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Abstract

The development of any nation depends on the level of its educational advancement and manpower development. When one talks of development of a nation, what is in focus is the quality of life of the citizen. Development is of human beings. Education is known generally to have direct bearing on all facets of human development. Where the focus is on high-level manpower development the teaching and research functions of the universities are considered to be crucially important. The purpose of this paper is to highlight the role of the university teachers in manpower development in Nigeria. Also examined are the roles of government, and private organizations in assisting or enabling the universities to discharge their responsibility of prodding the pace of national development through high-level manpower production.

The national development of any nation depends on the level of the educational advancement and the development of its high level manpower. Consequently the building of a modern nation depends largely on the development of the people and on the better organization of human activity. "Human capital formation takes place in day to day work experience, but it is dependent as well upon previous formal education". Capital, natural resources, foreign aid and international trade are factors which facilitate economic growth, but evidently none of these factors is more important than manpower. In Nigeria large measure depends upon foreign or expatriate manpower for her economic and educational development.

It was the early realization of this that made Africans to mount up increasing demand on British government between 1930 -1936 for university education. This led to the constitution of Elliot Commission of 1943, which was responsible for founding of Ibadan University College in 1948 (Fafunwa, 1974). This new college against all odds, gave Nigeria a new lease of higher education with the result that it produced eminent Nigerian scholars and administrators. The university education in Nigeria reached another landmark in its history when 1959, the federal government appointed Asnby Commission to look into Nigeria's needs in the field of Higher Education over the next twenty years. This led to the establishment of University of Nigeria Nsukka in 1960, Ahmadu Bello in 1962. Ibadan ; becoming a fully fledged university December, in 1962. followed by Ife and Lagos Universities. The commission also recommended that courses in engineering, medicine, law, commerce, agriculture etc should be offered and the universities to run B.A/B.SC/ (Education) degree courses (Fafunwa, 1974). This same commission recommended the setting up a National Universities Commission to control the affairs of the universities particularly in terms of finance, staff and courses.

Another boost to the universities as instrument of national manpower development was Harbison (1960) high-level manpower study for Nigeria's future. He pointed out that Nigeria as an emerging state was faced with the arduous task of not only maintaining its economic growth but also of accelerating it. He warned that modern dams, power stations, textile factories or steel mills may be constructed within a few years but it would take between 10 to 15 years to produce the manpower administrators required:

1. The development of intellectual curiosity, which would enable the individual to pursue further intellectual development.
2. The development of positive attitude of thought which would enable the individual act positively and to value and appreciate the worth and the dignity of the individual human being and his capacity to contribute to the general good of the society.
3. Development of scientific attitude or attitude of intellectual honesty which will enable the individual to develop a sense of objectivity, minimize prejudice and superstition.

Curie (1970) revealed that: these aims are very laudable and if vigorously pursued will give Nigeria a very considerable proportion of (trained) educated citizens who will not only perform as Doctors, Engineers, Teachers and the like, but will also create a new class sufficiently large, and hence sufficiently strong to establish its own values of justice, selection on merit, flexibility, empiricism and efficiency. The universities are to pursue these goals through teachings, researches, dissemination of existing and new information and the rendering of services to the community. The university

should be seen as a storehouse of knowledge

Universities For Manpower Development

. Fafanwa (1974) maintained that the first contribution that the universities of any nation must make towards the development of (lie nation is the production of high-level manpower within the context of the needs of the economy. This is particularly relevant for a developing country like Nigeria. To achieve this, there must be diversification of university programmes for the development of this calibre of manpower

A central problem facing most developing countries is the ability to identify the manpower needs of the economy. Through researches, the universities can set up an effective machinery for the economy to this end, (he National Policy on Education (NPE, 1998), recommended that the National Manpower Board be represented on the National Universities Commission to enable it play vital roles in manpower development.

Ukachi (1981) revealed that another problem facing developing nations is the effective and efficient development of professional manpower that will meet the local needs and aspirations. Most professionals (rained abroad are not able to perform effectively because such professional programmes are irrelevant and unrelated to the local condition and needs. It is the responsibilities of the Nigerian universities to provide professional course contents that should reflect the national requirements. It is expected that there be a strong consultation and link between the universities, the employers and the government in (his regard. The National Universities Commission 'or an Academic Planning Committee will be very effective in carrying out academic planning of any new university set up or approved by the federal government. The Nigerian Universities had developed a policy requiring all students in the Nigerian Universities to take courses in the history of ideas and _the philosophy of knowledge. This is necessary to produce relevant education. The National Policy on Higher Education had also recommended programmes on other suitable courses. The universities will do (he nation well by adding general topics that will inculcate scientific altitude and the fear of God. (Harbison, 1960)

Another hurdle that a developing nation must tackle is the ability to utilize local knowledge, expertise and available talents, whether in the universities or in the locality. It is the responsibilities of the universities to involve the government and employers in continuous dialogue aimed at identifying, highlighting and utilizing such expertise. There should be direct links between the universities and locals based industries. Universities should analyze new products and publish new consumable products. The universities should assist national development through researches. To make these researches useful, the government should direct National Universities Commission, the National Educational Research Council, and other appropriate bodies to identify the area of need and priority so that universities can base their research programmes on these (NPE: 1998). It is the responsibility of the universities to keep both government and industry informed about their research results. Also through their linkage with universities outside the nation, result of researches of such universities could be imported if the results are needed in the nation.

Rendering of services to the community is another way that universities contribute to national development. This is done through extension services of various department such as extra-moral classes cultural services as well as rural health services. Finally, for years the universities have been effective instruments for cementing the National Youth Service Corps. Without mining words, universities is synonymous with national development.

The University Teacher

Teaching in the university is a calling to salvage the nation from poverty and deterioration.

A teacher in (he university must be well informed of the aims of university education and the various contributions of universities to National development. It is incumbent on this teacher to study and be knowledgeable, to know the societal, national and international values lo know the national philosophy and objectives, and what it takes to produce an intellectual personality whose dream is to develop his nation and live peaceable with his fellow men. This teacher must therefore see himself as being called by God to:

Impact knowledge

Communicate societal, national and international values

Bring about positive behavioural change in learners at the end of any given lesson.

Fulfill the national objectives in a class room teaching-learning process, therefore bringing about meaningful development of the nation;

Develop the whole personality of the learner, physically, mentally and psychologically;

Produce the needed manpower level for the nation's economy;

Set each learner on the path of self-actualization.

Prepare the learners to fulfill the various minimum requirements for the award of certificates, diplomas and degrees.

For the teacher to succeed in fulfilling the above calling, he must understand fully the process of teaching, he

must engage the students in various activities both during and outside the classroom learning process. Lecturing and leaving the students without assignment leaves them as empty as the early morning wind. There is no subject that is void of activities that are needed to give the students firsthand experience, which results in the foundation of knowledge. In the sciences of the arts, if there are no activities, there is no learning. He must involve himself in exchange of ideas between himself and the students. Teaching is a two-way traffic system involving exchange of ideas. The teacher must not see himself as the fountain of all knowledge. He must create situations to elicit ideas from the students.

In this level of education, there must be sufficient room for self-discoveries. Questioning methods, practice, project and inquiry method should be preferred to lecturing, which is in vogue in the university systems. Teachers should ask students to probe into problems or subject matters in order to arrive at solutions. This involves careful preparation on the part of the lecturer. He must encourage the daily applications of (he derived ideas so that the ideas do not end up as mere classroom exercises. The teacher should constantly interact with his subject matter and master it beyond every doubt since this is the major tie between him and the students. According to Ifeagwu (2000). Teaching is a triadic process involving interaction between the teacher, the subject matter and students. If there is no proper knowledge of the subject matter, interaction will be weak and there will be no effective communication.

Factors for Effective Teaching in the University

If the universities must contribute effectively to the development of the nation, the factors that enhance teaching must be identified. The key players visa-a-avis the teacher the government, and the proprietors must know their roles in making teaching-learning process a success. Ifeagwu (2000) recommended the following necessary factors below;

1 .An interesting atmosphere capable of stimulating and encouraging learning: Large

Classrooms with Chairs Adequate and Properly Arranged

All materials must be orderly arranged and classrooms well ventilated. Teachers and students do better in a cool environment and if possible air-conditioned classes. Where that is not feasible the authority should equip every classroom with electric fans.

2.Proper Dressing: The importance of proper dressing cannot be over emphasized since the university is a mixed school. Distractions that hinder learning can easily emanate from improper dressing. The university authority should address the issue of dress codes especially for the female students if proper learning will continue in the university classrooms. According Ukcjc (1993) School authorities anywhere could reasonably ban any kinds of dresses that are detrimental to proper discipline or morals in the school. Authorities should have the right to ban wearing miniskirts by girl.

3.Variety of methods: Teachers must be equipped with varieties of teaching methods especially methods that will give room to students' participations and researches. According to Obi (1980), "Teaching in the university must be thorough and effective as this would enable the student's 'drink' fully from the fountain of knowledge".

4.Audio-Visual Aids: An audio - visual material enhances learning. Now that we are in the age of advanced technology, facilities such as computer should be made available for storing lectures. They should be replayed as many times as possible until there should be proper understands.

S.Learning Coals: Learning goals must be spelt out at the beginning of each learning exercise so that the students will follow. Lecturers who do not have time to set out defined learning objectives and goals are doing harm to the learning process. Learning experiences must carefully planned and selected.

6.AppJication: A topic is not completed until it is applied to life situations. It should meet the needs of the student and society; there must be a link between theory and practice.

7.Library: A rich library with current source of information is a great booster to teaching and learning in the university. Lecturers and students must patronize the library. Recognizing the importance of library in academic achievement, university of Benin had expanded its library with N57 million. (Osutide: 2002).

Others include organization, specialization, principles of individual, Avoidance of Embarrassment, Regular Students Evaluation and A sound Counseling Unit.

Role of the Government and Proprietors Towards Achievement of University Goals

Funding: The most needed commitment of the governments and proprietors to the universities are in (lie area of funding. According to Shcehan (1973), it is a fairly universal rule that higher levels of education demand more expensive and specialized skills, buildings and equipment, and more emphasis perhaps on

high cost research" The Federal government had pledged great financial support of the affairs of Nigerian universities due to the magnitude of the finance involved. In consonant with this, President Olusegun Obasanjo had reiterated his administration's commitment towards providing qualitative education at the tertiary level. (Edema: 2003). State governments and proprietors should also fund their universities and must not depend on school fees alone no matter how exorbitant.

Constructing of Hostels For In the Universities

There is an acute shortage of hostels accommodation in Nigeria universities. According to Ldukugho (2000), varsity accommodation is a pain in the neck of students. It is owners of the varsities and not the administrators that should be saddled with this responsibility because it is highly capital intensive,

Utilisation of Research Findings

According to NPE (1998) the government should support closer links between the universities, industry and the various research councils. And should ensure effective utilization of the" results of the universities researches. The universities should keep both government and industry about their research results.

Monitoring of Projects In The Universities

Another important role that the owners of the universities must concern themselves with is in the area of setting up monitoring units for projects in the universities. Odesola (2003) identified abandoned projects: libraries, lecture theatres, student's hostels, staff quarters, administrative blocks, senate buildings and sports complexes. Some of the projects have been abandoned for over two decades with adverse consequences on the institutions concerned. If these projects must be completed, strict surveillance from those who invested the money is expected. Of recent, central bank of Nigeria (CBN) had committed N435 million to support Nigeria universities projects under a scheme known as the Nigeria universities capacity building programme (Kazecm: 2003). If this is not monitored, the money will end up in the pocket of some people and that ends the projects.

Recommendation

1. There should be constant evaluation of university teachers to ensure effectiveness and productivity.
2. There should be monitoring of projects in the universities ensure good use of funds.
3. There should be track tracing of graduates of the different universities to see if they are marketable and fulfilling national objectives

Conclusion

Without doubt, university education is the most important tool for national development. The paper had highlighted universities and national development, the university teacher and his role in national development. Factors for effective teaching in the university, the role of the government and proprietors toward achievement of university goals.

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