

Educational Setbacks: It's Implication on the Quality Administration of Higher Institutions in Rivers State

Isi, Fortune Ihuoma PhD

Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

Abstract: The study investigated the causes of educational setbacks in Nigeria, despite the efforts of the National Universities Commission (NUC) the educational system is still experiencing some setbacks, hence this research. National Universities Commission (NUC) is a regulatory agency for universities education in Nigeria whose major function is relentlessly guaranteeing the subjective and efficient and effective development of higher education to meet global relevance and competitiveness. Some of the causes of setbacks in education are poor learning environment, examination malpractices, strike actions, insecurity, poor educational foundation, dilapidated facility, high demand of tertiary education etc. the study revealed that strict adherence to NUC admission policy, Employing qualified teacher, post accreditation exercise and so on. The study recommended among others that on job training for staff of the universities can improve the quality, post accreditation exercise will keep the university under check and admission of qualified students therefore universities are encouraged to present themselves the way they are, employ qualify staff and admit students based on merit following the NUC guideline.

I. INTRODUCTION

Every country's level of progress, development and advancement depends on her ability to reposition the countries tertiary institutions. Regrettably, today, in the global ranking of universities, Nigerian universities are lagging behind. None of the over 170 public and private universities in Nigeria were among the best 1,000 universities on the planet regardless of making a few forward leaps and research grants. In 2018, only one Nigeria University had a chance on the list of the best 1000 colleges across the world. Recently research has it that only six Nigerian universities are addressed in the top global universities' ranking. The best three universities include: The University of Ibadan, which top the rundown of Nigeria colleges positioning 401-500th on the Higher Education ranking 2022 table. University of Lagos positioned 501-600th while Covenant University ranked 601-608th.

National Universities Commission (NUC) is a regulatory agency for universities education in Nigeria whose major function is relentlessly guaranteeing the subjective and efficient and effective development of higher education to meet global relevance and competitiveness. (Ekpo, & Aiyedun, 2018) Nigerian universities performance were recorded ineffective on the global ranking. This is as a result of countless factors addressed by the Executive Secretary, National Universities Commission (NUC), Professor Abubakar Rasheed who expressed the need for critical change in the Nigerian advanced education framework. The difficulties confronting

the higher education framework in Nigeria are appearing indelible and these challenges has degraded the standard of higher education when compared with global standard. (Ekpo, & Aiyedun, 2018).

II. SET BACKS IN NIGERIAN EDUCATIONAL SYSTEM

1. Poor subsidization of and speculation of education

The need and to develop and bring our educational system to standard is paramount but the accessibility to the facilities which could aid in the fulfilment of this goal is deficient. (Okojie, 2013) The education industry in Nigeria is one of the deficient areas in terms of budget allocation, they are maltreated, underfunded and the money meant for this industry is diverted to Dam and roads construction, Payment of staff salaries, Infrastructural development, all these are leading to short downs of by different unions in the universities, this actions affect the students graduate at record time.

2. *Examination Malpractices:* This is wrong doing of students to get pass mark before, during and after examination. It is a upsetting menace that is gradually becoming a norm and standard in Nigerian universities. It is one of the consequences of the low quality of students coming from auxiliary schools. Additionally, the monstrous deluge of ill-equipped students conceded into tertiary institutions has led students to engage in exceptionally unscrupulous practices like exchange of money or sex for higher grades, students lack the zeal to learn, Students as well as academic staff lack the skills that encourages creativity. Students no longer learn to understand, think critically and independently in collaboration with other students in other countries. This has ridiculed the aim of education.

3. *Inadequate learning Environment:* This is happening increasingly every day, universities has lost talents in academia to different fields for different purposes especially in the area of economy and politics. Our capable and qualified personnel leave for greener pastures, looking for more rewarding establishment and satisfaction for what they do.

4. *Outdated Educational System:* This is absolute lack of innovation, not being able to meet with sounds of time, Nigeria universities still operates and functions with the old system established as far back as 1960s when the University of Ibadan was converted from college to university. It was the first university established in Nigeria and until now, the same 19th century academic traditions are yet operational.

5. Poor Educational Foundations: One of the functions of the Joint Admissions and Matriculation Board (JAMB) is to admit qualified and capable candidates into the universities, but considering the consistent reduction in cut off mark for prospective university students one can say obviously that there is a decline at the foundation (Primary and secondary levels). This indeed a huge and grievous problem to Nigerian education.

6. Strike Actions: Nonpayment of worker's salaries, non-promotion of staff, nonpayment of end allowances, lack of facilities and infrastructure among others are the causes of strikes in universities. The effect of this is that schools are shut down, students spend more time in school, some loose interest in going to school, and some go into prostitutions and gangsterism.

7. Dilapidated Facility and Equipment: Very many universities in Nigeria are under-equipped. According to the Nigeria University Systems Chronieler, Over 70 percent of the laboratory equipment and library books in today's Nigeria universities for example, were brought and placed between 1960 and 1980. Obsolete books and materials, some are not even functional. A survey by the National Universities Commission (NUC) records that only about 30 percent of Nigeria student population has adequate access to classrooms, lecture theatres, laboratories, workshops and libraries; the figure shows a very poor state of affairs. Other amenities such as electricity, water, good hostel accommodation, medical care are also inadequate, even though it is agreed that availability of these will boost students' performance, they remain major problem in the Nigerian universities. (Orji, Ogar, & Aiyedun, 2018)

8. Insecurity: This has been a major challenge of Nigeria universities for so long. Campuses all over the country have reports of cult groups, strange and unknown groups whose activities frequently end in social mishaps and crises that threaten academic activities.

9. High Demand of Tertiary/Higher Education: The Joint Admissions and Matriculation Board (JAMB), primarily is responsible for the prerequisites of admission into tertiary institutions in Nigeria reported that the number of candidates who register and sit for the UTME are constantly on the increase. Given the importance of education and the role it plays in a country, this high demand of education in Nigeria should be given an urgent attention, to put Nigeria universities and their output at par with those around the globe.

III. WAY FORWARD ON THE IMPROVEMENT OF EDUCATIONAL SYSTEM

Post Accreditation Visit: During accreditation exercise either programme, university, department and courses, universities do a lot of window dressing such as hiring of facilities, personnel and books to ensure that they get full accreditation status. Shortly after the exercise they return those facilities back and the university returns to her original status. This action has not helped to maintain standard in the educational system. If

universities are aware that 3months, 6months or a year after accreditation that a post accreditation team would visit unannounced to ensure or confirm that what they met or saw during accreditation are still there, they will present the universities the way they are and this will help to close the gap properly knowing exactly what they need.

Strict Adherence to NUC Admission policies: children below university age should not be admitted, university should admit based on merit and not based on godfatherism. (NUC, 2006) In some universities candidates who score lower than accepted and approved cut off marks gain admission whereas those with higher cut off marks are denied admission based on quota, sorting and godfatherism, political influences etc. (Vlasceanu, 2004). if they adhere strictly it will help to admit quality and qualified candidates those who can stand the pressure and stress of academics. Candidates who will not see school as a place of fun and gallivanting from one cult group to another.

Employment of Qualified Teacher: When we employ qualified staff and from time to time strengthen their skills, instincts, abilities, update them on every aspects this will improve educational output. On the job training for teachers and staff will also improve quality.

On the job training: this is platform where staff are given the direct instructions on how to perform their task. On the job training for staff of the universities can improve the quality, learn skill that are required for a particular job and also get acquainted with the working environment. When there is new equipment the staff should be taught how to operate them in other to be very productive; such as using the smart board, PowerPoint, classroom management, teaching method and creating a friendly teaching environment and so on.

IV. TYPES OF ON THE JOB TRAINING INCLUDE

1. Coaching: This one to one training, an instructor who is a professional gives out instructions to the workers, they have the opportunity to ask questions and make enquiries from their superior

2. Apprenticeship: This training is given under a closed supervision. It goes for a period of ample time till the trainee becomes perfect.

3. Understudy: In this training process the trainee understudies the superior. The superior teaches the subordinate the work by performing the duty while the superior does the work in case the superior is absent the subordinate can perform the job, or in case of promotion, death, dismissal transfer retirement etc

4. Job instructional training: A program is drawn stage by stage for the trainee and the trainee is expected to follow the step by step process to perform the task, the trainer shows the example and allow the trainee to work or perform based on the acquired skill and then give feedback and ask question as a result of the fallouts from the training.

5. Job rotation: In this training, a staff is redeployed to another unit from time to time with the intension of making him

versatile on the job, this type of training eliminates burden and gives room for making new friends, acquiring new ideas

6. Mentoring: This is a direct training by the immediate boss to the subordinate on how to go about the day to day administration of the organization. It is one to one training where the manager is considered as the mentor to his subordinated and guides him or her.

7. Post accreditation: This exercise will keep the university under check and admission of qualified students therefore universities are encouraged to present themselves the way they are, employ qualified staff and admit based on merit and carrying capacity following the NUC guideline. It will curtail the act of hiring personnel. Borrowing books to stock the library.

8. Discipline and diligence: This is what the NUC team require to ensure standard, they should not just see this exercise as means of making money rather clarify call to build our educational system. They need to be diligent, work without compromise, fear or favour. What the NUC officials do this day cannot bring standards to the educational system. The exercise has become a cash cow for the official and that is why people to be appointed for this duty.

9. Monitoring: This is an instrument used by respective agencies to ensure that the some specific guidelines in the minimum standards are closely monitored. Programmes are meant to be strictly assessed. It will inform the relevancy of the institutions.

10. Exchange and linkage programme: The major aim of this programme is help the universities grow and develop. When you go to another university it will help you to see or identify some of the limitations, areas that needs to be improved on, where they are getting it wrong. They study both academic and administrative procedures of the institutions (Onimode, 2000) those who are sent for this programme gives a report at the end of this programme based on experience.

V. CONCLUSION

To confirm and maintain that Nigeria is a true giant of Africa, the story of Nigerian universities must be rewritten for good, insisting that the development of Nigeria as a nation can only be tied to the quality of its universities. Without a doubt, the higher education system in Nigeria needs to be reformed, and the efforts by NUC to establish a board on the revitalization of the Nigeria University System (NUS) is a welcome development. If the points raised in this study is strictly looked into, there would be enhancement in the progress and performance of Nigerian education in the global ranking of the nation. Education in Nigeria still remains the engine room for development and growth, this implies that Nigeria's future depends on the type of children we raise and train, they need to

be prepared to take up the future challenges and take up their place in the tomorrow's society

VI. RECOMMENDATIONS

- The federal and State government should reconsider what their allocation to education has been.
- Education should not be politicized
- Admission should be done on merit
- There should be effective management of the schools
- Research findings should be implemented and sponsored
- There should be maintenance and provision of infrastructural facilities materials for effective teachings and learning process.

REFERENCES

- [1] Ajemba, H. E., Ahmed, F.M., Ogunode, N.J. & Olatunde- Aiyedun, T.G (2021). Problems facing science teachers in public secondary schools in Nigeria and way forward. International journal of discoveries and innovation in applied sciences 1(5)
- [2] Birabil, S.T & Ogeh, and O.W. (2020) Education in Nigeria: challenges and way forward international Journal of Research and reflection 8(1)
- [3] Ekpo, C.G. & Aiyedun, T.G. (2018). Environmental Education: Essential tool for the attainment of sustainable development goals in the 21st century Nigeria. The Researcher: A Journal of Contemporary Educational Research, 1 (1), 124-142.
- [4] National Universities Commission, (2006). Accreditation of Nigerian universities
- [5] Ojelade, I.A., Arcgbesola, B.G., Ekele, A., & Aiyedun, T.G. (2020). Effects of Audio-Visual Instructional Materials on Teaching Science Concepts in Secondary Schools in Bwari Area Council Abuja, Nigeria. The Environmental Studies Journal (TESJ), 3, (2)
- [6] Onimode, B, (2000). The funding of higher education in Nigeria. Paper presented at the 10th general assembly of the SSCN on social science research and public policy in Nigeria
- [7] Ogunode, N.J., Olatunde-Aiyedun, T.G. & Akin-Ibidiran, T.Y. (2021). Challenges preventing effective supervision of universal basic education programme in Kuje Area Council of FCT, Abuja, Nigeria. Middle European Scientific Bulletin,
- [8] Ogunode, N.J., Somadina, O. I., Yahaya, D.M. & Olatunde-Aiyedun, T.G. (2021). Deployment of ICT facilities by Post-Basic Education and career development (PBECD) during Covid-19 in Nigeria: Challenges and way forward. International Journal of Discoveries and Innovations in Applied Sciences, 1(5),
- [9] Olatunde-Aiyedun, T.G., Ogunode, N.J. & Eyiolorunse-Aiyedun, C.T. (2021). Assessment of virtual learning during covid-19 lockdown in Nigerian public universities. Academicia Globe: Inter science Research, 2 (5)
- [10] Orji, N.O., Ogar, S.J. & Aiyedun, T.G. (2018). Influence of jigsaw-based learning strategy on academic achievement of upper basic students' in Basic Science in Etim-Ekpo of Akwaibom State. Abuja Journal of Arts and Social Science Education (AJASSE), 1(1)1-12.
- [11] Okojie, J.A (2013). The challenge of mandate delivery in the Nigerian universities commission. A special address presented at the retreat for university administrators. Obudu, cross Rivers State
- [12] Vlasceanu, L. (2004). Quality assurance and accreditation: a glossary of basic terms and definitions. Buchares: UNESCO-CEPES publishers