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**Special Guest Editor**
Prof. Tom Calhoun (USA), Department of Criminal, Justice and Sociology, Jackson State University
E-mail: thomas.c.calhoun@jsms.edu

**Editors**
Prof. Anne L. Sikwibele
Institute of Distance Education, Mulungushi University
Great North Road Campus
KABWE. ZAMBIA.
E-mail: annesikwibele@yahoo.com

Dr. Gbolagade Adekambi Department of Continuing Education, University of Bostwana, Garborone, Botswana.
E-mail: ADEKANMB@mopipi.ub.bw

Prof. Joel B.Babalola, Department of Educational Management, University of Ibadan, Ibadan Nigeria. E-mail: joelbabalola2000@yahoo.co.uk

Juliet W. Macharia (Ms.) Department Of Communication Studies Moi University, Eldoret.Kenya. E-mail: juliemach@yahoo.com

Dr. Segun Adedeji
Department of Educational Management,
University of Ibadan, Ibadan, Nigeria.
E-mail: Soadedeji_dr@yahoo.co.uk

Dr Afolakemi Oredein
Lead City University
Ibadan, Nigeria
E-mail: opvoredein@yahoo.com

Dr Adesoji Oni Department of Educational Foundations, University o Lagos, Akoka - Yaba. Lagos, Nigeria E-mail: aoluoni@yahoo.com

Dr (Rev) Adams Onuka Institute of Education, University of Ibadan, Nigeria E-mail: adamonuka@yahoo.com
A SURVEY OF THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN NIGERIAN UNIVERSITIES

BY

DR (MRS) AJUONUMA, JULIET O.
MEASUREMENT AND EVALUATION UNIT
FACULTY OF EDUCATION
IMO STATE UNIVERSITY
OWERRI

A PAPER PRESENTED AT SECOND REGIONAL CONFERENCE OF HIGHER EDUCATION RESEARCH AND POLICY NETWORK (HERPNET) HELD AT II 1A IBADAN, NIGERIA


A SURVEY OF THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN NIGERIAN UNIVERSITIES

Abstract
This study was designed to carry out a survey of the implementation of continuous assessment (CA) in Nigerian universities. Two research questions and one hypothesis were formulated to guide the study. The sample for the study consisted of 1,340 respondents. A 24 item self-report instrument was used for the study. The data generated, were analyzed using mean and t-test. The result revealed that, out of the twenty-four continuous assessment implementation items, Nigerian University lecturers implement only eleven. Thirteen are not implemented, some of which include; setting questions using table of specification, assessment of students in affective and psychomotor domains, developing and using valid instruments for assessment in the three domains. In addition, sex does not have any influence on the implementation of continuous assessment in Nigerian universities. Provision of adequate fund to schools and exposure of lecturers to conferences, seminars and workshops were some of the solutions proffered to remedy the ugly situation.
Introduction

Assessment can be defined as the process of gathering the data and fashioning them into interpretable form for decision-making. It involves collecting data with a view to making value judgment about the quality of a person, object, group or event (Ajuonuma 2006) Educational assessment is vital in teaching and learning process. Through the National Policy on education, the Federal Government of Nigeria (FGN, 2004) stated that educational assessment at all levels of education would be liberalized by basing them in whole or in part on continuous assessment (CA). In pursuance of this policy statement, National University Commission (NUC) allotted 30% and 70% of the total score of the university students to continuous assessment and end of semester examination respectively.

Continuous assessment, according to Federal Ministry of Education, Science and Technology (FMEST, 1985), is defined as a mechanism whereby the final grading of a student in cognitive, affective and psychomotor domains of behaviour takes account, in a systematic way, all his performances during a given period of schooling; such an assessment involves the use of a great variety of modes of evaluation for the purposes of guiding and improving learning and performance of the student. This mode of assessment is considered adequate for assessment of students’ learning because it is comprehensive, cumulative, systematic, guidance and diagnostic oriented. In consequence, the results obtained, are more valid and more indicative of the overall ability of the learner. The extent to which the overall ability of the student is assessed in Nigerian universities depends on how well lecturers implement CA. The author of this paper therefore tried to carry out a survey of the implementation of CA in Nigerian universities.

Purpose of the study
(a) To identify the aspects of CA that are implemented in Nigerian universities.
(b) To determine the influence of sex of lecturers on the implementation of CA in Nigerian universities.

Research Questions:
(1) What aspects of CA do lecturers in Nigerian universities implement?
(2) To what extent does sex of lecturers influence the implementation of CA in Nigerian universities?

**Research Hypothesis:**

There is no significant difference between the mean ratings of the CA implemented by male and female lecturers in Nigerian universities (P<0.05).

**Research Design and Procedure**

The study is a survey aimed at finding out the aspects of CA that are implemented in Nigerian universities by lecturers. The population consisted of 4,020 lecturers in eight universities in South East zone of Nigeria.

The sample comprised 1,340 lecturers (940 males and 400 females) randomly selected by stratified random sampling technique from the eight universities in South East zone.

**Instrumentation**

A carefully designed continuous assessment implementation (CAI) questionnaire was used in eliciting responses about the implementation of CA in Nigerian universities. The instrument contained 24 CA implementation items and was structured on a 4-point Likert type scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The questionnaire was developed based on policy stipulations on continuous assessment at the university level. The instrument was validated by four measurement and evaluation experts in Imo State University. The observation got from the above validation formed the basis for the modification of items of the questionnaire. The questionnaire was administered to 1,340 lecturers (940 males and 400 females) in universities in South East zone by the researcher with the help of some research assistants who were adequately instructed on what to do. The reliability of the instrument was established with Cronbach Alpha technique, which yielded a reliability coefficient of 0.81 confirming that the instrument was reliable.
Method of Data Analysis

The research question one was answered by calculating the mean (x) and research question two was answered by calculating both the mean and standard deviation SD. The t-test was used in testing the hypothesis at P<0.05 level of significance.

The total value of the four rating scale for continuous assessment implementation is 10. The mean is 2.5. Mean scores of 2.5 and above formed basis for the acceptance of the results.

Results

Research Question 1: What aspects of CA do lecturers in Nigerian universities implement?

Table 1: Summary of the aspects of CA that are implemented in Nigerian universities by lecturers.

<table>
<thead>
<tr>
<th>S/ N</th>
<th>ITEM SUMMARIES</th>
<th>TOTAL SCORE</th>
<th>SAMPLE SIZE</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Make use of Table of Specification in constructing test items</td>
<td>2,680</td>
<td>1,340</td>
<td>2.0</td>
</tr>
<tr>
<td>2.</td>
<td>Attach adequate weight to each of domains during test construction</td>
<td>2,814</td>
<td>1,340</td>
<td>2.1</td>
</tr>
<tr>
<td>3.</td>
<td>Construct test items so as to reflect the construct they are designed to measure</td>
<td>3,886</td>
<td>1,340</td>
<td>2.9</td>
</tr>
<tr>
<td>4.</td>
<td>Consider the appropriate domain for each objective</td>
<td>3,618</td>
<td>1,340</td>
<td>2.7</td>
</tr>
<tr>
<td>5.</td>
<td>Assess students in lower cognitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Assess students in higher cognitive domain</td>
<td>3,484</td>
<td>1,340</td>
<td>2.6</td>
</tr>
<tr>
<td>7.</td>
<td>Assess students in affective domain</td>
<td>2,680</td>
<td>1,340</td>
<td>2.0</td>
</tr>
<tr>
<td>8.</td>
<td>Assess students in psychomotor domain</td>
<td>2,814</td>
<td>1,340</td>
<td>2.1</td>
</tr>
<tr>
<td>9.</td>
<td>Consider reliability and validity of instrument before using them</td>
<td>2,412</td>
<td>1,340</td>
<td>1.8</td>
</tr>
<tr>
<td>10.</td>
<td>Competent in computing and using item analysis, item difficulty, item facility and discrimination indices</td>
<td>2,144</td>
<td>1,340</td>
<td>1.6</td>
</tr>
<tr>
<td>11.</td>
<td>Develop and use valid assessment instruments for assessing the three domains</td>
<td>2,680</td>
<td>1,340</td>
<td>2.0</td>
</tr>
<tr>
<td>12.</td>
<td>Mark students notes</td>
<td>2,010</td>
<td>1,340</td>
<td>1.5</td>
</tr>
<tr>
<td>13.</td>
<td>Take attendance before teaching and use it as part of assessment</td>
<td>3,350</td>
<td>1,340</td>
<td>2.5</td>
</tr>
<tr>
<td>14.</td>
<td>Prepare a model answer with a well made marking scheme before scoring</td>
<td>4,824</td>
<td>1,340</td>
<td>3.6</td>
</tr>
<tr>
<td>15.</td>
<td>Grade, mark and record students test and assignment regularly</td>
<td>4,154</td>
<td>1,340</td>
<td>3.1</td>
</tr>
<tr>
<td>16.</td>
<td>Give students scripts after scoring</td>
<td>3,350</td>
<td>1,340</td>
<td>2.4</td>
</tr>
<tr>
<td>17.</td>
<td>Summarize and transform score into standard scores for uniformity purposes</td>
<td>2,412</td>
<td>1,340</td>
<td>1.8</td>
</tr>
<tr>
<td>18.</td>
<td>Assess students using a wide variety of assessment techniques other than testing</td>
<td>2,412</td>
<td>1,340</td>
<td>1.8</td>
</tr>
<tr>
<td>19.</td>
<td>Plan remedial course based on information got from assessment</td>
<td>3,484</td>
<td>1,340</td>
<td>2.6</td>
</tr>
<tr>
<td>20.</td>
<td>Use CA scores in the final assessment of students</td>
<td>5,092</td>
<td>1,340</td>
<td>3.8</td>
</tr>
<tr>
<td>21.</td>
<td>Identify students areas of strength and weaknesses and use it to guide the student and improve teaching</td>
<td>3,618</td>
<td>1,340</td>
<td>2.7</td>
</tr>
<tr>
<td>22.</td>
<td>Introduces innovations in teaching</td>
<td>2,546</td>
<td>1,340</td>
<td>1.9</td>
</tr>
<tr>
<td>23.</td>
<td>Ensures continuity of records by adequate keeping of records</td>
<td>4,690</td>
<td>1,340</td>
<td>3.5</td>
</tr>
<tr>
<td>24.</td>
<td>Attend seminars/workshops on CA implementation procedures practices</td>
<td>2,010</td>
<td>1,340</td>
<td>1.5</td>
</tr>
</tbody>
</table>

The above table reveals that eleven out of twenty four items met the 2.5 acceptance mean of continuous assessment (CA) implementation. These items which include 3,4,5,6,13,14,15,19,20,21 and 23 are considered to be implemented by lecturers
in Nigerian universities. The rest of the thirteen items: 1,2,7,8,9,10,11,12,16,17,18,22 and 24 did not meet the 2.5 acceptance mean of CA implementation. They are therefore considered as not being implemented by Nigerian University lecturers.

**Research Question 2:** To what extent does sex of lecturers influence the implementation of CA in Nigerian universities?

**Table 2:** Mean and standard deviation of CA implemented by male and female lecturers in Nigerian universities.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>940</td>
<td>63.5</td>
<td>23.1</td>
</tr>
<tr>
<td>female</td>
<td>400</td>
<td>61.1</td>
<td>24.2</td>
</tr>
</tbody>
</table>

From table 2 above, the ‘means’ for male and female lecturers are 63.5 and 61.1 respectively. By mere observation, there is a difference between the two ‘means’. In order to determine if the difference is statistically significant or not, the hypothesis was subjected to statistical test.

**Results of Analysis of Data Concerning the Hypothesis.**

**H0:** There is no significant difference between the mean ratings of CA implemented by male and female lecturers in Nigerian universities (P< .05).

**Table 3:** t-test analysis of significant difference between the mean ratings of CA implemented by male and female lecturers in Nigerian universities.

<table>
<thead>
<tr>
<th>Sex</th>
<th>No</th>
<th>Mean X</th>
<th>Std Dev (D)</th>
<th>Level of sign.</th>
<th>Calculated t-value</th>
<th>Tabulated t-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male lecturers</td>
<td>940</td>
<td>63.5</td>
<td>23.1</td>
<td>0.05</td>
<td>1.69</td>
<td>1.96</td>
<td>Ho accepted</td>
</tr>
<tr>
<td>Female lecturers</td>
<td>400</td>
<td>61.1</td>
<td>24.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the table 3 above, the calculated t is 1.69 while the tabulated t is 1.96. Since the t-calculated is less than the t-tabulated, the null hypothesis is upheld. This implies that there is no significant difference between the mean ratings of CA implemented by male and female lecturers in the universities. In other words, male and female lecturers in Nigerian universities implement CA equally.

Discussion

The survey results indicate that lecturers of Nigerian universities implement only eleven out of twenty four identified continuous assessment implementation practices or items. The rest of the thirteen items are not implemented by lecturers. For instance: it was observed that many lecturers do not construct and use appropriate instruments as indicated by low mean rate of 2.0. Many lecturers too, use instruments without making reference to their validity and reliability which again is indicated by a low mean rate of 1.8. These two findings are consistent with UBEC (2003), Ugodulunwa and Mastapha (2005) and Opoola (2006)’s submissions that many practicing teachers at all levels of education are incompetent in conducting effective and efficient assessment of learners achievement: that many do not know how to construct and use appropriate instrument, and that they use instruments without making any reference to their validity and reliability.

In addition lecturers of Nigerian universities do not implement the following as indicated in the survey results above:

- Make use of table of specification in constructing test items
- Construct test items so as to reflect the construct they are designed to measure.
- Assess students in affective and psychomotor domains
- Summarize and transform scores into standard scores for uniformity purposes.
- Compute and use item analysis, item difficulty and discrimination indices.
- Assess students using a wide variety of techniques other than testing
- Plan remedial course based on information got from assessment
- Attend workshops/seminars on CA implementation procedures/practices.
- Give students scripts after scoring and mark student’s notes.
The above data are in conformity with the findings of Ogomaka (2006), Ajuonuma (2006) and Opoola (2006) that the above continuous assessment implementation practices/items are not implemented in Nigerian educational institutions by teachers at all levels of education.

The study also reveals that sex of lecturers does not affect continuous assessment practices in Nigerian universities. Table 3 shows that the mean of male lecturers is 63.5 and that of the female lecturers (i.e. in relation to CA implementation) is 61.1. By mere observation, there is a difference but when the means were further tested, hypothesis of no significant difference between the males and females was established. This implies that there is no significant difference between the mean ratings of CA implemented by male and female lecturers in the universities. This is consistent with the findings of Ajuonuma (2006) that sex does not affect the continuous assessment practices in Nigerian universities.

**Implications of the Study**

The study reveals that majority of the CA implementation items are not implemented by Nigerian university lecturers. For instance: students are not assessed using a wide variety of instruments and they are also not assessed in affective and psychomotor domains. The implication of this is that the overall ability of the child is not assessed. In consequence, the students at the end of their schooling, are not employed/given job according to their cognitive, affective and psychomotor abilities. Thus, their potentials are not maximally utilized for optimum development of the nation.

**Recommendations**

Seminars, conferences and workshops should be organized regularly for lecturers in the universities to expose them acquire the skills required to practice CA in universities. These seminars/conferences/workshops should also embrace programmes that will up-date the knowledge and skills of the serving lecturers on the various CA techniques. This will help them implement CA in universities adequately.

Universities should be adequately funded since a lot of money is needed in the implementation of CA.
Computer usage should be introduced and computers made available to universities to facilitate the implementation of CA practices. Apart from facilitating instructions, computer introduces innovations to teaching as well as secures examination materials adequately.

University authorities/government should encourage lecturers to participate effectively in these seminars, conferences and workshops by sponsoring their attendance to these conferences.

Manuals on CA implementation procedures should be made available to universities to get them well informed.

Adequate incentives or remuneration should be given to lecturers of universities who distinguish themselves in the implementation of continuous assessment.

**Conclusion**

The researcher is of the view that if what is obtainable in universities of South East zone concerning implementation of continuous assessment is also obtainable in universities in other parts of Nigeria, then there is the danger that continuous assessment objectives which are part of millennium development goals, will never be achieved/attained by the year 2015. This ugly situation could be averted if the author’s suggestions/recommendations are put in place.
REFERENCES


NEEDS ASSESSMENT OF THE EDUCATION INSPECTORATE: A CASE STUDY OF LAGOS STATE, NIGERIA

BY

DR (MRS) OLUWATOMI M. ALAIDE
DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
UNIVERSITY OF LAGOS, AKOKA.

PAPER PRESENTED AT THE 2ND REGIONAL CONFERENCE OF HIGHER EDUCATION RESEARCH AND POLICY NETWORK (HERPNET)

HELD AT THE IITA, IBADAN
Abstract

The Nigerian Government and other stakeholders invest heavily in Education. The Education system should therefore be held accountable to be sure that value is being given to justify the financial investments and the period of time spent schooling. This is only possible through the process of quality control of the Education system and it is carried out by the Inspectorate Services through the Education Inspectors. Despite this effort at quality control, there are complaints about the quality of education given in our schools, and many people say that school inspection is ineffective. The study therefore, carried out a needs assessment of the Inspectorate Services using the Lagos State Inspectorate Department as a case study. It was a survey and 200 inspectors participated. The instruments used for data collection were the Inspector’s Questionnaire on the Evaluation of the Inspectorate Department (IQEID) and the Checklist of Facilities and Records Required by the Inspectorate Department (CFRRID). The study revealed that the input into the Inspectorate Services was not adequate for the organ of quality control to function effectively. The implications of this finding were discussed at length.
Introduction

It is a fact that successive governments in Nigeria have been investing huge sums of money annually in education. This is because of the belief that education can be used to solve most, if not all of her social problems. Based on this premise, it necessary to find out whether the money invested is being spent wisely. Ademulegun, (1998) lent his support to this position when he commented that “the education system should be accountable first to the nation, that it is getting value for its huge financial investments and secondly, to the other stakeholders to ensure that the period of schooling is more beneficial than other experiences which must have filled that period of schooling”. This is an aspect of accountability.

Accountability emphasizes finding out the extent to which a programme is achieving its objectives and whether the money being spent on it is being spent judiciously. It could also highlight areas where improvement will be required. It should be noted that in education, no government can be accountable to the public unless it is kept fully informed about the state of the nation’s schools, as such, there is the need to continuously monitor the performance of our schools through regular inspections to ensure that they are doing what they were set up to do and in accordance with the country’s education policies. The need for Education inspectors to assist in making the educational system accountable is therefore very obvious but it has not been given the desired attention here in Nigeria.

Olaniyan, (1994) lamented the poor attention given to inspection of schools. He stated that “one of the areas in education in this country that has not received the kind of attention it deserves is the inspection of schools”. This, he says is unfortunate because the inspection and supervisory practice of the education system is the only sure mechanism by which to ascertain whether or not the objectives of the policies, goals, programmes, arrangements and investments – in men, money, and materials made in the education industry are being achieved. This would also ensure that educational quality is maintained.

The quality of education is believed to be getting poorer. Odiete, (1988) observed that there were complaints and comments that the standard of education had fallen, things were no longer what they had been in the “good old days”. Abolade, (1994) also observes that there is disquiet among many discerning members of the public not only about the quality of education that our schools are offering but also whether in the situation most schools find themselves, they are capable of providing the kind of education that will make the product proficient in the use of head, heart and hand.

The factors which contribute to the perceived decline in the quality of education are many and varied. Obemeata, (1995) identified non-effective supervision, inadequate preparation for lessons and poor staffing among many other factors. The decline in the quality of education in the country requires quality control measures. The Inspectorate Department is an organ of surveillance and quality control in the Ministries of Education at both the Federal and State levels. According to Aiyepoku, (1982) the Inspectorate is commonly referred to as the “eyes” and “ears” of the Ministry of Education in the monitoring of the educational system.
The National Policy on Education (NPE) put the responsibility of ensuring quality control and uniform standards in education on the Federal Ministry of Education (FME) and the Ministries of Education at the State level through the Federal Inspectorate Services (FIS) at the Federal level and the Inspectorate Departments at the State level. The assignment of this function is also backed by decree 16 of 1985 titled Education - National Minimum Standards. Supervision is viewed as a quality control activity meant to bring about instructional and administrative improvement in schools. Longe, (1986) sees supervision as an aspect of administration specifically concerned with ensuring that teachers are forced to certain standard of performance on their job. Therefore, whenever supervision occurs in the school system, it is a sign of concern for the quality of instruction. Another term used synonymously with supervision in this context is ‘inspection’. Aiyepiku, (1983) says inspection means assessing the state of teaching and learning with the aim of improving educational standards. One can thus say that inspection is concerned with the evaluation and control of the educational system with a view to raising the standard and quality of education in general. These two terms - ‘supervision’ and ‘inspection’ – in the educational system are intended to serve as means of quality control. As such, the two words can be used interchangeably as synonyms in this context and they are both taken as quality control activities which aim at either maintaining or improving the quality of teaching and learning in schools.

The Officers in the Inspectorate Department – loosely referred to as inspectors – are the professionals saddled with this responsibility of quality control. Aiyepiku, (1982) asserts that inspectors are the only ones that can give the professional help and guidance required in schools. However, in the light of the complaints about the quality of education offered in our schools, it is necessary to carry out a needs assessment of the Inspectorate, especially the input stratum.

Needs assessment is a systematic exploration of the way things are and the way they should be. Through needs assessment, the Inspectorate can identify its strengths and weaknesses and specify priorities for improving and meeting the challenges of high academic standards which the public is demanding. This study therefore, carried out a needs assessment of the Inspectorate Services with focus on the input stratum and using the Lagos State Inspectorate Department as a case study.

The CIPP Model of Evaluation
The term ‘model’ generally refers to particular conceptions, approaches, methods and even loose theories for thinking about or conducting evaluations. The models or conceptual approaches developed by evaluators were used to define the nature and purpose of the evaluation they were conducting, to describe the object being evaluated, to structure and guide actual evaluation procedures and to communicate the nature of these evaluation to clients and audiences (Clare and Nyre 1977).

The CIPP model was developed by Guba and Stufflebeam. The CIPP is an acronym for Context, Input, Process and Product. These are aspects of a programme which have to be evaluated before a rational decision can be made on that programme. The CIPP model takes into consideration the context of the evaluation, that is, what is happening in the environment in which the evaluation is taking place. It takes into consideration the objectives, the cultural and political aspects.

The issue of accountability is also addressed in this model. In accountability, it is not just what a system produces that should be evaluated but also what is put into the system. This is
because the input is strongly linked to the process. The greater the input, the more effective is the processing and the better the output. The beauty of this model lies in the fact that each strand (stratum) can be evaluated apart from evaluation of the whole programme. In this study, only the input strand was considered.

**Statement of the Problem**
The performance of a system depends very much on its input status. The Inspectorate Services was set up in Nigeria to control the quality of education at the pre-tertiary level. Despite this, there is still the common complaint that the standard of education is getting poorer. Since it is an accepted fact that the inputs into a system affect both the process and the output, this study carried out a needs assessment of the Lagos State Inspectorate Department with a view to finding out if the input into the Department is sufficient to make it perform its functions effectively and efficiently.

**Purpose of study**
This is to assess the input status of Inspectorate Services so as to ensure that this organ of quality control in education functions effectively as expected. If not however, the study will direct the attention of educational administrators to the areas where there are gaps to be filled so that this organ can be effective.

**Significance of study**
The study will direct the attention of education planners to the importance of equipping the Inspectorate Services satisfactorily as the major organ of quality control at the pre-tertiary level of education. This is bearing in mind that the Inspectorate cannot perform beyond the level of facilities provided, the quality and quantity of officers in place and the quality of re-training provided for the officers.

**Research Questions**
The study was directed by the following research questions:

(i) Are the Inspectors of Education available in adequate quantity and quality in Lagos State?
(ii) Are the Inspectors of Education in Lagos State adequately equipped to function effectively?
(iii) Are the Inspectors of Education in Lagos State trained regularly to be able to function effectively?
(iv) What other constraints (at the input level) militate against the effective functioning of the Education Inspectors in Lagos State?

**Methodology**

**Design:** - the study was a survey

**Population, Sample and Sampling Procedure:** - the population consisted of all the Education Inspectors in the Inspectorate Department of the Lagos State Ministry of Education. In all 200 inspectors were involved in the study. The sampling technique used was purposive in that all the 200 inspectors available in the State as at the time of this study were involved in the study.
**Instrumentation:** - the instruments used for data collection are the Inspectors’ Questionnaire on the Evaluation of the Inspectorate Department (IQEID) and the Checklist of Facilities and Records Required by the Inspectorate Department (CFRRID). The IQEID has 2 sections –A and B. Section A of the IQEID dealt with the inspectors’ background information such as the Local Education District (LED) where the respondent has been posted and the respondent’s subject specialization, his/her educational qualification and years of teaching experience. Section B provided information on how familiar the inspectors were with the objectives of the Inspectorate Services, the rate of inspection in schools and the factors militating against the effective functioning of the inspectors. The validity of the IQEID was established using the processes of content and face validity since the study is about facts. The CFRRID also has two sections –A and B. section A dealt with the facilities while section B dealt with the records. The validity of the CFRRID was established using the processes of content and face validity.

**Administration:** - every available Education Inspector in Lagos State was given a copy of the IQEID to respond to. The researcher visited the 20 Inspectorate Area Offices and the Headquarters to personally hand over copies of the IQEID to the various Heads who filled their own copies and also gave a copy to every inspector to complete. This was after they had been briefed about what to do. Except where the questionnaires were completed and returned immediately as was done in 5 Area Offices, all the completed copies of the IQEID from the Area Offices were returned to the Co-ordination Office of the Inspectorate Department at the Headquarters through the Heads of the Area Offices. The completed questionnaires were later collected by the researcher at the Headquarters.

**Analysis of Data:** - The data was analyzed using frequency counts and percentages.

**Results**

These are presented in tables.

**Research question (1) Are the Inspectors of Education available in adequate quantity and quality in Lagos State?**

**Table 1**
The Number of Education Inspectors Available in Lagos State and their Distribution.
<table>
<thead>
<tr>
<th>S/N</th>
<th>LEDs</th>
<th>No of Public Schools</th>
<th>No of Inspectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agege</td>
<td>139</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Lagos Island</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Somolu</td>
<td>108</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Ibeju-Lekki</td>
<td>43</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Epe</td>
<td>108</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Ikorodu</td>
<td>110</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Kosofe</td>
<td>203</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Ikeja</td>
<td>106</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>Ifako-Ijaye</td>
<td>142</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>Amuwo-Odofin</td>
<td>109</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Oshodi-Isolo</td>
<td>109</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>Apapa</td>
<td>43</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>Ajeromi-Ife</td>
<td>69</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>Eti-Osa</td>
<td>73</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>Suru-Lere</td>
<td>273</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td>Mushin</td>
<td>164</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>Mainland</td>
<td>134</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>Alimosho</td>
<td>302</td>
<td>14</td>
</tr>
<tr>
<td>19</td>
<td>Badagry</td>
<td>73</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>Ojo</td>
<td>127</td>
<td>8</td>
</tr>
<tr>
<td>21</td>
<td>Headquarters</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2,615</td>
<td>203</td>
</tr>
</tbody>
</table>

Table 1 shows the distribution of the Education inspectors alongside the number of public schools in each LED in Lagos State. The table shows that there are 20 LEDs in the State with a total of 2,615 public schools and 200 inspectors. The highest number of inspectors in any LED is 15 as was seen in Agege LED and the Headquarters while the lowest number of inspectors was at Epe and Ibeju-Lekki LEDs where there were only 3.

Table 2

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSE/ADE/Ass. Dip.</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>NCE</td>
<td>18</td>
<td>9.0</td>
</tr>
<tr>
<td>HND</td>
<td>18</td>
<td>9.0</td>
</tr>
<tr>
<td>B.Sc.Ed./ B.A.Ed./ B.Ed.</td>
<td>92</td>
<td>46.0</td>
</tr>
<tr>
<td>B.Sc./ B.A.</td>
<td>24</td>
<td>12.0</td>
</tr>
<tr>
<td>B.Sc. / B.A. and PGDE.</td>
<td>12</td>
<td>6.0</td>
</tr>
<tr>
<td>M.Sc./ M.A.</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>26</td>
<td>13.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows the distribution of the Lagos State inspectors of education with respect to their academic and professional qualifications. The table shows that 161 inspectors (80%) had a minimum academic qualification of B.Sc. / B.A. while 39 of them (20%) had not been educated to the level of a first university degree. The table also shows that 49 inspectors (24.5%) had no professional qualification of any kind.

Table 3
Frequency Distribution of Inspectors’ Teaching Experience

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Teaching experience</td>
<td>71</td>
<td>35.5</td>
</tr>
<tr>
<td>Below 5 Years Exp.</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td>6 –10 Years Exp.</td>
<td>62</td>
<td>31.0</td>
</tr>
<tr>
<td>Above 10 Years Exp.</td>
<td>47</td>
<td>23.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 presents the frequency distribution of inspectors’ teaching experience. According to the table, 71 inspectors (35.5%) had no teaching experience while 82 of them (41%) had teaching experience of below ten years when they were appointed as inspectors. Only 23% of the inspectors had taught for over 10 years when they became inspectors of education in the State.
## Table 4

**Records Available in the Lagos State Education Inspectorate Offices**

| OFFICES       | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u |
| AGEGE         | A | NA| NA| NA| A | NA| NA| NA| NA| A | A | A | NA| NA| A | A | A | A | A | A | A | NA|
| LAGOS-ISLAND  | A | A | NA| NA| A | A | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA|
| SOMOLOU       | NA| NA| NA| NA| NA| NA| A | NA| NA| NA| NA| NA| A | A | NA| NA| NA| NA| NA| NA| NA| NA|
| BIBELEKKI     | NA| NA| NA| NA| NA| NA| A | NA| NA| NA| NA| NA| A | A | NA| NA| NA| NA| NA| NA| NA| NA|
| IBEPE         | NA| A | NA| NA| NA| NA| NA| NA| NA| NA| A | A | A | NA| NA| NA| NA| NA| NA| NA| A | A |
| IKORODU       | NA| A | A | A | NA| NA| A | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA|
| IKOSOFI       | A | A | NA| NA| A | A | A | NA| A | A | A | A | A | A | NA| NA| A | A | A | A | A | A |
| IKITAS        | A | A | NA| NA| A | NA| NA| NA| NA| NA| NA| NA| A | A | NA| NA| NA| NA| A | A | A | A |
| IFAKO-IDAIYE  | A | NA| NA| NA| A | A | NA| A | A | NA| NA| NA| NA| NA| NA| NA| A | A | A | A | A | A |
| AMBROJOODOFIN | NA| A | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| A | A | NA| NA| NA| NA| NA| NA| A | A |
| OSIGBISOLO    | A | A | NA| NA| NA| NA| A | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| A | A |
| APAFA         | A | NA| NA| NA| A | NA| A | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA|
| IKOMOJELEDOUN | NA| A | NA| NA| NA| NA| A | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA|
| IFOISA        | A | A | NA| NA| A | NA| NA| NA| NA| NA| A | A | A | NA| NA| NA| NA| NA| NA| NA| NA| NA|
| SUBULERE      | A | A | NA| A | A | A | NA| NA| A | A | A | A | NA| NA| A | A | A | A | A | A | A | A |
| MUSHIN        | A | A | NA| A | A | A | NA| A | A | A | A | A | NA| A | A | A | A | A | A | A | A | A |
| ALIMOSHAYO    | A | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA|
| BADAGRY       | A | A | NA| NA| NA| NA| A | NA| NA| NA| NA| NA| A | A | NA| NA| NA| NA| NA| NA| NA| NA|
| OSOJO         | NA| NA| NA| NA| A | A | NA| NA| NA| NA| A | A | A | A | NA| NA| A | A | A | A | A | A |
| HEAD-QUARTERS | NA| NA| NA| A | A | NA| A | A | A | A | A | A | A | A | NA| NA| NA| NA| NA| NA| NA| NA|
| TOTAL         | 14| 13| 4 | 14| 9 | 5 | 11| 3 | 11| 14| 14| 10| 9 | 4 | 7 | 6 | 16| 7 | 17| 6 | 14| 13|
| %            | 66.7| 61.9| 0 | 19.0| 66.5| 42.9| 23.8| 52.4| 14.3| 42.9| 66.7| 47.6| 42.9| 42.9| 19.0| 33.3| 28.6| 26.7| 33.3| 57.1| 81.0| 28.6|
| NA          | 33.3| 38.1| 100| 81.6| 33.3| 57.1| 76.2| 47.6| 85.7| 57.1| 33.3| 33.3| 57.1| 81.0| 66.7| 71.4| 23.8| 66.7| 19.0| 71.4|

**KEYS**

- **A** = Available
- **NA** = Not Available
- **a** = C.A. Booklet
- **b** = Attendance Registers
- **c** = Admission Register
- **d** = National Policy on Education
- **e** = Lagos State Policy on Education
- **f** = Guidelines on the Operation of Old Students’ Association in Lagos State
- **g** = Guidelines on the Operation of PTA in Lagos State
- **h** = Guidelines on the Operation of Board of Governors in Lagos State
- **i** = Education Laws
- **j** = Unified Schemes of Work in All Subjects
- **k** = National Curriculum in all S.S. Subjects
- **l** = National Curriculum in all J.S. Subjects
- **m** = Visitors’ Book
- **n** = Movement Book
- **o** = Modules in all Primary School Subjects & Classes
- **p** = Subjects’ Associations Files
- **q** = Approved Diaries for Primary and Secondary Schools
- **r** = Files on all Schools in the Results in the State
- **s** = Files on Past Examination Results in the State
- **t** = Schools’ Data Files
- **u** = Log Book
Table 4 (on page 8) shows the Records available in Lagos State’s Education Inspectorate Offices. The Table indicates that 66.7% of the Inspectorate Offices in the State had copies of the C.A. booklet for schools, Lagos State Policy on Education, National Curriculum in all S.S. subjects and National Curriculum in all J.S. subjects while 33.3% of all the offices had none of these records. 61.9% of the offices had copies of the School Attendance Register while none of the offices (0%) had copies of Admission Register. According to the table, 19.0% of the offices had a copy each of the National Policy on Education and copies of the Modules in all Primary School subjects. 42.9% of the offices had copies of the Guidelines on the Operation of Old Students’ Associations in the State, the Unified Schemes of Work in all S.S.S. Subjects and Movement book while only 23.8% had copies of Guidelines on the Operations of the Parents’ Teachers’ Association (PTA) in the State. In addition, 52.4% of the offices had copies of the Guidelines on the Operations of the Board of Governors (BOG) in Lagos State schools and only 14.3% had copies of the Education Laws. Other information provided by table 3 includes the following: 33.3% had Subject Association Files and Files on Past SSCE results of schools in the LED, 28.6% had copies of the Primary and Secondary Schools’ Diaries and Log books, 76.2% had Files on all Schools in the LED while as many as 81% of the offices had Schools’ Data Files.

Table 5 (on page 10) which presents the Facilities available in the Lagos State Inspectorate Offices shows that most of the facilities required in an ideal Inspectorate office were not available in all the 21 offices e.g. official vehicles, television set, video players, educational audio and video cassettes, overhead projectors, demonstration classrooms, conference rooms, public address systems and lecture lecterns. Only one of the State’s Inspectorate Area Offices had radio supplied in adequate quantity, 7 Area Offices had been supplied with radio cassette players while the remaining had none. Only one Inspectorate Office (the Headquarters) had computer set, but it was not available in adequate quantity.

According to the table, Inspectorate Officers were adequately accommodated in only 4 Area Offices while they were not in the remaining 17 Area Offices and the Headquarters. This situation also applied to the furniture provided in these offices. Only 2 Inspectorate Offices had toilets provide adequately. In fact, 2 Area Offices had no toilets at all. The table further shows that, all the offices had been provided with fans but the provision was not adequate in 16 Area Offices. Only 5Area Offices had typewriters adequately supplied but they were not in the remaining 16. Stationery was not adequately provided in all Inspectorate Offices. Only 4 Inspectorate Offices had what could be called Departmental Libraries while 17 Area Offices had none.
## TABLE 5

Facilities Available in Lagos State Education Inspectorate Offices

| Offices          | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X |
| AGERGE           | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA| NA |
| LAGOS ISLAND     | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| DEEP LEKKI       | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| EPE              | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| ISOKOTO          | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| KOBOJE           | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| IKEJA            | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| IPAKO-LEAFY      | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| AMULO-OGEGEO     | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| OSIBOR-OGORO     | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| APAFA            | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| JEROME-IPEDHEN   | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| ETIHARA          | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| SUBURBAN         | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| MURING            | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| MAINLAND         | NA| NA| NA| AA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| AJEREMO          | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| BADAMIRY         | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| OSO              | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| SHEREEULU        | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |
| HEAD QUARTERS    | NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| NA| AA| AA| AA| AA| AA| AA| AA| NA| NA| NA| NA| NA |

**Keys:**
- A= OFFICIAL BUS / CAR
- B= TELEVISION SET
- C= VIDEO PLAYER
- D= VIDEO CAMERA
- E= RADIO
- F= RADIO CASSETTE
- G= RADIO
- H= CONFERENCE ROOM
- I= OVERHEAD PROJECTOR
- J= P. A. SYSTEM
- K= OFFICES FOR STAFF
- L= COMPUTER
- M= STAFF FURNITURE
- N= FANS /AIR CONDITIONERS
- O= TOILETS
- P= STATIONERY
- Q= TYPE WRITERS
- R= EDUCATIONAL RADIO CASSETTES
- S= EDUCATIONAL VIDEO CASSETTES /CD
- T= EDUCATIONAL RADIO CASSETTES
- U= FILE CABINETS
- V= DEMONSTRATION CLASS-ROOM
- W= FILM PROJECTOR AND SCREEN

9
Research question 3:- Are the Inspectors of Education in Lagos State trained regularly to be able to function effectively?

Table 6
Frequency of on-the-job Training Received by the Education Inspectors in Lagos State
in the Past 3 Years

<table>
<thead>
<tr>
<th>Period last trained on the job</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last one year</td>
<td>40</td>
<td>20 %</td>
</tr>
<tr>
<td>Last two years</td>
<td>26</td>
<td>13 %</td>
</tr>
<tr>
<td>Last three years</td>
<td>18</td>
<td>9 %</td>
</tr>
<tr>
<td>Never been trained</td>
<td>116</td>
<td>58 %</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The frequency of on-the-job training received by the Education Inspectors in Lagos State is presented in Table 6. The Table shows that only 20 % of the inspectors were trained on the job in the last one year, 13 % were trained in the last two years; only 9% were trained in the last three years while 58 % had never been trained.

Research question (4): - What other constraints (at the input level) militate against the effective functioning of the Education Inspectors in Lagos State?

Table 7
Constraints to effective inspection

<table>
<thead>
<tr>
<th>Factors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under funding</td>
<td>91 %</td>
</tr>
<tr>
<td>Inadequate number of inspectors</td>
<td>87%</td>
</tr>
<tr>
<td>Lack of Transportation</td>
<td>84 %</td>
</tr>
<tr>
<td>Lack of stationery to work with</td>
<td>76 %</td>
</tr>
<tr>
<td>Irregular training for inspectors</td>
<td>76 %</td>
</tr>
</tbody>
</table>

Table 7 presents the data on the major constraints to effective inspections by the inspectors. According to the table, 91 % of the respondents mentioned under-funding, 87 % said inadequate number of inspectors, 84 % listed lack of official means of transportation; lack of stationery to work with and irregular training for inspectors had 76 % each.

Discussion

Number of available inspectors
Table 1 showed that the number of inspectors available in Lagos State was not adequate to inspect the 2,615 public schools alone not to talk of including the private schools which are more than the public schools in the State.

The number of inspectors available was not near adequate to be able to monitor all the schools in Lagos State effectively. It should be noted that there was no Inspectorate Office in the State that was adequately staffed, not even the Head Office. This situation is main reason why many of the inspectors are directed by the Inspectorate Heads of Area Offices to inspect
other subjects apart from the one they specialized in. This is even worse for the system because in the process more harm can be done as a person cannot give out what he does not have. The total number of inspectors available was a far cry from the recommendations of the Sub-committee of the Joint Consultative Committee on Education (JCC) to the National Council on Education (NCE) in 1982. On the teacher to inspector ratio at the secondary school level, the Committee recommended an amended 150:1. In the light of this, a teacher to inspector ratio of 150:1 is also being recommended as anything lower could spell disaster for the educational system. Concerned educators have pointed at the poor staffing of the Inspectorate as one of the factors militating against its effectiveness (Adefolaju, (1980)), Report of the Sub-committee of the J.C.C. to the NCE (1982), Aiyepeku, (1983) and Obemeata, (1995). In fact Obemeata, (1995) remarked that it is probably one of the greatest defects in the management of schools in Nigeria.

Quality of available inspectors

The categorization of inspectors according to their educational qualifications revealed that as many as 24.5% of inspectors had no teaching qualification. One then begins to wonder what qualities these inspectors possessed that made them suitable as Inspectors of Education. One cannot justify asking non-professional teachers to inspect professional teachers. Tjolle, (1974) asserts that classroom observation is a complex professional skill, which implies that the observer (inspector) must have a basic familiarity with teaching, students, subject matter and their relationships.

It was noted that most of the inspectors (80%) were university degree holders. This is an indication that they were specialists in their various subject areas as prescribed by the NPE. However, only 13% of them had Masters Degree in Education. This situation is not favourable to the inspectors because it is observed that more teachers are registering for higher degree programmes in universities and inspectors who are expected to be more knowledgeable than those they supervise seem to be insensitive to this trend.

Most of the inspectors (76.5%) did not have adequate teaching experience before they were recruited into the Inspectorate. 35.5% of the inspectors had never taught before. This is against what many educators recommend, for example Fagbulu (1975), Aiyepeku (1983), Awe (2001) and Osinowo (2001). Specifically, Awe and Osinowo considered a minimum period of ten years of continuous teaching experience as appropriate for anyone who is to become an Inspector of Education. The researcher supports this view.

From the foregoing, one can see that some inspectors are not qualified to be quality controllers not to talk of being able to write and present valid and reliable inspection reports.

Extent to which the Lagos State Inspectorate Offices have been Equipped for the Effective Performance of the Inspectors:

Table 4 showed that most of the Inspectorate Offices did not have copies or samples of statutory records and other necessary records which are needed for ‘in-house’ seminars anytime particular lapses were observed in the way these records were being kept in schools
by teachers. It is pertinent to point out generally that since many of the inspectors available in the State did not have teaching experience at all (Alade, 2002), the inspectors might not have been able to identify many of these records let alone know how to complete them correctly. One then wonders how these ill-equipped inspectors can achieve the goals of the Inspectorate Department which among others include conducting effective inspections in schools and writing inspection reports which serve as a major source of input for in-service teacher training programmes and feedback to the Administrators. Generally, the Inspectorate should be mindful of and faithful to its mandate which is to serve as a major vehicle of professional and administrative quality control of Education.

Bacharach and Mitchell, (1992) noted that a primary component of well-designed jobs is the assurance that workers have the resources necessary to carry out the assigned tasks. However, from the results (as shown on Table 5), none of the Inspectorate Offices was adequately provided with the facilities inspectors require to perform effectively. One can say also that the inspectors do not have a good working environment even at the Headquarters. Bacharach and Mitchell, (1992) described a good work place as “place where there are few repair problems, and emphasis on cleanliness, sufficient custodial staff, adequate cleaningsupplies, no delay in obtaining repairs and a demonstrated pride in the building.” Whereas they described the poor work place as a place where “there may be broken windows, burned out lights, major repair problems, shortages of cleaningsupplies, custodial staff cut-backs and a lengthy wait for repairs. The Inspectorate Offices, going by these definitions do not qualify to be described as good work places.

The condition prevailing in the Area Offices signal a long-term neglect of the Inspectors’ physical working environment. Olaniyan, (1994) noted that facilities available in the Federal Inspectorate Services (FIS) had not been maintained due to poor funding. He also observed that the FIS continued to expand with the creation of more States while the necessary facilities needed for the effective functioning of the system was not put in place. The researcher observed a similar situation in the Lagos State Inspectorate Department, which had also been expanding with the creation of more Local Governments but without the necessary facilities being put in place to ensure the effectiveness of the inspectors. It is equally important to mention that the problem of inadequate stationery items should be looked into with a view to bringing about the desired change. Inspectors will be able to report their findings in schools to the appropriate quarters only if stationery items are provided in adequate quantities. It should be noted also that an inspection exercise that is not followed by a documented report can be regarded as an exercise in futility.

Generally, the Inspectorate should be mindful of the fact that it is to serve as the major vehicle of professional and administrative quality control of education. To this end Olaniyan, (1994) advises that inspectors must be able to cope with the problems arising from inadequate provision of facilities and amenities.
On-the job Training for the inspectors
As was presented in Table 6, most of the inspectors had never been trained on the job. This finding is quite worrisome because many of these inspectors did not have the necessary years of teaching experience before they were recruited into the Inspectorate. Exposing them to series of on-the-job training sessions formally would have ensured that their capacity to cope effectively with the demands of school inspection is built and with it, efficient and effective quality control at the pre-tertiary level of education. Constraints to Effective Inspection
The most recurring constraints to effective inspection identified by the respondents are shown in Table 7 and they are discussed as follows:
Under-funding is considered the most important constraint because it has led to the other constraints listed. Under funding the Inspectorate Department amounts to economic loss to the government because the purpose for which the inadequate fund was released – quality control – will not be achieved in the long run because it will not be effective. School inspection cannot be effective if:
• the adequate numbers of subject specialists needed are not employed;
• official vehicles are not provided to transport inspectors to the various schools irrespective of their locations and to ensure that more schools are covered within a term;
• stationery items to work with are not provided so that findings during inspections can be properly and timely communicated to the appropriate quarters; and
• regular trainings are not organized for the inspectors so that their capacities can be continually built for effective inspections.

Conclusion and Recommendations
The study focused on the needs assessment of the Inspectorate Services using the Lagos State Inspectorate Department as a case study. The major findings from this study are:
• the State does not have adequate number of inspectors to carry out effective inspections of schools at the pre-tertiary education level;
• there were some inspectors in the State who had no teaching qualification;
• there were inspectors in the State who had no teaching experience at all;
• the inspectors were not provided with the adequate facilities and records required to inspect effectively;
• the capacity of the inspectors was not built for effective school inspection;
• the most severe constraint the Inspectorate has is under funding and it affects almost all the inputs into the Inspectorate.

Based on these findings, the following recommendations are made:
1. There should be improved funding of the Inspectorate Services in general so that all the things required by the inspectors to function effectively can be provided.
2. More inspectors should be recruited to improve on the number of inspectors available in the State during the period of this study. The number to be recruited should such that will bring the inspector to teacher ratio in the State to 1:150 as recommended for the secondary school level in the report of the J.C.C. to the NCE in 1982.
3. Only people with professional training in Education should be recruited into the Inspectorate Department. This is because a non-professional cannot give advice on
what he does not know. The Inspectorate should be strictly for the professionals.

4. The facilities available in the Inspectorate Department should either be improved upon or maintained and new ones provided as needed in every office. In addition, samples of the records to be inspected in schools by the inspectors should be provided in every Inspectorate Office.

5. Inspectorate Offices should draw their itineraries to include every school in their jurisdiction every term.

6. Training programmes should be organized at regular intervals to build the capacity of inspectors for effectiveness in their assigned role as quality controllers.

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PHILOSOPHICAL FOUNDATIONS OF REFORM IN HIGHER EDUCATION

BY

KOLA BABARINDE, Ph.D
PHILOSOPHY AND SOCIOLOGY OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
UNIVERSITY OF IBADAN, IBADAN
kbabarinde@yahoo.com

BEING TEXT OF PAPER PRESENTED AT THE INTERNATIONAL CONFERENCE ON REFORM IN HIGHER EDUCATION ORGANISED BY HIGHER EDUCATION RESEARCH AND POLICY NETWORK (HERPNET), INTERNATIONAL INSTITUTE OF TROPICAL AGRICULTURE, IBADAN, 12 – 16 AUGUST, 2007.
Everything changes except the law of change. You cannot step into the same river twice – Heraclitus

INTRODUCTION

Our opening quotation above is the theory of change credited to one of the masters of classical tradition in the history of idea. Heraclitus of Ephesus flourished about 500B.C. Although, little is known about him, he became famous for his metaphysical doctrine that everything is in a state of flux, his comparing all things to a river, meant that they all changed all the time. If we apply this to natural objects, it means that even apparently stable things are changing, although total balance is always maintained.

Heraclitus theory found support in Engels who admitted that Heraclitus was right; everything in the universe is steadily changing, nothing is fixed and determinate. With a slight reservation in view of the possibility that there may be an end to human life on earth, he also maintains that the evolution of mankind proceeds without ever reaching a final stage; each stage is only a transition to the next. ¹

This doctrine in Engel’s view excludes the possibility of any last act. This is true also of the evolution of science and philosophy; there never appears any final truth; there are theories which are steps on the road to still better theories.²

The idea therefore that there is no alternative to a policy, a thing or even a personality becomes from this philosophical perspective, a contradiction at best and an absurdity at the extreme. But first, we must return to our topic: Philosophical Foundations of Reform in Higher Education. The key concepts here are philosophy, reform and education with emphasis on a sub-set of which is higher education. We shall first examine these concepts but perhaps not in the order in which they appear but on a logical order imposed by our methodological approach.

First, let us begin with philosophy and rather than engage in the now sterile discussion of giving definitions of philosophy, our approach shall be in showing how philosophy
approaches a problem. Philosophy approaches an issue or problem from the theoretical rather than practical angle and employs logic or rules of valid reasoning as its method. Those looking for ready solution may often face disappointment with philosophy because it is a basic assumption in philosophy that ‘wisdom begins when a man realizes that he does not know what he thinks he knows’ and that we must engage in continuous questioning and search for knowledge because ‘the unreflective life is not worth living’. Drawing from the above tradition therefore, philosophy refrains from proffering ready solution to issues and problems rather it engages in analysis, clarifications, criticisms, reflections, synthesis with a view to dissolving problems rather than solving them. Socrates generally regarded as master of classical tradition insisted throughout his philosophical mission that he knew nothing and had no claim to wisdom, rather, he was a humble seeker of knowledge. And so, to engage in philosophy demands open-mindedness, painstaking and rigorous analysis and readiness to accept superior argument whenever that is confronted. That is the tradition of scholarship and research.

Russell added his voice by declaring that in philosophy, what is important is not so much the answers that are given, but rather the questions that are asked. It is with the same conviction that Immanuel Kant to warned his disciples that, “you will not learn from me philosophy, but how to philosophize, not thoughts to repeat, but how to think for yourselves, enquire for yourselves, stand on your own feet”.

To further speak of philosophical approach or foundations of a subject may mean to examine the contributions the development of human reasoning or history of ideas have on such a topic. In using this for our discussion on reform in higher education therefore, we shall employ the method of philosophical analysis and draw largely from the history of ideas.

The next stage is to examine the concept of education. To ask for the meaning or definition of education is to be ready for a plethora of ideas from the very simple to the most complex, from the rational to the bizarre and all these have to be considered in a philosophical exploration since even the word *nonsense* ends with sense. We need to
avoid such shadow chasing and benefit from the warning of Peters who represents a major name in philosophy of Education in recent past who cautioned that: it is no longer necessary nor desirable to define education because it is made up of a complicated network of similarities that overlap and criss-cross. This is a warning against oversimplified definitions that create more confusions than they attempt to clear. The complicated network of concepts that Peters refers to include education as culture, as socialization, as schooling, as literacy, as enlightenment, as task, as achievement, as experience and as reform. We can also speak of types of education such as Spartan, Athenian, Roman, Islamic, indigenous/traditional and of course vocational and technical education. In the same vein, we can speak of levels of education such as primary, secondary and now higher education.

Here, some questions for reflection may further assist our analysis: what is education? How do we distinguish between education and lack of it? How can we tell when a man is educating or mis-educating? Is education based only on what goes on in the schools? Must we educate? Who should educate and when do we stop having education? We can only talk of possible answers and not necessarily the right ones. For example, a writer once submitted that education is the sum total of what is left after we might have forgotten all we learnt in schools! Alarming as this may sound, it clearly represents some truism.

Education denotes intrinsically worthwhile activities. It is a process of being initiated into knowledge and understanding which in turn regulates the recipients’ attitudes, emotions, want and actions. The recipient has to be more than just ‘knowledgeable’, the knowledge has to alter his view of the world, that is, the interpersonal world, the world of social, economic and political institutions. While these knowledge and understanding have to be worthwhile, the process of acquisition must also be ethically defensible. And these processes include all organizational modes in which these processes are promoted. They include the formal, non-formal, informal and casual modes.
The above account is in no way novel. Similar accounts are found in the ideas of philosophers of education such as Peters, Frankena, Akinpelu, Soltis among others. For example, Akinpelu gives a stipulative definition of education when he says,

\[
\text{by education I mean all planned and systematic processes of human improvement or development, as well as the organizational modes in which these processes are promoted.}^8
\]

Similarly, Fred Clarke says,

\[
\text{the aim of education is the attainment of a right understanding of the eternal and the expression of that understanding in and through the ways of common life.}^9
\]

The major problem with the above two views is that they have left some important aspects of the concept unemphasised. For instance, the method of fostering certain content is clearly absent while only a passing remark is made about the content of education. This problem is typical of stipulative definitions since they are employed to facilitate discourse. While the above stipulative definitions are being criticized as inadequate, we have more satisfactory definitions in accounts given by Peters and Frankena.

Frankena writes that education is used for the activity, process or enterprise of educating or being educated and sometimes for the discipline or field of study that concerns itself with the activity, process or enterprises. He emphasises education as activity, or process, or enterprise of being educated, which consist according to him,

\[
\text{cultivating, fostering or acquiring what I call dispositions and Peters calls “states of mind” (beliefs, knowledge, skills, habits, traits, values etc).}^{10}
\]

He eventually came out with a formula for every activity of education.

\[
\text{in it, } X \text{ is fostering or seeking to foster in } Y \text{ some disposition } D \text{ by method } M^{11}
\]

To him, every concept of education as a process or enterprise differs simply in what it substitutes for the variables in this formula, that is, in what dispositions it says are or should be cultivated, by whom, in whom and by what methods. Because of the possible
criticisms that may arise against this concept, such as that it seems to admit any concept and method of fostering the identified disposition like indoctrination, hypnotism, force and so on, Frankena generated concepts of education from his matrix, that is, social science concept of education as socialization and the normative concept of education. He gives the social science concept of education thus:

\[
\begin{align*}
X & = \text{society or its representatives;} \\
Y & = \text{its younger members;} \\
D & = \text{the dispositions regarded as desirable by society;} \text{ and} \\
M & = \text{the method regarded as satisfactory by society.}^{12}
\end{align*}
\]

We can observe here the emphasis on society over and above the individual, a position that will definitely not receive total support from those who hold that the individual should not be trammeled by the demands of society. This position also looks relativistic which admits a lot that may boggle the mind to call education. The normative concept seems more acceptable. According to him,

\[
\begin{align*}
X & = \text{those doing the educating, whoever they are;} \\
Y & = \text{those being educated;} \\
D & = \text{the dispositions that are desirable Y should have;} \text{ and} \\
M & = \text{the methods that are satisfactory}^{13}
\end{align*}
\]

This normative concept is superior in that emphasis is on desirability and worthwhileness rather than on mere dictates of society. These are in turn justified on rational and objective grounds.

Similar emphasis is found in Peters’ criteria of education. According to him, Education implies the transmission of what is worthwhile by those who become committed to it; education must involve knowledge and understanding and some sort of cognitive perspective which is not inert; education at least rules out some procedures of transmission on the grounds that they lack wittingness and voluntariness on the part of the learner.\(^{14}\)
Reform

American Heritage Dictionary gives three definitions of reforms; a change for the better, an improvement, correction of evils, abuses, or errors and action to improve social or economic conditions without radical or revolutionary change\textsuperscript{15}. Wikipedia, the Free Encyclopedia defines reform as, ‘to change, usually a reversion’ to what is perceived to be a pure original state and used for any change thought to be positive.\textsuperscript{16} The New Webster’s Dictionary defines the noun reform as a rearrangement or reconstruction which brings a better order of things while reform as verb means to change from worse to better; to introduce improvement in; to bring from a bad to a good state\textsuperscript{17}.

The Interface between Reform and Education

From our analysis so far, we can see the overlap or interface between reform and education. Whereas, education implies reform on one hand, the two are normative concepts meaning that they carry ideals that are considered to be valuable on the other. And so any outcome to the contrary will be disqualified from the notion of education and reform. Both concepts also denote change from one state to another but the change must carry with it a positive transformation or improvement. Education and reform are therefore closely related.

But whenever the concept ‘reform’ is employed in higher education, apart from the normative connotation, ‘there are usually prescriptions as may be contained in new policy directives and guidelines which often carry the force of law. That is what happens when a new curriculum is introduced; when the school calendar is changed; or when a new examination body is established and when a new admission criteria is prescribed.

Although it was Plato who first opened a higher institution called The Academy in 387 B.C. while Isocrates followed with his own school in 393 B.C. history of higher education is usually traced to the 12th century A.D.

Higher education which comes under section 6 of the Nigeria’s National Policy on Education is described as “the education given after secondary education in Universities,
Colleges of Education, Polytechnic, Monotechnics including those institutions offering correspondence courses.\textsuperscript{18}

As for “the universities”, the original meaning of the word came from societies (or guilds) of masters or students, formed for the purpose of mutual help and protection, after the manner of the guilds of craftsmen which were rising into prominence with the great impulse to corporate life which made itself felt throughout Europe in the 12\textsuperscript{th} century.

The first of such societies in Paris and Bologna were those of the masters. In 1170 Johannes of Cellar, a student of Paris was admitted to the fellowship of the elect masters while 1150 – 1170 has been recorded as the beginning of Paris University. A student had to qualify himself for membership of scholar guild, by apprenticeship of 5 – 7 years as the disciple of a recognized master, and at the end was formally introduced to the society by his master and entered its ranks by a ceremonial inception at which he delivered a probationary lecture. So Universities started as societies (guild) of masters and students for the generation and dissemination of knowledge in Law, Theology, Medicine, Latin, Grammar and so on.

\textbf{Contributions of Philosophy to Reform in Higher Education}

The history of education from antiquity till the contemporary era and the changes (reform) that have taken place show clearly that each reform/change is preceded first by a new idea or philosophy. We can thereby submit that reform in higher education is another side of history of ideas in higher education. As we have shown above, the contributions of masters of classical traditions such as Plato and Isocrates was first in the radical ideas they introduced to higher education and secondly in their establishment of institutions which have been described as forerunners of today’s universities. These masters discovered the main principles of education. One principle was philosophical with Plato as the protagonist while the other was oratorical with Isocrates as the protagonist.

In the \textit{Republic}, Plato submits that,
until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from these evils-no, nor the human race, as I believe - and then only will this our state have a possibility of life and behold the light of day. 19

Plato’s intricate philosophy and that of others who subscribe to it is referred to as philosophy of idealism which emphasizes that reality should be understood through the human mind because the universe consists of ideas which are essentially mental. Idealism employs great men as model in its educational system while rationalism is emphasised in its theory of knowledge or epistemology.

A major shift was introduced by Aristotle – a student and contemporary of Plato who is regarded as father of scientific enquiry. He was the first to raise what is known today as scientific enquiry to high pedestal by emphasising validity of sense experience and the methodological shift that came with it. An idea is true when it corresponds to those aspects of the world it claims to describe. Dialectical materialism was to follow as a radical philosophy with Karl Marx and Fredrick Engels built on the dialectics of Hegel. Although its epistemology was based on empiricism, its central theme of dialectics became a predictive tool for history and human relations. Education thence became a weapon of liberation from ignorance, poverty and diseases. Man became the architect of his own fortune and emphasis shifted to praxis rather than what Marxism described as sterile philosophy that preceded it with emphasis on mere description of the world rather than effecting a change.

Pragmatism of Charles Sanders Pierce, William James and John Dewey defined education as the reconstruction of experience that leads to another experience. The American contribution to the history of philosophy shifted attention to workability as justification for truth and the revolution of such thoughts in the area of education for reform and democracy. Existentialism was to come later through Soren Kierkegaard, Maxine Greene, Jean Paul Sartre and others. They emphasised freedom, choice and responsibility in their
ideas, rejected traditional metaphysics and tried to restore man as the master of his world rather than being slaves to destiny, a god or devil or even technology. ‘We are our choices, ‘man is freedom’ declared Sartre.

Other notable giants in the history of ideas that have subsequently shaped education generally and higher education in particular include Martin Luther of the age Reformation, 1483 – 1546, J.J. Rousseau, 1712 – 1778, Fredrich Froebel 1782 – 1852, Herbert Spencer 1820 – 1903 and may others.20

In our own history, Chief Obafemi Awolowo, Dr. Nnamdi Azikiwe, Mallam Aminu Kano, Dr. Tai Solarin stand out. Others include those who became visible as a result of their appointment as education ministers at one time or the other. In our recent history, Prof. Babs Fafunwa, Jubril Aminu, Obi Ezekozili can be listed here.

**Education Reform**

Education reform is a plan or movement which attempts to bring about a systematic change in educational theory or practice across a community or society.

- Education reforms in *modern times arose first against neo-classical education*, known in America as “humanistic” education which resembled in many respects classical education. Motives for parting with classical methods were diverse and included economic factors, differences in the aims of education – normalizing immigrants and the poor as opposed to training the upper and middle classes and differences in educational philosophy.

- Education reform has been pursued for a variety of specific reasons, but generally most reforms aim at redressing some societal ills, such as poverty, gender, or class-based inequities or perceived ineffectiveness.

- Reforms are usually proposed by thinkers who aim to redress societal ills or institute societal changes, most often through a change in the education of the members of a class of people – the preparation of a ruling class to rule or a working class to work, the social hygiene of a lower or immigrant class, the preparation of citizens in a democracy or republic and so on. The idea that all
children should be provided with a high level of education is a relatively recent idea and has arisen largely in the context of western democracy in the 20th century.

- Desire for reform in education is also linked with desire for improvement in the quality of governance in democratic societies; the necessity of good public education follows logically if one believes that the quality of democratic governance depends on the ability of citizens to make informed, intelligent choices and that education can improve these abilities.

- Another motivation for reform is the desire to address socio-economic problems which many people see as having significant roots in lack of education.21

Studying educational reform documents and decrees from African sources can be a very fascinating exercise according to Obanya. Some ‘reforms’ are as insignificant as a change in existing class time-tables, especially in countries where these are centrally set. Others are mainly seen in the creation of new structures: multiple Ministries of Education, a commission/institute for educational reform. Some others have been mainly experiments and pilot projects: educational radio and televisions, computer studies, rural education projects or new approaches to in-service teacher education.

In some apparently exceptional cases, reforms have been all-embracing; that is to say, the authorities have paid some attention to such key question as: what type of society do we intend to build? What practical, concrete steps should be taken to build such a society? What type of Education should be of use in building such a society? How best should such an education system be organized, what should go into it and what should we expect from it?22 One major and shining example in Africa till date remains the Tanzanian education reform of late 60s under Nwalimu Julius Nyerere in the popular policy education for self-reliance, issued in 1967.

Reform in higher education in Nigeria can be traced to the creation of Yaba College in 1932 long before political independence, The University College Ibadan, 1948 and later the landmark report of Ashby Commission submitted on the eve of Nigeria’s independence. The 1965 curriculum conference represents another major landmark
because it resulted in the National Policy on Education which has been revised a number of times.

More recent reform agenda in Nigeria have been ad hoc and ill-conceived and they mark strong influence of the Brenton Wood institutions of International Monetary Fund (IMF) and World Bank as shown in the introduction of deregulation, privatization and commodification of education.

**Concluding Remarks**

We have attempted through this paper an excursion into the history of ideas which have shaped social reforms in general and educational reforms in particular. We have tried to justify the assertion that ideas rule the world and that reform in higher education represents the triumph of ideas. Education and reform are interconnected as both carry normative notions and that education entails individual and social reform. The final question to ask is whose end is being served by the reforms we have adopted in our education particularly in Nigeria?

Finally according to Martin Luther, “the prosperity of a nation does not consist in treasures, strong walls and fine houses, but in clever, capable, wise, honourable and well educated citizens who can acquire, hold and utilize every treasure and possession”.

**Notes and References**

15 American Heritage ® Dictionary http://www.metasearch.com
16 Wikipedia, the free encyclopedia. Ibid
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Deepening Corporate Integrity in the Nigerian University System

Professor Aloy Ejiogu & Dr. Virgy Onyene
Department of Educational Administration
University of Lagos, Nigeria
Abstract

The quest and agitation for the enthronement of corporate integrity in the nation’s universities by the stakeholders have become almost hysterical given the often alleged, sometimes proven, cases of mal-administration, fund embezzlement and or misappropriation, over bloated or even fake invoicing, unbridled favoritism, sexual harassment, bribery, and so on, within the system.

Tales are told of students not completing their courses before they are put out for examinations in some universities. The situation becomes worrisome and intriguing with the jet-speed rate of opening up of new universities with its attendant alleged employment of “unqualified” staff, retirees, and stragglers from older universities.

To ascertain the true feelings and perceptions of stakeholders, regarding these alleged misdemeanours, a questionnaire was designed and distributed at a stakeholders forum organized by the Due Process Office in Owerri, Nigeria between 22nd and 24th June, 2006. Of the 260 copies of the questionnaire distributed, 198(76.1%) usable copies were returned. On inspection, it was gladdening to note that there was a fair spread of respondents among the six geo-political zones in the country.

The respondents almost unanimously scored the nation’s university system very low on the corporate integrity index, itself a poor commentary on the “Quality Assurance” and the “Due Process” efforts of the National Universities Commission (NUC) and the Due Process Unit in the Presidency, respectively.

Suggestions are proffered on how ethical conduct and corporate integrity can be firmly entrenched and internalized as a quality assurance booster within the system.

Introduction

Education has for long been recognized and accepted as a panacea for Nigeria’s ills and woes. Particularly so is the case of higher education. Stupendous amount of money and other resources, even though inadequate are expended on the universities annually. Unarguably all the stakeholders look up to the universities as the nation’s beacon of hope, light and civilization. For this reason, besides over 50 public universities, private universities are springing up all over the nooks and cranies of the country.

Are these universities living up to their bidding? Are they living up to the expectations of the founders? Are they operating, as the University of Lagos motto asserts, “in deed and in truth”? Do they, as Azikiwe’s West African Pilot admonishes, “show the light and people will find their way”?

The quest and agitation for the enthronement of corporate integrity in the nation’s universities by the stakeholders have become almost hysterical given the often alleged, sometimes proven, cases of mal-administration, fund embezzlement and or misappropriation, over bloated or even fake invoicing, unbridled favoritism, nepotism, sexual harassment, bribery, and so on, within the system.

Tales are told of students not completing their courses before they are put out for examinations in some universities. The situation becomes worrisome and intriguing with
the jet-speed rate of opening up of new universities with its attendant alleged employment of “unqualified” staff, retirees, and stragglers from older universities.

**The Notion of Corporate Integrity**

The Longman Modern English Dictionary defines the word, integrity, as moral soundness; probity; the quality or state of being unimpaired. Integrity is ethical; it is moral, conscientious, and thinks/does no evil. Integrity can be better understood in the Hippocratic oath of “Primum non nocere” (above all, not knowingly to do harm). Wikipedia, the free encyclopedia, says that the concept of integrity is linked to responsibility, and accountability. Persons with integrity live in glass houses and do not throw stones. Theirs is one of *ethically correct behaviour*.

Brown (2005) discusses integrity as wholeness, as consistency, as relational awareness, as inclusion, and as pursuing a worthwhile purpose. Integrity refers to the congruence between what one does and what one says. Charles Watson (in Brown 2005) summarizes it succinctly:

> “There is wholeness in what the person with integrity says and does. There is consistency between his actions and what he purports to honour. He pursues his aims along the right road and is uninterrupted and undiminished by temptations for quick or easy personal gain. He seems undisturbed by the opinions others hold or express about him and what he honors. His upright conduct is made possible through steadfast adherence to unbending principles and standards, and his character is marked by an undaunted quest for important ends far larger than his own needs, comfort and interests”

Corporate integrity is then a system of internally consistent organizational framework of principles of ethical conduct. An organization is said to have integrity if and when its operations consistently revolve round cherished core values of fairness, equity, transparency, accountability, responsiveness, responsibility, morality, and sincerity. Brown (2005: 223) maintains that the notion of integrity is a calling: a calling to relate, to include. It means that “the stranger is recognised not as part from us, but rather as a part of us”. It involves reaching out to others, encouraging them to express their values and deepest feelings, creating organizational niches that permit such expressions without fear of retaliation, being open and receptive to the diversity of viewpoints that may result from such dialogues, and working cooperatively to find ways to allow a broader-than-usual panoply of values to be embedded in organizational policies and programmes (Frederick, 1989:492).

It is about the increased involvement of corporations in ethics, social responsibility, and corporate citizenship. In analyzing a corporation’s integrity, various facets of the organization’s life must be scrutinized, including: the cultural, the interpersonal, the organizational, the civic, and the environmental (Brown, 2005)

**Rationale for the Study**

The growth and development of this country will to a large extent be determined by the quality, in character and in learning, of the products of our universities. As the twig is
inclined, so the tree is bent. It is the processes in the university that will reflect in the quality of its products. Knowledge and integrity must go together; for as Samuel Johnson says, “integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.” It becomes imperative, therefore, to ascertain the integrity level of Nigeria’s university system and proffer how it can be enhanced and sustained, bearing in mind that the secret of success is constancy to purpose. Integrity is indeed the standard for corporate conduct, and if people have integrity then we can trust them and if we trust them, then all goes well for the stakeholders and a viable future assured for our children.

Methodology

Subject. Two hundred and Sixty stakeholders in the Nigerian University system, attending a Due Process Workshop, organized by the Federal Government in Owerri, 22nd to 24th June 2006 participated in this study. They included Vice-Chancellors, Rectors and Provosts, Members of Governing Councils, Students union representatives, traditional rulers and opinion leaders from the six geo-political zones of the country.

Instrument. An “Integrity Assessment Questionnaire (IAQ)” modified from “United States of America Workplace Unethical Conduct” and Marvin T. Brown’s Five Dimension of Integrity, was the data-gathering instrument. It measures such integrity indices as morality, financial prudence, honesty, equity accessibility, purposefulness etc. Its face validity was affirmed by colleagues.

Instrument Administration: The lead-researcher, who was a participant at the Due Process Workshop in Owerri Imo State, personally distributed the questionnaire to all of the 260 fellow participants, including three consultants from The Presidency. They each took the questionnaire to their hotel rooms and returned them the next day. Of the 260 copies of the questionnaire distributed, 198 (78.15%) usable copies were retuned. Happily the respondents were almost evenly spread over the country’s six geo-political zones at an average of 30 per zone.

Findings and Discussion

The 20 questionnaire items are scored 3 for the most favourable response (Always); 2 for a favourable response (Often); 1 for a fairly favourable response (“Sometimes”) and 0 for unfavourable response (Never). Non-positive items are scored inversely. In other words a maximum score of 594 is obtainable on each item on the questionnaire.

Table I presents a frequency count of responses and percentage ratings.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Integrity Indices</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
<th>Total Score Max = 54</th>
<th>% Positive Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Table I: Stakeholders’ Ratings of Universities Integrity

Frequency of Respondents
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sexual harassment of female students</td>
<td>86 (0)</td>
<td>62 (62)</td>
<td>44 (88)</td>
<td>6 (18)</td>
<td>168</td>
<td>28.28</td>
</tr>
<tr>
<td>2.</td>
<td>Female Students harassment of male lecturers</td>
<td>35 (0)</td>
<td>22 (22)</td>
<td>60 (120)</td>
<td>81 (243)</td>
<td>385</td>
<td>64.81</td>
</tr>
<tr>
<td>3.</td>
<td>Lecturers as money mongers</td>
<td>100 (0)</td>
<td>60 (60)</td>
<td>25 (50)</td>
<td>13 (39)</td>
<td>149</td>
<td>25.08</td>
</tr>
<tr>
<td>4.</td>
<td>Management arrogance and high handedness</td>
<td>72 (0)</td>
<td>70 (70)</td>
<td>38 (76)</td>
<td>20 (60)</td>
<td>206</td>
<td>34.68</td>
</tr>
<tr>
<td>5.</td>
<td>Judicious fund management</td>
<td>60 (180)</td>
<td>38 (76)</td>
<td>41 (41)</td>
<td>59 (0)</td>
<td>297</td>
<td>50.00</td>
</tr>
<tr>
<td>6.</td>
<td>Firm and fair disciplinary procedure</td>
<td>99 (297)</td>
<td>68 (136)</td>
<td>25 (25)</td>
<td>6 (0)</td>
<td>458</td>
<td>71.10</td>
</tr>
<tr>
<td>7.</td>
<td>Fund embezzlement by key officers</td>
<td>31 (0)</td>
<td>28 (28)</td>
<td>40 (80)</td>
<td>99 (297)</td>
<td>405</td>
<td>68.18</td>
</tr>
<tr>
<td>8.</td>
<td>Unilateral grading of exam scripts</td>
<td>105 (0)</td>
<td>60 (60)</td>
<td>17 (34)</td>
<td>16 (48)</td>
<td>137</td>
<td>23.06</td>
</tr>
<tr>
<td>9.</td>
<td>Timely delivery of lectures</td>
<td>45 (135)</td>
<td>40 (80)</td>
<td>15 (15)</td>
<td>98 (0)</td>
<td>230</td>
<td>38.72</td>
</tr>
<tr>
<td>10.</td>
<td>Discrimination in staff recruitment</td>
<td>80 (180)</td>
<td>20 (20)</td>
<td>65 (130)</td>
<td>33 (99)</td>
<td>249</td>
<td>41.91</td>
</tr>
<tr>
<td>11.</td>
<td>Strict adherence to school calendar</td>
<td>10 (30)</td>
<td>19 (38)</td>
<td>11 (11)</td>
<td>102 (0)</td>
<td>97</td>
<td>16.32</td>
</tr>
<tr>
<td>12.</td>
<td>Lecturers as inspiring role models</td>
<td>60 (180)</td>
<td>28 (56)</td>
<td>10 (10)</td>
<td>100 (0)</td>
<td>246</td>
<td>41.41</td>
</tr>
<tr>
<td>13.</td>
<td>Reliance on school motto in the daily conduct by Management</td>
<td>10 (30)</td>
<td>35 (70)</td>
<td>42 (42)</td>
<td>111 (0)</td>
<td>142</td>
<td>23.91</td>
</tr>
<tr>
<td>14.</td>
<td>Fair and equitable handling of student grievances by the Management</td>
<td>98 (294)</td>
<td>70 (140)</td>
<td>18 (18)</td>
<td>12 (0)</td>
<td>452</td>
<td>76.09</td>
</tr>
<tr>
<td>15.</td>
<td>Regular attendance at lectures</td>
<td>30 (90)</td>
<td>38 (76)</td>
<td>22 (22)</td>
<td>108 (0)</td>
<td>188</td>
<td>31.64</td>
</tr>
<tr>
<td>16.</td>
<td>Respecting Students Ass Reasonable Human Beings</td>
<td>99 (297)</td>
<td>67 (134)</td>
<td>26 (26)</td>
<td>6 (0)</td>
<td>457</td>
<td>76.93</td>
</tr>
<tr>
<td>17.</td>
<td>Campus environment very conducive for learning, teaching and research.</td>
<td>64 (192)</td>
<td>66 (198)</td>
<td>30 (30)</td>
<td>18 (0)</td>
<td>420</td>
<td>7.70</td>
</tr>
<tr>
<td>18.</td>
<td>Arbitrary rule codification and enforcement</td>
<td>72 (0)</td>
<td>76 (76)</td>
<td>32 (64)</td>
<td>20 (60)</td>
<td>200</td>
<td>33.67</td>
</tr>
<tr>
<td>19.</td>
<td>Professors accepted with respect among the university community</td>
<td>68 (204)</td>
<td>60 (120)</td>
<td>28 (28)</td>
<td>42 (0)</td>
<td>352</td>
<td>59.25</td>
</tr>
<tr>
<td>20.</td>
<td>Easy accessibility of Dean and Head of Departments to students</td>
<td>112 (336)</td>
<td>53 (106)</td>
<td>16 (16)</td>
<td>17 (0)</td>
<td>458</td>
<td>77.10</td>
</tr>
<tr>
<td>21.</td>
<td>Great deal of trust among the university community</td>
<td>40 (120)</td>
<td>18 (36)</td>
<td>41 (82)</td>
<td>99 (0)</td>
<td>238</td>
<td>40.06</td>
</tr>
<tr>
<td>22.</td>
<td>Existence of a notable and identifiable organizational culture in each university</td>
<td>50 (150)</td>
<td>28 (56)</td>
<td>31 (31)</td>
<td>89 (0)</td>
<td>237</td>
<td>39.89</td>
</tr>
<tr>
<td>23.</td>
<td>Parents and guardians are quite happy with their children university</td>
<td>60 (180)</td>
<td>25 (50)</td>
<td>13 (13)</td>
<td>100 (0)</td>
<td>243</td>
<td>40.90</td>
</tr>
<tr>
<td>24.</td>
<td>Lots of consultations take place among the university personnel in the discharge of their responsibilities</td>
<td>50 (150)</td>
<td>38 (76)</td>
<td>60 (60)</td>
<td>50 (0)</td>
<td>286</td>
<td>48.14</td>
</tr>
<tr>
<td>25.</td>
<td>Staff assessment is transparent, objective and acceptable to the assesses.</td>
<td>68 (2040)</td>
<td>62 (124)</td>
<td>20 (80)</td>
<td>48 (0)</td>
<td>384</td>
<td>58.58</td>
</tr>
</tbody>
</table>

A glean through the table reveals a very low, if not despicable, rating of our universities in the areas of strict observance and compliance with the school calendar of activities (16.32%); non-reckoning with the motto of the school (23.91%); lecturers ability to shun undue money-mindedness (25.0%); professionalism in the conduct of examinations (23.06%); curbing sexual harassment of female students (28.28%); prompt and regular attendance at lectures (31.64%); humane interpersonal relations between Management and others (34.68%); consultative rule codification and enforcement (33.67%) mutual
interpersonal trust (40.0%); lecturers as role models (41.41%), and discriminatory staff recruitment.

These revelations, even though by a tiny sample of stakeholders, are a serious cause for worry. Often times administrators (Vice-Chancellors, Registrars and Bursars) operate as tin-gods from their “olympian height” unaware that what is required is a collegial system of relationship with the staff. That they are where and what they are does not necessarily confer on them any superiority of intellect, experience and capability over other staff.

That most Nigerian universities, particularly government-owned ones, no longer operate a stable calendar is no news. This anomaly is attributable to staff unions’ restiveness and government intransigence. This has unwittingly whittled down whatever respect our universities used to enjoy among their counterparts world-wide. Similarly improper conduct of examinations, coupled with lecturers’ callous attitude to their work have not helped matters, as the degrees awarded are often suspect. Sexual harassment, by no means confined to Nigerian universities, poses a moral danger. Interestingly less than 35% of our respondents agree that female students also do harass sexually. Items 5 and 7 on the table show that fund management has much room for improvement. Positive response rate of 50% and 68.18% respectively is not cheering in the least.

On a happy note however out respondents were favourably disposed to our universities’ methods of handling students grievances (76.09%); accessibility to deans and heads of department (77.10%); firm and fair disciplinary procedures (71.10%); respect for students individuality (76.93%); and conducive campus environment (70.70%). At least we can say that it is not terribly bad, integrity-wise, for the universities in Nigeria.

As the World Bank (1999) observes, education in general and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations. In Nigeria, for example, the potential of the universities to fulfil this onerous responsibility is greatly hampered by the perennial problems of inadequate funding, low staff morale, poor staff and student quality and inept governance. According to Hartnett, (2000), Nigeria’s federal university system spends 1-3% of its budget on research. One then begins to wonder whether the universities understand the reasons for their being.

Oni (2000) postulates two groups of factors (internal and external) militating against quality of our universities. These include (internal): strikes, lack of employee motivation, and weak accountability for educational performance; and (external) teacher shortages, corruption, inconsistent funding efforts by government, and admissions based on quotas rather than merit. Wherein lies integrity and quality assurance in such an impoverished system?

A noticeable lack in the system is that of what one might call “executive integrity”. Strivastva (1989) describes it as “a social, interactive process that seeks new organizational ways to be responsible to the needs of others both inside and outside the organization”. Respect for the personal and human values of corporate stakeholders is favoured. By encouraging open dialogue within the workplace, otherwise hidden and diverse values may be revealed and new organizational energies unleashed.
Recommendation
The committee system of governance in the universities should be encouraged and strengthened. This enhances Srivastva’s notion of executive integrity. It encourages openness, dialogue and mutual honour and respect. The University of Lagos has in the last two years set up a Quality Assurance Committee. This is recommended for other universities to emulate. A committee as this should be statutory and its members handsomely motivated. Apart from housing the office of an ombudsman, the Quality Assurance Committee should be structured into three units, namely: Programmes Unit; Institutional Unit; and Integrity Enhancement Unit. While the programmes unit takes care of the quality of academic programmes and course offerings, the institutional unit addresses the quality of physical plants and infrastructure. The integrity enhancement unit addresses issues of dress code for staff and students; ethics; and “due process.” Such a system of self-regulation is the hallmark of professionalism, which is what university job is all about.

The road may be long. But we have no alternative than to confront the identified festering problems headlong, in order to bring the Nigerian university system in line with global best practice.

References


STRENGTHENING THE MANAGEMENT OF THE HIGHER EDUCATION SYSTEM IN AFRICA: THE ROLE OF A REGIONAL HIGHER EDUCATION MANAGEMENT INFORMATION NETWORK SYSTEM (RHEMINS)

BY


ABSTRACT

Contemporary higher education managers, in Africa, seem to have found themselves in a changed environment, with increased and increasing challenges, to operate and achieve success. Although, there is the existence of diversity in the label and typology as well as in the priorities and emphasis among the higher education systems in Africa, there is need to recognize the fact that the issues and challenges, irrespective of the country, have common elements, which will require similar applications for their successful management. The forces of globalization seem to be challenging African higher education systems to transcend insularity and expand their information horizon among themselves to revitalize and strengthen these systems. In making these claims and considering the role of a regional higher education management information network system (RHEMINS), in strengthening the management of the higher education systems in Africa, this paper will start by briefly discussing the concept of higher education. Some of the issues and challenges facing higher education management in Africa will be ex-rayed. The paper will then discuss the need for a more responsive information enrichment strategy. This will be followed by the discussion on the nature of the Regional Higher Education Management Information Network System and its role as a collaborative approach for strengthening higher education management in the African region. It concludes by calling on African higher education managers to work out and adopt a regional approach in the acquisition of management information.

Introduction

Higher education system has always been considered important and held in high esteem through out the world in general and the African region in particular. This may be attributed to its perceived and actual contributions to personal and societal developments. Hence much attention appears to be increasingly devoted, in recent times, by African Governments to the development of their national higher education systems. Over the past two decades, higher education system in Africa have come increasingly under the search light and have become more conspicuous by virtue of its size, it’s escalating, cost, its diversity of institutional types and clients and its prominent place in knowledge based societies (Roberts, 2002).

In addition a worldwide phenomenon of increased public interest in higher education quality and accountability and a more demanding public expectations of higher education is evident also in the African region. To varying degrees, higher education system in Africa faces four common problems. First enrolments are often increasing faster than the capacity to plan for and accommodate this growth. The African higher education system has therefore matured into a huge industry, the management of which is getting more and more complex.
This complexity arises not only from the size of the system but also from the many demanding expectation on it, in term of quality and relevance, and the ever being so adversely affected by the economic decline as well as the uncertainties which political developments have imposed on African countries. According to Nwagwu (1992:11):

The great and rapid expansion of education that occurred carried in its wake certain problems and challenges. The most critical has been the issue of striking a reasonable balance between the quantitative and qualitative developmental aspects of education. Related to this is the issue of relevance of the education offered, to the changing needs of individuals and nations in a scientific and technological age. In many African countries too, we have the problem of social, economic and political instability, which militate against any meaningful long-term planning for the development of the education system. To complicate matters, most of the African countries are poor and depend heavily on external assistance for development and even for survival.

The economic decline and the political developments have resulted in the current unsustainable pattern of higher education expenditure. Experience shows that, in some African countries, both capital and recurrent budget expenditures are inadequate, as they are cutbacks in research, staff development library acquisitions and maintenance funds, prompted by rising enrolment. In the last decade, some higher education systems in Africa appear to have witnessed inadequate funding in the face of increasing growth and demand. This has occasioned decay in the physical facilities of the institution and their inability to procure and maintain equipment and library stock holding. It has also diminished their capacity to retain the academic staff and provide executive capacity necessary to effectively manage their higher education institution.

This trend equally has its effect on research potentials and also on the expectations of the larger society. There is a general agreement that higher educational quality in some African countries is declining as a result of rising enrolments and/or reduced funding. Available information, corroborated by informed opinion suggest that the quality of higher education is declining, perhaps significantly, in many African countries (Saint, 1995)

The conclusions from an analysis of higher education quality in East Africa (Mwiria 1991:27) could well applied more broadly to some countries in the African region:

That universities can play a key role in influencing and given country’s development is unquestionable. The capacity of EastAfrican’s public universities to effectively continue playing, this role is now more questionable as standards of the education they offer plummet. The symptoms of the downward trend include declining performance in university examination by students, a de-emphasis on merit considerations in the recruitment of students and staff, declining research and publications output and complaints by employees on the poor preparation of university graduates for employment.

In recognition of these problems there is need to embark on a number of institutional reforms which will re-vitalize and strengthen higher education management in Africa.
Wandia (1977:7) states in his argument, which is also applicable to other higher educational institutions, thus:

The prestige and acceptability of a university’s graduates depend on satisfying local as well as extra-national notions of good university education, however vaguely expressed. A university, which does not enjoy international acceptance of its standards, prejudices the academic future of its most promising graduates. And as it’s standing as a place of higher learning declines, the university’s ability to recruit good staff and students declines also. Mediocrity today leads to greater mediocrity tomorrow.

According to Alele–Wiiams (1999:4), “it is obvious that current management ideas are techniques cannot cope with the requirements of the ever expanding but resources starved higher education system in Africa.” The time has therefore come to recognize that the old geo-political strategic criteria on information management for higher education systems are fading and new criteria are emerging (King 1991). Increased management information capacity through networking may be a useful strategy. “Advances in information technology have accelerated knowledge generation and globalized communication, thereby threatening the relevance of education system that cannot keep pace.” (Saint 1995:3).

It is against this background that the paper will discuss the concept of higher education, the issues and challenges in higher education management in Africa. It will then go on to look at the need for a more responsive information enrichment strategy. The nature of a Regional Higher Education Management Information Network System and its role in strengthening higher education management in Africa is discussed. The paper concludes with a call on African higher education managers to work out and adopt a regional approach in the acquisition and management of information as a strategy for strengthening Higher education management in the African region.

The concept of higher education

Higher education originally meant university education. However, over time and particularly since the 1960s, it has come to refer to a number of other educational institutions including colleges, universities and institutes. Brubacher and Rudy (1976), in their seminal work on higher education in the United State used higher education to embrace a number of institutions including universities and colleges. From a European perspective, Gellet (1988), uses the term “higher” not only to include universities but also to embrace the alternative sectors of higher education which he recognizes as more practically oriented, cheaper, more responsive, more socially open tertiary institutions with a greater emphasis on teacher over research.

Clark (1994) also suggests that in the United State higher education pool includes research universities, colleges, community colleges, further education colleges, institutes polytechnic and apprenticeships. Altbach, Berddhl and Gumport (1999) included universities but also two-year vocational institutions, teacher training colleges and polytechnics. In defining a state higher education system, Richardson, Bracco, Callan and
Finney (1999) adopted even a more inclusive approach and alluded to “the public and private post-secondary institutions within a state.”

In the United Kingdom, Barnett (1990) defines higher education in terms of its operational base and made up of universities, institutes and colleges. Some authors extend the definition to include all post-secondary education while others do not. UNESCO (1998:2) defines higher education as “programmes of study, training or training for research at the post-secondary level provided by universities or other educational institutions that are approved as institutions of higher education by the competent state authorities and/or through recognized accreditation system.”

Perhaps a more crucial aspect of the definition, which is adopted by this paper, lies, as Barnett (1997) suggests in the level and functions of the educational experience which the institution offer. In this context, it is therefore apparent that while some Writers define higher education in terms of its level of operation and the credentials it issues, others define it in terms of the institutional types. The point being made in all these definitions is that the term “higher education” has over time become a more general term, which has come to include not only university education but the type or stage of education which also takes place in similar institutions.

The term therefore includes a greater diversity of institution than just the university as it has been extended in breadth and depth. The breadth relates to its diversity and the depth or level relates to the upper and the lower limits. However, while there is concern on the diversity and the upper limits of higher education, there seen to be no consensus on the exact lower limits in the literature (Robert: 2002).

Whatever the case may be, it is apparent that higher education institutions are unique institutions from a management perspective though the managers may hold various titles such as, Vice Chancellor, President Rector, Provost etc. These persons have control and influence over student services, academic affairs, housing, physical plant, human resources, students activities, admissions, financial aid, security and safety, purchases, the Unions, food services, bookstores/libraries, auxiliary services and other operations. These, no doubt, constitute enormous challenges, which shared information through a collaborative approach of Regional higher education management information network system, (RHEMINS), could be a useful strategy in strengthening African higher education management.

**Issues and challenges in higher education management**

Our definition of higher education is that which integrates a numbers of different institutions, like universities, colleges and institutes. However, although there is the existence of diversity in terms of types, titles, priorities and emphasis among these institutions, many administrative issues and challenges can be identified as common to all and do have general application for which RHEMINS have become important, necessary and relevant, irrespective of country location. This is because there are some common values and issues that characterize this level of education. For instance, Altbach et. al.
(1999), while recognizing functional differences between the university and non-university sectors, point to significant similarities in their organization, pattern of governance and ethos. Also Roberts (2002) observe that some of the common issues that characterize this level of education, with varying emphasis include: commitment to research, scholarship, teaching and service, respect for institutional autonomy, academic freedom and a commitment to quality assurance which involves peer review and self studies.

Furthermore, these higher education institutions provide non-compulsory education to young and older adults and accept responsibility for the design and delivery of the curriculum content, its assessment and renewal as well as the certification of students. In addition, they have the responsibility of ensuring that they have the capacity to carry out these functions. Although the priorities and emphasis of these academic and administrative issues vary from one typology of higher education to another, they nonetheless portray the same features. For instance, the administrative issues for a large older public university may include academic freedom and institutional autonomy, resources to support research, publications, teaching and some public service, internally guided quality assurance, validity of credentials, security of examinations, preparation of certificates, organization of semesters, terms or quarters.

On the other hand for a small, private, newly established university, the priority challenges, which may be identified, include student recruitment marketing of offerings, entrepreneurship and customer service. Also a relatively large college may be more focused on effective teaching and teacher training, coping with budgetary constraints, responsiveness to community training needs and programme validation. A smaller college directly controlled by a ministry of education may have anxieties about actual or potential political control, imposed bureaucracy and funding constraints. A private institute may be concerned with integrating the curriculum, student access to teachers and vice versa, and maintaining or creating of a strong institutional culture.

Although there are divergent priority issues among higher educational institutions, there are nonetheless common challenges, which have general application to them. According to Roberts (2002:47-50) some of these challenges are in the following areas: “performance thinking, self management in decentralized systems, communication, technology application, resource allocation and use, strategic planning, motivation, staff appraisal, student services, fund raising, implementing cross-institutional change, special projects, managing change, litigation, industrial relations and maintaining confidentiality.”

In addition to these, there are increasing numbers of challenges, which are facing higher education management in Africa. They are under pressure to improve their products in the face of intense competition from seeming high quality educational products from other regions. For instance, the World Bank (1988) policy paper observes that the scores of African students on the United States Graduate Record Examinations are uniformly lower than those of Latin America, Asia or Middle East students.
There are indications that this situation is also applicable to other regions like the United Kingdom and has not improved significantly in the past 19 years. For instance, the British High Commissioner in Nigeria, Gozney (2007), in an address to news men at the British council office in Lagos, Nigeria, remarked that while his country was delighted to have students from Nigeria study in the United Kingdom, he is lamenting the deplorable state of tertiary education in the country and that they will be willing to help but will want the momentum to start from the inside, so that they can make their contributions. He went on to specifically observe, “We would be delighted seeing Nigeria universities doing well. If someone was able to stop cultism on campuses, stop strikes by university lecturers etc we would be very happy to concentrate on giving students visas for only post graduate studies.” Gozney’s remarks and observations in Nigeria may well apply to other African countries higher education.

Management practice, since the 1990’s gave recognition to the centrality of the consumer as an important constituent in higher education, (Weil 1994). Contemporary higher education managers have therefore found themselves in a changed environment with increased and increasing challenges to operate and successfully too. Although there is the existence of diversity in the label and typology and that the priorities and emphasis are different within the African higher education pool, recognition needs to be given to the fact that the issues and administrative challenges, irrespective of the country, may have common elements which have general application to the higher education system in Africa.

**The need for RHEMINS as a more responsive strategy**

The need has therefore become evident for higher educational administration in Africa to be more responsive to major decision and direction of the system by adopting specialized help for information flow among them. Roberts (2002:50,52) notes that “the tendency in some other parts of the world is to build alliances with others for trade, economic development and even education… globalization and its consequent flow of information and movement of people - staff and students - across institutions require global perspective and multi-cultural sensitivities.”

Today’s world of management is not about doing more of what you did yesterday. It is about doing new things everyday, which should come from tested new ideas and information that have worked elsewhere. Consequently, managers of the African higher education systems need to capitalize, most fully, on the web’s potential for transforming and strengthening their institutions. For managers generally and African higher education managers in particular, isolation should be a thing of the past as they should ask themselves, “How can we be one of the best in a competitive world of higher education.” The key is to have a competitive advantage that can be sustainable or renewable. Good managers know that they are in a competitive struggle to survive and win and to achieve this they must gain advantage by being better at doing valuable things for members of their system.

Through the strategic use of the web, higher education managers in Africa can network among themselves by forging flexible and essential link for obtaining crucial management information. According to Robert (2002:52) “Nationalism has always been
a strong force in the region and has undermined several regional initiatives.” The region’s higher education managers, therefore, need to capitalize on the ideas of people outside their traditional institutional boundaries. There is no doubt that higher education system managers in Africa need themselves to procure relevant, accurate and timely management information. This can be achieved through a network system, where they can share ideas and consider, radically, new ways of managing their higher education institutions, based on the experiences of their colleagues. This may lead to higher education systems that give employees and the manager themselves better sense of achievement of camaraderie or of autonomy than ever before. The tendency, in some other parts of the world, is to build alliances with others for trade, economic development and even education.

There are indications that the forces of globalization are challenging Africa also to transcend insularity and expand its higher education management information horizon among them. We are aware, however, that a few regional organizations, associations and institutes on higher education like the Association of African Universities (AAU), have been established and have accepted the challenge of fostering regionalism, but a Regional Higher Education Management Information Network System (RHEMINS) represents an efficient bond which can help to strengthen these organizations, associations and institutes and the regional higher education system as a whole.

**The nature of the RHEMINS**

There had been a couple of efforts at strengthening higher education management in Africa. These include: importation of textbooks and maintenance of impressive libraries, and in fact virtual libraries, the formation of the Association of African Universities (AAU), which targets only the universities. However, it is difficult to imagine that quality higher education can be preserved or restored in a number of African higher academic environments without resorting to a strategy that could be more efficient and that takes advantage of technological advancements in information communication technology. There is therefore the need for a Regional Higher Education Management Information Network ((RHEMINS), which will enable the Chief Executive of these higher education institutions to share information among them for an improved management. A computer integrated MIS support facility will facilitate a Regional Higher Education Management Information Network System (RHEMINS) among managers of African higher education institutions.

Specifically, RHEMINS is a system that will provide each higher education manager in Africa, with horizontal information from their colleagues in Africa which will enhance and strengthen their management as they become information conscious. According to Nwankwo (1984:22), Modern management regards information consciousness as one of the most important attributes of a good manager. This is especially as the forces of globalization are also challenging the African region and higher education system in particular, to transcend insularity and expand their information horizon among themselves. African higher education managers therefore need themselves, as they should take advantage of this regional information network.
Changing technology, in terms of the Internet, the web and the electronic mail (e-mail), present unprecedented opportunities for this regional management information networking among the higher education managers in Africa, which will increase efficiency and effectiveness. Bateman and Snell (2002:22) present four elements that are drastically reshaping the world of management as: “the rise of the Internet, globalization, the importance of knowledge and ideas and collaboration across organizational ‘boundaries’.” These cast doubt on the ‘old ways’ of managing our higher education institutions in Africa. “The internet and other forces are transforming the regions and the world.” (Coy: 2000:78)

During this transition to the internet era, African higher education management must not only survive but must also exploit the changes going on with information communication technologies. This is especially because the new modern culture is the information communication technology ICT culture, which benefits in a competitive global education market, cannot be over emphasized. Our experiences indicate that most chief executives, in the African higher education system, just manage continuity. They just carry on the way they have carried on for the past 20 years. Byrne (2000:26) emphasizes “communication technologies are driving massive change in the world of management. The Internet changes the way management must think and act with regard to everything from devising strategies to leading and motivating employees. Management is still strategic and still intensely interpersonal and human but now it also must happen via the web.”

This is especially so as there seem to be a growing African interest in CD-ROM (Compact Disk Read Only Memory) technology. The CD can store huge volumes of information, require little storage space, can be shipped at very low cost without special handling and they do not need highly specialized equipment for their use. An IBM – compatible computer or its equivalent with 640K of memory is sufficient to run the system. Beside its enormous capacity to store information, Wright (1990:5) notes that CD-ROM has several other advantages: “there are no telephone charges or data-base royalties; the user can proceed at his or her own pace, modifying and extending searches as necessary; references can be printed out with no additional charges; users are not required to be familiar with special lists of subject headings; disks do not deteriorate in tropical environments or suffer from mildew; and data are not lost as a result of power cuts.”

Although computerization is a relatively recent phenomenon in the African higher education institutions, having occurred about the last fifteen years, many higher educational institution especially the universities in African, have been computerized and have obtained the CD-ROM technology. Currently, technical support for such information and communication technology is increasingly available through programs sponsored by the common wealth of learning, for Anglophone Africa), the Association des universites partiellement ou Entierelement de Langue Françoise – AUPELF, for Francophone Africa, and Volunteers in Technical Assistance – VITA. The America Association for the Advancement of Science (AAAS) concludes that universities in Africa have already begun to benefit from these new information technologies and their impact will increase dramatically in the years ahead. We note that this will even be more
so, if these new information technologies are used for interaction and networking among
them and the rest of the higher educational institution in Africa.

Also the VITASAT system can be used to enhance RHEMINS. VITASAT is a non-profit
communications system developed by Volunteer in Technical Assistance (VITA) and it is
a low-cost technology that uses a low-earth orbiting satellite to transmit “packets” of
digitalized computer information via radio airwaves. Hayman (1992) notes that at an
international level, many scientific and technical disciplines rely increasingly on
computerized networks for access to information resources and scholarly exchange.
African higher education administrators, therefore, need to consciously develop
“information literacy” if they are to strengthen the management capacities of their
institutions, and by so doing, they avoid intellectual and technological marginalization in
this 21st century.

A Regional Higher Educational Management Information Network System is possible
and can play a significant role since certain administrative issues and challenges are
relatively common to all higher education institutions, irrespective of their type (label),
typology or country location. However, to facilitate the formation of this Regional
Network, local Networks of higher educational institutions at country level should be
initiated leading to sub-regional higher education management information network,
which eventually culminates in a Regional Higher education management information
web.

There would be challenges for the achievement of this regional network but it will require
the collective will and determined efforts by the higher education systems managers.
Already, the African Heads of States have seen the usefulness of the African Union (AU),
which enables them to network by sharing information and interacting for the
strengthening of governance in Africa. The benefits of a similar network system for
higher education managers can only be imagined than enumerated particularly in a
globalizing and highly competitive world of today.

The role of a RHEMINS in strengthening higher education in Africa
A regional higher education management information network system can play useful
roles to individual administrators of the higher education institutions, to discrete higher
education institutions as well as to the entire higher education system in the African
region. By interacting and sharing management information, through the RHEMINS,
individual administrators experience growth and development with more and quality
information that is timely and affordable, thereby strengthening them for increased
productivity. The need for this network is that individual administrators may experience
professional isolation, skills deficits, absence of other views, lack of validation of ideas
by peers and the danger of obsolescence of knowledge. This is particularly pronounced in
small institution where there is no one from whom one can solicit advice. Also
administrators do undertake projects from time to time and some encounter successes
while many experience failure. An information network system will provide
opportunities for them to share these experiences and offer invaluable opportunity for
peer critique, mutual support and advice leading to personal professional, development.
A regional higher education management information network will provide information and relevant ideas about fund-raising or fund-sourcing, re-training opportunities for staff, current thoughts and writings on relevant issues and administrative challenges, possible solutions to nagging problems and puts the individual administrator in touch with peers in the region and the wider world. If one operates on the premise that an institution is as strong as the capabilities of its leader, then it stands to reason that any expansion in the pool of ideas and expertise for problem diagnosis and solution by the administrator is an asset to the institution. The opportunities to interact with peers in other institutions and countries in Africa also provide levers for future inter-institutional co-operation for joint projects.

**Conclusion**

Nationalism appears to have been a strong force in the African region and seem to have undermined or not promoted regional initiatives. The tendency, in other region of the world, is to build alliance with others for trade, economic development and even educational development. The forces of globalization are challenging the African region to transcend insularity and expand its management information horizon. A regional approach to the acquisition and management of information for higher education administration is a useful strategy that will help to strengthen the organization and delivery of higher education institutions in the region. It will also assist in confronting on-going international higher education challenges and access, as a group, the development opportunities, which might otherwise go untapped.

Although there are a few regional organizations and associations that are fostering regionalism for specific types of higher education, a Regional Higher Education Management Information Network System (RHEMINS) being proposed should represent a wider bond which can help to strengthen the management of the region’s higher education institutions and position them, better, for global competitive challenges.

**References**


p. 6-13.


The contribution of information acquisition and management capacity to administrators’ decision-making effectiveness in tertiary institutions in South-Western Nigeria

By

Martins Fabunmi
Department of Educational Management
University of Ibadan, Ibadan, Nigeria
E-mail: mfabunmi2002@yahoo.co.uk

and

Eseza Akiror Erwat,
Department of Secretarial Administration and Office Management,
Lead City University,
Ibadan, Nigeria
E-mail: erwat2002@yahoo.com
The contribution of information acquisition and management capacity to administrators’ decision-making effectiveness in tertiary institutions in South-Western Nigeria

Abstract

This study investigated through empirical methods the extent to which information acquisition and information management capacity of administrators in tertiary institutions in South-Western Nigeria contributed to their decision-making effectiveness. It adopted the ex post facto survey research design, using the random sampling technique to select 1,357 out of the 1,799 administrators in tertiary institutions in Ekiti, Lagos and Oyo states of the region. The One-Way Analysis of Variance and Multiple Regression Analysis were used to determine the composite impact of information acquisition and information management on administrators’ decision-making effectiveness, while the Stepwise Multiple Regression was used to determine the relative contribution of each of information acquisition and information management to administrators’ decision-making effectiveness. The 0.05 level of significance was chosen for the acceptance or rejection of the research hypotheses. The findings revealed that information acquisition and information management capacities whether taken separately or jointly make significant contributions to the decision-making effectiveness of administrators in tertiary institutions in the region (0.291 and 0.494 respectively for relative contribution, and 0.478 for composite contribution, p < 0.05). Hence, the study recommended modernization of information systems in these institutions with a view of improving information acquisition and information management capacities of the administrators.

Introduction

Decision-making is the backbone of administrative functions. This is because decisions direct actions (Marvin, cited in Igwe, 1995). Good and effective decisions can only be made when right information is made available at the right time to the right recipient. Johnson, Newell and Vergin (1972) stated that information for decision-making is dynamic; therefore, it needs to be constantly up-dated. Decision-making,
itself, is a dynamic process (Harrison, 1995; Daft, 1983). Managers need continuous flow of information in order to make appropriate decisions. Decision-making efficiency of managers can therefore be greatly enhanced by the quality of information they are able to utilise in decision-making. To supply the appropriate information to the right person at the right time, Clare and Stuteley (1995), Hodge, Anthony and Gales (1996) all advocated that information is a resource that needs to be managed just like any other resource in the organisation. Oyebade (1999) quoted McBride who stated that the problem confronting most organisations is the collection and storage of information.

Educational institutions are not only facing complex managerial problems, they are also structurally complex. Nwankwo (1985) stated that modern educational systems, like other modern social and economic systems, have become increasingly complex themselves. The complexities of educational systems and their institutions particularly in Nigeria, and other developing countries, tend to be characterized by such phenomena as: student population explosion, diversities in the dimensions of programmes and procedures, inadequacy of funds and other material resources even in the face of inflation, and conflicting models and policies adopted for implementation. At the core of the above bewildering list of complex variables is the problem of paucity of information as well as poor capacity for information management.

The demand for appropriate, adequate and timely information for management decisions in Nigerian educational institutions appears challenging, because the educational system is expanding at an unprecedented rate. As the system and its institutions expand, so do the problems of their planning, organisation, administration, monitoring and control. Correspondingly, there is the need for increased information acquisition and information management capacity among educational administrators, planners and policy makers (Nwankwo, 1985).

Education is one of the key industries in which government invests her scarce resources. Educational institutions, therefore, are expected to justify the resources that government invests in them for the educational development of the society and the nation. The already scarce resources need to be judiciously utilised. The educational planners, administrators and policy makers need more than ever before accurate, up-to-date and timely information to make appropriate decisions. Right decisions give
direction for a right course of action. Daft (1983) stated that when an organisation is designed to provide correct information to managers, decision processes work extremely well and tasks will be accomplished. However, when information is poorly designed, problem-solving and decision processes will be ineffective and managers may not understand why.

Nwankwo (1985) further stated that most education management problems in Nigeria might be traced back to lack or poor management of information. A good management information system is, therefore, needed in all the educational institutions to handle more efficiently such administrative matters as providing government reports, justification and accountability, handling of increasing enrolment, students records and timely release of results (Longe & Agabi, 1990). Educational institutions today need to pay more attention to management of their data and information for efficiency and effectiveness. Information reduces uncertainties and facilitates decision-making (Tsui & Schreisheim, cited in Opeke, 1984). Information is one of the resources which a manager controls apart from human resources, materials, money and machines (McLeod, Jr., 1995; Clare & Stuteley, 1995).

Educational institutions possess huge amounts of data and information. Examples of such data and information available in educational institutions are: correspondences, accounting documents, personnel files, payroll, minutes of meetings, students registration and examination records, inventory of facilities, budgetary information, list of courses offered, time-tables for lectures, and so forth. Accurate and timely availability and use of the information on these would reduce the common problems of management in institutions.

In the institutions of higher learning in Nigeria, the administrators seem to be overwhelmed with the rise of managerial/administrative workload due to rapid growth and expansion of the institutions. Igwe (1995) studied information management and decision-making in National Board for Technical Education (NBTE), Kaduna, and found out that NBTE was growing in complexity, with increasing number of personnel and programmes, and that the information management of NBTE was ineffective and inadequate due to lack of funds, modern facilities and information experts to manage information effectively. Igwe concluded that the poor/ineffective information
management negatively affected decision-making, and that decisions were sometimes arbitrarily taken due to lack of appropriate or timely information. In some cases, decisions that were made were sometimes changed when more accurate information was received, and that workers often flooded the offices to confirm decisions made or communicated.

Ojebola and Fabunmi (1997) established that there was a significant relationship between female administrators information acquisition capacity and administrative efficiency. Recommendations were made that funds should be made available to improve information acquisition capacity of administrators through training and where necessary, there should be provision of computers and qualified personnel to handle the management of the information system of each department or section.

Moreover, Opatola (1998) found out that information management capacity of the administrators in the Oyo State Ministry of Education, Ibadan, Nigeria, was low even though there was high level of information. The study concluded that there was need to improve information processing using modern techniques and technologies. Communication was also an aspect that was emphasized that needed to be improved in order to increase the information management capacity of the administrators.

Opeke (1984) quoting from Federal Ministry of Education (FME) 1981, made reference to Adelaja that some of the forecasts and projections on education in the country have fallen short of what actually persisted in the system. This was attributed mainly to lack of basic data and the inability of top management to discern the role of technological progress prevailing at the time. Management is (indeed) stifled in its decision-making without information (Opeke, 1984). Hence, the urgency for Nigeria to solve the problems arising from inadequate storage, flow and use of information. Nwankwo (1985) had observed that most of the persistent problems that bedevil Nigerian educational institutions arise from either lack of information or poor capacity for information management. This study, therefore, is aimed at addressing the issue of information management, specifically, in tertiary institutions. This would be a contribution to improved efficiency and effectiveness in administration in tertiary institutions in the country.
Most of the prior studies on information management have been carried out in business organisations and some in Research and Development settings. A few that have been carried out in education have been done either in Federal or State Ministries of Education or other educational organisations (such as National Board for Technical Education – NBTE) and not tertiary institutions. The studies that have been carried out in such educational organisations generally agree that there is the need to improve information management and also make use of modern facilities in order to provide appropriate information for decision-making. For example, Igwe (1995), Opeke (1984) and Adelaja (cited in Opeke 1984) all attributed problems in decision-making to lack of appropriate information.

Erwat and Fabunmi (2006) investigated the extent to which information acquisition and management capacity correlated with administrators’ decision-making effectiveness in tertiary institutions in Southwestern Nigeria. The results of their study revealed significant relationship between information acquisition and administrators’ decision making effectiveness, and also between information management capacity and administrators decision making effectiveness.

Statement of the Problem

There has been a lot of concern for Nigeria, and especially educational organizational in the country, to solve problems arising from inadequate storage, flow and use of information. The inadequate access to, or possession of, relevant information has negative impact on the effectiveness of administrators’ decision-making process. Educational institutions experience administrative problems which are information related such as:

- inability to find information needed to take a decision or respond to inquiry,
- improperly registered students in school registers and records
- inaccurate demographic figures resulting in either lack of places/spaces for students or wastage of spaces/places available.

The reviewed literature dealt with the role of information technologies in decision making, analysis of administrators’ information management capacity, and the extent to which information acquisition and information management capacity correlated with administrators’ decision making effectiveness. None dealt with the contribution of information acquisition and information management capacity to administrators’ decision
making effectiveness. Hence, this study investigated the extent to which information acquisition and information management capacity contributed to administrators’ decision-making effectiveness in tertiary institutions in South-Western Nigeria.

**Research Hypotheses**

**H_01:** Information acquisition and information management capacity do not make any significant composite contribution to administrators’ decision-making effectiveness in tertiary institutions in South-Western Nigeria.

**H_02:** Information acquisition and information management capacity do not make any significant relative contribution to administrators’ decision-making effectiveness in tertiary institutions in South-Western Nigeria.

**Research Design and methodology**

The research design used for this study was a survey research design. This design enables only a sample population to be studied after which generalizations can be made for the whole population. The purposive sampling technique was used to select three out of the six states in South-Western Nigeria. There were altogether 1,799 administrators in the 14 tertiary institutions in the 3 selected states, that is, Ekiti, Lagos and Oyo states of Nigeria. Out of this targeted population, 1,357 (or 75%) were sampled using simple random method, and 1,159 responded.

The main instrument used to collect data for this study was a Likert-Type Questionnaire designated “Information Management and Utilization Questionnaire (IMUQ).” There were four section; namely section A,B,C, and D. Section A sought for personal data. Section B elicited information on information acquisition variable. There were 33 questions on this section. Section C of the questionnaire gathered data on information management capacity. Lastly, section D was devoted to data on decision-making effectiveness variable. The questionnaire contained 90 items. The Likert-type rating scale was used for Section B, C, and D. The face-validity and content-validity of the instrument, were verified by information experts in the University of Ibadan. The instrument was subjected to a test-retest method to establish its reliability. It had a reliability coefficient of 0.64. Copies of the questionnaire were administered to the 1,799 participants by the researchers. Analysis of Variance, Multiple Regression Analysis and Stepwise Multiple Regression Analysis were used to find out the extent to which
information acquisition and information management capacity determined decision-making effectiveness of administrators in tertiary institutions in South-Western Nigeria. The significance level of 0.05 was used to test the hypotheses.

Report of Findings

H₀₁: Information acquisition and information management capacity do not make any significant composite contribution to administrators’ decision-making effectiveness in tertiary institutions in South-Western Nigeria.

Table 1a. Summary of Multiple Regression Analysis for Composite Contribution of Information Acquisition and Information Management Capacity to Decision-making Effectiveness

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple R</td>
<td>0.692</td>
</tr>
<tr>
<td>R Square</td>
<td>0.478</td>
</tr>
<tr>
<td>Adjusted R Square</td>
<td>0.478</td>
</tr>
<tr>
<td>F Value</td>
<td>530.324</td>
</tr>
<tr>
<td>Standard Error</td>
<td>6.436</td>
</tr>
</tbody>
</table>

Table 1b. Analysis of Variance of the Regression of Information Acquisition, Information Management on Decision-making Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Sum Of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>p</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>43936.664</td>
<td>2</td>
<td>21968.332</td>
<td>530.324</td>
<td>0.000</td>
<td>S*</td>
</tr>
<tr>
<td>Residual</td>
<td>47886.545</td>
<td>1156</td>
<td>41.424</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91823.210</td>
<td>1158</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at p < 0.05

From Table 1a, it could be seen that the variables jointly contributed 0.478 (47.8%) to decision-making effectiveness. This implies that 47.8% of decision-making effectiveness could be accounted for jointly by the two variables. Moreover, Table 1a also indicates positive and significant multiple relationships among the independent variables (information acquisition and information management capacity) and decision-making effectiveness (R = 0.692; P< 0.05). The analysis of variance in Table 1b showed
that the variables were jointly significant at 0.05 level of significance \((F = 530.324; p = 0.000)\). In other words, the result establishes the fact that both variables jointly exercise significant influence on the subjects’ decision–making effectiveness at \((P < 0.05)\). The null hypothesis is, therefore, rejected.

\(H_0: \) Information acquisition and information management capacity do not make any significant relative contribution to administrators’ decision-making effectiveness in tertiary institutions in South-Western Nigeria.

Table 2: Results of Stepwise Multiple Regression Analysis for Relative Contributions of Information Acquisition and Information Management Capacity to Decision-making Effectiveness

<table>
<thead>
<tr>
<th>Variable</th>
<th>Parameter Estimates</th>
<th>Std. Error</th>
<th>T</th>
<th>Beta</th>
<th>P</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>27.502</td>
<td>2.122</td>
<td>12.958</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Acquisition</td>
<td>0.293</td>
<td>0.025</td>
<td>11.695</td>
<td>0.291</td>
<td>0.000</td>
<td>S*</td>
</tr>
<tr>
<td>Information Management</td>
<td>0.576</td>
<td>0.029</td>
<td>19.830</td>
<td>0.494</td>
<td>0.000</td>
<td>S*</td>
</tr>
</tbody>
</table>

* Significant at \(p < 0.05\)

Table 2 shows the relative contribution of the independent variables on decision-making effectiveness. Information acquisition contributed \(0.291\) (29.1%), while information management contributed \(0.494\) (49.4%). They are both significant at 0.05 level of significance. The null hypothesis is, therefore, rejected.

Discussion

Earlier researches by various authors establish the fact that information acquisition and information management have positive significant correlation with decision-making of managers/administrators. Examples of such researchers are Erwat and Fabunmi (2006), Larson et. Al. (1998), Winquist and Larson (1998), Dennis (1996), Ganzach and Schul (1995) and O’Reilly III (1980).

This study investigated the extent to which information acquisition and management actually contribute to good decision-making. Information acquisition
contributed 0.291 (29.1%), information management contributed 0.494% (49.4%) and when taken together, they jointly contributed 0.478 (47.8%). All these figures were significant at 0.05 level of significance. These findings imply that information management determine or influence significantly decision-making of managers/administrators.

These findings corroborate with those by other researchers such as Hammer, cited in Aiypeeku (1978), Gauzach and Schul (1995), Larson et.al (1998) and Winquist and Larson (1998). Hammer, cited in Aiyepeku (1978) found out that for final decisions, as more information was provided to decision-makers, accuracy of performance increased from 46% to 80% and judgment of confidence increased from 52% to 68%”. Horowitz et. Al (1995) and Dennis (1996) found out that poor processing ability resulted in inefficiency and poor decision-making. O’Reilly (1980) stated that there has to be a match between information processing requirements of a task and information capacity of the unit or organization. Hutchinson and Reynolds (1990) went further to advocate that what is needed in this technological age are “hybrid managers”. These are managers that have varied skills and abilities such as communication skills, information management skills and computer literacy skills. This will enable them to cope with the volume of information handling and interpretation required these days.

It is evident that information acquisition and information management are two important variables that determine efficiency and effectiveness of managers’/administrators’ decision-making in organizations. Decision-making is the backbone of managerial/administrative functions because according to Marvin cited in Igwe (1995) decisions direct actions.

**Conclusion and Recommendations**

The study established that information acquisition and information management capacity made significant relative and composite contributions to decision-making effectiveness of administrators in tertiary institutions in South-Western Nigeria. These findings imply that these independent variables (information acquisition and information
management capacity) determined or influenced the decision-making effectiveness of administrators. Consequently, educational organisations/institutions should pay attention to these information variables in order to have more efficient and effective decision-making and administration. Educational organizations/institutions should install functioning telephone system and modern information technologies to improve their communication system. They should also modernize their information storage and processing by computerizing the MIS. Educational organisations/institutions should also allocate more funds in their budgets for improvement of their MIS from time to time.

**Implications for teacher education**

The university administrators under focus comprise two categories, namely, teachers and non-teachers. Both categories are products of the university system, hence the need to provide adequate computer and information technology education for both staff and students in the universities, as students will eventually become employees who need computer and information technology skills. Incorporation of computer and information technology education to the university curriculum is essential, particularly as most third world universities are yet to emphasize this form of education.

**References**


About the Authors

Martins Fabunmi is currently a Senior Lecturer in the Department of Educational Management, University of Ibadan, Ibadan in Nigeria. He holds a Ph.D. in Educational Management and teaches courses in the areas of educational planning, policy and administration; research methods, data processing and management information systems in education. He was the Sub-Dean for postgraduate studies of his faculty in 2004/2005 academic session. He is currently on Macarthur Post-doctoral Research Fellowship at the Southern Illinois University, Edwardsville, Illinois State in United States of America.

Eseza Akiror Erwat is currently a lecturer in the Department of Secretarial Administration and Office Management, Lead City University, Ibadan, Nigeria. Eseza studied in the United States of America and Nigeria as an international student from Uganda. She is a member of the Nigerian Computer Society. She holds a Ph.D. in Educational Management and teaches courses in the area of information technology, secretarial administration and office organization.
COMMUNICATION OF CURRICULUM CONTENT IN UNIVERSITIES IN KENYA


BY: JULIET W. MACHARIA (MS.)
DEPARTMENT OF COMMUNICATION STUDIES
MOI UNIVERSITY
P.O. BOX 3900 -30100
ELDORET

TEL: 254-43103
254-202030163

CELLPHONE: 0721-213408

E-MAIL: juliemach@yahoo.com
Name: Juliet W. Macharia

Qualification: B.Ed (University of Nairobi)  
M.A. (University of Birmingham UK)  
Ph.D (Moi University, Department of Curriculum and Instructional Media)

*Through with writing of Thesis and waiting to graduate in April, 2008.


Current Position: Senior Lecturer and Head of Department, Communication studies

Institution: Moi University  
P.O. Box 3900-30100  
Eldoret, Kenya

Personal Address: P.O. Box 113 – 30100  
Eldoret, Kenya

Tel: 254-721-213-408 or  
254-202030163 (landline)

E-Mail: juliemach@yahoo.com
Communication of Curriculum Content in Universities in Kenya.
By Juliet Macharia, Moi University- Kenya

ABSTRACT:

The history of Education in most developing Countries shows that higher education has grown tremendously. In 1960’s a Country such as Kenya had only one University but today, she boasts of seven public Universities and very many private ones. With expansion, student’s numbers have increased. As a result of the needs and demands of a growing economy, many new programmes have been designed in order to meet the country’s needs in a globalised content. This paper explores the expansion of higher education in Africa, focusing attention on communication of curriculum content to large numbers of students in public and private Universities. Important in this context is the development, access and use of information communication technologies (ICTS) in the delivery of course content. The challenges that face higher education will be discussed and suggestions on how to meet those challenges will be explored.

Introduction

Whitehead (1967:4) defines the term “Education is the acquisition of the art of the utilization of knowledge.” The universities are those institutions that teach learners the art of the utilization of knowledge. For this to be achieved, goals and objectives are set in such a way that at a certain time -- 3 or 4 years-- an individual is said to acquire the basic art at undergraduate level. If still interested, the individual can continue to higher levels. This basic level and other levels above it are referred as higher education. In this paper, the term university will be used to refer higher education.

The art of the teaching and learning process requires the appropriate media to communicate the curriculum content in this paper, the term communication simply refers to the art of sending or receiving messages.

Development of any nations depends on the participation of its human resources. This needs well qualified personnel to handle all matters pertaining to her specific needs. Education in developing countries has expanded tremendously from few secondary schools at independence to the vast numbers that we have today. Most of the African countries had either one or two universities at independence or none at all. However, this trend has changed
and the countries can be congratulated for making sure that their people/citizens have access to higher education.

In the 1950s and 1960s, East Africa had only two universities. These were Makerere and university of Dar-es-salaam. Nairobi was a constituent college of Makerere University in Uganda (Sifuna 1993). Other parts of Africa can also report that the situation was not any different. Today, countries such as South Africa, Nigeria, Ghana and Kenya boast of many universities, both public and private (Bogonko, 1992).

**University Education in Kenya**

As one of the East African countries, Kenya has seven public universities and more than ten private ones. The expansion of university has been very high. Some of the Kenyans who are financially able have been sending their children to universities outside Africa. These are such as India, Europe and America. In recent times, some send their children to South Africa or Uganda for university education. The reason being given is that higher education in these two countries is cheaper than it is in Kenya.

The expansion of higher education has been necessitated by the countries developmental needs. To enable her meet the millennium development goals and to be developed by 2030, Kenya is spending a lot of money on education and especially university education.

Aims of university education in Kenya are:

(a) To develop, advance, preserve and disseminate knowledge and to stimulate intellectual life.
(b) To train and prepare high level manpower needed for development.
(c) To promote cultural development and the highest ideas and values of the society.
(d) To provide through research and consulting knowledge, skills and services to the community.
(e) To assist the government in achieving its planned development. (Ministry of Education, 1994).
For one to access higher education in Kenya, one has to go through 8 years of primary school and 4 years of secondary education. The pre-school ranges from 3-6 years (3 years in nursery school). The criteria for admission depend on the programme of choice. Most of what are referred to as marketable courses such as Engineering, Law, Medicine, Pharmacy, Nursing, Computer Science, Information Technology require a mean grade of A or A-. The minimum requirement ins B+. However, to widen access to university education both the private and public universities entry criteria is C+. In the public universities the students are registered as privately sponsored students (PSSP) or as module two students (Oduol, 2001). These students with C+ and above are not sponsored by the government so they have to pay full fees just like those in private universities. All the public universities have a population of about 73,000 students and about 100,000 privately sponsored students. The estimates are as follows.

<table>
<thead>
<tr>
<th>University</th>
<th>Students</th>
<th>Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nairobi</td>
<td>15,000</td>
<td></td>
</tr>
<tr>
<td>Kenyatta University</td>
<td>15,000</td>
<td></td>
</tr>
<tr>
<td>Jomo Kenyatta University</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>Egerton University</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>Moi University</td>
<td>15,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Maseno University</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>Masinde Muliro University</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>73,000</td>
<td></td>
</tr>
</tbody>
</table>

Source: Joint Admissions Records, 2006 Nairobi, Kenya

The figures given are only for those ones in public universities and sponsored by the government.

**Communication in the classroom**

The massive expansion of university education in Kenya has not taken place at the same pace as the infrastructure to meet the needs of the students (Bogonko, 1992). As universities have
admitted more and more students every year, they did not build lecture halls, hostels, laboratories, workshops and hostels at the same pace. What this paper is saying is that the lecturers in public universities have to deal large classes, without the relevant communication media to handle such numbers. These lecturers are a minimal 4,000 to cater for about 60,000 students. The ratio of staff to students is about 1:60 or more in some undergraduate programmes and 1:15 or 20 for masters programmes and 1:8 PhD students (Adoa, 2001). In this kind of scenario, the lecturers are supposed to have the essentials that enhance teaching and learning activity.

The communication process (De Vito, 2002). The organization of instruction is done in such a way that the lecturer can deliver the curriculum content to the learners with ease. However, when one looks at the communication process one can see that the communicators and the receivers in public universities have to work extra hard to deliver the content (Mukwa and Too, 2002). The elements of these are:

1. Sender (Source) (Teacher)
2. Message (Curriculum Content)
3. Channel/medium (Instructional Media)
4. Receiver (Learner)
5. Feedback (Examinations)

Systems approach to the organization of instruction argues that for effective delivery, all the subsystems in the system must work in harmony to produce positive results. In communication in the classroom. The lecturer is the sender of the message. In a class of about 300 BA students in a large lecture hall, and without a public address system. The receivers of the message struggle for seating space and also struggle to listen to the lecture.

Most of the libraries in the public universities are not as equipped as those in the private universities. Some of which look like those in America or Europe. A good example is the United States International University (USIU) in Nairobi. With not enough library books to go around, the learners depend on the few that are available and on handouts given by lecturers (a copy is kept at the nearest photocopier for learners to get copies). What this
demonstrates is that the learners have to supplement their lecture notes with these handouts. What happens if the learner does not get the handout because of lack of money? The message does not reach the receiver (Mukwa and Too, 2002)

The learners themselves have their own challenges too. Other than sitting in overcrowded lecture halls, some of them have financial problems to deal with. This is because they have to pay university fees (subsidized) accommodation and food. The public universities do what is known as “pay as you eat” ie. The students pay for their meals either at the university mess or at any hotel near or around the universities. With these kinds of worries, some students miss classes because they are involved in petty trading to make ends meet. As a result of this, the messages from the lecturers do not reach them. They instead rely on notes from their friends.

Feedback is received in the form of examinations at this level. Most of the complaints received centre on the fact that most students perform poorly. Most of them range from 40 percent (Pass mark) to 55 percent. Very few score 58-69 marks. First class and second class degrees are few. The reasons given for this dismal performance are many – not enough staff, library books and other instructional materials (Shiundu and Omulando, 1992 and 2007).

Having looked at the communication process (Shannon and Weaver 1949 Mathematical Model) one can see that the public universities despite their specific and important role they play in their country are suffering. It can be argued that in Kenya a lot of money (national budget) is spent on education. It is true but most of it is spent on free primary education and a little percentage or revitalization of higher education. The money that the government gives is spent on paying staff salaries and not on infrastructure (Kenyatta University, 2006)

The situation is different in private universities. The learners pay for everything. And surprising, the universities admit fewer students than the public universities. In most of the private institutions in Kenya, you find that the libraries are well stocked with books, journals and reference texts. Most of them have access to whichever E-journal they want. One finds that most of the universities are connected to the internet and all lecturers have personal
computers and have email access in their offices. It is difficult to have this kind of scenario in public universities. Journals are expensive so very few are bought. Online journals are not accessible most of the times. The reasons given are that telephone lines are down and the universities have not paid the subscription fee. When the lecturer can communicate with his/her learner by e-mail and send them notes and assignments in private universities, their counterparts in public universities have to use the traditional methods of teaching using traditional communication media. (talk-chalk, notes, handouts etc)

This paper argues that the university lecturers have to work extra hard to produce graduates worth their salt. With the limitation mentioned above, the instructional techniques given by Mukwa and Too, (2002) are difficult to use. These are:

- Discussion method
- Lecture method
- Demonstration method
- Problem-solving method
- Assignment method
- Simulation and games method
- Team building method
- Tutorials
- Project method

Of the nine methods given above, the most commonly used are the lecture and assignment methods. It is not easy to conduct tutorials when one has 600 students (first years) taking a course in Bachelor in Business Management (just an example). It can be argued that because of the limitations presented the communication between the sender (lecturer) and the receiver (learner) is strained but this does not mean that teaching and learning does not take place, it does.

The problems Kenyan Universities are facing are not just limited to Kenya but are common in other universities in Africa. For example, the students in Nigerian universities can identify
with their counterparts in Kenya. The issues of books, space and finances are common. (Lawal, 2004, Ijaiya, 2001)

**Facing the Challenges**

To make the communication of curriculum content in universities effective, it calls for concerted efforts of stakeholders. The learners who are being taught in the overcrowded lecture-rooms are the same people that are the future of the nation. If we do not prepare them adequately, then the objectives of university education will not be achieved.

Although the situation looks bad in scattered pockets, you find some schools or colleges in Kenyan universities that have as many computers as the students, while in others, the facilities are very basic. The concern to make higher education revitalized in Kenya require the inputs and participation of the following:

(a) **The lecturers and professors at the universities**

This is the group entrusted by the government and the parents to impart knowledge to the students. At individual level, they can help their universities by looking for development partners who can work together for the good of their universities. For example, Moi University is working together with Indiana University in the USA to train staff, supply teaching materials and have student and staff exchange.

The teaching staff can write proposals to the international funding agencies for funding. For example they can donate computers and books to university libraries. Also at an individuals level, one can subscribe to online journals to enable them get materials for themselves and for their students. This way, lecturers will not be going to class with old notes that they made a decade ago.

(b) **The universities**

The institutions can revitalize higher education by setting their priorities right. Instead of expanding the universities they should first of all make sure that the ones that are already there have what they need in order to have their lecturers communicate
curriculum content in a conducive atmosphere. Their information communication policies should emphasize the basic functions of a university – to teach, conduct research and community outreach. It does not make sense to have branded computers in administrative offices while the lecturers and professors who need them do not have any. The universities should make sure that the libraries and offices are connected to the internet so that both lecturers and students have access to information.

(c) The government’s role

Funding in universities should be increased so as to meet the needs of the institutions. The government expects the universities to conduct research to enable the country solve some of her problems. Without the right infrastructure in universities, it will be difficult to achieve the objectives already stated (Macharia, 2007, Ene 2004).

At that level, the government can also look for financial partners to enable her to fund higher education (e.g. Kenya has been supported by European union to finance free primary education). As it is, the institutions will continue to suffer, making their overworked, demotivated lecturers and professors unable to perform their duties effectively.

Conclusion

To sum up, universities in Africa need the same facilities as their counterparts in Europe, America, Australia and Japan have. In any case, graduates of these universities are trained to work anywhere in the world (Kenyan doctors migrate to South Africa and the USA).

To communicate the curriculum content in a university lecture hall requires (ICTs) Information Communication Technology. If the Asian Tigers – Singapore, Malasyia and Korea can have televisions (closed circuit) to teach their large classes, the African governments can invest in these. The cell phones as a communication tool has become common, why not have computers and laptops for university teaching staff to enable them to do their duties? This can be done if the government has put her priorities right.
To sum up it can be concluded that all who have vowed to achieve the millennium development goals (MDGS) will not achieve this without empowering and re-activating the seats of knowledge – these are the universities. Specifically for Kenya, she will not be fully developed by 2030 if higher education continues to lack the tools of trade. Finally, the lecturers and the universities should step up efforts to inform their universities of their curriculum needs. They should be able to compete in the global arena with others in their countries and those in other countries. In this globalized world, what happens in Kenya or Africa affects others because graduates produced by universities in Africa work in other continents such as America, Asia, Australia and Europe

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The Future of Higher Education In Nigeria: 
Global Challenges and Opportunities

BY

Adesoji A. ONI (Ph.D)
Department of Educational Foundations,
Faculty of Education,
University of Lagos,
Akoka-Yaba, Lagos.
E- Mail: aoluoni@yahoo.com

AND

Ibiwumi A. ALADE (Ph.D)
Department of Curriculum and Instruction,
Tai Solarin University of Education,
Ijagun, Ijebu-Ode, Ogun State.
E-Mail: ibiwumiabiodun@yahoo.com
The Future of Higher Education In Nigeria: Global Challenges and Opportunities

Abstract

Among the numerous components of development of higher education are; growth in quantity, quality, relevance and diversity of curriculum [programme and courses]; widening of access and broadening of equity, innovation in teaching methods and techniques; improvement in the quantity and quality of research activities; more and better community services, as well as increase and improvement in facilities for teaching, research and administration. With these, University was specifically established to facilitate creation of new knowledge and innovation for the overall socio-economic empowerment of individual and community development. However, the recent findings on the state of higher education in Nigeria as conducted by the World Bank and UNESCO had confirmed the degradation of the Nigerian University educational system. This paper is therefore an attempt to highlight the current status of higher education in Nigeria, by critically examining major challenges facing Nigerian University education in particular and proffer strategic and symbiotic plans /objectives that would transform Nigerian Higher Education for efficient and effective educational delivery to meet global challenges.

**Word Count**: 167

**Keywords**: Current Status, Future Directions, Higher, Education, Nigeria

Introduction and Overview
It is rewarding to begin this discussion by first of all reflecting on the concept of education. The term education is quite elusive and very difficult to pin down to a single definition. This is because numerous authorities in different fields define and describe education as it appeals to them and their background. Education has to do with systematic development and cultivation of the mind and other natural powers: Oji (1982) put it in this perspective, that education refers not only to the process by which we acquire knowledge, skills, habits, values or attitudes to be able to become useful and justify related members of society, but also the results of that process, that involves both learning and teaching. In any case, education is what helps us to acquire suitable appreciation of our cultural heritage and to live a fully more satisfying life. This includes the acquisition of desirable knowledge, skills, habits, and values for productive living in the society. It equips the members of any human group with the capabilities of personal survival in and contributing to other group survival in the wider world (Alade, 2006). Education as well helps us to acquire suitable appreciation of our cultural heritage and to live a fully more satisfying life. The foregoing explain that the end and purposes of education include, one, psychomotor end, or the acquisition of mechanical skills. Two, cognitive end, or the development of deeper intellectual skills. Three, affective end, i.e. character training or citizenship education concerned with the appreciations, feelings and values of those educated.

It is also crystal clear that education refers to both the process by which we acquire knowledge, skills, habits, and values as well as the results of that process that involves both learning and teaching. So no one would doubt the value of being educated in any community. A clear testimony to this statement is in the adage; "If you plan for one year, plant rice; if you plan for 10 years, plant trees; if you plan for 100 years, educate a person". Yes, indeed, the best and long-lasting gift any one can offer to someone or a community in this regard is good education. This is unambiguously incomparable to the gift of silver, gold or diamond! Education is one of the correlates of socio-economic, cultural, political, democratic, technological and medico-legal development of a nation.

The above lofty objectives made education to be a very vital element in the process of social development and economic growth all over the world (Majasan, 1997). This explains why developed nations have expended a lot of resources on education and that is why from a global perspective, economic and social developments are increasingly driven by the advancement and application of knowledge. Therefore, education in general, and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations (Okebukola, 2000). However, the potential of higher education systems in developing countries to fulfill this responsibility is frequently thwarted by long-standing problems of finance, efficiency, equity, quality and governance. Now, these old challenges have been augmented by new challenges linked to the growing role of knowledge in economic development, rapid changes in telecommunications technology, and the globalization of trade and labor markets (Obi, 2003).
The importance of education to human beings cannot therefore be over emphasized. The relationship between education and development is well established such that education is a key index of development. It has been documented that schooling improves productivity, health and reduces negative features of life such as child labour as well as bringing about empowerment. This is why there has been a lot of emphasis particularly in recent times for all citizens of the world to have access to basic education. Education as a social institution therefore could be seen as a great value concerned with imparting knowledge and skills, which help an individual to participate in society. (Ramon-Yusuf 2003.) It is a treasure in which every human kind should heavily invest in and earnestly pursue to its indefinite end. Since it is designed by human beings for their fellow human beings, it ought to be accessed by all without any biases in terms of race, creed or gender. Thus, for education to be meaningful, it must be able to make positive impact on the society and should be an instrument for national development. It is also expected to foster the worth and the development of the individual not only for his or her ownsake, but also for the general development of the society at large.

Education at an index of development is often linked to schooling, and schooling improves productivity, health and reduces negative features of life such as child labour as well as bringing about empowerment. This is why there has been a lot of emphasis particularly in recent times for all citizens of the world to have access to basic education. Education as a social institution therefore could be seen as a great value concerned with imparting knowledge and skills, which help an individual to participate in society. (Ramon-Yusuf 2003). At the tertiary level, it is no news that university system is a medium through which the objectives of education are expected to be achieved. In an examination of the concept “university”, Adebayo (2005) declared that in the middle ages, the word universitas meant “an association, a guild, a corporation”, just like a guild of craftsmen or traders. The University at the beginning was an association of teachers or scholars. The University was a body of persons gathered in a particular place for the dissemination and assimilation of knowledge in advanced fields of study. Today the university is an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees. University education therefore is meant to facilitate creation of new knowledge and innovation for the overall socio-economic empowerment of individual and community development (Babalola, & Okediran, 1997).

Buttressing this view Cabal (1993), posited that the objectives or goals of establishing a university differ from one society to another. It is assumed that University generally are, by definition and long established tradition, meant to be places where all learning activities are normally governed by creative skepticism, constant questioning, disputations and argumentation. These are encouraged not as ends in themselves, but as a means for ensuring the discovery of novel, economic empowerment, human and societal development and better solutions to both the results of the shortcomings in the qualities expected of tertiary institutions and their products.
Section B sub-section 59 of Nigerian National Policy on Education articulates the goals of tertiary education in the country. To include;

a. Contribute to national development through high level relevant manpower training;
b. Develop and inculcate proper values for the survival of the individual and society;
c. Develop the intellectual capacity of individuals to understand and appreciate their local and external environments;
d. Acquire both physical and intellectual skills which will enable individuals to be self– reliant and useful members of the society

e. Promote and encourage scholarship and community service;
f. Forge and cement national unity’, and
g. Promote national and international understanding

(NPE, 2004)

World Bank (2002) in clarifying the above stated objectives of universities pointed out that “teaching and research” are the “intellectual functions” of the universities and they are in connection with the education mission or “education function” which incorporates “cultivation of the mind” and the “transmission of basic ideas and concepts”. Whereas, service is the “social function” or social role of the university which provides the link between the intellectual and education roles of the university and development of society on the other. In carrying out these functions, the components discussed in this paper along with mutual interaction within the university and with the society are major determinants.

Current Problems and Prospects

Unfortunately in Nigeria the current reality that stares us at the face is that in spite of the lofty objectives of education as documented in the National Policy on Education; our education has failed to produce appropriate and commensurate values and development. Education particularly higher education has failed to produce in school leavers a combination of skills and value system that could make them self-reliant. The Nigerian educational system has been beset with a number of ills over the years. These problems arose from the general malaise that beset the leadership and the society at large. Some of these include the high incidence of examination malpractices, extortion, cultism, sexual harassment, and incessant strikes among the various academic unions at all levels of education, as well as problem of data and decay infrastructure, etc. All these have led to fallen standards and the failure to realize the philosophy and the objectives of education. These have further been accentuated by the general ethical crises that are confronting the Nigerian society.

To say that the delivery of University education in the country today is in a state of crisis is perhaps, to put it mildly. Complaints are rife from every quarter. Employers worry that Nigerian graduates toady are unemployable unless their prospective employers put them through a crash remedial programme. We hear of graduates in the Humanities who are hardly capable of putting a sentence of English together correctly and whose spoken...
English is even worse. Fresh graduates in engineering, we are told, have little clue when put in a workshop… Worse still, graduates are unrefined in character. (Adebayo, 2005).

Adebayo (2005) buttressed further that the decay in our Universities was the object of concern of The Dean of the School of Agriculture and Agricultural Technology of the Federal University of Technology, Owerri, when he decried that:

Nigerian universities are under the siege of decay. There are no facilities for effective practicals for the students in most of our courses, especially in the technological universities, which require a lot of intensive training in terms of how the student can use his hand and how he can use some hi-tech equipment. Most of these equipment are either not there and if they are there they are not functioning, and money is not coming. And in fact, when universities face accreditation exercises, he continued, it is shameful to observe that in order to scale the hurdle of accreditation, some departments have to borrow equipment from neighbouring and sister institutions and present them, claiming that these are their equipment….

We can all agree that, indeed, the situation is worrisome and that the universities have been crippled academically, physically and even morally. For how else can one describe the situation where academics sacrifice the foundation of their profession, that is TRUTH, and engage in compromise as a form of survival even when it is clear that the major stakeholders in the university system are clearly to blame for the dilapidation of the university system that we have today! It can therefore be observed that Nigerian higher education and University education in particular, is facing unprecedented challenges. Not only is the demand for access unstoppable, especially in the context of Africa's traditionally low postsecondary attendance levels, but higher education is recognized as a key force for modernization and development. Nigeria university education faces obstacles in providing the education relevant to her society.

The Daily Sun editorial of 14 July 2005 decried ‘Universities embarrassing science laboratories’ and stated sarcastically that it is no surprise that Nigeria’s attempt at scientific and technological achievements has so far failed. After an examination of nine universities across Nigeria, it arrived at the conclusion that:

They are saddled with obsolete British imperial system equipment in their engineering workshops. So there are equipments, which are in use, calibrated in imperial units, while the entire world has switched to the Systeme Internationale (SI) units.

Without the right equipment, chemicals, reagents etc, how could the universities impart the right knowledge in its students how can they fulfill their functions as producers and disseminators of knowledge? How could they advance the society at any level? How could the teachers compare favourably with their counterparts in civilized parts of the
world? Little wonder then that most academics are no longer published in reputable foreign journals because they are peddling obsolete ideas.

Adebayo (2005) concluded that the delivery of university education in Nigeria is therefore definitely far from the way the founding fathers conceived it. Its success has been hampered seriously by factors ranging from undue government interference and control through the National universities commission (NUC) and the Joint Admissions and Matriculation Board (JAMB), to financial strangulation, lack of planning and prudence, incompetence of both academic and administrative staff, lack of commitment on the part of stakeholders, insalubrious environment that is poisonous to learning, the wrong quality of students, students’ fraudulent and cultic practices, among many others.

It must also be recognized that efforts to improve university system management and governance have been compounded by a pervasive culture of corruption within Nigeria society. A long tradition of weak governance oversight and limited management accountability under a succession of military governments seems to have made corruption endemic to Nigeria at the end of the 20th century. This led the global corruption watchdog organization, Transparency International, to rank Nigeria as the world’s most corrupt nation in 2000 (TRANSPARENCY INTERNATIONAL 2000). Not surprisingly, this social malignancy has also extended to the federal universities. Reports of resumé falsification, plagiarism, cheating, examination malpractices, sexual harassment, contract kickbacks, and the obligatory purchase by students of professorial lecture notes have regularly appeared in Nigerian newspapers in recent years. Prior to becoming the head of the National Universities Commission in 2001, Prof. Peter Okebukola denounced the “growing menace of student gangsterism, cult practices, examination malpractice, and other forms of violence and disruptive behaviors” within the university system (Okebukola, 1997; Oni, 2005). Clearly, progress towards more responsive university governance and more innovative university management will be difficult until the political will can be found to tackle such deep-seated social dysfunction.

Moreover, frequency of strikes among academic and non-academic staff is also noticeable in our tertiary institutions, while the problem of quality control has also been noted by Babalola (2004) that government kept on spending huge amount of money on public schools and teachers’ day-in-day-out with less than expected outcomes. In spite of its huge investment in public schooling, and unlike any private investor, the government makes minimum efforts to ensure and control the quality of the education it provides. Governments provide warmth and wages to their staff but are not very watchful about wastage. One could observe from the explanation above that Nigerian higher education system was excellent before, but now commonly accepted that the system has failed. Graduates have worthless degrees and that it is nearly impossible to find qualified staff to run the university and teach. Given the level of decay of our university system, can we aspire to a world-class system or cope with global challenges facing Higher education in this era of globalization? When? How? Where lie the responsibilities?”
These above manifestations, by implication, have largely affected Nigeria university education at various times. In addition, the current reality that stares us at the face in Nigeria is that in spite of the huge expenditure on education at the higher levels, education has failed to produce appropriate and commensurate values and development. Such education has failed to produce in school leavers a combination of skills and value system that could make them self-reliant and as agents to subdue their environment and engender development. Many of these qualities were undercut starting in the 1970s when the Nigerian government reduced allocations to higher education, while simultaneously establishing new universities, primarily for political reasons, and frequently installing military officers as chief administrators. The outcome was reduced research focus and reduction in other inputs that support excellence in higher education. During this period of time, allocation for higher education has dropped by nearly 30%, while demand has grown by nearly 80%. (Adebayo, 2004).

The situation was the result of larger civil and economic unrest and the introduction of government policy that:

- Impoverished the academic class through compensation reductions
- Generated unrest resulting in strikes and extended closure of universities
- Created a military-oriented, insular, academic class with little connection to international practice
- Promoted the flight of Nigeria’s strongest academics to more developed economies
- Resulted in general isolation from the larger global education community.

Considering the above stated universally accepted objectives of universities, and the problem confronting Nigerian Higher education, which is preventing it from being relevant in this age of globalization, one can pause a little bit and ask, to what extent does university education system in Nigeria assist Nigerians to grow, develop and progress towards a more humane and liberated direction by transcending their limits? We may also need to ask ourselves, what should be the role of university education in Nigeria’s National development in this age of globalization that will make Nigerian university education to be relevant to the need of her society and be ranked as one of the best in the World? In answering the above questions, there is the need for us to pause and consider those major challenges facing Nigerian universities.

**Challenges Facing Higher Education in Nigeria**

A lot of challenges are facing higher education in Nigeria, which made it difficult for it to achieve its objectives. This include among others:

- **Relevance of curriculum content and choice**: Okebukola (2003) showed that while the contents of the minimum standard course descriptions laid down by the NUC for Nigerian universities agreed well with course contents of universities in most developed nations, a gap still exists in the implementation. Instead of implementing the NUC minimum standard, most of the courses offered in Nigerian universities, which were initially meant to develop people for bureaucratic functions in the society, are still in operation in this age of
globalization since most lecturers merely dictate notes they copied as students without regular updating.

- **Quality of teaching and learning:** The increased enrolment in Nigerian universities in face of dwindling resources into the university system also affect graduate output. Consequently, there were incessant strike actions by academics, non-academic staff and university students between these periods. Thus, the time available for teaching and learning became disturbingly reduced; university teachers became unmotivated to teach, students became unmotivated to learn, classrooms and laboratories became non-conducive for educational activities, and teaching contents became alarmingly reduced within the time available. With this trend compounding itself in 1990s, universities in Nigeria increasingly continued to manufacture half-baked graduates from heavily congested and obsolete factories. Contrary to what it was in the earlier stage of university education in Nigeria, today, general commitment to teaching and learning (to scholarship) has become extremely very low.

- **Administrative and financial autonomy:** The increased in the number of university enrolment and wide staffing capacity and poor funding made the university to consistently demand for administrative and financial autonomy, with the hope that this will enable the universities to diagnose problem facing the system and be able to find a lasting durable solution. Most countries in Africa embrace this idea of autonomy but we need more scientific information for effective implementation of this policy in Nigeria to reduce the controlling presence and pressures for standardization exerted by the National Universities Commission and other buffer bodies by governments.

- **Campus crises, militancy and conflict management:** As unionism (Freedom of association) is a fundamental right of every worker, yet unionized staff militancy over salary issues has been a major destabilizing factor within the system in Nigeria. In similar vein, lots of disruptions have been witnessed through students’ violence and campus violent cult crises. University is therefore facing the problem of how to demilitarize our campuses.

- **Research and innovation:** While funding of scientific research can be obtained through different private and public sources, governments, especially in Nigeria, play a dominant role in funding university research, which private sector ignores for lack of commercial value. Whereas research grants to universities are on the increase elsewhere in the world, the flow of such funds has been impeded by certain procedural problems in Nigeria, while government was making apparent efforts to fund university research, high inflation rates in this period mopped up the increase. This trend led to gross inadequate funds for university research.

- **Financing:** Nigerian governments have not been able to provide the financial resources necessary to maintain educational quality in the midst of enrolment expansion. By the end of the 1990s, university expenditure per student in Nigeria had fallen to $360. In response, the government announced its decision in July 2000 to increase funding to $970 per student and to encourage universities to generate an additional 10% of their recurrent budget from income-producing activities.
• **Access to University Education**: NUC, (2006) reported increasing number of people demand for university education, thus total enrolment in Nigerian Universities has grown by 1,205 per cent from 57,542 in 1979 to 750 in 2006. This indicates that the university system is only able to admit about 17 to 20 per cent of candidates seeking admission to the universities through the Joint Admission and Matriculation Board (JAMB). The resultant effect is that the universities were seriously over-stretched leading to admission explosion and decline of quality.

<table>
<thead>
<tr>
<th>Table 1; Trends of University Education in Nigeria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1979</strong></td>
</tr>
<tr>
<td>Number of Universities</td>
</tr>
<tr>
<td>Students Enrolment</td>
</tr>
<tr>
<td>Mean Annual funding of Federal Universities</td>
</tr>
</tbody>
</table>

*Source: National University Commission, March 27, 2006, Pp3, 4 & 11.*

Apart from the above there are others challenges like the problem of recruiting the right and qualified teaching staff, retaining and rewarding the caliber of academic staff needed to sustain and improve both teaching and research. The problem of maintaining the infrastructure for research and teaching, and the problem of making sure that the investment in university education is used to the best effect. (Nwana, 2000).

Although there has been a political context that degraded the quality of higher education in Nigeria through the 90s, the government’s inability to adequately fund higher education for current operations and address the deficits resulting from deferred maintenance results in serious barriers to measurable improvement. Which according to Okebukola (2003) can be summarized as:

a. Inadequate facilities to support educational excellence
b. The impoverishment of Nigeria’s primary and secondary education systems which has resulted in many undergraduates arriving at university without basic technical, writing and scientific skills needed for undergraduate study
c. State control of the university system that has dictated massification of higher education without allowing for filtering of learners coming into the university system, setting faculty wages at a level that will attract qualified instructors and researchers, and restructuring to attract new resources through tuition and fees.

Higher education, though could be very important in assisting people to get jobs and gainful employment, there still remain palpable barriers to this effect, in the Nigerian context. The socio-economic connection, whilst always present, remains especially critical in a quickly globalizing economic market in which quality control and production according to strict specification can be crucial indeed. How do we remove these barriers and improve higher education in its totality in Nigeria?
First of all, it is very important for the Nigerian government to make significant progress in improving the quality and efficiency of secondary education prior to a focus on the higher education sector. Or still good enough, it could be pursued paripassu. Excellent examples of the socio-economic connection of basic education reside in Asia whence the speedy use of opportunities of global market for the reduction of poverty. In Japan, the fundamental Code of Education issued in 1872, expressed the public commitment to make sure that there must be "no community with an illiterate family, or a family with an illiterate person". Thus, with the bridging of education barriers, began Japan's remarkable history of rapid socio-economic growth. By 1910, Japan was almost fully literate at least for the young, and by 1913, Japan was publishing more books and twice more books than Britain and United States of America, respectively, even though she was still very much poorer. (Wasser, 2001). The concentration on education determined, to a large extent, the nature and speed of Japan's economic and social progress. Hong Kong, Taiwan, Singapore and other Asian economies followed similar routes later in the second half of the 20th century, with their visions firmly fixed on general expansion of education. It is my view that Nigeria can follow the trend of the Asian educational development to aspire to greater heights in the benefits of Higher Education. We can surely learn from history and thereafter remain committed, and be firmly focused for the times ahead.

The case for a World – Class University in Nigeria

The degrading state of education in Nigeria is becoming so alarming, which has made Nigerian universities not to be ranked among the first 5,000 University in the world and among the first 40 in Africa (see www.webometrics.info/top100). One could also observed that with the trend of globalization as a trend that is engulfing the whole world, which has become the panacea to many world problems, Nigeria needs a world-class university system, to accelerate her development and make her relevant in the new modernity. One could reasons therefore that an internationally-competitive educational system is the first step in building an economy that will bring home the dividends of globalization to Nigeria, which other developing economies throughout the world have been enjoying. Thus, there is the need for a genuine dialogue in terms of educational reform that will provide Nigerians with the skills needed to compete internationally. This reform should raise the level of knowledge capital to support an international society that has shed its colonial ties to agriculture and a sustenance social organization to sophisticated manufacturing and knowledge industries.

World-class universities are also necessary to incubate and support the development of local indigenous business. In spite of Nigeria’s eroded higher education system, there is evidence of innovation and regional success. Although Nigeria is blessed with abundant natural resources and creativity, too many false starts failed efforts to improve education, or late entry into the race for globalization will put Nigerian society at a long-term disadvantage relative to other developing economies such as China and India.

Contemporary society can be aptly described as knowledge society – in which high premium is placed on ideas and information; and where knowledge strongly influences the development process. It can be said in this regard that knowledge is power and education (knowledge) is a necessary ingredient for national development. Indeed social
and economic development can only be accelerated through knowledge (education) and unless all stakeholders give education due recognition, and fiscal support, Nigeria may be further marginalized in a globalized and increasingly competitive knowledge-based society.

**Higher Education for Global Information Network**

Universities all over the world have the proud record of knowledge sharing that dates back to hundreds of years. In this respect, the academic world was a global phenomenon before the word "globalization" was coined. The global market place - and the information technology (IT) revolution that fuels it - simply accelerates a process already well under way. IT facilitates a free flow of research and expertise, making the best information simultaneously available in Port Elizabeth of Samoa, Sokoto of Nigeria and Los Angeles of the United States of America. In view of these constant and continuing developments in IT and new knowledge, a global electronic link server should be established in each University, solely for campus usage. The main aim of these electronic connections should be for the purpose of networking, collaborative research, studies and fellowship amongst students, graduates and their teachers, all within the perimeters of their offices, common rooms or lounges. Such Internet connectivity is now fully operational in a few of our Universities. This should be extended in more details to all the universities in the country. Apart from knowledge transfer, learning and training, such networks should get the students more focused academically and having less time for deviant behaviors such as cultism.

Therefore, in order to be a full participant in the already unavoidable globalization, every efforts should continue to be made to improve the status of higher education in Nigeria, so as to be able to admit and retain the services of talented and ambitious young men and women teaching in the system. The scope of higher education particularly University education should also be expanded to include a wide – spread use of multimedia technology in teaching. It has been observed that a lot of University teachers that teach today in Nigeria, do not know anything about computer. Many are unlikely to differentiate between a computer monitor and a television set, besides, many of them do not even understand what an e-mail means let alone sourcing for relevant information on the internet. How would a teacher then teach and be professionally functional in this age of globalization? When the world at large has become a global village if the teacher is not well equipped with the knowledge of ICT. What is the teacher going to teach? How is he going to teach it? More so, he is expected to teach current research knowledge, how is he going to teach it when he/she is ICT illiterate?

**Strategies and Recommendations Towards Building a World – Class University in Nigeria.**

We have established in this paper that challenges facing Nigerian higher education are enormous. Nigeria therefore needs to start with good, genuine and targeted policy to reform higher education. Reforms that will promote university autonomy, that will give University governing councils the responsibility for institutional governance, the appointment of key officers, restricting the powers of the National Universities
Commission and also, among others, allowing Universities to set admissions criteria, select students, develop curricula and restore grant funding.

To ensure an efficient higher education system that would deliver an effective educational service, strategic and symbiotic plans/objectives are considered central, and must be diligently pursued. These strategies should enable the Nation to achieve an overall goal of transformation of the Higher Education sector, that will make Nigerian universities to increasingly become market driven, in spite of the disillusionment of academics. To this end the universities require to embrace the following:

- Rapid technological and institutional changes
- Coping strategies for changing learner profiles
- Changes to education paradigms (emphasis on lifelong learning, mind powers, didactic innovation, equity access, flexibility)
- Digitalization of learning and teaching (Avu, e-learning)
- Strategies for coping with overcoming chronic financial difficulties
- The quest for quality and relevance in academic programmes
- Strategies to accelerate developments towards industrializations
- Provide increased access to Higher Education and to produce well-equipped graduates.
- Promote equity of access and to redress past inequalities through ensuring that students and staff profiles progressively reflect the demographic realities of the Nigerian Society.
- Build new institutional and organizational identities through local, regional and international collaboration between different institutions.
- Build high-level research and teaching capacities to address research and knowledge needs.
- Create and facilitate global information networking within each campus and/or adjoining campuses.
- Promote and sustain self-sufficiency in funding via the fostering of a triple helix of "University - Industry - Government" relations. This strategy would create more collateral partnerships and linkages with the 'middle' of the helical structure as important stakeholders, i.e. Industries, Business and Communities, who benefit immensely from the University. The Universities should, therefore also derive mutual benefits from them, which could be inclusive of funding of research relevant to their practices or specialties.

- Promote peace and security in the campus so as to ensure an enabling "education-friendly-environment" for easy learning and teaching.

- Promote an active and vibrant 'Parent-Teachers' - Association (PTA).

These strategic points, if successful adopted, will be able to assist in the lines of improved discipline, excellent cultural stability, awareness of negative effects of cultism and participatory funding. Why shouldn't an exemplary PTA, for example, support or
The Universities themselves should plan to provide additional funding to promote excellence in teaching, to introduce new national professional standards for teaching and to provide better information on teaching standards to help students' choice and drive up the quality of education. It is a fact that there is a pandemic problem of under-funding in all our universities. However, this should not negate our drive to improve the quality of higher education. Naturally, it gets to a point when a son gets less dependent on the father. At this point in life, the son should source for its own needs and livelihood, and also fine-tune his spending requirements. The pervading problem of funding can be minimized if the triple helix of "University - Industry - Government" relations is given close attention.

Since government is burdened by numerous national problems, the universities should be less fully dependent on the Government. Each higher institution can pursue self-funding by; Promoting partnerships and linkages with all stakeholders - locally, regionally and internationally; Ensuring the provision of functional advisory, extension and consultancy services on issues that are relevant to the socio-economic advancement of the university and the nation; and founding of a government - initiated - body to be known as Higher Education Funding of Nigeria (HEFON). The creation of HEFON should be in partnership with oil industries and other corporate bodies. The funding from such a body should aim to assist and build on linkages and to develop a more strategic and non-prescriptive approach to the use of funds. The line of usage of funds should be for the Universities themselves to decide in the light of their own strategies and assessments of local requirements. HEFON should be concerned with promoting partnerships between higher education and industries, with the transfer of knowledge, and the encouragement of employment skills. I strongly believe that this should be a fourth core activity for the universities, alongside teaching, research and community service.

The programme should be made to achieve systematic and sustainable change within institutions in the manner they relate to business; more rapid and effective transfer of new ideas, products and processes generated in higher education to business and industry; and better relationships between people in higher education and industry/business. The success of such a programme had been documented after its first years of operation, in the June 2003 report of the Brazilian Embassy as put forward by Mondal (2006). This report confirmed that the United Kingdom (UK) and Brazilian academics benefited immensely from the opportunities of working more closely in international partnerships and linkages and had planned further activities in the future. The three Brazilian Universities were part of a larger program of nine priority research areas in the State of Rio de Janeiro which itself was part of a wider federal scheme. Two of these three were in engineering-related fields with strong links to the oil and gas industry in Rio, in particular, with the Brazilian oil company called Petrobras. These Brazilian research programs, in partnerships with consortia of UK Universities were focused on important and related research areas such as industrial catalysis, corrosion protection (both
primarily geared towards the oil and gas industries) and photo pharmaceuticals. So why can't a university or some universities in Nigeria and the NNPC or Shell take a cue from this excellent example? Any of our universities can work out a feasible ideology or program, which I have designated as "HEROIC" initiative meaning, 'Higher Education Reach Out to Industries and the Community Initiative'. Each Nigerian university should pledge to introduce "Centers of Excellence" to celebrate excellent practices in teaching and research.

In boosting academic excellence in teaching and research in Higher Education in Nigeria, very high quality research should be well funded, whilst keeping strictly to the saying: "gown for town". The results of the research and teaching, its discoveries and new knowledge should be used for the improvement of "town" or community. Higher education efforts should cover both basic and applied research, which should be responsive to the felt needs and expectations of Nigeria as a nation.

CONCLUSION

The Nigeria of 21st century is facing a lot of problems with regard to national development. The present state of our country is such that there is economic depression, infrastructural decades and social disintegrations. The desire of Nigerians is that this country must wakes up and moves forward. The required ingredients (human and natural resources) to move the country forward are there in abundance, university education is one of the vehicles needed to help Nigeria move forward.

University education is a great asset, since its contributions in the 21st century to the economic and social well being of Nigeria is of great importance. Its research shall push back the frontiers of human knowledge and be the foundation of human progress. Its teaching shall educate and skill the nation for a knowledge-dominated 21st century. University education should give graduates both personal and intellectual fulfillment. The contributions of university education to national development in the 21st century are far reaching and so, we cannot afford the risk of decline.

The university should impart non-esoteric knowledge on students for the benefit of the society. The primary responsibility of the university in this regard is research and production of quality graduates to function in various areas of the economy and society. The crucial role of universities can be better appreciated when we realize that it is primarily the universities (and other educational institutions) that produce the key personnel (such as medical doctors, engineers, farmers, lawyers, accountants, teachers, architects, dentists, economists, administrators, scientists and social scientists) who functions in various facets of our society – be it health institutions, industries and businesses, agriculture, mines, politics, the educational system, etc. The relevance of the universities is also shown in the outcome of teaching and research in universities as indicated in various aspects of our lives and the products, goods and services that we use and consume.

Universities as citadels of learning, are knowledge-producing institutions and repositories of knowledge, reflecting the best in terms of contemporary knowledge and academic content. The Universities should be in the vanguard of the development process and control/direct the society towards positive development. This is the basis for the notion of
the “Philosopher kings”. For our country, the stakeholders in education look up to the universities to develop schemes to solve contemporary societal challenges, including: poverty (both poverty of the pocket, the mind and the intellect), political instability, corruption, terrorism, ethnic and religious violence, crime etc. Beyond this, university education in Nigeria must address the critical issues such as Access, Quality, and Funding etc against the backdrop of globalization, privatization, Internalization and commercialization.

In Nigeria there is need for education transformation such that the higher education system can be able to accommodate the changes occurring in technologies, markets and work organizations. All such changes place emphasis on adaptability of higher education to produce skilled and flexible graduates with global outlook. This has provided the fuel for the upsurge of interest in relevance of higher education in the global world, which is hinged on the integration of an international dimension into the core functions of universities relating to teaching, research and service.

For the universities to successfully face the challenges confronting them and make meaningful contributions to our National Development, the country needs an education-friendly government, a civil society and public sector that is ready and willing to invest in university education and give recognition to those who have chosen the path of knowledge industry. But then there is need for those in the universities to put their houses in order, thereby operating by examples, so that our would-be partners will be encouraged to join hands with us in facing the challenges of the 21st century National Development. It can therefore be concluded that that the most sustainable way of meeting national objectives for international integration and prosperity is to invest in Nigerians through higher education, and the best starting point is through genuine reform of the underpinning policy systems constraining the Universities.


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