

# Managing Nigeria's Education for Quality Assurance

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**Abstract:** - The role of education in engendering and facilitating country's socio-economic, political and cultural development can never be over-emphasized, most especially in a situation where the education is given due consideration and proper management. This paper argued that Nigeria's education has fallen below all standards, these falling standards from primary to tertiary institution remain a major problem in Nigeria's education, the quality of the products of various institutions leaves much to be desired, and graduates of Nigerian tertiary institutions are unemployable for their deficiencies. In fact, the pathetic state of education in the country epitomizes the intensity of decay and degradation as well as illustrates the endemic hopelessness, despair and uncertainty under which Nigerians live, and part of its contributing factor is lack of proper management. However, the paper assess Nigeria's education and the extent at which lack of proper management has affected quality assurance in the education sector. The paper recommended among others: that an adoptive restructuring style and patterns of educational management should be developed to meet the new demands. There is also the need to create hospitable quality culture amongst members of the institution. The paper is divided into six parts, the first part contained the introductory part, the second part is concerned with definition of concepts, while the third part examined the Nigeria's education in historical perspective, the fourth section assessed the education's management tools for quality assurance. The fifth section builds a congruency between a well managed education and national development and sixth is the conclusion and recommendations.

## I. INTRODUCTION

From a global perspective, economic and social developments are increasingly driven by the advancement and application of knowledge. Education in general and higher education in particular are fundamental to the construction of a knowledge economic and society in all nations (World Bank 1999) yet the potential of higher education in developing countries to fulfill this responsibility is frequently thwarted by long standing problems of finance, efficiency, equity, quality and most worrisome management. Knowledge has become the most important factor for economic development in the 21<sup>st</sup> century, through its capacity of argument productivity, it increasingly constitute the foundations of a country's competitive advantage (Porter 1990) this change is most evident in OECD countries, where investment in the intangibles that make up the knowledge base of the country (e.g. research and development, higher education, computer software, patents) are equaling or exceeding investment in physical equipment (OECD 2001). In contrast, many developing countries have neither articulated a development strategy linking knowledge to economic growth nor built up their capacity to do so. Nigeria is one of these

countries. Although it is Africa's largest country with 20 percent of the region's population, Nigeria has only 15 scientist and engineers engaged in research and development per million persons. This compare with 168 in Brazil, 459 in China, 158 in India and 4,103 in the United States (World Bank 2002). Available data indicate low levels of investment in research capacity and education and help to explain why the country known ill economy has remained consistently sluggish during a decade of international economy expansion. Nigeria number of scientific publications for 1995 was 711 significantly less than its output of 1,062 scientific publications in 1981 by a comparatively much smaller university system (Task Force 2000). In contrast, scientific publication for South Africa is 3,413, India 14,883, Indonesia 3,010, Brazil 5,440 (Task Force 2020). With this development, the quality of Nigerian higher institutions remained an issue of concern among various stakeholders; this concern has been related to issue of proper management of the educational sector. However, this paper looked at Nigeria's education, base on its management status and how it impacted on its quality assurance.

The work involves qualitative method in gathering and collection of data while method of content analysis was used in analyzing these materials.

## II. DEFINITION OF CONCEPTS

The act of managing presupposes an organized group. The tasks of management include among others, the formulation, clarification, reinforcement, balancing and communication of objectives, and setting priority among objectives (Brech,1975:3). Managing connotes the process of establishing an environment for effective group behaviour, with the intent to obtaining result. The education manager could be perceived as an organizational and symbolic leader .Effective and efficient management requires skilled and knowledgeable leaders and managers whose high potentials need be transformed to high productivity. Singh (1980:328) postulated eight qualities of a successful vibrant manager as including decisiveness, clear vision, deep but current foresight, perfect judgment, perfecting the subordinates, participative management, better public contacts, progressive minded.

Managing higher learning institutions involves, planning, coordinating, directing and controlling the entire activities that lead to the achievement and goals of that institution. Development of the institution therefore comes through sustenance of visible and positive changes in the components of management. So higher institutions can only attain development through effective and efficient management of

the system for infinity. Educational management had been conceived as the aggregate function and technique of the super-ordinates in the exercise of their responsibilities in the educational system. In effect it was viewed as a form of human engineering crucially concerned with leadership, capacity to produce and nourish ideas to stimulate thought, motivate action, introduce and manage resources and change in the education sector (Okeke, 1988). From the political dimension, Okeke (2001) conceptualized educational management as a socio-political process that borders on the responsibility for the effective and economical policy formulation, planning and the regulation of the operations of the educational enterprise in the fulfillment of a given purpose or task.

### III. CONCEPT OF QUALITY ASSURANCE

Quality assurance is a proactive means of ensuring quality in any organization. Quality assurances in education aim at preventing quality problems and ensure that the products of the system confirms to the expected standards. Ebong and Efue (2005) posit that it is a holistic term that is donated towards education as an entity. According to them, it entails the suppliers and consumers and all the various activities put in place to produce quality products and services. Enaohwo (2003) summated that; the concept of quality assurance in the education system can be looked from two angles, the internal perspective (within the system) and external perspective (check and balance by the regulator body or agencies). Suffice to say, quality assurance serve as a yard stick and life ware for measuring quality and standards. It is a process of evaluating and re-evaluating the worth of any valuable object, it worth of noticing that quality assurance can only be effective and efficient with proper management.

### IV. NIGERIA'S EDUCATION IN HISTORICAL PERSPECTIVE

Higher education in Nigeria date back to the nineteenth century when propelled by the ideals of liberal education as introduced by the early missionaries, Nigerians sought opportunities to acquire this new and exciting vision of life, which was then only available overseas. Responding to this pressure generated by this hunger for knowledge, the colonial government established the Yaba High College in 1932. The college was established to provide well qualified assistant in medicine, engineering and other vocational as well as teachers for secondary schools (Okojie 2009). With passage of time, the college offers sub-degree courses in engineering, medicine, agriculture and teacher training to fill specific vacancies in the colonial administration. The restricted scope and vision of Yaba College generated greater pressure on the colonial administration to expand the opportunities for higher education. The British government responded by establishing the Elliot Commission in 1945. In its report, the commission suggested that the need for educated Africans in West Africa in general far outruns the supply present and potential and proceeded to recommend the establishment of a university

college in Nigeria. Thus in 1948, the university college of Ibadan was established as a residential and tribal college under the tutelage of the University of London (Okojie 2009).

In 1959, another commission, Ashby commission was established to ascertain Nigeria's post independence educational needs. In 1960 the University of Nsuka was established as the first indigenous university in Nigeria from then on, other universities emerged for the purpose of creating balancing in the structure and geographical location. University of Lagos and Ife came into sunshine in 1962, the same year, the university college; Ibadan attained an autonomous status as a degree awarding institution. Propelled by the increased income from oil and increased demand for higher education in the country in 1975, the federal government decided to take over the regional university at Zaria, ABU, Ile-Ife, and Nsukka as well and established new ones. The university of Benin, Calabar, Jos, and Maiduguri with university colleges at Ilorin, Port Harcourt, Sokoto and Kano all which became full fledged universities in 1977 (Ohim, 1971). As the federal universities grew in number and students enrolment increased. States universities started emerging in 1979 with the Rivers state university of science and technology taking the lead in the same vain the emergence of private providers of university education in Nigeria became a reality when the first three private universities were licensed to operate in 1999 after an earlier failed attempt. It is important to know that during all these period, colleges of education and polytechnics have already taking a functional structure.

It is also amazing to know that during this 60s and 70s and even early 80s, Nigerian education was ranked among the best in the world. They compared favorably in terms of quality and reputation with the best university in the world. This was a time when universities were eager to force collaborative links with lecturers in Nigerian universities and when our students has no problem getting placement abroad for graduate studies. In the early 80s for example, the university of Ibadan and Ahmadu Bello earned global recognition for their research in tropical health and agriculture respectively (Saint, W. Teresa A.H and Strassner E. 2003). Under successive military governments during 1980s and 1990s this sparking reputation steadily tarnished. Military rule seriously affected the management style as well as subverted the due process that is customary of the universities (Efung 2002). The sole concept of academics and the capacity of their institutions to play their accustomed role in the society also diminished. The final assault in Nigeria's tertiary institution came to limelight with the implementation of structural adjustment programme (SAP), this package has a defection impact on the funding of these institutions (Obikoya 2002).

### V. EDUCATIONAL MANAGEMENT TOOLS FOR QUALITY ASSURANCE AND THEIR PITFALL

Right from on set, the educational management tools used for facilitating quality assurance in Nigeria's higher institutions is

two, though beneath the two are sub tools, these tools are referred to as internal and external mechanism. This section takes a review of these mechanisms and identified their prospect and weaknesses. However, Okojie (2009) identified the following as the internal mechanism tools.

- Minimum admission requirement
- Approval of new programmes
- External examiners
- Standard disciplinary committee
- Research and teachers post training

According to Okojie (2009) internal management mechanism started from the point of admission into the school in all learning institutions, these requirement are clearly stated while the admission are set up to take care of the process. Quality is assured and standard remained. One of the advantages of this is that, the school system will not be overcrowded, and only good ones will be admitted. This is what happens during 60s and 70s and even early 80s in our tertiary institutions. In contrary, reverse is the case, today the management style in terms of admission requirement is not only weak, but non in existence anymore. The national policy on education (2004) specifies and recommends the teacher students ratio of 1:35-40 for primary and post primary schools respectively. The national commission for colleges of education (NCCE) recommends teacher-students ratio of 1:25 while in universities, the ratio differ according to the existing faculties. It is now believed that, based on this ratio, the school admission committee will admit the number of students required, but this is not what is obtainable in these schools. For instance, Danfodiyo University where the ratio is supposed to be 1:6 – 1:24 among its existing faculties such as law, agriculture, arts and Islamic studies, social science, veterinary etc .it is so pathetic that non of this departments has less than 200 students per a teacher (MJ and Idris 2006). The daily sun of November 21, 2006, puts the current teacher-student ratio in Nigerian tertiary institution as 1:250-300, some institution may be even worse because cases abound where students often receive lectures by the window side or even sit on the bare floor during lecture hour. According to Salawu (2006) this is even more worrisome in places like the polytechnics and colleges of education in Nigeria. These without any doubt have contributed to the decline of quality assurance and weaken the management style.

Approval of new programmes is another internal control measure. It is believed that any new programme must have a link with the contemporary social reality happening globally and particularly in the labor market. This proposal for new courses always emanates from the department and scrutinized through faculty board and senate. This way, all relevant input and queries would have been made and addressed. The schools also carryout regular monitoring and periodic review of this programmes, monitoring consider how effectively a programme achieve its stated aim and the success of student in attaining intended learning outcomes. All this explained how productive, relevant with technical know how a student

is. Contrary to this, most of our programmes today are outdated, not relevant and hardly address many global challenging issues, in today's globally competitive knowledge economy, updating of curricular needs to be an almost permanent undertaking. According to Clark (2001) higher learning institutions need to be updating their curricular every two or three years in order to ensure that the content of their teaching reflect the rapidly advancing frontiers of scientific knowledge from stand point to pedagogy expanded access and higher participation rates. At a global level, these change are fuelling a shift in pedagogical emphasis from staff teaching to student learning (El-Khawas 2001, Salami 2001).

In Nigeria, three pieces of evidence suggests the need for greater management in both curricular and pedagogical. First student successes seem limited and dropout rate appears to be high. Secondly, both public and private employers of higher education graduates as well as government itself consider the quality of these graduates to be inadequate. A study of labor market for graduates found that employers believed university graduates are poorly trained and unproductive on the job and short coming are particularly severe in written communication and in applied technical skills (Debalen O. and Adekola 2000) and thirdly, most of our tertiary institutions curriculum lacks quality. The National University Commission (NUC) nation wide accreditation exercise year in 2009, revealed that out of 1,185 academic programmes reviewed, only 11 percent were given full accreditation. According to them, the curriculum are having serious shortcoming (NUC 2000). The external examiners are appointed by the school, external examiner is an independent academic expert drawn from other institutions or from areas of relevant professional practices. They provide impartial advice on performance in relation to a particular programme. This is done if incase internal examiner has interrupted with the standard of a particular procedure, sometimes if a student failed a particular course and he or she called for a remark, it is the work of this external examiner to re-evaluate and re-access this student base on the standard criteria on ground. Unfortunately, today this privilege in some cases do not exist, in fact, if a student called for a remark, the school sometime feels as if it was an abuse on the lecturer's personality, as such, the external examiner may still issue out the same grade.

Since time immemorial, school base standard disciplinary committee plays an immense and vital role in maintaining quality assurance in our tertiary institutions. In fact the standard of any school is determined by how strong, committed and zero tolerance to immoral behaviors this body functions. The school management needs to be proactive in issues of ethics and rules. The worth of any school certificate relied heavily on the disciplinary committee of a school. In a situation where people involves in moral decadence such as rape, cultism, examination malpractices and all other anti-social vices are dealt with through school disciplinary committee, with this, the school stand the chance of receiving world first class treatment.

Critics such as Nwagu (1990) and Coombs (1996) have all linked the deteriorating status of Nigeria's education to the high level of moral indiscipline that appear to be on the increase at all levels of the system. Three major act of indiscipline were cited – admission rackets, examination malpractices and secret cult. According to these scholars, high demand for been into schools has led to admission crises which itself has affected standards for two main reasons. First the quota system lead to the rejection of many brilliant candidates and admission of weak ones because of place of their origin and connection they have with important personnel and secondly, it has created a culture of constant downgrading of merit as basis for admission. According to Chuta (1995) students that come through admission malpractice are mostly the once participating in examination malpractices and school cultist. Finally, on the internal mechanism tool is the issue of research and training by schools lecturers. The extent and manner a school invests on human capital and research determine how prospered countries economy is on one side and how innovative and pedagogical both in teaching and learning the resource person will be on the other side. According to Karani (1997) in terms of quality and quantity, the research output of tertiary institutions in Nigeria was about the best in sub-Saharan Africa up to the late 1980s. The foundations for research are good research training and motivation, availability of equipment and good library facilities. The decline of staff quality is a consequence of obsolete research facilities, especially in most public schools. Laboratories are not well equipped or are practically non existent. Universities and polytechnics offer computer science courses without computer laboratories, let alone internet connectivity. Libraries have become archives of state and irrelevant materials hence the poor quality of graduates is also caused by a shortage of learning resources. Most universities and polytechnics libraries are reported to be out of date collections. Andrew, Bankole and Olatunde (2000) reported that a respondent of the local universities do not have copies of basic text books that are available in the corporate library and are essential reading for engineering processes used by the firm.

Motivation to do research and publication is very low, Research grants, though available are not sought since nothing new is baked in most of our academic ovens. Adeyemi and Uko (2004) posit that “there is no gainsaying that curriculum planning and physical expansion without adequate and sustainable human and material resources would definitely fail to produce the desired results”. The ability of any university, polytechnics or even college of education to produce quality graduate depends largely on the quantity and quality of teachers available. Ayodeji (2002) says that teacher adequacy is a function of many factors, which include funding, students' enrollment, and overtime and staff turnover. Although most employers are unhappy with the quality of graduates, they are well aware of the causes. Many employers are quick to state

that the quality of the graduate is simply as a reflection of quality of the academic staff learning resources (Libraries, laboratories etc) and funding limitations.

## VI. THE EXTERNAL MECHANISM

Tertiary education is energized to play an important role in the provision of high level skill manpower towards the development of the economy. In this respect, the external regulatory bodies have a very vital role to play in ensuring that the standards lay down are strictly adhered to. It is important to note at this juncture that, the external mechanism for ensuring quality assurance in Nigeria's academic center varies. However, since our topic is on higher education generally, we focus our attention on four organs. These include the federal ministry of education, National University Commission (NUC), National Commission of College of Education (NCCE), National Board for Technical Education (NBTE). There is no doubt that all external mechanism for proper educational management largely depend on federal ministry of education on one thing or the other. The ministry was established in 1988, it directs all education matters in Nigeria. Among its functions includes: formulating a national policy on education, collecting data for the purpose of education, planning and financing, maintaining uniform standard of education through out the country and controlling the quality of education in the country through the supervisory role of the inspectorate services and developing curriculum and syllabus at the national level in conjunction with other bodies such as NUC, NBTE, NCCE, UBEC, NERDC, JAMB, NECO, WAEC, NABTEB, NIEPA, NTI, NMC, NFLU, NALU, NINLAN, ETF (now TETF), NLN, TRLN, CPN, NCNC, NMEC (Babalekan 2013). Therefore, the role of this organization can never be underestimated in enhancing quality assurance in Nigeria's educational system.

Over the years, this institution has been facing series of challenges which has also cripple the institution management style. The ministry is too weak to function effectively because it depends largely on the executive order. It is also ridden with corrupt issues for instance, in 2005 the then minister for education professor Fabian Osuji was involved in a historic scandal that lead to the removal of the then senate leader, Wabara, over the sum of 55 million naira (Sanusi *etal*) this money was given in other to increase education budget in their favor. There has been unpardonable mismanagement and inefficiency in the use of the education resources. The allocation of the federal government to the education sector has been on average of about 8% of the total budget between 2004 and 2012. The 2012 budget is about 449.5 billion, this is also in addition to the tertiary education trust fund (TETF), a 2% tax on the accessible products of all registered companies in Nigeria to improve the quality of education. TETF raised 130.7 billion naira in 2011 (Abubakar, 2013). There is also UBEC's allocation of 63.12 billion naira. Yet, the standard of education remained incommensurate with this financial allocation. according to the world bank study in 2008, federal and state government aggregate spending on education, as a

percent of GDP, is higher than the average of sub-Saharan countries but on par with South Africa and Kenya, and yet learning outcomes in Nigeria are far weaker than in these two countries (World Bank, 2008). This inefficiency is attributed to the high rampant of corrupt practices in the country. The World Bank survey also reveals that funds distributed to schools for constructions were diverted to schools that were not in the registry and where the construction was not taking place, and these could not be traced by the construction teams (Ngozi, 2012).

National University Commission (NUC) on its own has a lot to play in managing Nigeria's education for quality assurance particularly the university system. The body was established in 1962 as an administrative unit in the cabinet office. NUC as an external quality regulatory mechanism plays the role of ensuring standards in universities academics, ensure processes leading to the creation of universities and their programmes, accreditation of programmes, institutional audit by the visitors to the institutions, monitoring and evaluation of the state of the institution from time to time and collaboration with professional bodies for effective and robust quality assurance (Okojie 2009). One of the strongest yardsticks NUC used to maintain and manage quality education is the issue of accreditation. Accreditation is a process of evaluating the standard and worth of a particular course or programme offered by an institution of learning. The accreditation status comes in three ways, that is to say, it may be full, interim or denied, depending on the total score. Full accreditation is awarded to any institution of degree that has satisfied the provision of minimum academic standard. For any degree awarding institution to attain the status must have score 70% above as well as 70% in four core areas of staffing, course content, library facilities and modern physical facilities. Interim accreditation is granted to any awarding degree centre that has minor deficiencies that must be rectified within a stipulated time. In other words, the programme must attain an aggregate score of not less than 60% in all areas, while denied accreditation is applied to any degree awarding institution, that failed to meet their basic minimum requirement (Okojie 2009).

These are similar patterns applied in managing quality education even in developed and other developing countries. However, it is very heart-striking that over some years, these management mechanisms have not been meeting up with their actual demands. In fact, many institutions today are offering programmes or courses that are not accredited while some are accredited, but in the actual sense does not worth it. Today it is a common phenomenon and on common occurrences to see illegal affiliations and proliferation of unapproved programmes within Nigerian universities and other degree awarding institutions, these have affected the quality of education since no any laid down conditionality at stake. The issue of illegal campuses called satellite campuses is another problem NUC has failed to deal with. Most worrisome of all these are the issue of part-time programmes, it is worrisome

because its establishment followed due process but it is affecting quality management in schools. In present situation, some Nigerian universities and degree awarding institutions have more part-time programmes and students than full time and as a result facilities and staff are over stretched, teaching and learning becomes less effective and overall, management style becomes inevitable compromised (Okojie 2009). The body (NUC) is also characterized with corruption, if we set our mind back to 2005, one time NUC secretary professor Oke Bukola in collaboration with the vice chancellor of federal university of technology, professor Jude Njoku happened to be a complex in the same financial scandal that affected Wabara (Senate Leader then) minister for education (then) and honorable late senator Maccido (Sanusi et al) all these are management crises.

NCE as a managerial tool has the capacity to make recommendations on the national policy necessarily for the full development of a teacher education and training of teachers as well as to determine the quality of a teacher certificate and who a qualified teacher is. The body was established in 1989, though before now, particularly in the 70s and early 80s, an NCC holder is equivalent to a degree holder in terms of knowledge acquired. NCE products are productive and very relevant to national challenges. Today, reverse is the case, these students are affected with the problems affecting the board management, particulate issue concerning entry minimum standard, corruption, lack of clean and clear agenda among others. Same applied to the national business and technical education board regulating Nigeria's polytechnics. The board came into limelight in 1977, this board was created in order to handle all technical and vocational courses falling outside the jurisdiction of the university and college of education, in addition, to provide standardized minimum guide curriculum for technical and vocational education and training (TVET) among others, (Ministry of Education, 2013). This management tool has also failed to meet up with her expectations. In fact, polytechnics certificate in Nigeria today is the most abused, and disregard ticket for seeking employment into Nigeria labor market. It is believed that, the corruption in their institution has all compromised the certificate standard. The management style is faulty and the board should re-structure his management technique through relentless effort and commitment. Today, the world is centre within technology and only knowledge can showcase a country developmental strength and such developmental strength can only be achieved through effective educational management.

## VII. EDUCATIONAL MANAGEMENT AND NATIONAL DEVELOPMENT

World attention is today focused on education as an instrument of launching nations into the world of science and technology and the consequential hope of human advancement, in terms of living conditions and development of environment. This is because education is the live wire of any nation, is the live wire of its industries; it is the foundation

of moral regeneration and revival of its people. Education is the force and bulwark of any nation's defense. Therefore, no nation can afford to pay a lip service to the education of its people. The nation that thinks lightly of education does so at its own peril. In this regard, a well structure and functional management style need to be in place. It is believed that no matter how endowed a nation is without proper and effective management, such resources can never be utilized correctly, and same apply to the education sector of a state. According to Okeke (1980) generally higher education, is perceived as ivory tower, the function are diverse and more so than the trinity of teaching, research and service. In the main, groups of functions are associated with production, consumption and citizenship. The objective of higher education in Nigeria are to inculcate the value system of the new social order both intellectual and social, develop human skills, provide for gifted individuals, provide enabling and conducive environment for meaningful teaching, learning and research and training and upgrading of total human resources of the nation. These goals are to be pursued through effective management technique (NPE 1981).

A well proper managed education provides support for sector wide programmes and development. According to Okeke (2001), education has latent potentials which are not yet properly tapped at present to contribute significantly to economy and social sector development of a nation. He also argued that this delay is as a result of lack of proper management. The role of higher education in society is in the realm of social cultural and economy development of the society. This emphasizes access and quality: quality of education to be given or the standard to be aimed at different fields; labour market linkage; public good and contribution to private sector development.

Manpower training for economic development is not the overriding aim of education. In other wards, the limited aim of education is economic development. Economic development should not be used as the yardstick of progress or failure in all fields of human behaviour. If the contrary was the case, the sole objective of education system would have been just to train enough men of right skills for the job at hand (Ukeje, 1986:55 – 62). Institutions of higher learning were designed to produce skilled human resources necessary to manage independent countries; ensure that quality goals are attained, generate developmentally relevant research; target education standards and incentives to uphold them; staff development and retention, education inputs, and regular facilities maintenance (Yesufu, 1973). Unfortunately, incessant and inconsistent changes in the government policy on education within the pass three to four decades have precipitated instability and undermined rational management and planning approaches in the system (Okeke 2001). Today, many of our higher institutions are left with inexperienced and insufficiently trained staff that lacks the necessary mentor and role models to guide them as a result of proper and rational management techniques (William 1993).

## VIII. CONCLUSION

This paper examined the importance of educational management in enhancing quality assurance in Nigeria's higher institutions. Haven conceptualized educational management and quality assurance; the paper also examined the Nigeria's education from historical perspective. The paper went further and identified educational management tools as well as its prospect and weaknesses. In other to showcase the important of a well proper managed education, the paper builds the relevance of an effective and efficient educational management and how it contributes to national development.

## IX. RECOMMENDATIONS

Management was intended to harness human and material resources for the attainment of institutional and educational objectives. In Nigeria, millions of people from the educated class are unemployed while millions of jobs are waiting to be done because people with requisite education, technical knowledge and proper orientation cannot be found. In effect, there is lacking adjustment between the education system and the plans of education development. In effect, all is not well with the quality of the system and quality of management. There are lapses in the relationship between quality management and national goal attempt in education. The contemporary crisis in education has called for improved socio-economic conditions and review of quality management practices as they relate to the national goals in education. Therefore, the paper recommends the following:

- Adaptive restructuring of style and patterns of educational management should be developed to meet the new enhancing demands. Expert on curriculum planning should be set up in form of committee, if it takes them to go on tour and sees what is really relevance to the contemporary global events. Increasingly large and complex institutions of higher learning demand the application of professional management techniques, strategic vision, more proactive corporate management styles that address problems through innovation, and governance structures that facilitate institutional responsiveness.
- There is also need to create hospitable quality culture among members of the institutions. That is to say, quality management style should be rewarded, and defaulters should also be dealt with. No country in the world that is corrupt free, but the magnitude and extent is quite differed, Nigerian's educational system must be re-shape with sanity.
- The culture of monopolizing power in any institution must stop, tertiary institutions are places already institutionalized with high degree of intellectual culture, therefore, high degree of decentralization of duty must be inculcated, this will go a very long way in structuralizing the management style.

- The government should also devise a means for effective monitoring of the external regulatory bodies, such as the Ministry, NUC, NCCE, and NTBE. Sometimes, the way and manner at which they allocate resources for effective educational management in their respective jurisdiction is questionable and undesirable. Cases abound where money made for a particular purposes are diverted for something else. This is unethical and it will surely serve as a clog to the wheel of the educational management.

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