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GOVERNANCE IN NIGERIA UNIVERSITIES: THE POSITION OF THE UNIVERSITY REGISTRAR

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Abstract

This article discussed the position of the Registrar in University Governance in Nigeria. The article substantiated its assertions with data obtained from secondary sources. The print and online publications of reputable institutions functioned as supplementary sources of information. The university system adheres to the governing principles of good governance, transparency, and accessibility for all sincere information consumers. The fundamental tenet of this philosophy is that the university is in an ideal position to fulfil its responsibility as a community-based institution that offers teaching, consulting, professional services, and research. Aligned with the tenets of sound governance, the modernization of governance in higher education necessitates a resolution to the challenges pertaining to technological advancements, political astuteness, strategic pertinence, democratisation, and operational agility. The registrar serves as the university's principal executive officer. With regard to the daily administrative affairs of the university, he primarily answers to the Vice-Chancellor in his roles as Chief Administrative Officer and Director of the Registry. In addition to being the administrator of the Senate, Congregation, and Convocation, he also serves as the Governing Council. He performs supervisory roles in his domain, the registry, and regulates the activities. He is a top management staff and carries out the implementation of council, council committees and management decisions. He plays a critical and significant role in university governance.

Keywords:
University, University Governance, Registry, Registrar, Registrars Role.

Introduction

Universities have their roots in the ancient schools and academies of Alexandria, Rome, and Athens, which grew to become important centres of learning in the Middle Ages. As was common in the craftsman's guilds that were well-known in Europe in the 12th century, the word "universities" originally referred to a society (or guild) of teachers and students who formed themselves to protect and help one another.

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A large number of students from many countries descended upon towns that had become well-known for their academic standing because they offered courses in fields like theology, law, and medicine. Some cities can retain their allure because of their outstanding teachers and their favourable geographic location (Boyd & King, 1983; Faborode, 2012). In addition, these cities established long-term establishments with formal accreditation from civil and religious authorities, a governance structure that guarantees the security of students and scholars (Boyd & King, 1983).

Originally called studia generalia, the institutions eventually adopted the name universities. Generally, these were considered study rooms that were accessible to students across Europe without any local restrictions. The stadium differed from the institutions from which it had originated primarily in that a significant portion of its students had come from abroad to pursue an education that was out of reach for them financially back home. This distinction—its universality, transparency, and accessibility to all sincere seekers of knowledge—was what gave birth to universities, which today serve as a fixed base for many vocations.

As a studia generalia, a university is unique and characterised by its universality and openness, freedom from hindrance for all knowledge seekers, the appearance of a great teacher, its self-government, autonomy, and freedom to pursue knowledge through research, experimentation, and objective, if not clinical, analysis; its worldwide recognition of degrees and qualifications; and its theoretical instruction combined with practical application of knowledge.

Universities, also known as the "Ivory Tower," are revered and valued across the world as hubs of intellectual activity. The ivory tower is a metaphor for an idealised sanctuary where an intellectual may avoid interaction with the outside world. It is a place of seclusion from the outside world and its people. For these reasons, among others, the institution is known as the ivory tower. It is an esteemed guild, a school, and an advanced salesroom, where the items of commerce are ideas, conceptions, hypotheses, abstract principles, and conjectures. Not every competitor should enter. Not everyone qualifies for admission to a university system, even in the most progressive civilizations. The organisation is exclusive to individuals who are willing, able, and prepared to explore the realm of abstraction and cognitive processes related to memory and mind.

Furthermore, the university was designed from the start to be a place of calm and good judgement, where intellectuals could heal and participate in creative thinking while maintaining their physical and mental peace. It was thus somewhat shielded from the outside world from the start.

The institution also acts as a role model for the community. It serves as the guardian of information, morals, and culture. It shows exactly where we have come from and where we are headed. Universities have always been highly responsible for steering society towards the future. A failing university system says something about a decadent society that lacks hope and direction, like a lost ship navigating the choppy waters of history.

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Like elephants, which are the biggest land mammals on the planet due to their massive size, ivory tusks, and thick skin, universities are considered to be the best educational institutions in their respective nations. It reigns over all establishments in the kingdom of the well-informed and uncontroversial.

An Oxford University Academic John Henry Newman cited in Faborode & Edigheji (2012) averred that:

A university is the hub to which a thousand schools contribute; it is a location where the mind may roam freely and conjecture, certain to meet its match in some opposing endeavour, and find its judgement in the court of truth. This is an area where research is advanced, findings validated and refined, recklessness transformed into innocence, and mistakes revealed as intellects collide and knowledge builds upon knowledge. This is the venue where the professor transforms into an articulate missionary and preacher, showcasing his knowledge in its most comprehensive and compelling form. He pours it out with a fervour of excitement, kindling in his listeners a passion for it similar to his own. The place where the catechist establishes his groundwork is where he treads truth into the ready memory, day by day, and wedges and tightens it into the growing reason. It is a place that engages the young with its celebrity, piques the interest of the middle-aged with its beauty, and binds the old with its associations. It serves as a centre of knowledge, a beacon to the globe, a preacher of the religion, and an alumna of the next generation. It encompasses all of these roles and much more, and a description that truly captures its essence would require a more skilled hand than mine. Additionally, Newman characterises the university as "the supreme safeguarding authority over all scientific and technological knowledge and principles, as well as investigation and revelation, experimentation and conjecture."

Universities should be institutions with the highest ideals, where the usual negative syndrome that characterize society are non-existence. As ivory tower that they are meant to be, they should be institutions that lead society and give the needed direction of the ideal in general ambience as it relates to national development (Ogunruku 2017).

According to Akoko (2013), a university is a higher education establishment that usually consists of graduate programmes in different fields as well as undergraduate colleges. A university is a place where there is expected to be on-going discussions, investigations and engagement in the pursuit of truth, a place where the members are expected to always seek and pursue the truth, a place of continual disagreement among its constituents always in their effort to present what they consider to be the best solution to issues.

According to (Ogunruku 2017), universities are multi-purpose organizations undertaking teaching, research and public service but outputs is difficult to measure in meaningful terms. It has a complex composition of members its members, the academic and administrative staff and other support staff. The student's population is replaced every four to five years. Universities are permanent organisations, with diversified opinion

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about the form in which it will continue to exist, but the concept of non-survival dose not trouble the minds of the members.

This paper attempt to ascertain the position of the Registrar in university governance. The study seeks to review the core principles of governance in universit, and the role the Registrar needs to play in the governance of universities to realise its corporate goals and objectives.

University Governance

The administration of men and women with the most advanced and developing intellects and faculties constitutes university governance. Universities are publicly funded establishments that operate autonomously and whose overarching objectives are to impart high-quality tertiary education and promote the progress of knowledge across Nigeria. The main goal of university operations is the utilization of human and material resources for the training of knowledge seekers. The active personnel are the academic staff, non-teaching staff and students. It is a human training and development factory, where knowledge is created, and disseminated (Fayemi, K. 2012).

When we talk about governance, we're talking about the formal organisational and management structures used by universities (or other post-secondary educational institutions). According to Amadi (2013), university governance is the simple operating system of institutions.

At the macro-level of policy decision-making, Kezar and Eckel (2004) defined governance and proposed that it is a multi-level concept including several entities and procedures with various decision-making roles. The state and federal governments, as well as external stakeholders, recognise institutions as independent actors with differing degrees of interconnectedness and duties.

Coyel (2004) defined governance as the methods and objectives of an organisation's or company's governance. It deals with the methods and processes used to attempt to make sure that a business (or organisation) is operating in a manner that enables it to meet its goals.

Governance is the method, system, or structure of an organization, as well as the established policies and guidelines for managing the organisation to achieve its goals and objectives. Consequently, university governance pertains to the structure of a university or universities to achieve their business goals.

The primary goal of university administration is to ensure that staff and student activities are coordinated without meddling in academic matters. The management of academics, extracurricular activities, and material resources in the development of individuals deemed deserving in terms of learning and character is known as university governance.

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Across the globe, there are significant differences in university governance. Differentiated management systems govern universities around the world. Regarding higher education, the term "governance" refers to the internal arrangement, coordination, and oversight of independent schools. The internal governance structure is made up of the governing board, the university president, a group of administrative chancellors, employees, the faculty senate, academic deans, department heads, and often some kind of student representative organization.

Nigerian universities' governing structures are modelled after those of the University of London, which was connected to the country's first prestigious institution, the University of Ibadan. The legislative bodies constituted by the universities' status and laws are the constituents' governing bodies. These governing bodies are the Council, Senate, Congregation, Convocation of Faculties, and Boards of Studies. These entities promote effective operations through the activities of their different committees. They also have a web-like structure of interdependence and relatedness.

The highest governing bodies at universities are the governing councils. In addition to carrying out legal duties, the Council is in charge of the university's stability, strategic policy direction, financial stability, and public perception (Faborode & Edigheji 2012).

The Senate is in charge of overseeing the operations that support the main initiatives of teaching, learning, research, and community engagement. As such, it is accountable for academic governance.

Healthy working relationships with the Senate, Congregation, Convocation, Students' Union Government, and Students Representative Council are essential to the governing council's performance and efficacy. The Council and other governance structures should have a friendly relationship to advance the good governance philosophy (Council on Higher Education, 2002). To improve good governance, university councils have a responsibility to proactively and helpfully consult with other institutional structures. Given the breadth of their responsibilities, university councils are expected to deliberate and provide guidance on a variety of topics, including codes of conduct, racial and gender dynamics, appointments to senior positions, institutional culture, and more.

The Student Union Government (SUG) or Students' Representative Council (SRC) is another of the university system's governing bodies. The SUG, or SRC, is a representative body in other university committees and governance structures, with a focus on student issues. Inside the bounds of the university's approved statute, the SUG is free to establish committees and other organizational structures by the requirements for student government. The following structure illustrates the general relationship in university governance between the senate, university administration, and council.

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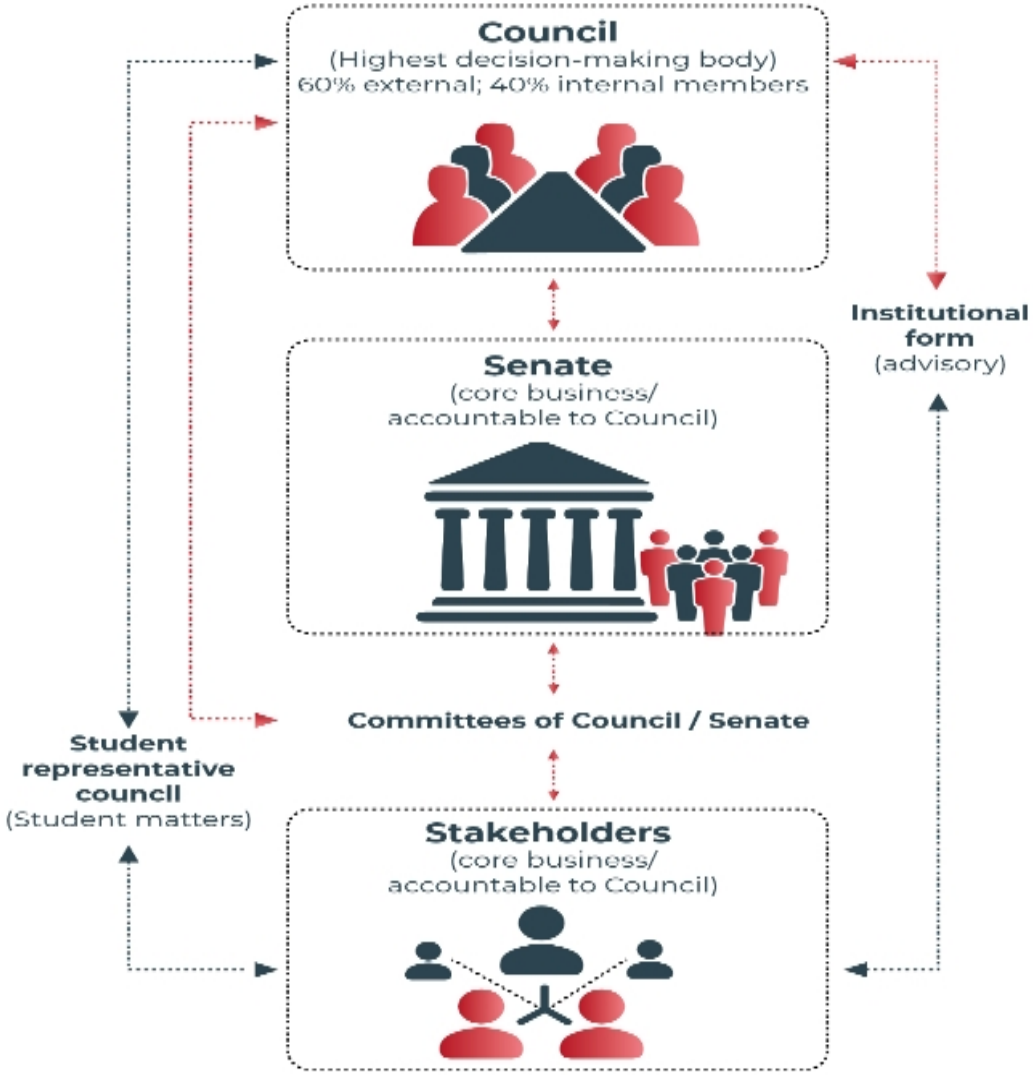


Fig 1: University Governance Structure

Principles of University Governance

Governance is the framework that guides an organization. Consequently, university governance refers to the methodical direction and management of a university's operations in order to appropriately and successfully fulfil its strategic goals, the expectations of its stakeholders, and the needs of the community. The university is committed to the ideals of good administration, which will ensure that the establishment is suitable for its intended use as a facility for professional services, research, teaching, and community consulting. The best way to accomplish the university community's triple goal of teaching, research, and service (TRS) is through cooperation, coordination, and consultation among the many stakeholders. The university engages in both formal and

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informal decision-making processes in conducting its affairs and for maintaining global best standards, this requires the understanding and commitment of all stake holders.

In addition to valuing student education and academic progress, the principles of university governance prioritise transparency, integrity, and professionalism, as well as public accountability and social responsibility. They also underscore academic freedom and autonomy. In addition, the university community's members can respond to lawful outside forces and entities that influence policies and decisions, comprehend the university's lofty and comprehensive mission, and strike a fair balance between discretion and codification in the administration of the institution.

Transparency in decision-making, democratisation, open communication, and consultation are essential components of successful governance. University governance will be successful if there are positive working relationships and mutual respect amongst all stakeholders, including the professors, administrative officials, professional and support staff, students, and representatives of outside organisations.

Generally speaking, the governance process has to involve establishing guidelines and goals for obtaining funding, appointing academics and personnel from all other categories in an amount adequate to accomplish the goals, and tracking progress towards those goals. According to Osisioma (2012), effective governance entails the following principles:

i. *Fiduciary Obligations and Consultation* - The public and commercial sponsors of programmes and initiatives are among the many interests that the institution represents. As a result, the university has to defend our standards and beliefs, encourage critical thinking and open research, and oppose laws, regulations, projects, and ideas. All pertinent stakeholders, each with their own rights and obligations, must be included in the deliberative process of governance.

ii. *Transparency* - This entails disclosing as much as is necessary and appropriate without jeopardising the strategic interests of the institution. From an internal standpoint, the institution should be transparent in its interactions with staff and students and handle its business in a way that invites scrutiny.

iii. *Ethical Corporate Citizen* - In all areas of finance, administration, academic study and instruction, and stakeholder interactions, the university must aim to be outstanding in its performance, exhibiting the highest levels of professionalism and ethical behaviour. It must also aspire to deliver top-notch services at a reasonable and realistic cost.

iv. *Authority, Delegation and Accountability* - By giving staff members decision-making authority at the most suitable organisational levels, we may encourage their skill and knowledge growth for possible improvement and foster community members' originality and inventiveness. The decentralisation of power on all aspects of the organization's activity at all levels should be a habit, even if the Governing Council has ultimate authority on behalf of the Visitor. Individuals

within the university community must to be answerable and accept accountability for their activities, both in terms of effectiveness (impact) and efficiency (use of resources).

v. *Internal Controls* – To stop the abuse of authority and guarantee that risks are properly and proactively handled, there should be an adequate and functional architecture of checks and balances. Encouragement of proper delegation of power and responsibility will lead to high-level performance and cost-effectiveness in all areas of the university's academic and service activities. Monitoring the exercise of executive power, protecting its assets and ensuring their right use or disposal, keeping accurate accounting and records, adhering to pertinent legal and regulatory requirements, and ensuring effective risk management are the ultimate goals.

vi. *Shared Responsibility and Participation* – Encouraging wide agreement, transparent dialogue, involvement in decision-making processes, and open consultation are all important. In an environment of shared governance and responsibility for the university's success in pursuing its vision and purpose, it necessitates an appreciation of the importance of differing viewpoints in decision-making as well as the pursuit of a common goal.

vii. *Representation and Committee* - For there to be effective governance, there must be representation from the professors, professional and support staff, students, and outside stakeholders on budgeting, policy-making, and procedure-making bodies. The university council and the committee structure are suitable channels for achieving this objective.

The University Governing Council

The governing council is in charge of all institutional programs and activities, and it has the authority to monitor, manage, and supervise them all. Its primary duty is to supervise all issues pertaining to hiring, firing, and dismissing employees, as well as the university's finances, expenses, public relations, and property (Ogunruku 2013). As stated in the Niger Delta University Calendar (2015), the council serves as the university's governing body and is in charge of overseeing and controlling all policies, finances, and assets, including public relations. It is the employer of all university employees and makes sure that an impartial auditing company that has been authorised by the council audits the university's finances every year. According to Faborode (2012), the governing council, which is the institution's governing body and authority with control over the overall administration of the university, sits at the top of the organisational chart. The institution's governing council is its governing body, and it has the ability to command, oversee, regulate, and keep an eye on all of its operations (Ogunruku 2017). It bears complete accountability for the institution's assets, public relations, staff, and finances. The government (the President or the Governor, if the institution is public) or the proprietor, if it is private, appoints the

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Pro-Chancellor, who serves as Chairman. Pro-chancellor candidates must possess a track record of honesty, expertise, and familiarity with matters pertaining to university management. However, this isn't always the case, since most appointments made by foreign visitors to Nigerian colleges are often granted in exchange for political favors.The university council is composed of representatives from the Ministry of Education, the University Community, the Government, and the Alumini. Committees are how the Council performs its duties. The Finance and General-Purpose Committee (F&GPC), which was created, is the most prominent committee. Between sessions, the committees have the authority to act on behalf of the council, expediting decisions on matters that may come up outside of scheduled meetings. The power to approve policies and other bureaucratic rules rests with the University Governing Council. Every member of the Council needs to innately encourage good governance and act in the institution's and society's best interests. Factional disputes that prevent some councils from operating effectively do not belong at a university. On the surface, some universities seem to be operating well, but when you dig a little deeper, you'll find that there is obvious bad governance because of dictatorship, fear, rubber stamping, corruption, and apathy among council members.

Academic Senate

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THE REGISTRY

According to Ette (quoted in Ogunruku, 2013), the Registry is a "powerful chamber" that houses all staff and student data and is a vital centre for university administration. It

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functions as a storehouse for data about the institution's actions, laws, and status; the Registry is in charge of interpreting and upholding them.The Registry derives its mission and responsibility from the Secretary role of the Registrar to the statutory bodies as outlined in university laws. Historically, the organisation of a university's registry has been based on the idea of hiring officials to assist academics in doing tasks that may seem unrelated to their main duties, which are the creation, sharing, and application of knowledge. Among the duties that require others' assistance are those related to student registration, keeping track of academic performance, overseeing the welfare and well-being of faculty and other university community members, managing municipal facilities, and assisting with the institution's planning strategies (Ladipo, M. 2018). The auxiliary staff assists with other concerns that are equally important to the organisation's goals.

General Administration, Academic Affairs, Personnel Affairs, and Student Affairs are the five divisions that make up the registry, according to the conclusions of the 1981 Cookey Commission Report. In addition to managing staff affairs and overseeing student welfare, the Registry is also in charge of corporate services, academic planning, council administration, and other tasks.

The primary branches of government—the convocation, governing council, senate, and congregation—have their secretariats housed at the Registry. The Registry is "responsible for the institution's normal administration with the exception of financial concerns," earning it the nickname "engine room" of university administration (NUC, 2010; Ladipo, M. 2018). The Registry carries out the following duties, which are essential to the university's operation: administration of staff and human resources; assistance with academic affairs and procedures; information and public relations; custody and interpretation; and secretarial services. As a result, the Registry Department's duties take on a central role as a service center for the whole university community, as well as the general public, in addition to the statutory bodies and their committees (Convocation, Senate, Convocation, and Congregation). The main goal of the Registry Department is to make sure that the institution advances, grows, and progresses smoothly by offering services that are effective and efficient.

The 'Registrar' in University Governance

The Registrar's office began to take shape in 1446. The word originated at Oxford University, when the Registrar's duties included "registering the names of its graduates and the examinator sermons, drafting letters, making copies of the university's records, and giving shape and permanency to the university's public deeds" (Lawton-Misra et al 2022).

The Registrar does "everything" right away, taking on a variety of intricate tasks. In general, the university official who most closely resembles the fulfilment of the two primary responsibilities for the efficient operation of the:

1. University's governing and academic bodies, with all that this implies.

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2. Administration of the university, with particular focus on, but not limited to, the life cycle of the student.

The university registrar serves as the institution's conscience, a gracious bureaucrat, a senior civil servant, and other such roles in addition to being the custodian of records. In actuality, a registrar's responsibilities include all of this and much more. The function has changed and will continue to change in the context of a university's shifting landscape; in order for the role to be relevant, it must change with the times. Therefore, to effectively position the work of the registrar as it exists now, it is vital to reflect at a high level on this evolving environment of higher education as a starting point.

The role of the university registrar is crucial to academic administration and governance. Academic administration manages a student's whole journey from admission to graduation, although it works in tandem with faculties and other administrative divisions to carry out these tasks. The registrar's position is at the centre of the governance portfolio, which is essential to the institution's moral operation. The Registrar is a critical member of the triumvirate, which also includes the Vice-Chancellor and Chairman of Council, and its role is to supervise and guarantee the maintenance of good governance across the institution. Managing the relationship between the Vice-Chancellor and the Chairman of Council entails giving advice to both parties and the Council as a whole about appropriate behaviours, internal and external policies, and procedures (Lawton-Misra et al., 2022). Because of this, the registrar must possess the necessary abilities, know-how, and skills to guarantee sound governance procedures that preserve the institution's integrity. This reduces the possibility of institutions becoming disreputable, which is a huge responsibility.

The position and function of the Registrar, as well as the Registrar's Office, are at the core of all universities. These centres have the power to spark significant stability, innovation, and integration. The registrar, as the keeper of institutional norms and processes, plays a crucial role in institutional governance.

The Registrar must come to his brief with well-honed qualities of:

i) *Integrity* - Honesty, objectivity, diligence and credibility in all relationship's representative of the university;

ii) *Excellence* - High standards of service and commitment to quality in executing all projects;

iii) *Service* - Commitment to execute functions with an attitude of service toward university management;

iv) *Leadership* - Credible model of high ethics and moral standards;

v) *Sensitivity* - Sincere, dignified and caring attitude, and a professional approach to all official duties.

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Within university administration, the registrar fulfils tasks related to statutes, leadership, governance, recordkeeping, and data management.

The Statutory Role of the Registrar

The laws that create universities, whether public or private, specify the registrar's responsibilities within the institutional governance framework. Historically, the Registrar has served as the secretary to the Senate, Convocation Committee, Council, and other institutional forums. It is required of registrars to be well-versed in both institutional and regulatory rules, including a thorough comprehension of the university's capabilities. An essential component of university administration, a registrar's job is to ensure the institution's general good governance as secretary to the Council, which is the highest decision-making body.

Leadership/Management Role

For the most part, the concepts of management and leadership are synonymous. According to Yang (2016), management is in charge of attaining objectives, but leadership is characterised as the capacity to instil confidence and assist those who are required to accomplish organisational goals. The registrar, as a leader, serves as the primary engine for realizing the university's overarching vision and objectives. The registrar's duties as a manager include setting objectives and giving instructions in response to operational requirements. But they have to be careful not to micromanage the people on their teams. Registrars must be trustworthy, give people authority, mentor their subordinates, and provide growth and development opportunities.

Providing effective solutions to problems calls on the registrar to be creative, inventive, and adaptable in many aspects of their work. It also suggests that a registrar should have an adaptable leadership style to deal with a constantly changing environment. To be a good leader, a person must be aware of possible issues, have a thorough understanding of the Vice-Chancellor and Chairman of Council's relationship, be able to spot warning signs of a potential breakdown in that relationship, avoid making poor decisions within committees, and be able to offer advice on positive interventions. When there is animosity between Council Chairs and Vice-Chancellors, registrars are often asked to mediate the situation.

It takes a strong, competent, and well-respected person with a comprehension of the governance environment to manage this extremely senior-level connection and to inspire trust. Registrars must possess professional authority, boldness, and mental independence. The registrar should be able to speak out against unacceptable conduct and policy noncompliance without fear in their voice as a leader. It is necessary to provide advice devoid of bias or fear, based on officially sanctioned regulations, guidelines, rules, etc.

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As part of the university's leadership team, the registrar must ensure that he/she can operate both alone and in a team. The Registrar, as a member of this team, participates in debates and decisions about the institution's leadership, management, and operations. In addition, the registrar provides committee and executive team advice on problems with compliance. Being a leader and giving leadership are difficult jobs for registrars. It calls for more than only belonging to a team of leaders. It also entails directing the governance discourse, coaching and mentoring others (particularly the Vice-Chancellor and Chairman of the Council) towards moral conduct consistent with institutional law and statutes and adhering to moral decision-making within the parameters of pertinent internal and external laws. Above all, it necessitates a careful examination of strong governance principles and alerting the appropriate parties in case of any potential deviation or violation. The registrar should be a role model of integrity, honesty, justice, accountability, bravery, and ethical behaviour in addition to being a champion for good governance (Shattock, 2006). Since the registrar is responsible for maintaining governance, accountability is central to his or her duties, suggesting that the registrar ought to take the lead in this area. Reporting unethical behaviour by colleagues or council members shouldn't be a source of fear for the registrar. The registrar must be impartial, neutral, and independent to accomplish this.

Institutional Governance

Universities have to follow the updated institutional laws and status. Legislation is the highest level of legislative provision that governs a university. By keeping the management teams and governing bodies informed about the scope and boundaries of their jurisdiction, the registrar plays a crucial role in ensuring compliance in this respect. The law gives the institutional statute its power, and the institutional statute gives the institutional regulations their authority.

Additionally, the Registrar must actively work to ensure that the governance provisions are upheld by ensuring that the Council is aware of its fiduciary duty under the law, the specific responsibilities outlined in the law and the relevant institutional statute, and the matters that should be left to the management branch of the university. This brings up a crucial point about the thin boundary that separates management from governance, which is one that is susceptible to blurring. The Vice-Chancellor is the university's leader and, as such, has responsibility for its operations; the Registrar should emphasise this point. The council is responsible for ensuring that the vice chancellor performs his or her duties. In situations where these boundaries are not well defined and maintained, there is a chance of misunderstanding about roles, inefficient governance, annoyance, and a less successful organisation. Because this metrical system has ebbs and flows, it is a continuous process that requires close observation. In terms of university institutional governance, the registrar's responsibilities include serving as a member of the senior management team, secretary to important statutory bodies and committees, and direct

line manager reporting to the vice chancellor. Among these are the Council Committees, Faculty Board, Convocation, Congregation, Academic Board (Senate), Management Committee, and Faculty Board, all of which the registrar adeptly represents.

The Registrar handles their connection with the Vice-Chancellor and the Council Chairperson with caution and candour. Flexibility in the areas of governance, administration, management, and policy is crucial since the registrar often faces challenging circumstances brought on by competing interests amongst students, faculty, the administration, and even outside parties.



FIGURE 2. MULTIPLICITY OF ROLES AND FUNCTIONS OF THE REGISTRAR

The breadth and depth are rather great, as the preceding figure illustrates. The Registrar's office must meticulously delineate each of these roles and responsibilities, taking into account the ways in which they engage with the system, as seen in the following figure:

Managing conflicts of interests

The Registrar has the duty of guaranteeing that members of statutory committees comprehend their need to uphold integrity in their behaviour and that judgements made serve the institution's best interests. Making sure that members are aware that they may have competing interests and that they must manage them is part of this duty.

According to Cossin and Hongze Lu (2017), there are really four different types of conflicts of interest. When a topic is up for debate, the registrar should be aware of any vested interests among the participants and request them. A conflict of interest may refer to a variety of situations, the majority of which simply include financial or economic relationships. This, however, is only one aspect of the word. An individual Council or Senate member of the university who, by virtue of their position, takes advantage of a situation because they have inside information. It is the responsibility of registrars to identify the four dispute layers and make sure they are appropriately resolved. In general, it is best to address and steer clear of the "stakeholderization" problem at all costs.

Professional Ethics

Cross (2014) observed that modern university registrars must behave with clarity and integrity while navigating a variety of "intersections" and bearing the weight of "positional consistency." The intersections refer to potential points of contention arising from the "conflicting interests of multiple systems of government," including the Senate, Council, Vice-Chancellor, and other entities. The expectation is that the registrar will not only "serve the interests" of these structures but will also, within the bounds of the current governance framework (rules and regulations compliance), "challenge" and "mediate" by providing advice at appropriate moments. Professional ethics dictate that the registrar should conduct himself with "integrity, fairness, honesty, and respect for others" and refrain from "conflicts between personal interests and professional obligations." The registrar has the crucial duty of providing information that is "complete, accurate, clear, and honest." This relates to the professional ethics that are fundamental to the registrar's identity and qualities.

As the secretary of statutory committees, the registrar not only supports and manages these committees administratively, but she also plays a crucial role in assisting new members of these committees and advising them on their responsibilities. In addition, the registrar is aware of the wide range of issues pertaining to the university as a member of the executive team (Barac & Marx, 2012). These include, among many other things, presentations made before the numerous statutory committees and/or subcommittees on policy, academic affairs, senior and academic staff appointments, financial decision-making, and compensation-related issues. The registrar is often asked to provide feedback on specific issues, such as the procedures involved in reviewing university law, institutional regulations, academic governance regulations, and so on. The Registrar would have significant insight into and involvement in these and other concerns as part of the decision-making process before things are discussed at these committees, given their roles as secretary to statutory committees and members of the institutional administration and leadership.

Data Management

The registrar is in charge of maintaining staff and student records. He is responsible for guaranteeing data confidentiality, integrity, and prompt destruction. The records management office, which is often under the Registrar's purview, is responsible for making sure that the physical space satisfies ISSO requirements and is suitable for the preservation of university archives and documents. Information security and access rules should be consistent with relevant national laws and policies.

He or she is responsible for making sure that all university employees get training, particularly with regard to their roles in data management (data retention, data exchange, and information access). Universities must make standard operating procedures for data security, information access, data integrity, and sharing data with third parties known to staff (for example, through the intranet). They also need to share with all staff the procedures for reporting data breaches, and they should make all stakeholders aware of the risks associated with improper sharing of personal information or a lack of information security. Finally, all departments that collect and store data should regularly conduct impact assessments on personal information.

Conclusion

The vision and purpose of Nigerian universities are devoted to the pursuit of academic excellence within a professional framework. With application-oriented curricula, the focus is on providing students with a comprehensive education and training that will enable them to grow both personally and professionally. Research is the primary focus of the teaching and learning process, with a focus on practical studies that are relevant to business, industry, and community requirements. To do this, the universities understand how critical it is to create and put into place an efficient structure for management and governance in order to guide and oversee their operations.

The registrar's role entails collaborating with management to improve the organization, reduce risks, and ensure the establishment's robust and efficient corporate governance. Additionally, provide suggestions for strengthening rules, procedures, and processes where there is space for improvement. It is the responsibility to review and assess the systems, policies, and procedures that are in place; guarantee information accuracy and dependability; guarantee adherence to plans, policies, and laws; protect assets; and determine the most cost-effective and efficient use of resources.

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