
University Education and Human Resources Development in Africa

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Abstract

University education is a critical pillar for human development worldwide. This is because it provides not only the higher level skills necessary for every labour market, but also supplies the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, and myriad personnel. Though there has been much growth in and many improvements to university education systems in Nigeria, the evolving nature of the knowledge economy in the world today highlights the rigidities and weaknesses that prevent university education in Nigeria and Africa as a whole from maximizing their potential to build local capacity. This paper highlighted on concept and goals of university education in Nigeria, functional, a conceptual overview, indicators for effective management of private universities, the state of them, their problems, world university ranking, problems of quality, internal mechanisms for quality, globalization and innovations, principles influencing reforms for functionality. The conclusion shows that sustainable transformation and growth in all sectors of the economy are not possible without an innovative university education system in Nigeria. Suggestions are made for improvement of university education in Nigeria.

Education is seen as a veritable means of bringing about socio-cultural, political and economic growth. All over the world, education is seen and assumed to be the most instrument of change, as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution. The fulfillment of this role lies functional education and education policies. To achieve the much needed functional education in Nigeria, University education has a great role to play. Nzerem (2000) opined that education is a life-long process which enables an individual to develop his potentials in order to give service not only to himself but to

the community at large. It is therefore imperative that any educational system be fashioned in such a way that the beneficiaries will live up to the expectations of the society. Education is expected to inculcate in an individual the right types of values and attitudes for survival, as well as enable him acquire appropriate skills, abilities and competencies, both mental and physical, and equipment for him to live in and contribute to the development of his society.

Concept and Goals of University Education in Nigeria

Tertiary education according to the National Policy on Education (FRN, 2004), is the education given after secondary education in universities, colleges of education, monotechniecs including those institutions offering correspondence courses.

Goals of tertiary education (FRN, 2004:36) are to enable the recipients:

- (a) Contributes to national and international 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 capability 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 and interaction.

The goals of University education are very laudable but seem to have been faced with many problems affecting implementation of it and the realization of its national and international objectives (Omotayo, 2008). This fact also was noted by Olutala (1983:24) when he opined that “Nigeria is not deficient in elegant philosophy and policy formation on education, what is needed is a matching zeal and devotion to policy implementation”. Unfortunately, this matching zeal appears to be lacking (Nzerem, 2000). For instance, the National Policy (FRN, 2004:38) on University Education stated that university Education shall make optimum contributions to national development by:

- (a) Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation;
- (b) Making professional course contents to reflect our national requirements;
- (c) Making all students, as part of a general programme for all round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism.

What is on ground is contrary to the above. Nevertheless, the question that arises at this point is “to what extent have the beneficiaries of university education acquired both physical and intellectual competences which will enable them to be functional and useful members of the society?” It is a statement of fact that the development of any society depends largely on the creative capacity of the citizens to be capable of effectively explore and exploit the country’s natural resources and transform them into finished products and services so as to enhance the standard of living of the country’s citizens (Nwangwu, 2007). It is against this background that Harbison (1973:63) noted that:

Human resources, not capital, not income or material resources constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development...

Many people are of the views that University education is grossly not functional. This is because it has failed to equip its beneficiaries with the needed skills necessary for economic, scientific and technological development.

Functional University Educational: A Conceptual Overview

The Oxford Advance Learner’s Dictionary defines “functional” as “practical and useful”, so for Nigerian university education to be functional, it must be practical and useful. Ali (2000) posited that functional education will ensure and or/produce food of people, create jobs, provide services and lead to democracy. Idowu (1999) viewed functional education as the total process of bringing up individuals to develop their potentials (cognitive, effective and psychomotor) to the fullest and consequently, to be able to contribute maximally to the development of the society. Fafunwa (1974) cited in Aliyu and Ngadda (2000) referred to functional education as the aggregate of all the process by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he or she lives. Further, he maintained that when evaluating any educational system, one must determine the extent to which it is meeting the needs of a particular society at any given time.

Nwokolo (1997:12) summed up functional education in the following words:

The education of our dream in the year 2010 should be capable of producing Nigerians who can manufacture raw materials, machines and tools needed for our industries, produce enough food for local and international markets, investing new designs, discover drugs capable of curing diseases hitherto incurable and transform the nation from consuming one in a manufacturing one.

From the views above, functional university education is expected to lead to the realization of the potentials of an individual as well as maximizing his contribution towards the development of his community. Functional university education should therefore promote the welfare of citizens, advance technology, promote economic growth and enhance democracy.

Therefore, a functional university education depends upon provision of an enabling environment particularly input such as human, material and financial resources. Based on this framework, one should examine problems of quality in Nigeria university education system.

University Education in Nigeria

Nigeria possess the largest university system in sub-Saharan Africa. There are 70 Universities in Nigeria with 28 Federal, 19 States and 26 private universities enrolling over 400,000 students (Oyebade, Oladipo, 2007). Nigerian University System supports numerous graduate program-mes and serves as magnet for students from neighbouring countries.

Nigerian universities are grouped into:

1. First Generation Universities

Five of these universities were established between 1948 and 1965, following the recommendation of Ashby Commission set up by the British Colonial Government to study the needs for university education for Nigeria. These universities are fully funded by the Federal Government. They were established to meet the manpower needs of Nigeria and set basic standards for university education in the country. These universities have continued to play their roles of manpower development and provisions of standards, which have helped to guide the subsequent establishments of other generation and states universities in Nigeria.

2. Second Generation Universities

With the increasing population of students for university education in Nigeria and the growing needs for scientific and technological development, setting up more universities became imperative. Between 1970 and 1985, 12 additional universities were established and located in various parts of the country.

3. Third Generation Universities

The need to establish universities to address special areas of technological and agricultural demand prompted the setting up of 10 additional universities between 1985 and 1999.

4. **State Universities**

Pressures from qualified students from each state who could not readily get admission to any of the Federal Universities continued to mount on state government. It became imperative and urgent for some state governments to invest in the establishments of universities.

5. **Private Universities**

In recognition of the need to encourage private participation in the provision of university education, the federal government established a law in 1993, allowing private sectors to establish universities following guidelines prescribed by the government.

The Need for Private Universities

The need for private universities in Nigeria cannot be over-emphasized because it contributes immensely to the growth and development of the education industry in Nigeria. Other needs according to Robinson (2007) include:

To meet the local demands for knowledge: Those qualified candidates that could not secure admission to the public universities may likely secure admission to private universities, thereby reducing number of candidates seeking admission yearly. To buttress this, Oyedapo (2002) stated that Covenant University admitted 1,530 students within seven months as pioneers. Also some private universities flood their institutions with pre-degree programmes that are not controlled by JAMB

For healthy competition and standardization: Muzali (1999) stressed that the establishment of private universities in Nigeria encourages competition and standardization between the public and private universities. These competition could be based on research, teaching, infrastructural and manpower development. To buttress this, Oyedapo (2002) opined that Covenant University has developed and perfected a unique academic curriculum and concluded a three stage staff induction course.

Employment opportunities: Establishment of private universities provides employment opportunities to those seeking jobs as clerical officers, accountants, health workers, lecturers, messengers, labourers, etc. For example in 2002, Covenant University offered employment to 46 Academic Staff (including 6 professors and 2 senior lecturers), 12 administrative staff, labourers, security men, messengers, clerical officers and so on. This has reduced the rate of unemployment in the country and Africa as a whole.

Reduction of brain drain: Zeleza (1998) and Human Development Report (1992) showed; it is established that there are more than 21,000 Nigerian medical doctors

practicing in U.S.A. alone. About 60% of all Ghanaian doctors trained locally in the 1980s left the country. In Sudan 17% of doctors and dentists, 20% of University lecturers, 30% of engineers and 45% of Surveyors have gone to work abroad. But with the establishment of Private Universities in Nigeria, the rate of brain drain has been reduced to its barest minimum. To support this, Pires (1999) stated that between 1980, 1999, based on analysis of data, out of the total number of African countries Ph.D holders in the U.S.A. 57% of them have returned to their various countries for jobs which private universities could offer.

For security and discipline: From observation and public comments, parents, guardians and students believe that private universities are more secured, more organized, instill discipline, free from cultism and free from incessant strike actions embarked upon either by the Academic Staff Union of Universities (ASUU) or Senior Staff Association of Nigerian Universities (SSANU) or by the Non-Academic Staff Union (NASU) which affect the academic programme of public universities. Parents and guardians want a place where the lives and properties of their children are guaranteed, safe and secured. That is why people clamour for private universities, particularly those owned and run by religious organization.

For development: Universities, either public or private bring rapid development no matter the location of the institution. Morenike (2003) argued that several hectares of land are dedicated to the development of university campuses so as to create a self-sustained, self-sufficient and serene environment. For instance, many of the world's most prestigious universities are towns in themselves.

Indicators of Effective Management of Private Universities

In the context of this paper, the quality of an educational system can be measured using some parameters. Therefore, for the private universities to maintain the academic standard, to meet the needs, aspiration and yearning of the citizens, the following parameters should be strictly adhered to:

1. The qualities of lecturers in terms of their training and qualifications.
2. The availability and adequacy of lecturers.
3. The quality and availability of teaching materials
4. The quality and content of the instruction and curriculum
5. The quality and quantity of the instructional facilities.

When all these parameters are given and the NUC uses them as parameters in accrediting a department, the goals and objectives of establishment of private universities will be achieved.

The State of University Education in Nigeria

The World University ranking for African has still found out that no Nigerian University has been able to find itself even within the top 6000 in the world. This is no doubt the true reflect of the quality of the Nigerian education system. The few Nigerian Universities that make top 100 in Africa are University of Ibadan. Fifty seven in Africa. Six thousand three hundred and four in the World) [Http://www.ecolutosin.co](http://www.ecolutosin.co). It is quite unfortunate that educational system is far below standard, if as now non of the Nigerian universities has been among the best six thousand University in the World, leaders should rise to their feet and face the challenges of bringing Universities to global acceptance.

The type of education that was imposed on Nigerians by our colonial masters has a strong long term adverse effects. Commenting on the relevance of university education, Aguba (2006) observed that the system breeds half-baked graduates who are found lacking in terms of intellectual capacity, moral dispositions and skills development.

The fact that university education in Nigeria faces serious challenges is not in doubt. As Ochu (1995) has observed, the Nigerian University education system has been in a state of permanent crisis in which the attempted solution of one type of crisis inevitably led to another. Adasu (1995) cited in Anowor (2003) in turn has remarked that the history of the Nigerian Education system generally has been a history ridden with crisis beyond the imagination of the proponents, initiators and propagators. The section that follows discussed the challenges facing university education in this 21st Century.

Problems of University Education in Nigeria

The problems confronting the Nigerian University System has been described by Erinoshio (2004) as cited in Awe and Ajayi (2007) as linked to the role of their proprietors and those that are self-inflicted by the universities, that is, internal and external problems. The internal problems include, weak internal governance and internal politics. While external problems are related to inconsistent policies, politics and under-funding. Others include ; poor academic preparation, enrolment explosion, examination malpractice, effects of unionism, sexual harassment, decline in staff training programme, cultism, unconducive learning environment.

1. Inadequate funding

The funding situation in the Nigerian University system in 1960s and early 1970s was considered adequate. Onoh, (1982) and Tamuno, (1987) observed that where quarterly basis of grant has failed to relieve the heavy burdens of the managers of the Federal universities, the monthly allocations of

state universities have caused their state counterparts instant pains in the neck. Both systems of allocation have proved a serious handicap for effective production. Thus, apart from the availability of funds, the timing for the release of such funds constitutes another problem.

2. Politicization of appointment of Vice-Chancellors

Appointment of Vice Chancellors in the University System have been characterized by politics rather than merits. In view of this, some of the Vice Chancellors appointed to manage the Ivory tower have failed in their responsibilities due to incompetence and inexperience. Baike (2000) in Omotayo (2008) asserted that some of the students' unrest and ASUU strikes are often generated by the poor management styles of some Vice Chancellors. Again, certain financial misappropriation is often caused by either the insensitive nature of the Vice-Chancellors or lack of administrative experience.

The incompetence of some Vice Chancellors has culminated into high handedness. Above all, appointment of staff into various offices of responsibilities is often based on political affinity rather than on merit. All these have led to academic instability and poor quality of educational standards in the Universities.

3. Enrolment Explosion

University education has been regarded as a better preparation ground for jobs in an increasingly technological world. The realization of this fact, led to great pressure from young people to enroll in the university.

According to UNESCO report in 2000, the multi-causes of the world wide expansion in the enrolment for education are population growth, economic development, increase in human knowledge, social transformation and psychological motives. Nigeria has all the indices; therefore, it is expected of a developing country like Nigeria to place a high premium on University education as panacea for social and economic development. In the last few decades, Nigeria has witnessed an unprecedented enrolment in the University education without corresponding expansion in the education facilities on ground. The few available facilities are obsolete. The academic implication of this anomaly is very devastating.

4. Poor academic preparation of the entrants

Adesina (2000), lamented that the quality of students that are admitted into the university system leaves much to be desired in terms of their educational background. The type of academic preparation given to them at the primary and secondary levels of education were faulty. Many reasons have

been adduced for the poor quality of teachers, over crowded classroom, inadequate educational facilities, examination malpractices and automatic promotions are among factors responsible for poor preparation of entrants into the university education in Nigeria.

5. Shortage of personnel

There is great dearth of trained manpower in the university system. This has created serious problems to effective teaching and learning. Most of the trained and competent personnel are often attracted to greener pasture in search for better conditions of service either in Nigeria or in other countries. Exodus of these trained personnel has created brain drain in the university system especially in the areas of sciences.

6. Examination malpractice

Examination malpractice and its dangerous effects have eaten deep into the fabrics of Nigerian Universities. Therefore, it has done irreversible damage to the credibility of the certificates being awarded by the universities. Such practice has negative effects on our country as a nation and had almost made our country a laughing stock at the international level. It is even surprising to observe that even Decree 23 of 1999, which prescribes 32 years jail term for culprits has not improved the situation. Baike (2002) cited in Omotayo (2008) opined that the wave of the malpractices should not be blamed on the students alone. Students are compelled to study under intense pressure and under very stressful conditions imposed on the students by inadequacies in the universities in which they learn. Again, much emphasis on certificates against the acquisition of skills has not helped matters. To this end, graduates of Nigerian universities are pushed into the society without the necessary skills and attitudes with which to be self-reliant. The effects of examination and certificate issued by our universities have questionable status in all ramifications.

7. Effects of unionism

The influence of unionism on the academic programme of our university education in Nigeria cannot be over-emphasized. To be specific, the Academic Staff Union of Universities (ASUU) has often embarked on indefinite strikes due to the Federal Government insensitivity to their demands. Sometimes the government sees some of these demands as unnecessary and uncalled for. Hence the face out between ASUU and the Federal Government often leads to prolonged strikes actions keeping the students away from campuses for a long time. For example, in 2002, ASUU nation wide strike spanned to a period of 6 months. Even in the 2007 academic session, ASUU

has embarked on another nation wide strike leading to the closure of the universities for about 2 months. Again, in 2009, ASUU embarked on another indefinite strike that lasted for 2½ months. These incessant ASUU strikes have a lot of implications on the quality of graduates from our universities. Invariably, the quality of education and certificates issued by our universities have questionable status in all ramifications.

8. Sexual harassment

Denga (1989) defined sexual harassment as a process of inducing female students to gain undue sexual benefits. It is often followed by threats of failing female students in a particular course offered unless they surrender themselves to the sexual demands of the male lecturers. Denga (1989) asserted that the degree of sexual harassment in our universities today is increasing at alarming rate. More often than not, some female students who cannot withstand the pressure put on them by their male lecturers do submit themselves either willingly or reluctantly to the sexual demands of the lecturers. This kind of gesture could be in form of exposed examination question papers or inflated examination marks. This ugly monster has also dealt a big blow to the quality of certificate issued by our universities.

9. Cultism

Cultism of various dimensions has often time threatened the academic standard of education in universities nation wide. Bala (2000) defined cultism as a collection of fraternal group who share the same feelings and interest. Their watch word is vengeance. In his views, almost all the higher institution in Nigeria is notorious for one cult or the other. For example, the Ogboni's in the Obafemi Awolowo University, Ile-Ife, the Pirates in University of Ibadan, the Black Cat in the University of Nigeria, Nsukka, the Daughter of Jezebel in Auchi Polytechnic etc. Also, the lecturers who are not cult members are threatened and compelled to change the examination marks of those cult members who fail their courses under duress. All these have negative effects on the academic standard of education and the quality of certificates issued by Nigerian Universities.

10. Unconducive learning environment

Learning environment consists of all those physical sensory elements such as lighting, colour, sound, space and furniture that characterize the place in which a student is expected to learn, (McVey, 1990). The surrounding should be designed in such a way as with minimum stress and maximum effectiveness. In addition to supporting human functioning, the learning environment must accommodate the equipment, tools, and training, (McVey,

1990). Maduwesi (2001) and Anekwe (2005) referred to the teaching and learning environment as the setting, physical and conceptual, in which teaching and learning are carried out as deliberately planned. Learning environment is known to exert powerful influence on human learning and development.

Unfortunately, the universities learning environment in Nigeria is very uncondusive. Factors that contribute to uncondusive learning according to Ojo (2000), include overcrowded classrooms, insufficient educational facilities, poor hostel facilities, inadequate supply of electricity to the students.

11. **Decline in staff training programme**

Ojo (2002) remarked that, there is a serious decline in the staff training programmes in university education in Nigeria. In his views, effective staff training programme is meant to expose lecturers to a wide range of education research which is a necessary tool for effective teaching and learning in the university system. In view of the decline which is often blamed on financial problem, most lecturers rely on old lecture notes with outdated facts and information to teach the students in the class. Decline in staff training has also constrained the academic exposure of lectures to new ideas, information and techniques of teaching. The overall effect of this inadequacy is the production of low quality graduates and a general decline in the standard of education in Nigeria university education.

Brain Drain

The recurrent problems invading Nigerian university education system have also led to a number of lecturers and researchers leaving the shores of the country for greener pastures abroad. According to Olugbile (2006) “a gale of brain drain is now blowing away whatever remains of scientists and researchers in nation’s research institutes, and this ill wind portends danger for national development because research institutes are the pivot upon which any meaningful growth can be achieved in any nation”.

Findings at some research institutes and a report of the World Bank Assisted Research on instability in National Agricultural Research Systems in Nigeria show that more scientists are leaving the institutes for greener pastures. For instance, the nation lost 3,649 researchers and scientists in institutes in the country to brain drain in 14 of the 65 research institutes in the period under review (1963-1996). This excludes thousands of scientists who have left other institutes in similar circumstances and those that are still resigning to find fulfillment in foreign countries or newly licensed private universities. Table 2 below shows the loss of researchers and Scientists to foreign countries and private universities in the country.

Loss of Scientists and Researchers to Foreign Countries and Private Universities

Institutes	Town State	Country Lost
The Institute of Agricultural Research and Extension Service	Zaria, Kaduna State	827
The Nigerian Institute for oil Palm Research	Benin City, Edo State	504
Cocoa Research institute of Nigeria	Ibadan, Oyo State	385
The National Cereal Research Institute	Bida, Niger State	373
The Institute of Agricultural Research and Training	Obafemi Awolowo University Osun State	370
Forestry Research Institute of Nigeria	Ibadan, Oyo State	209
Nigerian Veterinary Research Institute	Vom. Plateau State	214
National Horticultural Research Institute	Ibadan, Oyo State	170
Nigerian Stored Products Research Institute	Ilorin, Kwara State	95
Rubber Research Institute of Nigeria	Benin City, Edo State	82
National Institute for fresh water fisheries research	New Bussa, Kogi State	79
Lake Chad Research Institute	Maiduguri, Borno State	51
National Root Cross Research institute	Umudike, Abia State	35
Nigerian Institute for Oceanography and Marine Research	Victoria Island, Lagos	Over 60
Federal Institute of Industrial Research	Oshodi, Lagos	Over 130
The Nigerian Institute of medical Research	Lagos	Over 12

Source: The Punch Newspaper, November 8, 2005 in Mohammed and Gbenu (2001)

World University Ranking

The world university ranking recently published by the NUC in 2006 was not favourable to any of Nigerian universities, an analysis that must have considered factors such as quality of teachers, facilities, student/teacher ratio, level of research, contribution to international journals, number of foreign students, among others.

According to the web ranking of top 1000 universities in the world, no Nigerian university was among the first 50 universities in Africa (not in the world). According to Okebukola (2006), the Executive Secretary of the NUC, “the accreditation exercise involved the evaluation of 1.343 undergraduate degree programmes in 48 universities comprising 25 Federal, 20 state and three private. Five colleges of education are also affected”. From the memorandum, 571 (42.5%) earned full accreditation status, 670(49.9%) earned interim accreditation while 102 (7.6%) failed to meet the prescribed minimum academic standards and were denied

accreditation. The implication of being denied accreditation is that the concerned university shall immediately cease to admit students into the programme. Universities that can earn interim accreditation shall run the programmes for two years after which such programmes will be re-evaluated. In support of this, Adeleke (2006) in Mohammed and Gbenu (2007) asserted that Nigerian universities were driven on the part of decay by the military regimes of the '80s and '90s. He added further that "Nigerian lecturers cried as early as the late '70s that things were getting, bad facilities were getting old, funding was inadequate and many good hands were leaving the system.... What we see today is the outcome of total neglect of our education system".

Internal Mechanisms for Quality University Education

The status of Nigerian Universities differ slightly in sections where alterations are made to reflect ownership. For example, where reference is made to the President as a visitor in Federal Universities, the President is replaced with Governor in the statutes of state universities; otherwise these statutes are basically the same with the basic underlying principles of the statutes placing high premium on quality assurance

The internal control measures for quality are stipulated in the powers given to the senate in the universities to control admissions, instructional supervision at departmental and impartial advice on performance in relation to particular programmes (Uvah, 2005).

Therefore, the universities possess required regulatory framework for the attainment of high academic standard. In addition to the internal mechanisms is the external performance audit role of the NUC.

Globalization and Innovations in University Education

Use of ICT in Teaching and Learning: In recent times, many global trends and innovations have crept into University education as highlighted in Babalola (2007). The success of the Open University in distance learning has led to the widespread adoption of new teaching technologies, which in turn, have reinforced the move towards student centred learning and assessment. Many institutions have also exploited the potential of new information and communication technologies to develop new approaches to distance education, especially in business and management and computing.

Conclusion

Nigerian Universities are losing their value at a fast rate and it is high time something must be done to correct the situation. The issue of dysfunctioning emanating from the issue of poor funding, population explosion, influence of politics, insufficient and dilapidating facilities brain drain. Sustainable transformation and growth in all sectors of the economy are not possible without an innovative university education system in Nigeria.

Functional university education implies that the graduates are equipped with the necessary skills and knowledge which will enable it's beneficiaries function effectively in the society. This will further imply that enabling environment will be provided for both lecturers and students for better performance. However, all hope is not lost. It is our belief that when all hands must have been on deck, dream of achieving the goals of university education in this 21 century would have been true.

The Way Forward

To uplift the standard of university education for functionality, the following suggestions are put forward:

1. The staff development programmes in Nigerian universities should be given priority attention so that all staff will benefit accordingly.
2. Federal Government of Nigeria should increase financial allocations to education sector. This gesture will enable the universities to expand educational facilities to cope with the high demand for higher education in Nigeria.
3. The lecturers' condition of service should be reviewed and improved from time to time to avoid brain drain.
4. To avoid incessant strikes by ASUU, the Federal Government and University administrators should always comply with the various agreements reached at the negotiating forum.
5. All forms of examination malpractice should be treated in accordance with the law which stipulated 32 years imprisonment.
6. All cases of sexual harassment and intimidation of students should be thoroughly investigated and the culprits should be made to face the consequences.
7. Research grants should always be provided for lecturers to attend national and international conferences for academic growth.
8. University authorities should screen all social clubs before registration and any person no matter how influential or well placed found to be a member of secret cult should be dealt with according to the law.
9. The present Post JAMB test organized by various universities should be intensified to check mate the quality of entrants into the university.
10. Conducive learning atmosphere should be provided for lecturers and students.
11. Appointments of Vice Chancellors should be based on merit rather than on political.

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