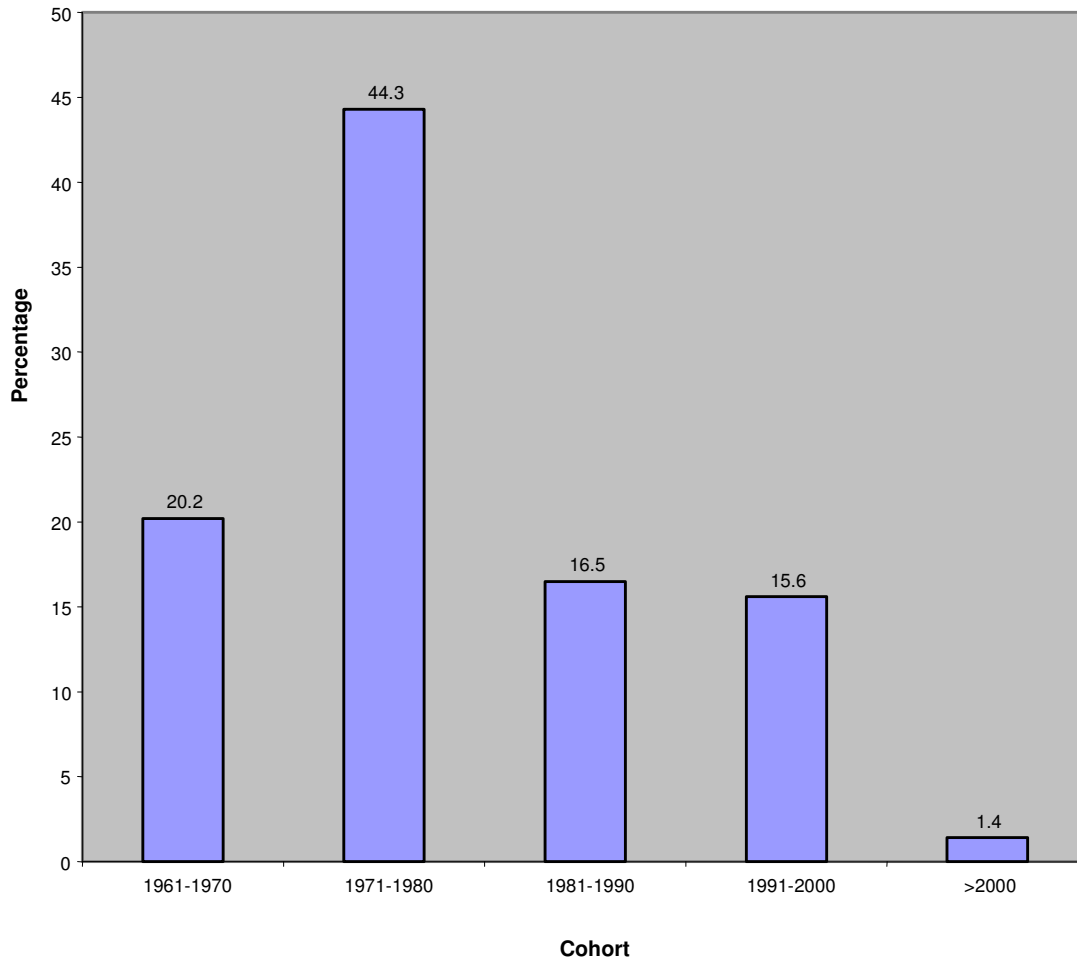Table 8 shows the probabilities of progression from

**Figure 2.** Percentage distribution of non-teaching staff.

**Table 6.** Summary statistics of interval time between first appointment and becoming senior assistant registrar.

| | Time (years) to attain senior assistant registrar | | | | |
|---|---|---|---|---|---|
| **Cohort year** | **Mean** | **Standard deviation** | **Median** | **Range** | **Sample size** |
| 1961-1970 | 18.1 | 7.1 | 18.0 | 23 | 23 |
| 1971-1980 | 16.8 | 8.4 | 20.0 | 29 | 47 |
| 1981-1990 | 13.7 | 4.6 | 14.5 | 14 | 12 |
| 1991-2000 | 7.5 | 1.6 | 7.0 | 4 | 6 |

F = 3.82, p = 0.013

**Table 7.** Summary statistics of interval time between first appointment and becoming principal assistant registrar.

| | Time (years) to attain principal assistant registrar | | | | |
|---|---|---|---|---|---|
| **Cohort year** | **Mean** | **Standard deviation** | **Median** | **Range** | **Sample size** |
| *1961-1970 | 7.6 | 4.4 | 8.0 | 13 | 15 |
| *1971-1980 | 7.8 | 4.7 | 6.0 | 24 | 28 |
| 1981-1990 | 4.7 | 2.9 | 3.0 | 5 | 3 |

*t = 0.64, p = 0.53.

**Table 8.** Probabilities of progression from assistant lecturer to senior lecturer and the time in years it takes to attain the position.

| Interval start time t (in yrs) | P 1961-2001 | P 1961-1965 | P 1966-1970 | P 1971-1975 | P 1976-1980 | P 1981-1985 | P 1986-1990 | P 1991-1995 |
|---|---|---|---|---|---|---|---|---|
| 2 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 |
| 3 | 0.0180 | 0.0000 | 0.0000 | 0.0380 | 0.0000 | 0.0000 | 0.0000 | 0.1670 |
| 4 | 0.0360 | 0.0000 | 0.0000 | 0.0770 | 0.0670 | 0.0000 | 0.0000 | 0.1670 |
| 5 | 0.1250 | 0.1820 | 0.1000 | 0.1540 | 0.2670 | 0.0440 | 0.0480 | 0.1670 |
| 6 | 0.2230 | 0.4550 | 0.1000 | 0.2700 | 0.3330 | 0.0440 | 0.1430 | 0.5000 |
| 7 | 0.3570 | 0.5450 | 0.6000 | 0.3460 | 0.4670 | 0.1300 | 0.1900 | 0.8330 |
| 8 | 0.4640 | 0.7270 | 0.6000 | 0.4230 | 0.6000 | 0.3040 | 0.2860 | 0.8330 |
| 9 | 0.6160 | 0.9090 | 0.7000 | 0.6150 | 0.6000 | 0.5220 | 0.4290 | 1.0000 |
| 10 | 0.7140 | 0.9090 | 0.8000 | 0.8080 | 0.6000 | 0.5650 | 0.6190 | - |
| 11 | 0.8390 | 0.9090 | 1.0000 | 0.8850 | 0.7330 | 0.6960 | 0.8570 | - |
| 12 | 0.9290 | 0.9090 | - | 0.8850 | 0.9330 | 0.9570 | 0.9050 | - |
| 13 | 0.9640 | 1.0000 | - | 0.9610 | 0.9330 | 0.9570 | 0.9520 | - |
| 14 | 0.9820 | - | - | 1.0000 | 1.0000 | 0.9570 | 0.9050 | - |
| 15 | 0.9910 | - | - | - | - | 1.0000 | 0.9520 | - |
| 16 | 1.0000 | - | - | - | - | - | 1.0000 | - |

Assistant Lecturer to Senior Lecturer and the time it took to attain the position.  A total of 112 staff had complete records for this analysis and they became Senior Lecturers at one time or the other on or before 16-years. Between 1961 and 2001, the probability of becoming Senior lecturer (S/L) on or before 9-years was 0.616, however, this reduced to 0.394 (1 - 0.616) after 9-years. In addition, the probabilities of becoming S/L on or before 9-years among those appointed as A/L in 1961 - 1965, 1966 - 1970, 1971 - 1975, 1976 - 1980, 1981 - 1985, 1986 - 1990 and 1991 - 1995 were 0.91, 0.70, 0.62, 0.60, 0.52, 0.43 and 1.00, respectively.  Among those who were appointed between 1961 and 2001 as A/L the probabilities of becoming S/L after 5 6, 7, 8, 9, 10, 11 and 12 years were 0.125, 0.223, 0.357, 0.464, 0.616, 0.714, 0.839 and 0.929, respectively. Therefore, a very high proportion of the staff attained this position between 5 and 12 years. When periods of appointment were compared, the progression is lowest among those who were appointed between 1986 and 1990, but highest among those who were appointed between 1991 and 1995. The cohort that was appointed between 1966 and 1970 all became S/L after 11 years, whereas, those who were appointed between 1986 and 1990 became S/L after 16 years. The rate of change in CPPR was 0.408.

## DISCUSSION AND CONCLUSIONS

In this study, we hoped to find answers to questions such as: do we have more lecturers with first class degree who joined the university now than in the past and vice-versa? Is promotion progression rate from the position of assistant lecturer to the position of senior lecturer faster now than in the past? Has the quality of non-teaching staff improved or diminished over time? Answers to these questions will probably have considerable effect on the quality of graduates turned out by the university. There has been no research to provide answers to these questions. Hence, this study aimed at providing these information by investigating the quality of academic and senior non- teaching staff at the university of Ibadan.

This study has shown that majority of the academic staff attended federal universities and obtained second class degrees. The mean interval between year of first appointment and year of becoming senior lecturer appeared to increase with increasing cohorts. The early cohorts had significantly lower intervals compared to the later cohorts. The results from the survival analysis also showed that the probability of becoming S/L on or before 9-years was higher than that of becoming S/L after 9-years. This implies that more lecturers became S/L on or before 9 years than after 9-years of appointment. However, becoming senior lecturer on or before 9 years was faster among the early cohorts than the later cohorts except a disparity that was experienced among 1991 - 1995 and 1986 - 1990 cohorts. The trend in CPPR increased between 1966 and 1990. Attainment of S/L takes more time as the year progresses between this interval.  For example, the cohort that was appointed between 1966 and 1970 all became S/L after 11 years, whereas, those who were appointed between 1986 and 1990 became S/L after 16 years. Overall, a low and positive CPPR was found. This implies that, it takes more years for a cohort to attain senior lecturer as year increases that is, earlier cohorts progressed to senior lecturer faster than later cohorts.

Majority of the non-teaching staff obtained certificates from professional bodies while only very few attended federal universities at the time of their appointment. The mean interval between year of first appointment and year of becoming senior assistant registrar decreased

significantly with increasing cohorts, although, only two cohorts had enough records for meaningful statistical analysis. The mean interval between year of first appointment and year of becoming principal assistant registrar in the two cohorts did not differ significantly. The promotion guidelines for the non-teaching staff are based on years of experience and good appraisal from senior subordinates which might explain the better rate of progression to higher grades. A very important discovery was the unavailability of a large proportion of records; which resulted in the small sample sizes reported in the tables. Although, we did not expect perfect accuracy of records, the extent to which records were missing was very surprising. The variable most affected was class of degree hence career progression could not be reported by class of degree. This calls for rapid computerization of staff records more so with increasing availability of information and communication technology.

In conclusion, there is a change in the career progression of academic staff, however, there is a slight indication that the quality of non-teaching staff has improved over the years. This could potentially be one of the factors promoting or aggravating friction between the two groups. One possible explanation for the decline in the career progression of academic staff might be that the lecturers who joined the university in recent times are those who could not get jobs elsewhere or who did not have the love for academics, hence they could not put in their best to achieve. Another explanation may be the conditions in the promotion guidelines which have also changed considerably over the years, although information about promotion guidelines was not collected in this study. The University of Ibadan is the oldest with its peculiarities and so this observation might not be a true reflection of the Nigerian university system as a whole. A larger study involving other universities is needed to see whether the observations in the University

of Ibadan will be replicated elsewhere and also to see whether the change in career progression is a general trend in the Nigerian university system. It is therefore necessary to reduce the fall in career progression among academic staff. This could be done by stimulating researches through increased funding and/or reviewing the promotion criteria in the university to accommodate peculiarities in disciplines. This will eventually reduce the "brain drain" to the private sector. Lastly, proper record keeping should be made paramount in university administration. Inspite of the limitations of this study, it has revealed that there has been a slight decline in the quality of academic and non-teaching staff of the university of Ibadan over the years and this may affect the quality of graduates produced.

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